

2021 Annual Report

Whitebridge High School



8390

Introduction

The Annual Report for 2021 is provided to the community of Whitebridge High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2021 was another significant year of change for Whitebridge High School (WHS), as education continued to be impacted in many ways as a result of the global pandemic. This event led to additional flexibility through 'learning from home' in response to public health orders in Semester 2. This change of priorities in our system resulted in an adjustment in school planning priorities, as the world responded to this health crisis on a local, national and international level. We were required to break new ground in the HSC with students having learning delivered online throughout much of Term 3 and early Term 4 preparing with their teachers for completion of major projects and HSC examinations. This constantly changing dynamic in the landscape of education requires expertise and enthusiasm. This challenge was met in extraordinary fashion by our highly skilled teachers and leaders and our young people, who continue to grow their independence as learners and develop learner strengths and resilience through the schools visible learning focus.

The school continued to drive its priorities in planning and implementation despite a significantly disrupted year and maintained its commitment to comprehensive school improvement. Part of our school philosophy is to seek progress in all that we do and to always strive to be better. This culture of continuous improvement is shared with students, staff and community. Our school's progress is reflective of engaging all aspects of the school through consultation. Whilst much of this throughout 2021 occurred through zoom, parents, students, staff and community engaged in a range of meetings, forums and surveys. This ensured our planning and implementation processes were inclusive and consultative, allowing us to engage authentically with the School's Excellence Framework.

Our commitment to improving quality learning, teaching and leadership practice is evident throughout. The school is preparing for External Validation in 2022 and has embedded a process of rigorous evaluation and analysis as a tool to ensure school self assessment is supported by relevant evidence.

Throughout 2021, significant development was undertaken in readiness for the implementation of the school's early commencement Stage 6 VET initiative which will see the first cohort of students undertaking this learning pathway in 2022. The school has a determined focus to support the transition pathways of every student so that all school leavers be that at the completion of the HSC with a goal of tertiary education or prior into apprenticeship and employment, students will have the benefit of an industry recognised and valued credential. In many cases, students will be dual credentialed increasing their opportunities for employment.

The school continues to enhance wellbeing structures and the supports available for all learners. A range of student inspired and led groups have continued to become part of the school's fabric to recognise and celebrate the diversity of the student population. Student leadership and student voice continues to be an integral component to school improvement. A key element of school planning has seen the implementation of known, valued and cared for plans for each student so that all individuals can be supported to achieve positive wellbeing and learning outcomes at Whitebridge High School.

Targeted learning and explicit teaching of literacy and numeracy have been a further focus throughout 2021 with the implementation of a comprehensive literacy and numeracy development program for targeted students.

The school was extremely proud of the achievements of our Year 12 class of 2021, rising to the challenge through significant adversity and demonstrating great success in their learning and post school pathways. Congratulations must be extended in particular to Eliza Hucker who was awarded the prize for Dux of Year 12 at the completion of the Year 12 assessment program and also to Nathan Battaglia who was the school's highest achiever in the HSC examinations.

I would like to extend my congratulations to all students for their efforts and engagement throughout 2021 and for their continued focus on supporting one another through the school's values of learning, respect and responsibility.

Our P and C and wider parent community have continued to support the school through the coordination of the school canteen and through parent volunteers to support its operation. Parents have also participated in consultation and feedback surveys and supporting engagement with school activities and events. The P and C have supported the purchase of a food truck in 2021 which will be delivered to the school in 2022 to support additional resourcing for the school hospitality and food technology curriculum. The ongoing support of the school by our parent community is greatly appreciated.

I would also like to acknowledge the phenomenal effort and professionalism of our staff team who throughout this year have again overcome phenomenal pressures on their work to deliver continuity of learning to our students and provide certainty and connection to the wider community under the most challenging of circumstances.

Message from the students

During 2021, life at school was a mixture of ups and downs. Relief from the COVID-19 pandemic was short-lived, with another lockdown occurring throughout Term 3 and into Term 4. Throughout this time our teachers created new forms of communication, with online applications being used to share information across the school. During the lockdown our teachers successfully managed to continue to maintain our learning and manage our workload, keeping spirits high with engaging 'Zoom' lessons.

Whilst in lockdown, the Year 11 students transitioned into their Year 12 2022 HSC program and commenced their HSC journey, navigating their learning from within lockdown. This transition was supported by teachers who went above and beyond, ensuring the wellbeing and stress levels of students were being managed.

Furthermore, during this time, our school managed to say farewell to the graduating class of 2021. Whilst the circumstances of their final year of schooling was not what any of them had anticipated nor hoped for, students were appreciative of the efforts made to celebrate this milestone with them. This was successfully achieved through our school's graduation assembly shared online with parents followed by the graduation drive through at the front of the school. Our graduating class were invited to call by smile for a picture, pick up a school gift bag containing small gifts in a HSC survival kit, and be cheered on by the Principal, Deputy Principals, school staff and the leadership team elect for 2022.

The election of the school's 2022 leadership team was also adapted to accommodate lockdown, students presented a short video introduction and speech to students and staff and voting by the student population took place online. The leadership team was announced during the Year 12 drive-by celebrations creating a memorable occasion for all involved.

We would like to acknowledge the quality leadership of the 2021 leadership team of Ally Smith, Cooper Hunt, Eryn Brown, Brayden Park, Jacob Zissis and Paige Carr whose leadership under very difficult circumstances remained present and focused and supported students to continue to stay connected.

With the help of wonderful teachers and staff, and the unfortunate cancellation of the 2021 year 12 formal, the school held a night to remember. The 24 hour turnaround to create and host a school formal, celebrated the graduating class and gave them an opportunity to mark the end of their HSC year and time at Whitebridge High School together as a cohort.

The school also experienced a much needed makeover with upgrades to bathrooms, hallways, the COLA and playground spaces. These new and improved spaces make our environment more inviting and a space where students want to learn.

The school also participated and ran multiple fundraising events, including a very successful Mark Hughes Head Shave Day. This event raised approximately \$27 000, with many teachers and students participating in the day.

Student lead groups such as the SRC, Junior AECG, Lunch bunch and WAC enable our students to celebrate diversity,

lead positive change and support inclusion and belonging at our school.

The various challenges and shared experiences we have faced as a school has continued to bring the students together and has strengthened our school community.

Piper Davies and Noah Levin

School Captains 2021-2022

School vision

Whitebridge High School is a future focused educational community committed to values of respect, responsibility and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school nestled in the beautiful surrounds of the Glenrock State Conservation Area, the beaches of Dudley and Redhead and in close proximity to the shores of Lake Macquarie. We offer our 980 students the best educational opportunities, in an inclusive, safe and secure learning environment. The school has an Aboriginal and Torres Strait Islander student population of 8% and a language background other than English of 4%. Additionally, there are two MC classes, three ED classes and one IM class catering to students from Years 7 to 12. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best. The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing. While valuing our past traditions, the school is a leader in addressing the opportunities arising from a rapidly changing world and educational landscape. Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience. The school is comprehensive in its curriculum and inclusiveness. It aims to achieve excellence and equity and incorporates extension programs for gifted and high potential students and individualised support for students with learning difficulties. Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility. The schools priorities over the next school planning cycle are Student growth and attainment, Inspired learning, Wellbeing and Partnerships and the continued development of Innovation in quality teaching and leadership which have been established through an authentic situational analysis and in consultation with community including the Minimbah AECG.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To assist all students to achieve future life goals and pathways beyond school. This is underpinned by a strong foundation in literacy and numeracy and personal learner growth. It is our goal that all learners will achieve personal growth where students are achieving higher than expected growth across the curriculum on internal and external performance measures.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Stage 6 Learning Skills Development
- Stage 5 Learning Skills Development
- Stage 4 Learning Skills Development

Resources allocated to this strategic direction

Professional learning: \$17,345.65

Low level adjustment for disability: \$268,227.88

Aboriginal background: \$43,939.00

Socio-economic background: \$137,150.04

Integration funding support: \$17,638.00

Operational Funding 6100 - Teaching Support / Staffing: \$25,430.08

Summary of progress

Key strategic initiatives have been implemented to support ongoing development in the areas of literacy and numeracy. With NAPLAN not completed in 2020, we experienced a significant impact of student perception of NAPLAN impacting on 2021 completion. Following COVID school lockdowns and some disrupted learning amongst stage 5 students, literacy and numeracy progress was slowed. Explicit delivery of targeted initiatives, has been disrupted throughout 2021 and student performance in literacy and numeracy has not achieved the desired annual progress that was originally planned. Targeted literacy and numeracy initiatives and embedded quality practice will continue to be a major focus in 2022. Pleasing results were achieved, consistent with the challenge experienced for the 2021 cohort not only in their HSC year but also throughout Year 11 in 2020. Achievement in the area of HSC top 3 bands was positive, despite the challenging learning circumstances presented for students and staff. A major emphasis was placed on learning continuity to support HSC learners to achieve success, as measured by their access to tertiary education programs and successful individualised post school pathways for our school leavers.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students in the top 2 bands of NAPLAN domain in numeracy to 29% up from 24.2% in Year 9.	Students in the Top 2 Bands of Year 9 NAPLAN in the domain of numeracy was 18% in 2021
Increase in the top 2 bands of the NAPLAN domain of reading to 25% up from 19.7% in Year 9.	Students in the Top 2 Bands of Year 9 NAPLAN in the domain of reading was 16% in 2021
Increase in the percentage of students achieving in the top 3 bands of the HSC to 65% up from 59.9%.	Students achieving in the Top 3 Bands of the HSC increased to 63.4% in 2021
Increase in the percentage of students	Students achieving expected growth from year 7 to 9 NAPLAN was 31.11%

<p>achieving expected growth 7-9 in the NAPLAN domain of numeracy to 69% up from 65.5%.</p> <p>Increase in the percentage of students achieving expected growth in the NAPLAN domain of reading to 68% up from 64.8%. 7-9.</p> <p>Initial baseline capture of Aboriginal Student data to represent the achievement of retention from 7-12 and achievement of the HSC or identified pathway in accordance with their Personalised Learning Plan.</p>	<p>in the domain of numeracy in 2021</p> <p>Students achieving expected growth from year 7 to 9 NAPLAN was 35.21% in the domain of reading in 2021</p> <p>In 2021, all Aboriginal and Torres Strait Islander students progressed onto the next year. We had all Year 12 Aboriginal students successfully complete and attain their HSC (three students in total). Other Aboriginal students in Year 12 gained traineeships and apprenticeships before completing their HSC.</p> <p>In 2021, 54% of Year 7 Aboriginal and Torres Strait Islander student were found to be in the top 3 bands across all domains for Year 7 NAPLAN.</p>
<p>Establish the baseline % of Aboriginal Students in the top 3 bands from their Year 7 NAPLAN data.</p>	<p>In 2021, 54% of Year 7 Aboriginal and Torres Strait Islander students were found to be in the Top 3 Bands across all domains for 7 NAPLAN.</p>

Strategic Direction 2: Inspired Learners, Wellbeing and Partnerships

Purpose

To provide a supportive environment for all learners, including staff and students, which supports strong school attendance and creates a sense of belonging and resilience. We will build a culture of learning, respect and responsibility which caters to the learning and wellbeing needs of the whole school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Wellbeing structures and supports
- Recognising Individual Learners

Resources allocated to this strategic direction

Socio-economic background: \$39,860.61

Operational Funding 6100 - Aboriginal Flexible Top Up: \$15,532.00

Summary of progress

The school has implemented a comprehensive review of school wide attendance practices and developed improved systems and strategies to promote positive attendance for students and families. The school has participated in a targeted attendance initiative with colleagues' schools to enhance network supports for positive attendance. Staff have engaged in additional training to support school attendance strategies and whilst impacted significantly by the COVID pandemic, the school has experienced success in more effective systems and processes and an increased number of students were eligible for positive attendance awards at the annual presentation. A comprehensive approach to the wellbeing of students and staff has resulted in authentic connections and school practices that enable students to be known, valued and cared for such that they have reported improved wellbeing through TTFM.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students attending school above 90% of the time from 61% to above 67%.	<p>Whitebridge High School supports and implements the NSW Department of Education and Communities School Attendance Policy and takes a positive approach to improving attendance within a framework of student wellbeing. Student attendance is regularly monitored and analysed so that interventions can be put in place to support the learning of students at risk and takes a positive approach to improve student attendance. Our Attendance plan identifies and implements core values, practices and processes that support regular attendance and learning. Updated annually, the school Attendance plan clearly outlines attendance practices and processes, and specifically defines the roles for each member of the attendance team. Regular attendance is supported and promoted with staff, students and the local community through wide ranging intervention strategies implemented by the Head Teacher Wellbeing, HSLO, teaching and SASS staff. Strategies to support those students with poor attendance are implemented through the Learning Support Team and ILST meetings create a plan for targeted students to reduce the impact absences have upon their growth and attainment.</p> <p>Our progress in increasing the percentage of students attending above 90% of the time has continued to be impacted by the COVID pandemic.</p>
Increase in student Wellbeing measure as determined through TTFM from 67.5 to 71.	<p>A comprehensive range of student wellbeing and connection activities have been implemented across the full scope of the Wellbeing Framework. Targeted and strategic initiatives and ensured a more coordinated approach</p>

Increase in student Wellbeing measure as determined through TTFM from 67.5 to 71.

to school wide wellbeing practices. Students have reported an increase in their overall wellbeing despite the challenges of connection and school engagement faced throughout the pandemic. Student wellbeing has shown an increase from 67.67% in 2019 to 73.47% trending upwards and positive against both state and SSG.

Strategic Direction 3: Innovation in Quality Teaching and Leading

Purpose

Whitebridge HS staff embrace explicit quality teaching inclusive of all, underpinned by high expectations and innovative evidence based teaching practices to enhance student learning.

School leaders build capacity and inspire a culture of continuous improvement that focuses on Visible Learning practices, innovative assessment and quality feedback.

We focus on collaborative practice that enhances professional learning, allowing us to lead opportunities for evolving future pathways.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Performance Culture and Professional Learning
- Visible Learning
- Evaluative practice and Faculty Reviews

Resources allocated to this strategic direction

Beginning teacher support: \$4,485.00

Professional learning: \$73,483.00

Operational Funding 6100 - Teaching Support / Staffing: \$28,029.40

Aboriginal background: \$14,689.82

Summary of progress

The school continued its processes of visible learning walkthroughs and professional development to support school wide implementation of visible learning. The formative assessment group continued to meet regularly to review and develop faculty processes aligned to changing school assessment towards more formative practices across all faculties, supporting further increases in student engagement in teaching and learning. The engagement in targeted PL for data skills and use was impacted by COVID shutdowns with staff focus directed towards online teaching and learning practices for quality connection and engagement. School walkthrough data clearly demonstrates an increase in implementation of VL strategies across the school. Engagement data and feedback was significantly challenged throughout COVID restricted periods however student and parent responses to online learning engagement and support showed positive impact. Further focus on utilising school data to inform teaching and learning will continue to be developed such that it guides future impact on teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To establish a baseline of data in Term 1 2021 and to achieve a 10% increase in Learning Intentions and Success Criteria evident across all classroom settings against the Term 1 baseline.	Baseline data was established using Executive Visible Learning Walkthrough data feedback information. This indicated that 66% of teachers were clearly using Learning Intentions and Success Criteria and these were evident in each classroom. Walkthrough baseline data was collated in week 1 of Term 1. Student survey results collected from 460 students across years 7 to 12 at the end of Term 2 indicated that 99% of teachers were using Learning Intentions and Success Criteria in every lesson or some lessons.
Within the Learning Domain of Assessment, staff self assessment in the theme of formative assessment shows progress towards sustaining and growing.	All faculty areas have created and published a Stage 4 Scope and Sequence that is primarily focused on formative assessment. Each learning area may have included a mastery task with student growth as its main focus. Student check in measures have been built into the Scope and Sequence for teachers and students to assess growth towards mastery.

<p>Within the Learning Domain of Assessment, staff self assessment in the theme of formative assessment shows progress towards sustaining and growing.</p>	<p>Teachers using effective feedback to enhance student growth is an integral component of formative assessment and built into the check in processes in teaching and learning activities.</p>
<p>3% increase in Student Engagement Report in all TTFM measures.</p>	<p>Intellectual engagement composite decreased by 2% in May with 36% of students responding that they are intellectually engaged and find learning interesting, enjoyable and relevant. This can be attributed to students' sense of isolation and disengagement during learning from home COVID restrictions in 2020. Student survey responses in November, however, indicated a 7% rise in intellectual engagement with 43% of students responding positively to all measures. This is still 3% below NSW Government norm and also reflects 4.8% of female students reporting greater levels of engagement over male students across all surveys from 2018.</p>
<p>Staff self assessment in the area of Data Skills and Use in the target themes of data literacy, and data use in teaching moves towards sustaining and growing.</p>	<p>Evidence based PL was delivered using short cycles and has progressed the capacity of some teachers to use data in their classrooms to measure impact. The focus of data literacy and use has centred around external testing and internal assessment data. Staff have engaged with What Works Best modules, and feedback was collected using Microsoft Forms. Teachers responded indicating this continues to be an area for further development. Data skills and use will remain a strong focus throughout 2022 with only 33.4% of survey respondents indicating a moderate to high level of confidence in data use.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,638.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Whitebridge High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 4 Learning Skills Development <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Students with additional learning needs supported through differentiated practice and in class SLSO supports to access curriculum. Learning adjustment registers consulted and developed to ensure appropriate learning supports were implemented and registered.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review and monitored implementation of learning supports for identified students with additional needs. Further staff development for targeted behaviours and students with complex needs within an inclusive setting.</p>
<p>Socio-economic background</p> <p>\$177,010.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Whitebridge High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 5 Learning Skills Development • Attendance • Wellbeing structures and supports • Stage 4 Learning Skills Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement and support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Refinement of the school's attendance practices and procedures, education of staff, students and community regarding attendance expectations. Implementation of the STEP program in Year 10. All participants in 2021 transitioned to meaningful employment and further training. Engagement of Visible Learning coaches for each faculty and a subsequent increase in staff use and student engagement with learning intentions and success criteria as evidenced by teacher walkthrough data and TTFM.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teacher release to enhance attendance monitoring and communication. Staff development Visible Learning - Feedback. Comprehensive implementation of targeted wellbeing programs.</p>

<p>Aboriginal background</p> <p>\$58,628.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Whitebridge High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 6 Learning Skills Development • Evaluative practice and Faculty Reviews <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>Comprehensive analysis of Aboriginal Student progress data and the development of individualised targeted initiatives to support student growth and attainment. Students have achieved increased cultural confidence and engagement in cultural activities. Implementation of a community do schools Aboriginal and Torres Strait Islander transition day to support student transition. Regular and consistent meetings of the schools junior AECG. Student achievement of Nanga Mai cultural award</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Employment of specific staff to support Aboriginal student attendance, literacy and numeracy and cultural development. Targeted cultural programs to support Aboriginal cultural engagement, introduction of Bro Speak and Sista Speak programs, learning mentors to support growth in literacy and numeracy and HSC attainment.</p>
<p>English language proficiency</p> <p>\$2,402.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Whitebridge High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teacher release time of 1 period per fortnight to assist EAL/D learners as needed. • additional teacher time to provide targeted support for EAL/D students and for development of programs • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p> <p>ESL learners supported to achieve curriculum progress, undertake ESL progress assessments and access additional learning supports.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Mentoring and learning supports to further progress ESL learners</p>

<p>Low level adjustment for disability</p> <p>\$268,227.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Whitebridge High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 6 Learning Skills Development • Stage 5 Learning Skills Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Targeted students are provided with an evidence-based intervention 7 steps to writing and Quick Smart literacy to increase learning outcomes • Support for students in HSC Disability Provisions and Minimum Standards literacy and numeracy targeted programs. <p>The allocation of this funding has resulted in: All eligible students achieving minimum standards for literacy and numeracy and subsequently achieving the HSC 2021. Targeted students supported to achieve task completion stage 5 and 6 reducing N award notifications and the need for individual improvement programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identification of targeted students for ongoing and specialist intervention supports.</p>
<p>COVID ILSP</p> <p>\$143,074.72</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to improve student outcomes in literacy and numeracy proficiency • Employing/releasing staff to coordinate the program • Releasing staff to participate in professional learning • Development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Targeted students participating in small group tuition in literacy and / or numeracy with a focus on Year 11 literacy and Year 9 / 10 numeracy. Students engaged in the program achieved identified progress measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identification of target student group, refinement of targeted initiative to support student engagement and literacy and numeracy progress. Staff release for program coordination. staff training on targeted evidenced based programs. Development of systems for enhanced student progress data tracking.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	499	502	524	507
Girls	406	406	441	416

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.8	92.2	90.6	89.5
8	87.6	88.5	88.9	88.1
9	89.2	87.1	86.4	84.6
10	84.5	86.5	83.8	84.6
11	79.7	83.6	85.2	79.7
12	86.8	86.7	88.3	86.9
All Years	86.6	87.7	87.4	85.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	20	44
Employment	4	24	7
TAFE entry	1	9	8
University Entry	0	0	63
Other	17	9	3
Unknown	0	0	0

Throughout the 2021 school year in response to the impact of the COVID pandemic and repeated periods of learning from home, an increased number of students in Stage 6 chose to seek employment, having reached the age of 17. Some students in both Years 11 and 12 found it difficult to stay connected with learning across the last 2 years during the pandemic lockdown periods and hence found the return to school more challenging. This is reflected in the increased number of students in Years 11 and 12 transitioning to post school pathways.

Year 12 students undertaking vocational or trade training

37.10% of Year 12 students at Whitebridge High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Whitebridge High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.77
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	355,369
Revenue	12,374,631
Appropriation	12,090,511
Sale of Goods and Services	24,555
Grants and contributions	259,004
Investment income	561
Expenses	-12,382,077
Employee related	-11,360,767
Operating expenses	-1,021,310
Surplus / deficit for the year	-7,445
Closing Balance	347,923

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	51,489
Equity Total	506,292
Equity - Aboriginal	58,651
Equity - Socio-economic	177,011
Equity - Language	2,402
Equity - Disability	268,228
Base Total	10,326,155
Base - Per Capita	246,394
Base - Location	0
Base - Other	10,079,762
Other Total	718,111
Grand Total	11,602,047

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

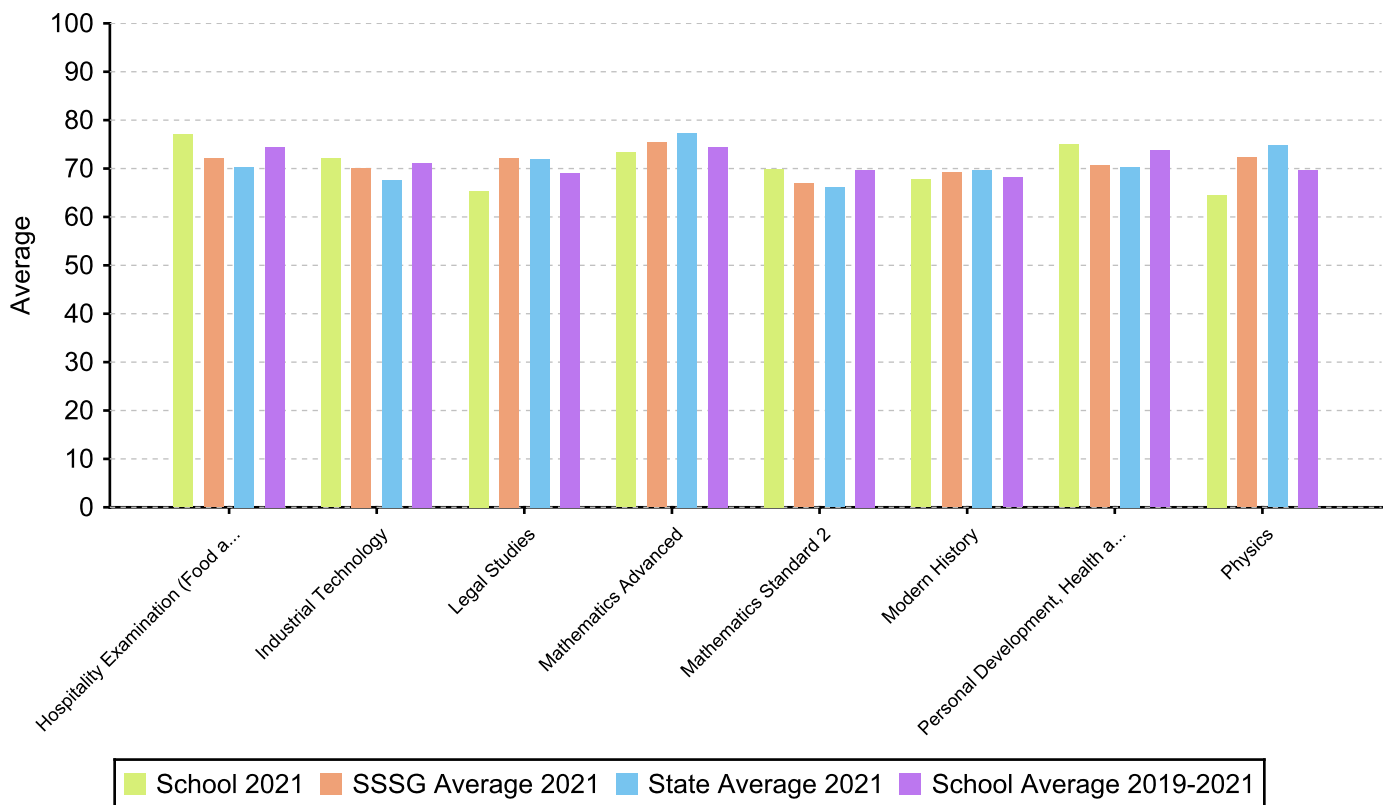
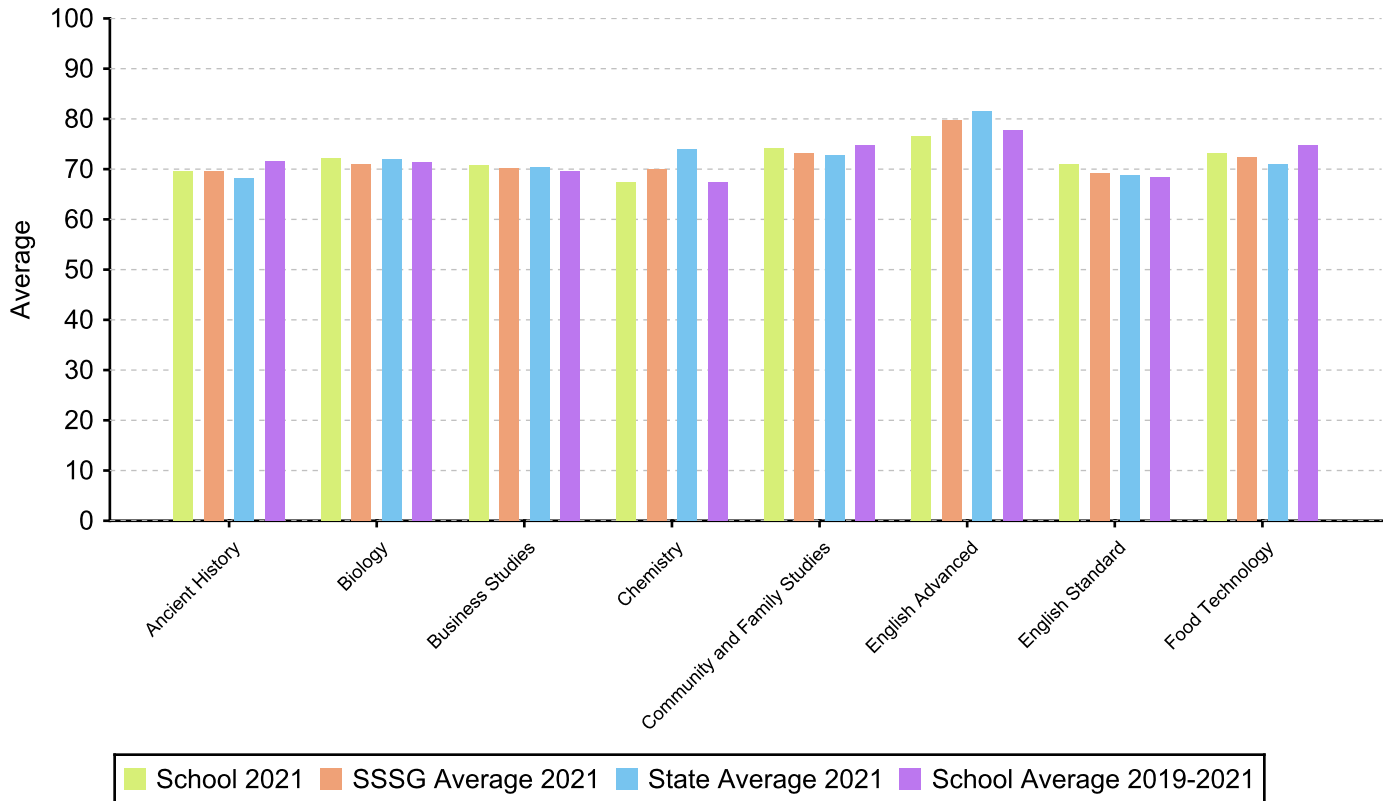
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	69.5	69.5	68.1	71.5
Biology	72.1	71.0	71.9	71.3
Business Studies	70.8	70.2	70.4	69.6
Chemistry	67.4	70.0	74.1	67.4
Community and Family Studies	74.1	73.1	72.7	74.8
English Advanced	76.5	79.7	81.4	77.7
English Standard	70.9	69.2	68.8	68.4
Food Technology	73.1	72.3	71.0	74.8
Hospitality Examination (Food and Beverage)	77.0	72.1	70.3	74.4
Industrial Technology	72.1	70.1	67.7	71.2
Legal Studies	65.3	72.2	72.0	69.1
Mathematics Advanced	73.3	75.4	77.4	74.4
Mathematics Standard 2	69.9	66.9	66.1	69.7
Modern History	67.7	69.2	69.7	68.2
Personal Development, Health and Physical Education	75.0	70.6	70.3	73.7
Physics	64.5	72.3	74.8	69.7

HSC achievement in 2021 was pleasing particularly in relation to the extended lockdown period preceeding the HSC. Students were supported to maintain continuity of learning through learning from home, however, were faced with many challenges. Despite this, 19 individual results were recognised on the distinguished achievers list which was the school's strongest performance in recent years. This being a slight increase on the school's strong 2020 HSC achievements. Approximately 56% of all HSC results were in the top 3 bands, and 63% of students secured University offers. Staff continue to be engaged in HSC professional development and HSC marking programs to ensure teacher judgement is consistent against HSC standards and that teaching practice continues to be of a high quality ensuring the best possible outcomes for students. Students following a lifeskills pathway were supported to achieve their HSC credential.

Parent/caregiver, student, teacher satisfaction

Parents and carers, have found their connection to the school to be more challenging in recent years as a result of the pandemic restrictions limiting visitors to school sites. All communication for parents has been remote limiting the school's opportunity to engage in comprehensive site based activities and forums to maintain strong connections with parents through face to face opportunities and school events. Despite these challenges, the school has continued to improve its relationships with parents, experiencing positive growth as indicated by direct feedback and communication received through emails as well as positive trends in the parent carer Tell Them From Me survey. Responses have indicated that parents feel welcome at the school and have been well informed. Parents have also positively supported home learning and have valued the school's approach in support of learning and recognised the school's inclusive focus. In addition, parents have provided feedback indicating support for a stronger approach to addressing student behaviour and bullying.

Student responses to the Tell From From Me survey provided positive indications against the key drivers for success. Significant growth was reported by students in the areas of positive relationships and positive behaviour at school, with 93% of students indicating positive behaviour for learning. Explicit teaching practice, feedback and effective learning time were also showing improvement on the previous year. Students have identified thinking critically, working as part of a team and communicating with others as being the three learning areas of most significant to their future job or career and in addition students reported an increase in their sense of belonging throughout 2021 and further reported that they were less likely to experience bullying.

Teachers report a rapid growth in their use of technology for teaching and learning coupled with a consistency on the quality of teaching strategies being implemented. The school's expectation for ongoing and embedded BYOD practices has resulted in staff reporting technology use and confidence at a level above the state norm on the measure of technology. This significant technology growth has been both expected, however, also pleasing due to the development and commitment of staff across the changing landscape and the added demands on their work due to learning from home. A consistent and overwhelming increase in the workload of teachers continues to challenge teacher wellbeing, with staff experiencing increasing challenge in overcoming obstacles to learning across the increasingly complex and diverse needs of learners. Staff are committed to inclusion and foster positive relationships with students and families. Data use to inform practice continues to be an area of development. Staff have continued to provide continuity of learning and high quality education to students throughout very difficult circumstances and through this have supported students to make progress. Staff can be justifiably proud of their successes in 2021.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.