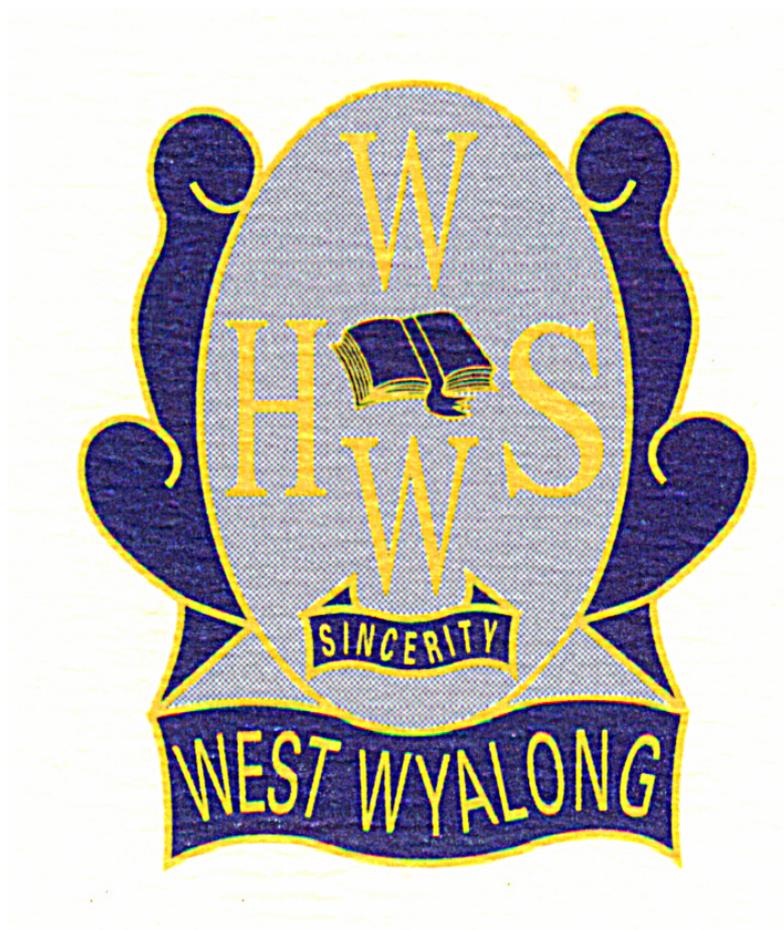


# 2021 Annual Report

## West Wyalong High School



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# Introduction

The Annual Report for 2021 is provided to the community of West Wyalong 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.

## School contact details

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## School vision

At West Wyalong High School we are committed to providing an inclusive environment that engages our students in becoming motivated, successful learners focusing on academic and social growth. Every student and every teacher will be challenged to improve every year.

To achieve school excellence and prepare our students for further education, training and vocational opportunities we will continue to personalise learning and strengthen the positive relationships with students, staff, parents/carers and the wider community. By collaboratively responding to data via targeted intervention we build strong foundations in literacy and numeracy with high aspirations for each and every student.

## School context

West Wyalong High School is a comprehensive rural education school in the north western part of the Riverina, situated on the lands of the Wiradjuri people, 155 kms North East of Griffith. The school serves the town of West Wyalong and surrounding villages in the Bland Shire. The enrolment 7 to 12 has ranged between 265-310 over the past 5 years. In 2021 we have a population of 287 students of which 48 identify as having an aboriginal background and 22 students are EAL/D (English an additional language or dialect).

The school staffing in 2021 is 33 teaching staff and 6 non-teaching staff. Over the past three years our overall staffing numbers have remained steady due to drought relief funding. The school entitlement for Head Teachers is 5 and we utilise equity funding to employ a classroom teacher on higher duties as a Head Teacher (above entitlement) - Teaching and Learning. Our executive staff remains stable with a mix of new and experienced leaders. Additional student learning support officers are employed through the use of equity and disability funding to provide additional targeted learning support for our students. We currently have one multi-categorical class which requires one additional Special Education teacher and a Learning and Support Teacher.

The school continues to maintain strong links with partner primary schools through our long running middle school program. This program supports the transition of primary school students to high school. This program has been revised in 2021 to include Year 6 students only and will be strengthened further to include personalised learning plans for all Year 6 and 7 students. The 2021-2024 strategic improvement plan will include strategies for strengthening transition and further collaboration between partner schools. Some equity funding will be utilised to lead and implement these transition improvements.

Our curriculum in senior high school will continue to integrate a strong vocational education focus including Construction, Hospitality, Primary Industries and Metals and Engineering. Productive relationships and partnerships with the Bland Shire Council, Riverina TAFE, West Wyalong Local Aboriginal Lands Council, Evolution Mine and the Lake Cowal Foundation provide further opportunities for the school and are valued connections to our local community.

A comprehensive situational analysis was undertaken and has led to the 2021-2024 strategic improvement plan, both of which involved genuine consultation with students, staff, parents, the West Wyalong Aboriginal Lands Council and the AECG.

The school's equity funding will be used to support initiatives developed in the 2021-2024 strategic improvement plan. Derived from the situational analysis, the school is committed to high level improvement or further development in the academic and social growth of all students through positive relationships between staff, students, parents/carers and the wider community. To achieve this growth, high impact professional learning will be planned and implemented for all staff. The learning will prioritise student growth and attainment in literacy, numeracy and HSC through appropriate response to data via improved differentiated teaching. Collaborative practices in analysing and planning targeted teaching interventions will be strengthened. There will be a focus on transition both from Stage 3 to Stage 4 and Stage 5 to Stage 6 with particular emphasis on improved Higher School Certificate performance through professional learning related to quality assessment and use of data to inform teaching.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure every student displays growth in their learning through quality, evidence-based strategies in teaching. This will be measured through the results gathered in reading and numeracy.

### 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.

- Knowing our students and where to next.

### Resources allocated to this strategic direction

**Socio-economic background:** \$44,935.00

**Integration funding support:** \$20,430.00

**English language proficiency:** \$16,817.00

**Professional learning:** \$17,728.33

### Summary of progress

Our focus for 2021 was knowing our students and where to next through improved assessment practice across the whole school. Focusing on High Impact Professional Learning in relation to effective assessment practices, the development of personalised learning profiles and collaboratively sharing consistent teaching practice with our partner primary schools.

This required analysis of current assessment practice, initially with stage 5 formal assessments, to evaluate assessment quality and better prepare students for stage 6 formal assessment. The evaluation provided valuable insights in relation to inconsistent expectations across faculties. As a result, teachers completed further training based on the student assessment theme in What Works Best - In Practice. Teachers also became more proficient in using the Department's Literacy and Numeracy Hub short assessments to identify literacy deficiencies and inform classroom practice. In responding to these findings, a consistent approach to stage 5 formal assessments will be implemented in 2022. This will include supervisors conducting quality checks, a maximum of four formal tasks per course per year, expected student time commitments for individual tasks and the distribution of an assessment schedule for students, parents and staff.

In adopting a more personalised approach to assessment, the literacy leadership team triangulated the short assessment data, NAPLAN and check in data to provide a gap analysis for each 7 student. This resulted in improved teacher knowledge of student learning gaps and the implementation of differentiated teaching approaches to reading and comprehension. In 2021 personalised learning profiles, including assessment data and learning goals, were developed in SENTRAL and shared with Year 7 parents/carers.

To support the transference of explicit reading and comprehension skills into 2022 classroom practice, further professional learning will be required particularly in relation to stage group literacy focus areas including vocabulary, inferencing, and understanding texts.

### 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
<ul style="list-style-type: none"><li>• Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in reading of 14.2%. Increase of 6.0%.</li><li>• Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in numeracy of 17%. Increase of 5.6%.</li></ul>	6.7% of students are now in the top two NAPLAN bands for reading and 8.9% for numeracy, indicating progress is yet to be seen toward the annual progress measures.

SEF-Sas evaluated at Sustaining and Growing for the element of Assessment.

Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the the element of Assessment.

## Strategic Direction 2: Connects, succeeds, thrives and learns

### Purpose

In order to improve the vocational and educational aspirations of every student we will strengthen productive partnerships with key stakeholders.

### 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.

- High expectations relationships

### Resources allocated to this strategic direction

**Aboriginal background:** \$47,719.00

**School support allocation (principal support):** \$17,685.00

**Professional learning:** \$22,000.00

**Socio-economic background:** \$28,500.00

**Location:** \$73,160.00

**Per capita:** \$67,935.08

### Summary of progress

Our focus in 2021 was on developing structures and process for developing high expectation relationships within our school community to empower students and build school pride. This required significant investment in High Impact Professional Learning for an improved, planned approach to student wellbeing and support, including effective processes for supporting student attendance.

The principal completed training delivered by the Stronger Smarter Institute to improve Aboriginal student outcomes, based on high expectation relationships. All staff participated in developing high expectation professional learning based on the work of Chris Sarra and the Pivotal Curriculum. To further engage our indigenous students in learning and to strengthen our partnership with our indigenous community we employed two Aboriginal elders in residence to co-develop structured support for our students. This model of support enhanced the authenticity of student Personalised Learning Pathways and resulted in improved attendance for several students.

All staff completed the relevant online training for the implementation of the High Potential and Gifted Education (HPGE) policy providing staff with a deeper understanding of how to develop learning experiences to meet the needs of these students. A HPGE leadership team was formed and they undertook an evaluation of the school's procedures, processes, and practices to support HPGE students. Year 7 students performing above state average in the domains of reading, writing and numeracy were identified to facilitate talent development in 2022 and beyond

In 2021 all staff completed the Department's online professional learning Supporting Student Attendance and this has provided the necessary background knowledge and understanding of evidence-based practice to improve student attendance. In 2022, an executive staff member will lead the professional learning related to Every Day Counts and a Head Teacher allowance will be provided to enable them to improve the current attendance monitoring systems and processes. We will build upon our case management approach for supporting student attendance with a particular focus on those students attending less than 90%.

### 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
• Increased percentage of students attending school more than 90% of the time by 3.0% to meet the system negotiated attendance target of 70.8%	The number of students attending greater than 90% of the time or more has decreased indicating progress towards the system negotiated target is yet to be realised.
• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be	67.5% of students reporting positive wellbeing outcomes has remained relatively similar to previous years across the positive wellbeing measures.

at or above the system negotiated target of 70.2%	
• SEF - "Learning culture" and "Wellbeing" are validated at Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Wellbeing.

## Strategic Direction 3: High impact teaching

### Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will further develop and improve high impact teaching practices that responds to the learning needs of individual students.

### 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.

- Effective classroom practice through collaboration

### Resources allocated to this strategic direction

**Socio-economic background:** \$95,000.00

**Professional learning:** \$22,900.00

**Integration funding support:** \$56,320.00

**Low level adjustment for disability:** \$156,608.00

### Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning and the provision of explicit literacy learning modules in structured timetabled 25-minute lessons. These explicit lessons required teachers to analyse reading and comprehension data that was triangulated with Department's short assessment data, explicit literacy teaching strategies and the use of the Department's Literacy and Numeracy Hub resources. Utilising data to inform teaching practice, explicit reading and comprehension strategies professional learning underpinned these literacy lessons which enabled staff to gain further awareness and confidence in identifying student literacy deficiencies and empowered staff to better differentiate their teaching.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in stage groups and executive team to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Some differentiated support across faculties, in the form of point of need staff support, however these meetings were not scheduled and occurred informally and this needs further planning in 2022. Year 7 Best Start, Check-In and NAPLAN data student learning outcomes have been tracked indicating consistent progress of student learning outcomes yet to be achieved. Some staff members have been trained in the use of PLAN 2 software and they will lead cross Key Learning Area training in 2022.

Next year in this initiative, we will work with staff to establish a more refined, planned approach to whole school reading and comprehension professional learning. 2021 required teachers to work in isolation with their small staged groups. In 2022 we will adopt larger staged literacy groups in order to release staff for lesson observations and further collaboration. Through the data collected in staff surveys and classroom observations, staff acknowledged enhanced confidence in utilising explicit reading and comprehension skills within their individual KLAs. Transference of these skills into the classroom will continue to be built upon in 2022. A 2022 rural experience teacher, who specialises in targeted literacy teaching and learning, will strategically be used to further build the capacity of staff to analyse data to inform teaching.

### 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
• Improvement in the percentage of HSC course results in the top 3 bands to reach the lower bound system negotiated target of 53.6% or above. Increase of 5.0%	60.2% of students attained results in the top three bands exceeding the 2022 upper bound target of 58.6%.
<b>NAPLAN Expected Growth - Reading</b>	Percentage of students achieving expected growth in reading decreased by

<ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving expected growth to be above the school's lower bound system negotiated target in reading of 61.2%. Increase of 6.5%.</li> </ul>	<p>13.2% indicating progress is yet to be seen toward the system-negotiated target.</p>
<p><b>NAPLAN Expected Growth - Numeracy</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving expected growth to be above the school's lower bound system negotiated target in numeracy of 75.4%. Increase of 2.5%.</li> </ul>	<p>Percentage of students achieving expected growth in numeracy decreased by 38.8% indicating progress is yet to be seen toward the system-negotiated target.</p>
<ul style="list-style-type: none"> <li>• SEF - "Data skills and use" and "Student performance measures" are validated at Delivering.</li> </ul>	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,750.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Wyalong High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next.</li> <li>• Effective classroom practice through collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for targeted professional learning around middle school transition</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• all eligible students demonstrating progress towards their personalised learning goals,</li> <li>• all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$168,435.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Wyalong High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice through collaboration</li> <li>• High expectations relationships</li> <li>• Knowing our students and where to next.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement a case management welfare approach to support identified students with additional needs</li> <li>• engage with external providers to support student engagement and retention</li> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved student/teacher relationships evidenced by;</p> <ul style="list-style-type: none"> <li>• positive changes to SENTRAL welfare data,</li> <li>• regular case management meetings for students at risk resulting in stronger internal and external support,</li> <li>• Improved literacy outcomes for students requiring intervention strategies,</li> <li>• the development of personalised learning plans for Year 7 students containing literacy and numeracy goals.</li> </ul>

<p>Socio-economic background</p> <p>\$168,435.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to engage external support services for students at risk and continue to conduct regular case management meetings. Data shows that further implementation of best practice attendance strategies is required including a leadership role within the school to enhance the monitoring and communications with families in relation to attendance. We will continue to engage additional School Learning and Support Officers to support the implementation of personalised learning plans. West Wyalong High School will continue to strengthen the sharing of professional learning and data with our partner primary schools for improved transition.</p>
<p>Aboriginal background</p> <p>\$47,719.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Wyalong 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High expectations relationships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• more Aboriginal families engaging in the Personalised Learning Pathways and improved teacher/student/family relationships,</li> <li>• collaboration between our Elder in residence and students has improved individual student attendance and engagement,</li> <li>• more Aboriginal students are engaging in student leadership opportunities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to sustain our school focus on high expectation relationships with our students and their families. Continue the additional specialist support of our Aboriginal students and strengthen our Elder in residence initiative to further enhance attendance, student engagement and achievement of the HSC and top two NAPLAN bands.</p>
<p>English language proficiency</p> <p>\$16,817.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Wyalong High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p>

<p>English language proficiency</p> <p>\$16,817.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> ongoing professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$156,608.00</p>	<p>Low level adjustment for disability equity loading provides support for students at West Wyalong High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice through collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention, Macqlit, to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$73,160.00</p>	<p>The location funding allocation is provided to West Wyalong High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High expectations relationships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>COVID ILSP</p> <p>\$189,783.00</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>

COVID ILSP

\$189,783.00

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy - Reading
- providing targeted, explicit instruction for student groups in numeracy.
- releasing staff to analyse school and student data to identify students who were not attaining expected growth.

**The allocation of this funding has resulted in:**

the majority of the students in the programs achieving significant progress towards their personal learning goals

**After evaluation, the next steps to support our students with this funding will be:**

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	146	153	130	145
Girls	150	137	143	139

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.5	91.5	92.7	85.8
8	90.7	87.2	91	86.4
9	86.6	86.9	87	82.8
10	86	79.8	86.7	78.5
11	86.3	82.4	85.3	80.1
12	85.9	81.3	86.4	88.6
All Years	88.2	85.3	88.4	83.3
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

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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	4	8
Employment	52	63	23
TAFE entry	0	0	4
University Entry	0	0	62
Other	13	7	3
Unknown	35	26	0

### Year 12 students undertaking vocational or trade training

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22.86% of Year 12 students at West Wyalong High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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92.3% of all Year 12 students at West Wyalong 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)	1
Head Teacher(s)	5
Classroom Teacher(s)	21.8
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.58
Other Positions	1

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	714,895
<b>Revenue</b>	6,119,569
Appropriation	6,047,217
Sale of Goods and Services	5,278
Grants and contributions	61,375
Investment income	664
Other revenue	5,036
<b>Expenses</b>	-5,924,505
Employee related	-5,258,610
Operating expenses	-665,894
<b>Surplus / deficit for the year</b>	195,065
<b>Closing Balance</b>	909,960

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	76,750
<b>Equity Total</b>	389,579
Equity - Aboriginal	47,720
Equity - Socio-economic	168,434
Equity - Language	16,817
Equity - Disability	156,608
<b>Base Total</b>	4,667,204
Base - Per Capita	67,935
Base - Location	73,161
Base - Other	4,526,108
<b>Other Total</b>	370,693
<b>Grand Total</b>	5,504,227

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

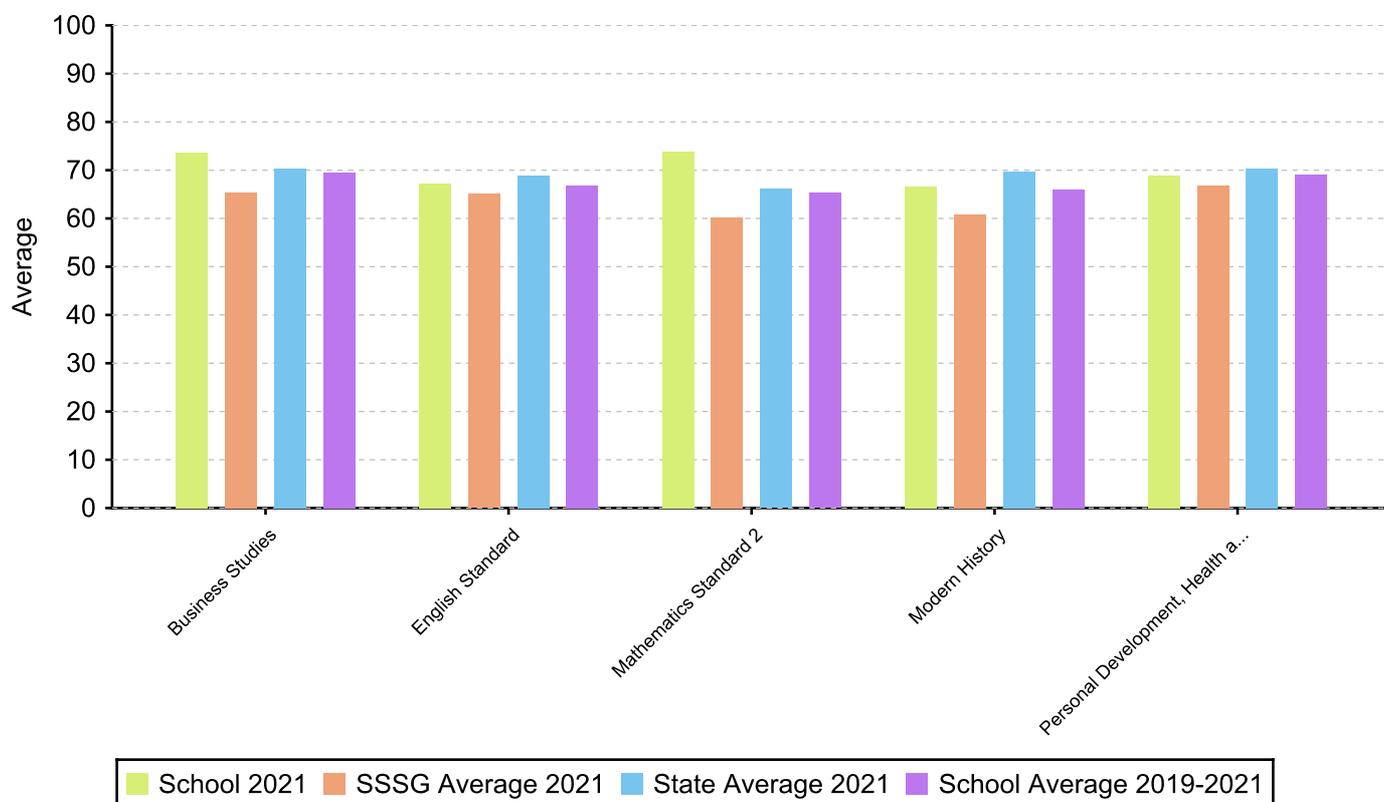
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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
Business Studies	73.7	65.3	70.4	69.5
English Standard	67.2	65.1	68.8	66.8
Mathematics Standard 2	73.9	60.2	66.1	65.3
Modern History	66.6	60.8	69.7	65.9
Personal Development, Health and Physical Education	68.9	66.9	70.3	69.2

## Parent/caregiver, student, teacher satisfaction

In 2021, WWHS School used the Tell Them From Me surveys to obtain information from parents, students and teachers. The surveys include separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). CESE results are an average result for all schools that participated in the survey.

WWHS parent responses are as follows:

1. WWHS parents feel welcome - WWHS score was 6.1. CESE Years 7-12 average of 7.4.
2. WWHS parents are informed - WWHS score was 5.1. CESE Years 7-12 average 6.6.
3. WWHS parents support learning at home - WWHS score was 6.9. CESE Years 7-12 average 6.3.
4. WWHS supports learning - WWHS score was 5.8. CESE Years 7-12 average 7.3.
5. WWHS supports positive behavior - WWHS score was 5.9. CESE Years 7-12 average 7.7.
6. WWHS creates a safe school environment - THS score was 5.8. CESE Years 7-12 average 7.4.
7. WWHS is an inclusive school environment - WWHS score was 5.8. CESE Years 7-12 average 6.7

Teachers responses were as follows;

1. Leadership - WWHS score 6.4. CESE average of 7.1
2. Collaboration - WWHS score 6.9. CESE average of 7.8
3. Learning Culture - WWHS score 7.4. CESE average of 8.0
4. Data informs practice - WWHS score 7.2. CESE average of 7.8
5. Teaching strategies - WWHS score 7.2. CESE average of 7.9
6. Technology - WWHS score 7.1. CESE average of 6.7
7. Inclusive school - WWHS score 7.4. CESE average of 8.2
8. Parent involvement - WWHS score 5. CESE average of 6.8

Driver of student engagement results were as follows;

1. Quality instruction - WWHS score 6.6. CESE average of 5.9.
2. Positive teacher/student relationships - WWHS score 6.3. CESE average of 5.7
3. Positive learning climate - WWHS score 6.1. CESE average of 5.6
4. Expectations for success - WWHS score 7.1. CESE average of 7.0

Student engagement results were as follows;

1. Students who are appropriately challenged - WWHS score 27%. CESE average of 42%
2. Students with a positive sense of belonging & shy;- WWHS score 60%. CESE average of 66%.
3. Students participation in sports and clubs - WWHS score 63%. CESE average of 58%
4. Students with positive relationships - WWHS score 78%. CESE average of 78%
5. Students that value schooling outcomes & shy;- WWHS score 76%. CESE average of 72%
6. Students with positive attendance - WWHS score 91%. CESE average of 90%
7. Students with positive behaviours - WWHS score 86%. CESE average of 87%
8. Students with positive homework behaviours - WWHS score 45%. CESE average of 54%
9. Students who are interested and motivated - WWHS score 24%. CESE average of 28%
10. Effort - WWHS score 65%. CESE average of 66%

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.