

2021 Annual Report

Warners Bay High School



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Introduction

The Annual Report for 2021 is provided to the community of Warners Bay 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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School vision

Our vision is to be recognised as a centre of educational excellence.

Our mission is to provide a quality education that empowers all students to live rewarding and productive lives.

School context

Warners Bay High School (WBHS) is a public comprehensive school including a support unit (three classes) located in Lake Macquarie NSW. The school was established in 1966 and enjoys a strong reputation in the community for realising its motto, "Quality Education for All."

The student population has been consistently above 1300 for many years. The student profile is predominately Anglo-Saxon. 4% of students come from an Aboriginal background. 6% of students have a language background other than English. The most prevalent of the 25 languages represented are German, Czech, Italian and Macedonian. The attendance profile for students is consistently above state average.

The staffing entitlement is around 90 full time teaching staff and 18 non-teaching staff. The school employs a Business Manager, Technical Services Officer, Site Manager and an additional Deputy Principal from school funds.

The school enjoys strong support from its families and the wider community. Many families and staff have a long and strong connection with the school. WBHS has developed meaningful partnerships with a range of external businesses and community groups. WBHS is highly regarded as a leader in the support of pre-service and early career teachers through our unique partnership with the University of Newcastle.

The school enjoys a culture of high expectations and boasts a rich and varied curriculum with a history of academic excellence. Our students participate in range of quality creative and sporting co-curricular programs and activities designed to strengthen their learning outcomes and enrich their educational experience. The school enjoys a long history of student success in these areas. These programs are complimented by leadership development initiatives including the Senior Student Executive, House Captains, Student Representative Council, Environmental Representative Council and Junior Aboriginal Educational Consultative Group.

Our teachers are committed to developing their professional practice in order to maximise student outcomes. Our school is passionate about future-focused teaching and learning to help develop the knowledge, skills and competencies needed by students to be successful in the contemporary workforce.

Our school partners with our four local public primary schools to develop a coordinated approach to curriculum transition, wellbeing and staff professional development.

An extensive situational analysis was conducted in 2020 comprising a suite of student, community and staff surveys, forums, focus groups and consultation with our local Aboriginal Education Consultative Group. Data across a wide range of learning and wellbeing domains was collected and analysed. Key findings, supported by leading evidence-based research (including What Works Best, the School Excellence Framework, Pivotal Education), guided the development of future focus areas and the formulation of aspirational improvement measures for 2021-2024.

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	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Strategic Direction 1 is that all students are challenged and given opportunity to grow in their literacy and numeracy skills through explicit, evidence-based teaching and learning strategies, and high quality assessment and feedback practices.

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.

- Literacy and Numeracy
- Assessment and Feedback

Resources allocated to this strategic direction

Low level adjustment for disability: \$253,138.40

Socio-economic background: \$11,210.00

Aboriginal background: \$29,772.00

English language proficiency: \$3,843.89

Professional learning: \$16,000.00

Summary of progress

Literacy

Evidence of Activity:

- Term 1 - Professional learning focused on whole school literacy focus areas and strategies for Stage 4 and Year 9 (Term 1 focus). The Department's Reading Comprehension Strategies Booklet was provided and unpacked with all teachers. Time was provided for teachers to adjust their programs to align with the focus areas. Year 7 writing pre-testing was completed in English. An analysis was conducted of Year 7 Best Start reading data and English internal writing data then shared with Head Teachers and teachers to inform differentiated teaching and learning.
- Term 2 - Professional learning focused on strengthening staff understanding and confidence around the literacy focus areas aligned to Strategic Improvement Plan (SIP) targets. Faculty time was provided for teachers to access and program reading resources on the Literacy Hub. Head teachers shared progress reports around the implementation of literacy strategies in the faculty.
- Term 3 - Professional learning focused on the Super 6 Reading strategies and how to incorporate these into teaching and learning programs. Super 6 reading strategies were modelled for all staff and then workshoped in faculties with support resources provided. Time was provided for teachers to adjust their programs to align with the focus Super 6 strategies. An update was shared with all staff around progress towards literacy targets following the release of NAPLAN data. Staff engaged in structured professional conversations around the data with a particular focus on the WBHS context. Two explicit literacy lessons were delivered by each teacher with each class.
- Term 4 - Check-in data was analysed, confirming the accuracy of identified 2021-2022 focus areas. The Deputy Principal (DP) worked with Head Teachers (HT) in half day workshops around embedding targeted reading strategies into 2022 Year 7-10 programs; teachers were then given release time to develop Super 6 reading strategies and embed into programs, including questions modelled on NAPLAN style multiple choice, multiple step questions. Two explicit literacy lessons were delivered by each teacher with each class. The revised programs were then showcased at the Week 11 Executive meeting. Super 6 posters were designed in readiness for display as a continual visual prompt in each classroom.

Evidence of Process Quality: Staff feedback from professional learning days indicated that the literacy resources provided were helpful and increased their understanding and skills, although the amount of resources available required more time to be able to explore them fully. Consequently, the reading focus was reduced in scope at the start of Term 3 to focus on Super 6 strategies with explicit expectations given around the minimum number and type of reading focus lessons. Teachers indicated that they valued the time to collaboratively modify programs. Head Teachers regularly reported implementation progress at executive meetings and provided evidence of how explicit reading lessons have been embedded and resourced in their KLA programs. Feedback from executive staff was that this was valuable collaborative professional learning.

Evidence of Impact: 0.9% increase from baseline data in Year 9 students achieving in the top 2 NAPLAN bands in Reading. Feedback indicated all faculties were collaborating on focus areas and beginning to embed strategies into programs for Years 7-9, as appropriate to the subject. Staff reported being appreciative of the narrowed literacy focus in

Semester 2 and associated Super 6 support documentation. Head Teachers put systems in place to ensure reading lessons are being explicitly delivered and evaluated. Through document analysis, workshops and reporting by Head Teachers, it is evident that teachers in all faculties have embedded explicit literacy strategies in Yr 7-9 programs in readiness for Semester 1, 2022. Teachers feedback indicates an increased level of confidence and deeper understanding around delivering targeted literacy strategies appropriate to their KLA heading into 2022.

Next year we will: provide teachers with easy access to NAPLAN and check-in data to support differentiated teaching and learning; release a DP from classroom teaching to focus on 'shoulder to shoulder' literacy support in classrooms; provide explicit professional learning for all teachers around designing and implementing a high-quality reading lesson to improve reading comprehension skills; continue with focus reading lessons each term in all Year 7-9 classes; implement pre/post testing to help determine the impact of target strategies; consider the inclusion of a specific literacy component/outcome in each assessment task; refine the inclusion of a literacy outcome on the explicit teaching template.

Numeracy

Evidence of Activity:

- Term 1 - Teachers engaged in professional learning around whole school numeracy focus areas and strategies ("WBHS Next Level Numeracy Strategy") for Stage 4 and Year 9 Term 1. Teachers were introduced to Smarter Maths. CUBES posters were displayed in every classroom. An analysis was conducted of Year 7 Best Start data and shared with HT's and faculties. Each faculty was assigned a maths teacher as a 'maths buddy' to support the embedding and implementation of focus strategies. Student progress in Numeracy using PLAN2 was trialled with a Year 8 class supported by internal assessments measured against the Numeracy Progressions. Teachers worked collaboratively to embed numeracy strategies into teaching and learning programs.
- Term 2 - Professional learning focused on strengthening staff understanding and confidence around the numeracy focus areas. The Numeracy Toolkit was provided and unpacked with time given for teachers to start to embed targeted numeracy strategies into their programs.
- Term 3 - Professional learning focused on deepening staff understanding about the numeracy focus areas and reminding staff about available resources and support. Expectations were outlined around two focus numeracy lessons to be delivered by each teacher with each class in Semester 2. Teachers were given an update of progress towards numeracy targets following the release of NAPLAN data, followed by professional conversations to unpack the data and its implications.
- Term 4 - Check-in data was analysed confirming accuracy of 2021-2022 focus areas. A DP worked with HT's in half day workshops around embedding targeted numeracy strategies into 2022 Year 7-10 programs (Term 1 focus). Teachers were then given release time to embed strategies into programs. The revised programs were then showcased at the Week 11 Executive meeting.

Evidence of Process Quality: An excellent Numeracy Toolkit was provided to all staff with explicit lessons plans for every KLA. This was well received by staff, as well as the time given to collaboratively modify teaching and learning programs. Staff feedback indicates that Year 8 numeracy focus and resources are being developed and implemented across KLAs. The Numeracy team revisited CUBES, the WBHS Numeracy Toolkit and current resources available with staff to support teaching and learning. Head Teachers reported implementation progress in their faculties, providing evidence of how explicit numeracy lessons have been embedded and resourced in their programs. Feedback from staff was that this was valuable collaborative professional learning..

Evidence of Impact: 0.7% increase from baseline in Year 9 students achieving in the top 2 NAPLAN bands in numeracy. Feedback from teachers indicated that the explicit numeracy resources are being developed and implemented across KLAs. Regular pre and post testing would help accurately determine the impact of targeted strategies on student outcomes. Maths buddies were accessed by some teachers. HTs continued to monitor that numeracy lessons are being explicitly delivered and evaluated.

Next year we will: ensure teachers have access to the latest NAPLAN and check-in data to support differentiated teaching and learning, particularly for students in the middle 2 bands; continue to support teachers to design and implement effective numeracy lessons using relevant and appropriate resources to support target areas; release a DP from classroom teaching to focus on 'shoulder to shoulder' numeracy support in classrooms; continue with focus numeracy lessons each term in all Year 7-9 classes; implement pre/post testing to help determine the impact of target strategies; explore possibilities around greater collaboration with our partner primary schools to develop a common Stage 3-4 scope and sequence.

Assessment and Feedback

Evidence of Activity: NESA assessment guidelines were used by the Assessment and Feedback team to review Years 7-10 formal assessments (with a spotlight on Yr 9), and to develop an assessment checklist and assessment presentation to staff (Term 2 School Development Day). Faculty evaluations were used to collate data on whole school assessment practices and identify strengths and weaknesses in assessment practices across the school with a view to determining next steps. Professional conversations took place around the comparison of tasks across KLA's. Professional learning

focused on a junior assessment checklist for formal assessments. Staff were given time to apply the checklist to their Year 9 assessments with a view to providing feedback to the Assessment team.

Evidence of Process Quality: The disrupted nature of the year due to COVID was a challenge to maximising momentum and being able to make whole school changes in this area. Teacher feedback through formal and informal conversations revealed that teachers are committed to implementing a consistent, whole school approach to quality assessment tasks. There was strong support across faculties for professional learning in this area to support the design of quality tasks and ensure meaningful feedback for students to help drive improved learning outcomes.

Evidence of Impact: Some preliminary work was done as outlined above. However, as part of narrowing the school's Strategic Improvement Plan focus at the end of Term 2, Semester 2 activities for this initiative (as a whole school focus) were put on hold until 2022. Faculty evaluations showed an increased awareness of assessment requirements, leading to discussion and planning for adjustments to future assessment tasks and schedules.

Next year we will: deliver professional learning around assessment and feedback best practice; focus on promoting greater use of differentiated and modified assessment practices and processes; develop and implement a whole-school assessment task/feedback checklist template aligned with NESA best practice; trial the use of a new learning management (LMS) system with a view to embed the LMS across the school in 2023/4.

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
The percentage of students achieving results in the top two NAPLAN bands in numeracy is trending towards the 2022 improvement measure of 6.8% increase from baseline.	Data indicates 21.9% of Year 9 students are in the top two skill bands for numeracy which is a 0.7% increase against baseline data. The average NAPLAN numeracy score was 593.8 compared with 593.77 for statistically similar school groups and 587.17 for the average state score.
The percentage of students achieving results in the top two NAPLAN bands in reading is trending towards the 2022 improvement measure of 6.4% increase from baseline.	Data indicates 18.6% of Year 9 students are in the top two skill bands for reading which is a 0.9% increase against baseline data. 11.7% and 23.7% of students are in the top 2 skill bands for writing and spelling respectively, the strongest results since 2018. 21.8% of male students are in the top 2 bands for spelling, the highest result in 2021. 22.3% of students are in the top 2 skill bands for grammar and punctuation, which is a stronger result than all DOE schools and statistically similar school groups.
The percentage of students achieving HSC course results in the top two bands is trending towards the 2022 improvement measure of 3.5% increase from baseline.	30% of students attained results in the top two bands demonstrating significant progress is yet to be seen toward the lower bound target.
The percentage of students achieving expected growth in NAPLAN numeracy is trending towards the 2023 improvement measure of 4.5% increase from baseline.	The percentage of students achieving expected growth in numeracy decreased from baseline.
The percentage of students achieving expected growth in NAPLAN reading is trending towards the 2023 improvement measure of 3.8% increase from baseline.	The percentage of students achieving expected growth in reading decreased from baseline.
The proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity is trending towards the 2023 improvement measure of 6.2% increase from baseline.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity (network target) is progressing towards the 2023 improvement measure.
School Excellence Framework Self-Assessment of the element of Assessment (focus themes: Formative	The school's self-assessment of the element of Assessment (focus themes: Formative assessment, Summative Assessment) indicates improvement towards ensuring consistency at Sustaining and Growing in most

assessment, Summative Assessment) indicates improvement towards ensuring consistency at Sustaining and Growing in every classroom.	classrooms.
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Purpose

The purpose of Strategic Direction 2 is to help prepare students to be active and informed citizens in a dynamic and complex society by strengthening the school's culture of high expectations and by focusing on explicit, differentiated, future-focused teaching and learning, supported by effective professional collaborative practice.

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.

- Explicit, Differentiated Teaching and Learning
- Future-Focused Teaching and Learning
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$67,272.00

QTP HSC: \$49,792.00

Professional learning: \$13,000.00

Summary of progress

Explicit, Differentiated Teaching

Evidence of Activity: In Term 1, an audit was conducted around the use of learning intentions and glossaries of terms across KLAs. This led to the development of a consistent, school-wide approach to explicit learning intentions (for Semester 2 implementation). A cross-faculty High Potential Gifted Education (HPGE) management team was established. In Term 2, templates and exemplars for learning intentions and glossaries were drafted by the Explicit Teaching team and feedback sought from staff. HPGE team members completed Tier 2 HPGE Leadership Training. The Science faculty developed and trialled a differentiated teaching and learning program template (Year 10 focus). Term 3 whole staff professional learning was provided around Explicit Teaching with a focus on the new explicit teaching template. Teachers were given session time to collaboratively program and complete the explicit template (Yr 7 Sem 2 focus). Feedback from teachers showed that they appreciated the time to develop the template collaboratively with colleagues. The strengthened focus on explicit teaching was partly based on Term 1 Tell Them From Me survey results. In Term 4, the explicit teaching template continued to be rolled out across KLA's with Year 7. A number of faculties began to develop the template for Year 8 and 9.

Evidence of Process Quality: The Term 1 review found wide use of the explicit teaching template with minor contextual differences across faculties. Some faculties developed multiple templates to support multiple units of work across the term. Staff and students reported that the template was easy to develop and understand.

Evidence of Impact: Evidence provided show that the explicit teaching template is being used across all faculties in Year 7. Several teachers reported that they regularly refer to the template throughout the term as a teaching tool. Some students reported that they used the template as a checklist when revising for end of year assessments.

Next year we will: continue to use the explicit teaching template across Year 7 and introduce the template with Year 8; implement executive walk-throughs to help gauge the effectiveness of the explicit teaching template; provide additional professional learning about the most effective way to use the explicit teaching template; provide ongoing staff professional learning around HPGE, particularly differentiation; strengthen the collection and showcasing of exemplar work samples for every assessment task.

Future Focused Teaching and Learning

Evidence of Activity: In Term 1, project-based learning (PBL) was implemented across Year 7 for one period per week during a Maths period. The driving question centred around designing the most effective Year 7 transition program. Four teachers were accepted into a Critical and Creative Thinking PL program. An audit of room furniture and design was completed with recommendations for future flexible learning spaces in the school. \$60,000 was allocated for new furniture in every faculty to support future-focused learning. Critical and Creative Thinking research was initiated with a particular focus on continuums and frameworks. Funding was provided to purchase additional Chromebooks and trolleys. In Term 2, each Year 7 class engaged in one PBL period per week during a Science period. Teachers began to trial the new innovative learning spaces with very positive feedback. The Critical and Creative Thinking Framework and SOLO presentation to team was delayed due to competing priorities. In Term 3, each Year 7 class engaged in one PBL

period per week during an English period (somewhat interrupted by the period of learning from home). In Term 4, Year 7 completed a PBL project/product around a website created to support Year 7 2022. One Game Changers team progressed to the finals. Two teachers were release to develop the PBL program for Year 7 2022. Two teachers further developed a website to support staff knowledge and use of future-focused classroom spaces.

Evidence of Process Quality: Teachers and students provided very positive feedback about the new furniture and room designs. CCOVID prevented further progression on the development of an online forum. Release days for creation of critical and creative faculty resources could not be utilised due to COVID restrictions. COVID also hindered the development of community links due to lockdown restrictions. Investigation into schools implementing PBL was delayed as five members of the team were engaged in external Critical and Creative Thinking professional learning as the priority.

Evidence of Impact: Student feedback indicated a high degree of engagement with PBL. The structure of the lessons also provided real-world professional learning for teachers thereby building capacity across the school. KLAs have at least one room featuring flexible furniture and classroom layout which has been very positively received by students.

Next year we will: develop and implement a three-day Year 7 PBL incursion camp (in lieu of weekly lessons due to timetable constraints); visit schools demonstrating best practice around future-focused learning; foster community links to develop entrepreneurial and workplace learning; investigate the explicit inclusion of critical and creative thinking skills in assessment tasks and on semester reports; explore offering the Department's Critical Thinking elective in Stage 5 in 2023; survey Year 6 2022 on effectiveness of Year 7 PBL website.

Collaborative Practice

Evidence of Activity: The Collaborative Practice Team discussed the development of a school-wide peer observation template in order to highlight and recognise best teaching practice, allow feedback and takeaways to improve professional knowledge and practice, and to build the capacity of teachers across the school. Two draft templates were developed - one focused on teacher collaboration via peer observations and one on the teaching standards relating to teachers' professional development plans (PDP's).

Evidence of Process Quality: Due to the limited time available, competing priorities and the high level of staff collaboration already in place, the draft peer observation template was trialled informally with a small group of staff.

Evidence of Impact: As part of narrowing the school's Strategic Improvement Plan focus at the end of Term 2 and interruptions due to COVID, other activities for this initiative (as a whole school focus) were put on hold. However, all teachers worked collaboratively throughout the year in implementing all Strategic Improvement Plan initiatives through Best Practice Teams, whole staff meetings, faculty meetings, targeted workshops, planning sessions and both formal and informal professional conversations.

Next year we will: retire Collaborative Practice as a stand-alone initiative and ensure key principles are integrated with other initiatives in order to help maximise impact on student outcomes and staff development; consider ways to strengthen the lesson observation process beyond a compliance requirement; explore opportunities for cross-faculty lesson observations around best pedagogical practice.

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
School Excellence Framework Self-Assessment of the element of Curriculum (focus theme: Differentiation) indicates improvement towards ensuring consistency at Sustaining and Growing in every classroom.	The school's self-assessment of the element of the element of Curriculum (focus theme: Differentiation) indicates improvement towards ensuring consistency at Sustaining and Growing in every classroom.
School Excellence Framework Self-Assessment of the element of Learning and Development (focus theme: Expertise and Innovation) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.	The school's self-assessment of the element of Learning and Development (focus theme: Expertise and Innovation) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.

School Excellence Framework Self-Assessment of the element of Learning and Development (focus theme: Collaborative Practice) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.	The school's self-assessment of the element of Learning and Development (focus theme: Collaborative Practice) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.
School Excellence Framework Self-Assessment of the element of Effective Classroom Practice (focus theme: Explicit Teaching) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.	The school's self-assessment of the element of Effective Classroom Practice (focus theme: Explicit Teaching) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.
Tell Them From Me data for <i>relevance</i> improves on 2020 baseline data and is trending towards the 2024 improvement measure of a four point increase to meet or exceed the NSW Govt norm.	Term 1 TTFM data showed 0.1 point decrease from baseline for the theme of relevance. Due to COVID settings and competing priorities at the time, the Term 3 TTFM survey was not conducted.
Tell Them From Me data for <i>explicit teaching practices and feedback</i> exceeds the 2020 baseline and is working towards the 2024 improvement measure of a four point increase to meet or exceed the NSW Govt norm.	Term 1 TTFM data showed 0.4 point decrease from baseline for the theme of explicit teaching practices and feedback. Due to COVID settings and competing priorities at the time, the Term 3 TTFM survey was not conducted.

Strategic Direction 3: A culture of strong student engagement and wellbeing

Purpose

The purpose of Strategic Direction 3 is to ensure all learning environments support students to be emotionally, behaviourally and intellectually engaged at school for the best outcomes including higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle.

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.

- Student Wellbeing
- Positive Learning Environments

Resources allocated to this strategic direction

Socio-economic background: \$72,557.92

Operational: \$105,350.00

Professional learning: \$5,000.00

Aboriginal background: \$3,600.00

Summary of progress

Student Wellbeing

Evidence of Activity: A third deputy principal was funded to help lead and manage the school, and provide high level intervention and support for identified students, small groups and year groups. A new 'positive phone call home' initiative was implemented with very positive feedback from parents, students and staff. A very successful weekly breakfast club was established through a partnership with a local church. Analysis of Best Start, National Minimum Standards and YARC data informed teachers about the support required for identified students. As a result of student feedback, student-friendly brochures were developed and published showing how students could access support at WBHS and also externally. A Year 7 camp was run for the first time in many years and was highly successful. The Year 10 Love Bites program was implemented for the first time with very positive feedback from students. Significant research was conducted around attendance data and trends, leading to the implementation of a revised Attendance Improvement Plan comprising various strategies to reinforce the benefits of strong attendance, recognise students with strong attendance, support students with attendance patterns of concern, and improve overall attendance rates. A comprehensive new online system was implemented to support teachers' ready access to information about identified students who require additional learning and support. This resulted in increased usage by teachers as the year progressed. The Year 7 Transition program was significantly modified due to COVID settings but ran very successfully with positive feedback from all stakeholders. The Student Support Officer successfully ran a range of programs for Years 7-9 focusing on resilience and communication skills (modified during Lockdown via Zoom sessions). Wellbeing lessons were delivered to Year 7.

Evidence of Process Quality: Many wellbeing and co-curricular activities planned for Terms 3 and 4 were postponed or significantly modified due the period of learning from home. The majority of teachers are utilising the new online referral system and Sentral buttons. This system will be revisited with staff in 2022 to help maximise its intended effectiveness. A wide range of targeted strategies were developed and implemented to support and improve student attendance. The period of learning from home interrupted the full implementation of the revised attendance improvement plan. A Wellbeing team of 30 staff contacted every student to check on their wellbeing and engagement with learning. The introduction of wellbeing lessons across Years 7-10 was only delivered to Year 7 due to the period of learning from home.

Evidence of Impact: The disruption due to COVID created new challenges around how to best support students' wellbeing when learning from home. However, feedback from families was overwhelmingly positive about the support provided to their children during this period. This included the consistent Google Classroom format, regular calls from the Wellbeing Team, daily opt-in LAST tutorials, weekly tutorial and lesson support for identified students, the wellbeing support page/hub, weekly Zoom year assemblies, and regular communication from the school. Year 7 students and staff provided very positive feedback about the Year 7 camp. The breakfast club was very well patronised and positive feedback from all stakeholders. The revised format of the Term 1 year assemblies was very well received by students and teachers. Attendance strategies gained greater momentum when learning returned on site in Term 4. Initial indications are that attendance rates are improving with fewer unexplained absences.

Next year we will: review the WBHS Wellbeing Strategy to ensure manageability for staff and optimised impact for

students; review the WBHS Anti-Bullying Strategy to maintain currency and maximise impact; re-commence the wellbeing lessons with Years 7-10; re-commence year group and whole school focus days to help improve students' sense of belonging; re-commence co-curricular activities to meet the needs of a wide range of students; implement new roles and responsibilities for the Head Teachers Welfare to support role manageability and best support for students; trial a new One Note system with the Learning and Support teams to better monitor support provided to identified students; implement the 2022 Attendance Improvement Strategy; explore closer connections with our partner primary schools to consider a WBHS Community of Schools Stage 3-4 wellbeing strategy; run a Year 7 camp again.

Positive Learning Environments

Evidence of Activity: A new commendation system with explicit categories was implemented to help recognise the achievement of more students in focus areas. This resulted in more students being recognised and more students achieving the higher commendation levels. Student-created posters for the school's new core expectations were displayed in every classroom. New monitoring cards were developed and implemented to support the new PLE process. A revised Positive Learning Environments (PLE) booklet ensured all staff had the same information about the PLE process.

Evidence of Process Quality: Staff were encouraged to continue giving commendations during the learning-from-home period. Parent/carer feedback and Sentral reports indicated that this happened across faculties. Staff reported a growing confidence with the new PLE approach, particularly around core values and expectations, the need for teacher/student restorative meetings and the importance of early contact with parents/carers around behaviour or learning concerns. Feedback indicated that students and teachers are regularly using the language around core expectations. Many of the PLE activities planned for Term 3 and Term 4 were postponed or significantly modified due to the period of learning from home. Students' achievements were recognised at the end of year presentation assemblies.

Evidence of Impact: The new commendation system has resulted in a greater number of students receiving commendations (200% increase) and more students achieved the higher commendation bands. Feedback from staff showed they were appreciative of the revised categories and weekly reminders. Staff feedback and Sentral data showed that many teachers are following PLE processes. Sentral data shows that the revised faculty monitoring cards are being used across the school.

Next year we will: further refine the PLE process to ensure it is accessible and supportive for staff and students; further refine the new commendation system to ensure effective utilisation by staff and better understanding by students; strengthen staff understanding and confidence in using the PLE and commendation processes through regular professional learning and point-of-need support; recommence reward activities to help improve students' wellbeing; conduct student focus groups to better understand some Tell Them From Me (TTFM) survey results; run TTFM with students.

2022 Attendance Improvement Strategy

A wide range of targeted strategies were implemented in 2021 to support strong attendance at school such as: next day follow up unexplained absences from class, revised SMS texts and letters to parents, weekly motivational facts in the Daily Notices about the importance of attendance, interviews with identified students, the attended monitoring action flow chart was updated and supported by staff professional learning, a weekly attendance data review, commendations for outstanding attendance, weekly prizes drawn randomly for students with outstanding attendance patterns, Home School Liaison Officer and Network support as necessary, and a designated attendance page published on the school website. Students reported valuing the commendation and prizes for outstanding attendance; Sentral data showed that next day follow up unexplained absences from class was very effective in identifying students at risk and informing system improvement. Parent/carer feedback was very positive and supportive of the school's efforts to monitor and report concerns around their child's attendance, and around their partnership with the school in developing attendance improvement plans. During the period of learning-from-home, zoom lessons, check ins, submitted work and regular calls home from the Wellbeing team were key strategies in supporting learning engagement. Next year we will continue to enhance and strengthen the strategies implemented in 2021 and embed them as part of school culture and processes.

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
The percentage of students attending 90% or more of the time is trending towards the 2022 improvement measure of 4.1% increase from baseline.	The number of students attending greater than 90% of the time or more decreased by 12 % from baseline. The impact of the COVID-19 pandemic on attendance accounts for much of this result.

<p>Tell Them From Me data for <i>sense of belonging</i> exceeds the 2020 baseline and is working towards the 2024 improvement measure of 8% increase.</p>	<p>TTFM data (Term 1 survey) showed 1% decrease from baseline. Due to COVID settings and competing priorities at the time, the Term 3 TTFM survey was not conducted.</p>
<p>School Excellence Framework Self Assessment of the element of Wellbeing (focus theme: Behaviour) indicates improvement towards ensuring consistency at Sustaining and Growing across the whole school.</p>	<p>The school's self-assessment of the element of Wellbeing (focus theme: Behaviour) indicates improvement towards ensuring consistency at Sustaining and Growing across the whole school.</p>
<p>School Excellence Framework Self Assessment of the element of Effective Classroom Practice (focus theme: Classroom Management) indicates improvement towards ensuring consistency across all classroom and other learning environments at Sustaining and Growing.</p>	<p>The school's self-assessment of the element of Effective Classroom Practice (focus theme: Classroom Management) indicates improvement towards ensuring consistency across all classroom and other learning environments at Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$305,633.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warners Bay 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"> • Other funded activities <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans • intensive learning and behaviour support for funded students • liaising with a therapist to implement recommendations • providing adjustments for student learning, developed by the class teacher and implemented with the assistance of a school learning support officer • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. Learning and Adjustment Registers were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>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 continue to be monitored and adjusted throughout the year in response to individual student needs.</p>
<p>Professional learning</p> <p>\$102,795.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warners Bay 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"> • Literacy and Numeracy • Explicit, Differentiated Teaching and Learning • Future-Focused Teaching and Learning • Student Wellbeing • Positive Learning Environments • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Five School Development Days featuring professional learning activities which focused on the development of a culture of high expectations and continuous improvement, and strong student engagement and wellbeing • Faculty based professional learning addressing the alignment of curriculum, assessment and reporting practices • Faculty based professional learning addressing the development, revision and implementation of programs and lesson materials • Cross-faculty participation in a Critical and Creative Thinking course and the subsequent development of a Critical and Creative Thinking Framework for Warners Bay High School. • Participation in Differentiating Teaching and Learning in Schools

<p>Professional learning</p> <p>\$102,795.00</p>	<p>professional learning</p> <ul style="list-style-type: none"> • Participation in Head Teacher Network Meeting and Deputy Principal and Hunter Secondary Principals Conferences • Completion of High Potential and Gifted Education Management Training • Participation in targeted Leadership Training activities • Participation in professional learning addressing effective assessment practices and the provision of targeted feedback • Participation in professional learning addressing the principles of Collaborative Practice • Conduct of site visits to explore how other schools manage their Senior Study • Participation in the ConnectED Principal's Conference • Participation in the Women in Leadership Conference • Cross-faculty participation in Analysis of Scout Data professional learning • Participation in the VET Co-ordinators' Professional Learning Day • Completion of a Certificate III in Business Services • Professional development to support the conduct of the Quality Learning Expo • The development of professional learning resources to support the teaching of Literacy and Numeracy at Warners Bay High School <p>The allocation of this funding has resulted in:</p> <p>Increased capacity of staff members to support the development of a culture of high expectations and continuous improvement, and greater dexterity in the promotion of student engagement and wellbeing; increased capacity of staff members to align curriculum with effective assessment and reporting practices; demonstrated competence in programming and the development of quality teaching and learning materials; increased capacity of teachers to promote effective critical and creative thinking in classrooms; the effective targeting of differentiated support to students impacted by the COVID experience; the enhancement of professional knowledge and leadership skills of members of the Executive and Senior Executive; increased capacity to implement the principles embedded in the Department of Education's High Potential and Gifted Education Policy; increased awareness of, and competence in the implementation of a diverse range of assessment strategies; increased competence and confidence in the analysis and subsequent use of Scout data to inform teaching practice; further enhancement of WBHS's capacity to deliver a broad curriculum by providing additional opportunities for students to pursue Vocational Education and Training; increased opportunities for students to develop their employment-related skills and the successful conduct of the Quality Learning Expo; further enhancement of the capacity of classroom teachers to facilitate the development of Literacy and Numeracy skills, resulting in improved results in some external assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to support the participation of teachers, leaders and non-teaching staff in a cycle of continuous professional learning that is aligned with the Performance and Development Framework. This will ensure that the strategic priorities of the staff, the school and the Department are appropriately addressed, and will allow staff to gain or maintain accreditation that is relevant to their career stage. This in turn will support our students by ensuring they are exposed to classroom teachers who are proficient in their practice.</p>
<p>Socio-economic background</p> <p>\$151,039.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warners Bay 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"> • Literacy and Numeracy • Explicit, Differentiated Teaching and Learning • Student Wellbeing

<p>Socio-economic background</p> <p>\$151,039.92</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs • engage with external providers to support student engagement and retention • professional development of staff through programs to support student learning • staff release to increase community engagement • employment of additional staff to support program implementation. • engaging specialist staff to collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The part-funding of a Senior Learning Hub Coordinator (SLHC) position. To help maximise student outcomes, the SLHC supervised and supported Year 11 and 12 students during study periods, liaised with teachers, offered a range of learning and wellbeing support, helped build students' capacity around study skills and independent learning through leading numerous workshops, provided online support during the period of learning from home, and mentoring and support to resolve N Award warning letters. - The part-funding of a third Deputy Principal position to help lead and manage the school, provide high level intervention and support for identified students, small groups and whole year groups, mentor staff and lead high level numeracy support across the school with a focus on meeting numeracy targets. - The part-funding of a Student Engagement Officer (3 days per week). See Low Level Adjustment for Disability. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ a third Deputy Principal, a Senior Learning Hub Coordinator and a Student Engagement Adviser to help support students and staff and progress towards Strategic Improvement Plan targets..</p>
<p>Aboriginal background</p> <p>\$38,198.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warners Bay 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"> • Literacy and Numeracy • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a part-time Literacy and Numeracy mentor with students performing below the expected stage level • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • participating in relevant professional learning, including courses focusing on Aboriginal cultural education such as Stronger Smarter Training. • ensuring community consultation and engagement to promote and enable the inclusive development of cultural competence • cultural days for students where students used weaving and painting to engage in cultural activities and discussions • NAIDOC celebrations involving Junior AECG students • staffing release to support the attendance of students at the Aboriginal Numeracy Gala Day

<p>Aboriginal background</p> <p>\$38,198.88</p>	<ul style="list-style-type: none"> • staffing release to support the attendance of students at the Wollotuka Insight Days at Newcastle University • Participation costs for Junior AECG students to participate in the Bangarra Dance program, <p>The allocation of this funding has resulted in: An increase (25%) in Aboriginal students engaging in cultural activities and also increased conversations between the AEO, students and their families. Tell Them From Me data indicated that 42% of Aboriginal students feel good about their culture and 30% feel like teachers understand their culture. Weekly literacy and/or numeracy support was provided to identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging a AEO two days per week; updating the PLP process to further support our students and provide more effective communication and collaboration with home; completing the yarning circle through further community consultation to provide a cultural space for students and community to meet; targeted PL for staff to increase their understanding of Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$3,843.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warners Bay 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • employing an additional EAL/D teacher to deliver targeted support for EAL/D students • Writing EAL/D Reporting statements for parents and carers to understand student growth • Funds were used as 7.5 full days total (15 half days) in the subjects that EAL/D students found most difficult <p>The allocation of this funding has resulted in: Student progress showing expected growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 4 Teachers participated in individual professional learning where the EAL/D teacher guided differentiated assessment using a backward-mapping approach. Teachers reviewed student data, including student English language proficiency using the EAL/D learning progression and analysed writing samples against the EAL/D scales.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide intensive assistance to EAL/D students in their most</p>

<p>English language proficiency</p> <p>\$3,843.89</p>	<p>difficult subjects. As new classroom teachers will support EAL/D students next year, differentiation in classwork and assessment will need to be transferred across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum to support staff who work with EAL/D students. Personalised and targeted professional development will be provided for these teachers in the form of mentoring and co-teaching with the EAL/D teacher.</p>
<p>Low level adjustment for disability</p> <p>\$258,787.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Warners Bay 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"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • additional teacher or school learning support officer time (disability exam provisions) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The employment of a full time School Learning Support Officer to provide direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. This has helped to result in: an increase in students achieving in the top 2 numeracy and reading NAPLAN bands, all students meeting HSC minimum standard requirements, greater student engagement with learning. - Some funding was used to employ additional student learning and support officers to help support students with identified learning and/or wellbeing needs, particularly with disability provisions for exams and assessment tasks. - The part-funding of a Student Engagement Officer to: collaborate with various stakeholders to meet the needs of identified students; adopt a case management approach to working with students who are disengaged with learning identified through the wellbeing teams and central data; promote the active engagement and retention of identified students; develop and strengthen partnerships between schools, industry, business, government and non-government organisations to provide authentic opportunities for identified students, including post-school pathways. More than 50 students were directly supported by the SEA, the majority of whom successfully transitioned to apprenticeships, traineeships, full time work or further study. - 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>After evaluation, the next steps to support our students with this funding will be:</p> <p>To provide additional support for identified students through the employment of learning and support teachers and student learning support officers.</p>
<p>Beginning teacher support</p> <p>\$59,380.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Warners Bay High School during their induction period.</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 initiative</p>

<p>Beginning teacher support</p> <p>\$59,380.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Participation in Beginning Teachers' Conferences • Practice-based coaching and mentoring provided by supervisors and colleagues • Planning of quality lessons • Participation in Behaviour Management for Beginning Teachers Professional Learning Day • Completion of intensive Professional Learning with subject specialists, both within the school and externally • Collaborative assessment of student work and the provision of constructive, targeted feedback • Preparation of quality reports • Compilation of evidence for mandatory accreditation at Proficient Teacher level <p>The allocation of this funding has resulted in: The establishment of supportive professional relationships characterised by open and honest professional dialogue and collaboration; the development of competence in the planning and delivery of quality lessons; the effective implementation of evidence-based classroom management strategies that align with Warners Bay High School's Positive Learning Environment principles; the consolidation and extension of subject-specific knowledge and skills; increased confidence and competence in the application of assessment processes and the provision of targeted feedback; increased capacity to use assessment data to generate high quality outcomes-based reports; three Early Career Teachers satisfying requirements for accreditation at Proficient Teacher Level.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure that every Early Career Teacher at Warners Bay High School is exposed to a quality Induction Program. Performance and Development Plans (PDPs) will be used to inform the identification of appropriate, personalised professional development opportunities for each teacher and the strategic expenditure of Beginning Teacher funds throughout the year.</p>
<p>COVID ILSP</p> <p>\$134,224.74</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 identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy. • providing intensive small group tuition for identified students who were impacted by COVID learning from home, low literacy and/or low numeracy. • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals. All students showed improvement across targeted literacy/numeracy progressions. There was improved engagement with learning both within the intensive learning groups and across their regular classes. Significant success was seen with literacy as demonstrated in the Term 4 Year 8 Check In Assessment where 82.1% of</p>

<p>COVID ILSP</p> <p>\$134,224.74</p>	<p>UnT7,8,9 (EN3-3A) were answered correctly. There was growth of 14.5% compared to Term 2. There was strong progress with numeracy as demonstrated by an increase from 31.8% to 39.4%, a 23% growth in the MA3-6 outcome between Year 7 Best Start and the Year 7 Check In Assessment for the class which had extensive ILSP support. 88% of students indicated that they benefited from the program and would like to continue in the future if possible</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Successful and effective practices have been progressively revised as the program continued and new staff will be inducted in 2022 to deliver the program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	671	677	663	700
Girls	620	615	638	634

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.2	94.3	94.8	91.6
8	93	92.2	93	89
9	91.9	92.2	93.1	88
10	90.7	90	92.5	86.7
11	91	92.4	91	88.5
12	93.3	92.5	93.7	90.1
All Years	92.4	92.3	93	89
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	3	4
Employment	3	10	20
TAFE entry	2	7	4
University Entry	0	0	57
Other	9	2	5
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

15.63% of Year 12 students at Warners Bay High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.9% of all Year 12 students at Warners Bay 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)	14
Classroom Teacher(s)	69
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	17.97
Other Positions	1.2

*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	929,874
Revenue	15,431,482
Appropriation	14,889,258
Sale of Goods and Services	576
Grants and contributions	536,427
Investment income	1,046
Other revenue	4,175
Expenses	-15,430,868
Employee related	-14,276,722
Operating expenses	-1,154,146
Surplus / deficit for the year	614
Closing Balance	930,487

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.

\$206648 of the total carried forward was funding specifically tied to the Newcastle University Hub Partnership Grant. \$100,000 had been set aside for a yard upgrade, plus \$65,000 for key initiatives such as technology hardware, library upgrade, CAPA grant and CANVAS. These initiatives were ultimately implemented in 2022.

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	306,894
Equity Total	446,221
Equity - Aboriginal	38,199
Equity - Socio-economic	151,040
Equity - Language	3,844
Equity - Disability	253,138
Base Total	12,849,119
Base - Per Capita	325,269
Base - Location	0
Base - Other	12,523,850
Other Total	656,103
Grand Total	14,258,337

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

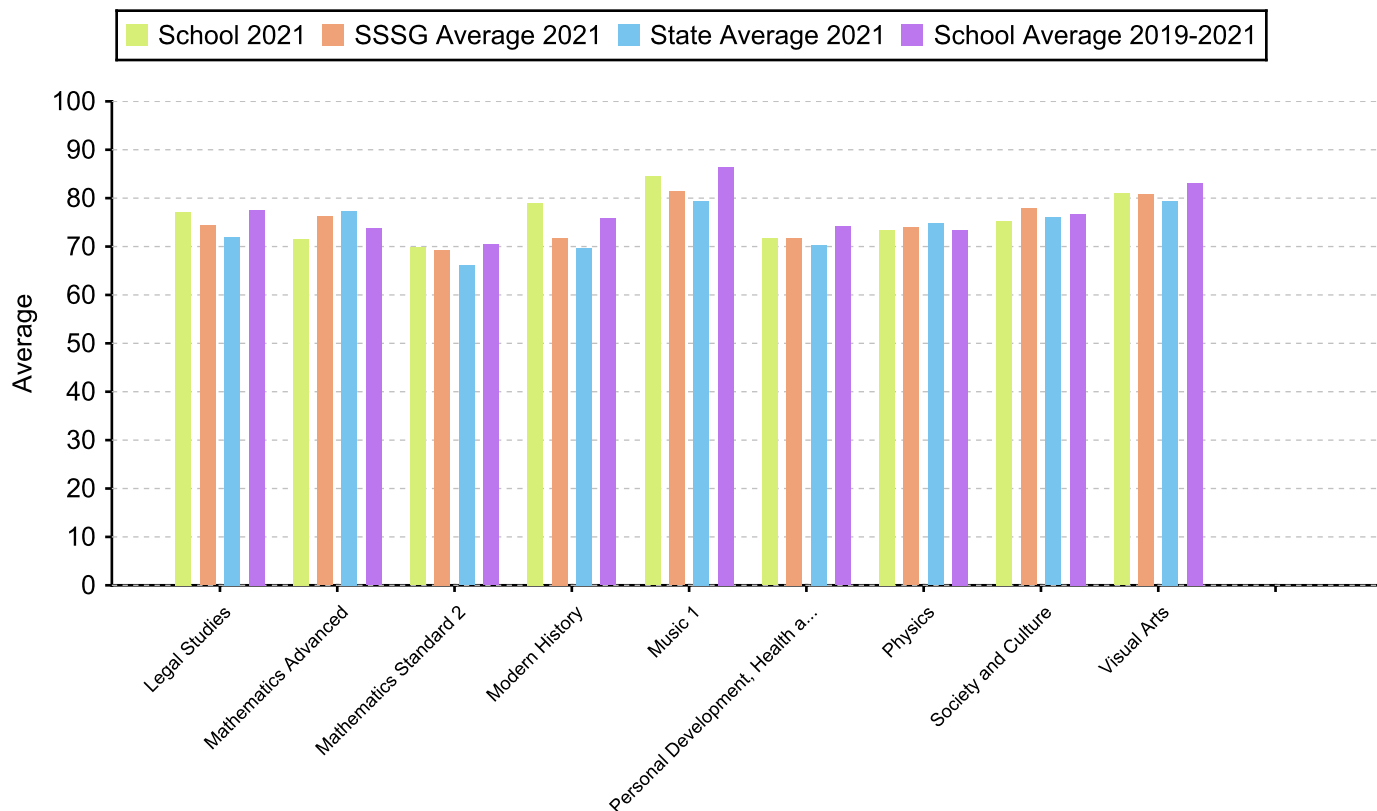
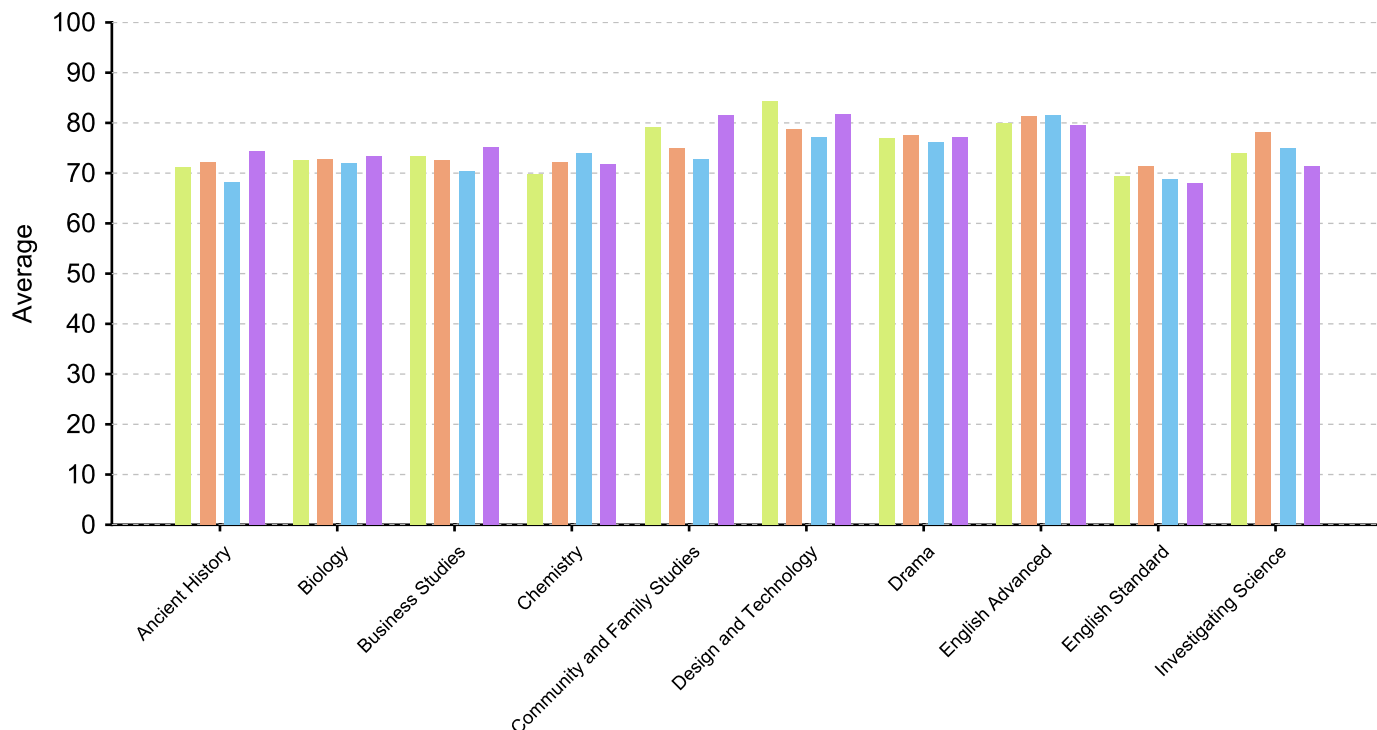
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	71.2	72.2	68.1	74.3
Biology	72.5	72.7	71.9	73.3
Business Studies	73.3	72.5	70.4	75.2
Chemistry	69.8	72.2	74.1	71.8
Community and Family Studies	79.1	75.0	72.7	81.5
Design and Technology	84.3	78.8	77.2	81.8
Drama	76.9	77.5	76.1	77.1
English Advanced	80.0	81.4	81.4	79.5
English Standard	69.4	71.4	68.8	68.0
Investigating Science	74.0	78.1	74.9	71.5
Legal Studies	77.1	74.3	72.0	77.6
Mathematics Advanced	71.6	76.2	77.4	73.7
Mathematics Standard 2	69.8	69.3	66.1	70.4
Modern History	79.0	71.7	69.7	75.8
Music 1	84.5	81.4	79.4	86.5
Personal Development, Health and Physical Education	71.7	71.8	70.3	74.1
Physics	73.4	73.9	74.8	73.5
Society and Culture	75.3	77.9	76.0	76.7
Visual Arts	81.0	80.9	79.4	83.2

Parent/caregiver, student, teacher satisfaction

Data from the 2021 Tell Them From Me student survey showed:

- A higher school mean than the NSW Government norm for positive relationships, positive attendance, a positive learning climate and reported grades in English, Maths and Science.
- WBHS results matched the NSW Government norm for positive teacher-student relations, and students with positive behaviour at school.
- Data showed that key initiatives in the school's 2021-2024 Strategic Improvement Plan will continue as priority focus areas going forward, particularly a positive sense of belonging, relevance, and explicit teaching practices and feedback.

An online survey for parents and carers was conducted around four areas in the school's 2021-2024 Strategic Improvement Plan - communication, positive learning environments, reports and wellbeing. Feedback from 162 participants showed that:

- 71% of respondents were very satisfied/somewhat satisfied with the communication received from WBHS. 13% indicated 'neither satisfied nor dissatisfied'.
- 45% of respondents were very satisfied/somewhat satisfied with the Positive Learning Environments (PLE) program. 41% indicated 'neither satisfied nor dissatisfied' with a number of responses indicating a desire to know more about the PLE program.
- 64% of respondents were very satisfied/somewhat satisfied with the semester academic reports provided by the school. 22% indicated 'neither satisfied nor dissatisfied'.
- 40% of respondents indicated that their child/ren had accessed Warners Bay High School's learning and/or wellbeing support services. Of the 40%, 72% said they were very satisfied/somewhat satisfied with the wellbeing support services provided. 13% indicated 'neither satisfied nor dissatisfied'.
- This data, plus consideration of the optional extended responses, will be used to enhance the education experience of our students, staff and families.

Staff participated in the People Matter Employee Survey (PMES) in 2021. PMES is an annual survey of all NSW public service staff conducted by the Public Service Commission. WBHS data showed that:

- The percentage of positive responses improved in 15 of 18 categories from 2020 to 2021 .
- The categories showing the highest percentage of positive responses: Job purpose and enrichment, job satisfaction, customer service, employee engagement, inclusion and diversity, and employee voice.
- The categories which showed the greatest improvement in the percentage of positive responses: job satisfaction, flexible working, senior managers, recruitment and customer service.

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.