

2021 Annual Report

Willyama High School



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Introduction

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

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

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Message from the principal

The year 2021 began under relatively normal circumstances with most events still on the calendar even though the COVID-19 pandemic was well and truly far from being over. During the first few weeks of Term 1, we successfully ran our Year 7 wellbeing day, 7-12 'Meet and Greet' afternoon, our school swimming carnival, our school leader induction ceremony and school photos.

On staffing front, we came up with innovative solutions to fill vacant English, HSIE and Faculty Leader Science teacher positions over the holiday break. During Term 1, we ran successful merit selection processes to appoint Head Teacher Teaching and Learning and Faculty Leader Science.

This was the first year of a new Strategic Improvement Plan (2021-2024) and our three strategic directions (key focus areas) were: Student Growth and Attainment, Evidence-Based Practice and Technology for Teaching and Learning.

Thirty three learning spaces in our school were upgraded with split system air conditioners under the Cooler Classrooms program being rolled out across the state. The complexities surrounding the integration of these with the existing evaporative air cooling systems are still being resolved.

Unfortunately the high number of COVID cases locally and stay-at-home orders forced us into *home learning* from Term 3 Week 6, halfway through our Trial HSC examinations. Teachers came up with a number of innovative online tasks to complete the Trials and Year 12 weren't able to return to face-to-face learning until 25 October when we returned as a *Level 4* school. The start of the HSC examinations was also delayed across the state due to COVID. Year 11 students returned to face-to-face learning a week later and 7-10 the week after that. Students and staff returned to mandatory mask wearing inside and cohorting practices. The focus continued on maintaining adequate ventilation, hygiene practices, physical distancing and close monitoring of cold/flu symptoms. Vaccinations also became a key focus area.

End of year functions again required some innovative change to meet COVID guidelines. Our HSC graduation ceremony and dinner were celebrated in our school courtyard and hall with fully vaccinated family members permitted to attend. Our annual presentation night was held as a day ceremony in the courtyard with no parents or family members with a video taken and made available for later viewing.

We are super proud of the wonderful efforts and resilience shown by all members of our school community to keep the focus on teaching, learning and wellbeing throughout another challenging year.

Grant Shepherd (Principal)

School vision

To embed a powerful supportive culture that challenges all students and staff to be higher order thinkers through reflecting on themselves as learners. Staff utilise evidence-based teaching practices to engage 21st century learners, equipping students with the dispositions and technology to be active and informed citizens in a diverse and dynamic society.

School context

Willyama High School is a 7-12 comprehensive high school of 537 students, including 123 Aboriginal students, located in Broken Hill in Far West NSW. Our school prides itself on our banner statement of Connect, Inspire, Excel - Together which drives the way our school goes about its business each day. Connecting with people and building relationships inspiring each other to do our very best in every possible way. Our school is staffed with 49 teachers and 19 administrative and support staff. There is a relatively high turnover of teachers each year. Our school was built as a second high school in Broken Hill in 1974. As the population of Broken Hill has declined, our school has been challenged to come up with innovative approaches to continue to provide a wide range of opportunities and experiences to engage and inspire students. There is curriculum collaboration with Broken Hill High School in the Reaching Across the Secondary Program (RASP) for Stage 6 courses. Our school has three students involved in the virtual selective high school Aurora College for English, Mathematics and Science. Our school maintains strong links with Western Institute of TAFE (Broken Hill campus) who offer courses such as Automotive Studies and Human Services in Stage 6. Our school's key values are respect, responsibility and cooperation. The expectations and behavioural standards of these values are explicitly taught. The priorities in our school plan attempt to address the long term needs of students who live in an isolated rural environment to build their capacity to be successful lifelong learners in an increasingly complex world.

To inform this Strategic Improvement Plan, authentic community consultation with students, staff, parents and our local AECG (Aboriginal Education Consultative Group) has occurred. Our school has completed a situational analysis that has identified three areas of focus.

The high level areas for improvement are:

1. Student Growth and Attainment with a focus on improving the capacity of all staff to explicitly teach and maximise reading skills across the full range of range of abilities through a major whole-school strategy. Data-informed practices and personalised learning will be a focal point to enhance student performance measures in literacy, specifically reading. This includes targeted approaches for equity groups including Aboriginal learners.

2. Evidence-Based Practice (What Works Best) with a focus on improving learning progress and achievement for all students through effective classroom practice. Increased teacher collaboration through high-impact professional learning with peer lesson observations and feedback based on What Works Best research will be a focal point to drive continuous improvement.

3. Technology for Teaching and Learning with a focus on ensuring quality, modern technology is accessible to all students and staff to best support teaching, learning and administrative practices. Constantly upskilling the digital literacy skills of staff and students will be a focal point to maximise learning through using technology to improve curriculum delivery and assessment including differentiation, formative assessment and feedback.

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

In order to maximise student learning outcomes in 'reading' and to build strong foundations for academic success, we will explicitly implement a major whole-school reading strategy and develop and monitor student growth targets. They will be specific, data-driven and responsive 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.

- A Whole-School Reading Strategy
- Student Growth Targets (Reading)

Resources allocated to this strategic direction

Professional learning: \$705.00

Summary of progress

A school reading team was established to build student growth and attainment through the development of a whole school approach to teaching and improving students' literacy and numeracy.

The reading team engaged in a range of targeted professional learning to enable them to effectively lead the Whole School Reading Strategy. Supported by the Literacy and Numeracy Strategic Advisor, all staff engaged in professional learning to build their capacity in the teaching of vocabulary across all subjects. Staff understood that students need to be literate to grasp key concepts regardless of the subject matter. The professional learning developed teachers' confidence in this area and the scaffolds developed by the reading team assisted the teachers and provided a platform for a more consistent delivery approach across all faculties.

To maximise growth in reading for every student, and ensure that teaching was targeted to individualised needs a deeper analysis of data was undertaken. Staff participated in a range of professional learning to build their understanding and capacity in the use of data. The initial focus was on the Year 8 students' check in data results and mapping against the National Literacy Learning Progressions.

Disruptions caused by Learning from Home, exacerbated by staff shortages impacted on the whole school delivery of professional learning and the full implementation of using the Plan 2 (based on the National Literacy Learning Progressions)to ascertain student strengths and areas of need and inform teaching practice.

In 2022 the focus will continue to be strengthening and embedding the whole school reading strategy. Professional learning to build teachers data literacy to ensure that teaching programs and practice are informed by a sound understanding of students' strengths and areas of need will continue to be a priority.

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
Reading - Top 2 Bands <ul style="list-style-type: none">• Improve the percentage of students achieving in the top 2 bands (or above) in reading to be above the school's system-negotiated target baseline of 9.6%.	Data indicates that 9.4% of Year 9 students are in the top 2 bands for reading showing minimal change from baseline data.
Reading - Expected Growth <ul style="list-style-type: none">• Increase the percentage of students achieving expected growth in reading to be above the system-negotiated target baseline of 51.3%.	The percentage of Year 9 students achieving expected growth in reading decreased to 38.8% indicating achievement of progress yet to be seen toward the lower bound target.

Numeracy - Top 2 Bands <ul style="list-style-type: none"> • Improve the percentage of students achieving in the top 2 bands (or above) in reading to be above the school's system-negotiated target baseline of 7.8%. 	<p>Data indicates that 4.8% of Year 9 students are in the top 2 bands for numeracy showing a decline from baseline data.</p>
Numeracy - Expected Growth <ul style="list-style-type: none"> • Improve the percentage of students achieving expected growth in reading to be above the system-negotiated target baseline of 58.7%. 	<p>The percentage of Year 9 students achieving expected growth in numeracy decreased to 52.9% indicating achievement of progress yet to be seen toward the lower bound target.</p>
HSC Achievement - Top 3 Bands <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 3 bands in the HSC to be above the school's system-negotiated target baseline of 49%. 	<p>49.7% of students attained results in the top 3 bands in the HSC (2021) demonstrating achievement of progress toward the lower bound target.</p>
Aboriginal Student Achievement <ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to 15% 	<p>11% of Year 9 Aboriginal students achieved in the top 3 NAPLAN bands in reading showing minimum change from baseline data.</p>

Strategic Direction 2: Evidence-based practice (What Works Best)

Purpose

In order to build staff capacity through a school-wide focus on professional learning and collaboration to maximise quality, evidence-based teaching practices to enhance student performance.

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 Impact Professional Learning (What Works Best)
- Collaborative Practice (Lesson Observations)

Resources allocated to this strategic direction

Socio-economic background: \$179,388.80

Summary of progress

Acknowledging that teachers have the most significant impact on student learning and therefore student performance, the continual building of teacher capacity was identified as an ongoing priority. It was important to establish systems and processes to support high impact professional learning and embed this learning in to teacher practice.

Cross-curricular professional learning groups were formed at the beginning of the year and time was allocated for the groups to meet fortnightly. The fortnightly sessions focused on professional learning surrounding the What Works Best elements of high expectations, explicit teaching and classroom management. What Works Best is a Department of Education research based resource specifically supporting teachers to improve their practice.

The Professional Learning Groups provided regular, scheduled opportunities for teachers to develop an understanding of key features of the What Works Best elements, reflect on their own practice in each element and identify at least one goal to implement or enhance in their teaching practices in line. Linked lesson observations provided opportunities to give and receive constructive feedback in a collaborative and collegial manner.

The Professional Learning Groups also provided the opportunity for staff to engage with a range of Information Communication Technologies that could then be utilised in their classroom practice.

Learning from home and staff shortages impacted on these initiatives, however surveys indicated that the majority of teachers believed that the Professional Learning Groups had positively impacted on their teaching practice. The observation scaffolds identified future areas for focus and professional learning needs. Staff also indicated that their confidence in using technology to enhance their teaching practice had improved.

The Professional Learning Groups and Collaborative Practice Lesson Observations will continue in 2022.

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
Attendance <ul style="list-style-type: none">• Increase the percentage of students attending greater than 90% of the time to be above the system-negotiated baseline of 48.7%.	The number of students attending greater than 90% of the time or more has decreased to 40.7%.
Wellbeing <ul style="list-style-type: none">• Increase the percentage of students reporting expectations for success, advocacy and sense of belonging to be above the school's system-negotiated baseline of 55.8%.	58.9% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement towards this school-based progress measure.

Collaboration

- Increase the school mean of 7.3 for teacher collaboration reported on the TTFM surveys.

The school mean for teacher collaboration has decreased slightly to 7.2 as reported on the Tell Them From Me surveys.

Strategic Direction 3: Technology for Teaching and Learning

Purpose

In order to improve the digital literacy skills of staff and students for more effective use of technology to facilitate and support teaching and learning 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.

- Digital Literacy Skills of Students
- Digital Literacy Expertise of Staff

Resources allocated to this strategic direction

Location: \$57,968.60

Socio-economic background: \$132,006.11

Professional learning: \$80,000.00

Summary of progress

A priority for 2021 was building the digital literacy skills of staff and students to enable technology to better support improvement in teaching and learning. A technology team, with representatives from each faculty was formed to plan and guide "Technology for Teaching and Learning" across the school.

All students in Years 7-11 were provided with individual devices and charging lockers were established across the school. The rollout of mixed devices was initially problematic, but these issues were gradually resolved when the chrome books were replaced when new devices became available. Year 12 students are provided with devices if required, however a significant number had already engaged in the use of technology through Bring Your Own Device.

All teachers were issued with Surface Pros and the majority of non-teaching staff were issued with Surface Gos. Professional Learning Groups and during the periods of Learning From Home have provide staff with the opportunity to improve their digital literacy, however a more targeted approach is still required. A staff survey was undertaken to inform school wide professional learning needs.

The improved access to devices for students resulted in an increase in confidence and ability for both staff and students. Teachers utilised innovative ways to assess HSC and preliminary years using Microsoft Forms when formal onsite exams were no longer an option because of COVID restrictions

Changes in personnel leading and supporting the use of technology and the disruption caused by COVID restriction has impacted on the delivery "Technology for Teaching and Learning" across the school.

In 2022, staff and student digital literacy will continue to be a focus. This will be supported through professional learning for staff and embedding of a skills based program throughout the curriculum.

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
Explicit & Timely Feedback Using Technology On the TTFM teacher surveys, increase: <ul style="list-style-type: none">• 'Teachers use technology to give students immediate feedback on their learning' to above 7.4; and• 'Students receive written feedback on their learning activities at least once	Teachers reported using technology to give students immediate feedback on their learning at an average mean of 7.4 demonstrating progress yet to be seen towards this school-based progress measure. Teachers reported that students receive written feedback on their learning activities at least once every week at an average mean of 5.2 demonstrating achievement of this improvement measure.

every week' to above 4.4.	
1:1 Device Strategy <ul style="list-style-type: none"> • Implement 1:1 device strategy so that all students and staff have full time access to a device. 	The 1:1 device strategy has been implemented so that all students and staff have full time access to a device at school.
Technology <ul style="list-style-type: none"> • Increase the school mean of 7.2 for technology use reported on the TTFM teacher surveys to above 7.2. (NSW gov't norm is 6.7) 	The school mean for technology use was 7.3, demonstrating movement towards this school-based progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,998.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Willyama 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"> • Employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All students being supported enabling them access to the curriculum in mainstream classrooms as well as provide other supports depending on the child's needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continually evaluate the needs of each child and adjust the use of integration funding throughout the year in response to student ILSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$500,501.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willyama 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"> • High Impact Professional Learning (What Works Best) • Digital Literacy Skills of Students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 1.6 additional teachers being employed as part of the school's staffing entitlement at a cost of \$179,389 to provide release for timetabled professional learning groups. • Employment of an ACIP Deputy Principal funded by flexible socioeconomic background funds at a cost of \$171,513 • 1:1 device program for students including charging lockers and devices. <p>The allocation of this funding has resulted in: The employment of a second deputy principal which has enabled both deputies to focus on instructional leadership rather than just manage behaviour and wellbeing matters. One deputy principal has had an impact on leading and coordinating technology for teaching and learning in our school whilst the other has played a leading role in evidence-based practice and peer lesson observations. Both have had an impact on mentoring faculty leaders. implementing proactive wellbeing programs and structures and programs to improve teacher quality and student engagement. Timetabled teacher release for fortnightly professional learning groups and peer lesson observations.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ an additional deputy principal and fund teacher release for timetabled professional learning periods. To maintain 1:1 device program with all incoming students including year 7 2022.</p>

<p>Aboriginal background</p> <p>\$152,498.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willyama 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"> • 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 an Aboriginal Education Officer (AEO) to provide ongoing support to Aboriginal students and their families with learning, attendance and wellbeing. • Employment of an Aboriginal SLSO to deliver the Multiliteracy Reading Tutor Program with identified Aboriginal students. • Purchase of 1:1 devices for Aboriginal students. <p>The allocation of this funding has resulted in: Increased engagement of Aboriginal students and their families with education. Reading levels and attendance data?</p> <p>After evaluation, the next steps to support our students with this funding will be: To set and monitor reading growth targets for individual Aboriginal students and more closely monitor attendance data.</p>
<p>English language proficiency</p> <p>\$15,949.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willyama High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provide EAL/D Progression levelling PL to staff • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: EAL/D students being able to engage more fully in their learning. Teachers being more informed on how to best cater for EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide support through existing learning and support structures and employ SLSO to support.</p>
<p>Low level adjustment for disability</p> <p>\$295,811.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Willyama 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$295,811.40</p>	<ul style="list-style-type: none"> • Employment of learning and support teachers (1.8) • Employment of school learning support officers to provide additional support in classes to identified mainstream students. • Employment of school learning support officers to run Multilit's Reading Tutor and Macqlit programs with identified students. <p>The allocation of this funding has resulted in: Supported students being able to engage in mainstream learning and improved reading levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ school learning support officers to support students with their learning and improve their reading.</p>
<p>Location</p> <p>\$57,968.60</p>	<p>The location funding allocation is provided to Willyama High School to address school needs associated with remoteness and/or isolation.</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"> • Digital Literacy Skills of Students <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of Technology Support Officer <p>The allocation of this funding has resulted in: A Technology Support Officer being employed to support 1:1 student and staff device programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a Technology Support Officer to manage roll out, maintenance and repair of all student and staff devices.</p>
<p>COVID ILSP</p> <p>\$90,000.00</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> <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"> • Providing higher duties allowance for teacher librarian to coordinate and supervise COVID ILSP tutoring program. • Employing staff to provide online tuition to student groups in literacy/numeracy - reading <p>The allocation of this funding has resulted in: Thirty identified year 8 students undertaking tutoring program conducted by online tutors.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to try and source teachers to undertake tutoring.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	226	224	243	247
Girls	250	252	271	283

Student attendance profile

School				
Year	2018	2019	2020	2021
7	86.7	87.2	86.4	84.9
8	84.4	86.4	82.7	80.4
9	80.2	85.1	81.9	76.1
10	78	84.7	79.7	79.8
11	86.3	85.8	86.4	82.5
12	88	89.1	90.8	84.8
All Years	83.5	86.2	84.1	81
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	4	0
Employment	4	34	40
TAFE entry	4	9	4
University Entry	0	0	26
Other	6	11	20
Unknown	0	1	8

During 2021 saw a difficult time for our Year 12 students who were enrolled and finished their studies at Willyama High School. The pandemic changed the landscape for students finishing school during 2021 with local trade and employment-based options rising due to the changing nature of the workforce.

Of these students 45% accepted an offer from a university, which includes students that deferred to take a gap year. Most of these students are employed during this period but have been included in the University entry/ GAP year categories. The number of students applying for university decreased due to COVID 19 and increased employment opportunities being available locally in Broken Hill. This saw an increase in students leaving school early during Year 10 and 11 to take training opportunities with local businesses.

The number of students seeking employed has dropped below 4 %, which can be attributed to more targeted careers counselling support offered at Willyama High School.

The steady course offerings in multiple disciplines at University to Willyama students can be linked to academic success during the HSC period by the school. The increased use of the study coordinator position saw a respectable achievement in overall ATAR scores with students having more opportunity to learn how to study which resulted in a better outcomes for the students.

The use of work experience and industry experiences was cancelled which did not allow students a hands-on experience in the workforce. The use of virtual placement has helped students but has not totally filled the void left in this area. Increases in Government funding to trade based positions has increased demand and should continue to allow our students to have these options in the future.

As a school, we will continue to focus on the areas of preparation and time management for post school options.

Year 12 students undertaking vocational or trade training

28.57% of Year 12 students at Willyama High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.5% of all Year 12 students at Willyama 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)	8
Classroom Teacher(s)	34.3
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.68
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 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	1,027,451
Revenue	9,143,110
Appropriation	8,882,563
Sale of Goods and Services	181,302
Grants and contributions	77,480
Investment income	1,043
Other revenue	722
Expenses	-9,098,806
Employee related	-7,892,115
Operating expenses	-1,206,691
Surplus / deficit for the year	44,304
Closing Balance	1,071,755

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	116,998
Equity Total	964,753
Equity - Aboriginal	152,490
Equity - Socio-economic	500,502
Equity - Language	15,949
Equity - Disability	295,811
Base Total	6,800,337
Base - Per Capita	133,232
Base - Location	66,002
Base - Other	6,601,102
Other Total	582,586
Grand Total	8,464,674

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

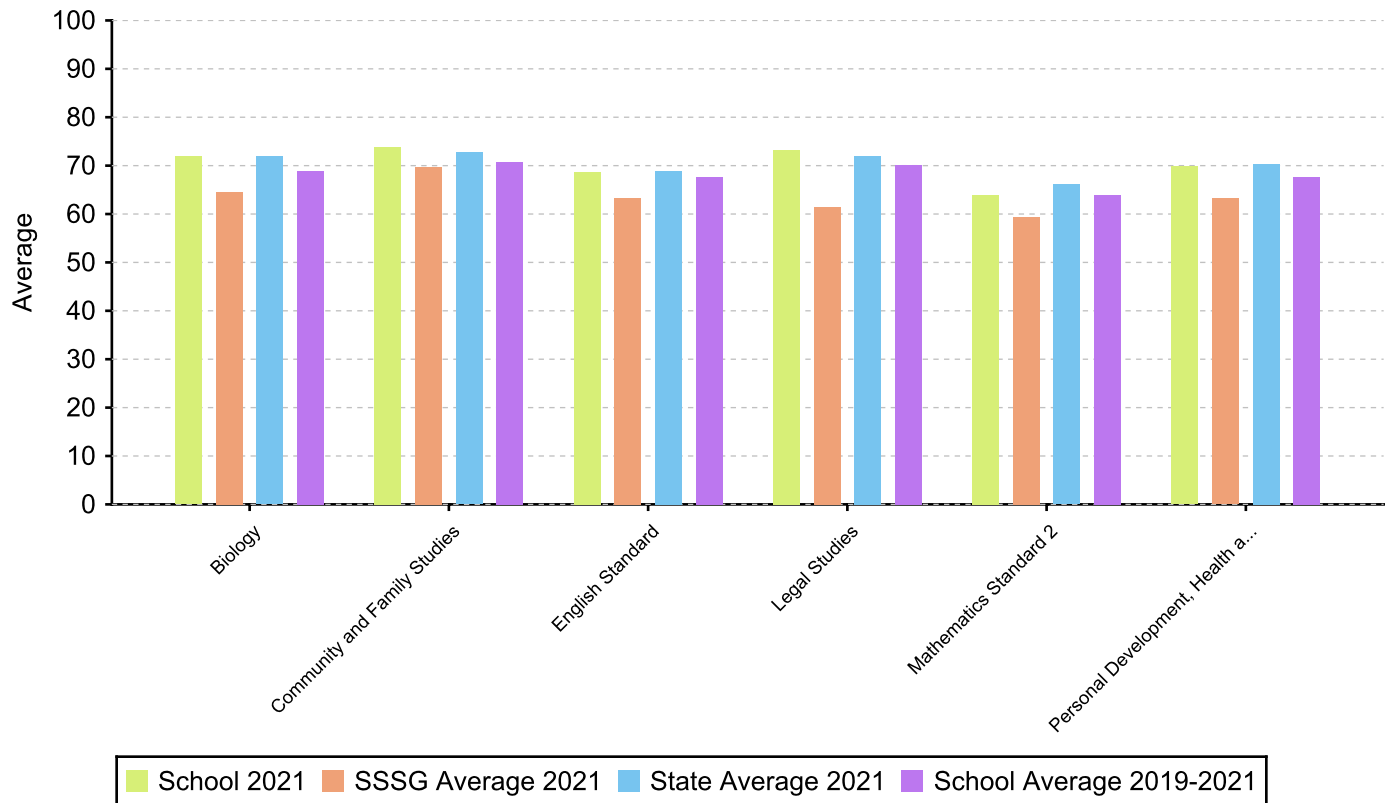
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	71.9	64.5	71.9	68.9
Community and Family Studies	73.8	69.7	72.7	70.8
English Standard	68.7	63.3	68.8	67.7
Legal Studies	73.3	61.4	72.0	70.2
Mathematics Standard 2	64.0	59.4	66.1	64.0
Personal Development, Health and Physical Education	69.8	63.2	70.3	67.6

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about our school. In 2021, our school used the respective Tell Them From Me (TTFM) surveys for parents, students and teachers to give opportunities for feedback and opinions from our whole school community.

A summary of parent responses is presented below:

- I am satisfied with the general communication from the school eg newsletters, emails, school website, social media etc (agreed 48%, disagreed 20%, neither 32%)
- The school has a good reputation in the local community (agreed 47%, disagreed 18%, neither 35%)
- I would recommend my child's high school to parents of primary school students (agreed 51%, disagreed 18%, neither 31%)

Average scores from parent surveys compared the the NSW Gov't mean (in brackets) included:

- Parents feel welcome 6.1 (7.4)
- Parents are informed 4.9 (6.6)
- School supports learning 6.2 (7.3)
- School supports positive behaviour 6.2 (7.7)
- Safety at school 6.1 (7.4)
- Inclusive school 5.2 (6.7)

It has been determined that some of these results have been impacted by the imposed restrictions on non-essential visitors to our school during the COVID pandemic.

A summary of the students' responses is presented below. Our school mean for:

- *effective learning time* (important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives) was 6.4 (NSW Gov't norm 6.3).
- *relevance* (students find classroom instruction relevant to their daily lives) was 5.4 (NSW Gov't norm 5.8).
- *explicit teaching practices and feedback* (students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn) was 5.9 (NSW Gov't norm 6.4).
- *positive teacher-student relations* (students feel teachers are responsive to their needs and encourage independence with a democratic approach) was 5.9 (NSW Gov't norm 5.6).
- *positive learning climate* (students understand there are clear rules and expectations for classroom behaviour) was 5.7 (NSW Gov't norm 5.6).

A summary of some of the teachers' responses is presented below.

- My school is a welcoming and culturally safe place for all students (agree 83%, disagree 2%, neither 15%).
- School leaders in my school are leading improvement and change (agree 61%, disagree 6% , neither 33%)
- School leaders clearly communicate their strategic vision and values for our school (agree 67%, disagree 8%, neither 25%)
- Morale amongst staff at my school is good (agree 48%, disagree 20%, neither 32%).

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.