

# 2021 Annual Report

## Winmalee High School



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## Introduction

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

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

### School contact details

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Winmalee High School

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## School vision

Winmalee High School is an environmentally conscious, positive education school committed to supporting students holistically; focusing on the wellbeing and learning needs of all students. Within an inclusive and supportive environment, students learn mastery of skills and knowledge and create high-quality work, whilst becoming resilient learners, supporting them to adapt and respond to life's challenges, for now and the future.

Through delivery of quality teaching and learning programs and the fostering of strong, respectful relationships students are inspired to achieve their personal best. Opportunities for students to explore and develop their creative, active and academic abilities whilst enhancing their learning and wellbeing through an array of curricular and co-curricular programs aim to build lifelong skills and character. Held in high regard throughout the community, Winmalee High School values and models mutual respect and acceptance for all.

## School context

Winmalee High School is a Year 7-12 comprehensive secondary school located in the Blue Mountains. The traditional custodians of the land are the Darug and Gundungurra people.

Student enrolment remains around 840 students. Over 90% of the school student population were born in Australia. The vast majority of students have English as their home language and 7% of our students have a language background other than English. Just under 5% of our students identify as having an Aboriginal background.

Our school has a teaching staff of approximately 55 teachers and a team of school administrative officers, regular casuals, temporary teachers and SLSOs. Our executive staff is stable with the majority being here for more than five years. Our annual staff turnover is less than 10%.

Winmalee High is a Positive Education and Positive Behaviour for Learning (PBL) school, focusing on building resilient learners in conjunction with taking pride in being safe, respectful learners. Relationships with our feeder schools and partnerships between staff, students, parents and the community are highly valued.

The school has an active learning and support team that develops plans and programs to support student learning, complemented by the Learning Hub, which provides tailored support for students. The school is committed to continually improving effective classroom practices. Staff professional learning is undertaken to ensure that both literacy and numeracy levels are enhanced through improved data collection and analysis which underpins our belief in individualised and differentiated learning. Individual Student Plans, Personalised Learning Pathways and Student Goals are used to assist teachers to know their students and support their learning.

Winmalee High School has a focus on maintaining and improving Higher School Certificate performance, utilising staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty continues to develop ways of deepening the knowledge base of their students.

The school has a strong reputation for its quality teaching, academic results and leadership programs including; The Student Representative Council, The Duke of Edinburgh program, extensive visual, creative and performing arts programs, including high quality whole school musicals and successful sports programs and participation. Students represent the school across the region and state in music, drama, dance ensembles and a wide range of sporting activities. School resources are used to support the broadening of student skills and leadership opportunities beyond the classroom and in the wider community.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to support students to achieve their own goals and also meet the schools' System Targets in NAPLAN literacy, numeracy, and expected growth and HSC. Our teachers will use internal and external data to assess student progress, provide targeted feedback and support student learning and attainment.

### 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.

- Internal Data Measures

### Resources allocated to this strategic direction

**Professional learning:** \$27,000.00

**Socio-economic background:** \$4,000.00

**COVID ILSP:** \$28,000.00

**Aboriginal background:** \$2,000.00

### Summary of progress

School-based assessments for Stage 4 in Literacy and Numeracy were implemented. Data analysis occurred and targeted skills were identified to support Year 7 and 8 students across each key learning area. Staff engaged in professional learning to look more closely at the assessments, the style of questions and they worked through specific examples which broke down the skills required for applied comprehension.

Year 11 and Year 12 students were supported through tuition to support engagement in coursework and completion and submission of assessment tasks. Year 12 students targeted were supported by teachers to ensure they maintained eligibility to meet requirements for the award of the HSC. Year 11 students were supported across the majority of subject areas through online tuition post lockdown. Past HSC students were employed as tutors and worked with students individually and in small groups.

All HSC teachers engaged in the analysis of 2020 HSC results and reflected on adjustments to teaching and learning programs and a whole school analysis was shared with school staff and the P&C. Some faculties engaged with the 2020 HSC NESA feedback papers and adjusted specific learning activities within programs.

The Personalised Learning Pathways (PLP) process was reviewed and adjusted in consultation with students and following professional learning provided by the department. Aboriginal students were supported in various leadership initiatives and one Year 12 student was successful in being awarded the 2021 Nanga Mai Award and another Year 12 student was successful in being awarded the ZONTA Award for Young Indigenous Women. Approximately 32% of the staff, (teaching and non-teaching) participated in professional learning provided by the department's Aboriginal Education and Wellbeing team.

100% of Year 12 students attained the HSC Minimum Standards in Writing, Reading and Numeracy. Once students returned from lockdown for face to face teaching, Year 10 students were provided with support to commence the process of attaining the HSC Minimum Standards resulting in 94.7% achieving the standard in Numeracy, 94% achieving the standard in Reading, and 86% achieving the standard in Writing on their first attempt. Due to the delayed timeframes, further support was not able to be provided to students needing to sit the assessment again.

### 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
Implementation of literacy and numeracy assessments with targeted skills mapped across faculties.	Delayed initiatives in term 2 have required this work to be postponed to 2022. To date, literacy and numeracy assessments were completed for Stage 4 students and skills were targeted through data analysis.
Development of specific resources and	Delayed initiatives in term 2 have required this work to be postponed to

improved explicit teaching practices to address specific literacy and numeracy skills, which impact internal assessments and external assessment results.	2022.
Increase top 2 bands in reading to at least 32%	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for <b>reading</b> (15.75%) and a decrease in the percentage of students in the top two bands for <b>numeracy</b> (11.72%).
<p>Increase expected growth in reading to at least 69%</p> <p>Increase expected growth in numeracy to at least 67%</p>	The percentage of students achieving expected growth in <b>reading</b> decreased to 39.53% indicating progress yet to be seen toward the lower bound target. The percentage of students achieving expected growth in <b>numeracy</b> decreased to 42.97% indicating progress yet to be seen toward the system-negotiated target.

## Strategic Direction 2: Quality Teaching and Learning

### Purpose

Our purpose is to ensure that teachers are supported by quality, targeted professional learning to support a high-quality learning environment where all students make measurable learning progress. Through effective instructional leadership, explicit and evidence-based teaching strategies, teachers will evaluate their impact on learning, use assessment data and reflectively adapt their practice to support student learning.

### 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.

- Professional learning in evidence-based practices

### Resources allocated to this strategic direction

**Professional learning:** \$5,000.00

### Summary of progress

All staff engaged with the Quality Teaching Model and practiced the skill of coding a lesson after observation. Following this professional learning, an additional 5 staff joined to form a second QTR team in the school and participated in a further training observation and coding session. The lead QTR team participated in a full observation and coding session at school.

100% of teachers completed the What Works Best module on Explicit Teaching and reflections were submitted by all teachers. Teachers worked in faculty teams to reflect on effective strategies and consider an aspect they would focus on following completion of the module.

The Strategic School Support (SSS) program was implemented within the Mathematics faculty. Year 8 student check-in assessment data was used in PLAN 2 to identify students requiring additional support in the areas of Measurement and Geometric Reasoning. Staff participated in regular professional learning with the SSS team and practiced formative assessment strategies and accessed resources from the literacy and numeracy hub to assist the explicit teaching of concepts. The team teaching and modelling of explicit teaching did not occur with the team due to the COVID-19 lock-down.

### 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
All teachers engage in introduction to QTR and practice coding a lesson; 10% of staff join an active QTR school based team.	100% of teachers participated in observations of lessons based on the Quality Teaching Model and practiced coding a lesson and 10% of staff have joined a QTR school-based team.
All staff have access to effective evidence based teaching PL, including Quality Teaching Rounds and the What Works Best guide.	100% of staff completed the What Works Best, Explicit Teaching professional learning module and submitted a learning reflection.
Staff are familiar with the survey questions and engage in PL and discussions to build understanding of links to their classroom practice.	100% of staff participated in a review of the Tell Them from Me survey data relating to classroom practice and explicit teaching, and have actively collaborated with colleagues to reflect upon how we can improve links from the survey to classroom practice.
External Validation shows some growth toward sustaining and growing, with evidence of a range of explicit strategies used across all KLAS.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.

## Strategic Direction 3: Wellbeing and Engagement

### Purpose

Our purpose is to build upon the school's positive education practices to ensure students feel connected, feel a sense of belonging to the community and are achieving and engaged at school. The school will teach evidence-based skills and strategies to equip students to achieve their goals, increase student advocacy and voice, promote safety and self-care, take responsibility for their own learning and experience success throughout their schooling and at important transition points.

### 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.

- Students are connected and are engaged at school

### Resources allocated to this strategic direction

**Socio-economic background:** \$16,349.00

### Summary of progress

The student Goal Setting initiative continued in 2021, with a team of senior students trained to support their peers to set learning goals and determine strategies to achieve their goals. The completion of goal setting meetings and the central recording of goals was successful, however, the review processes did not occur due to the COVID-19 lockdown. Both senior leaders and junior students were surveyed on the goal setting process and this feedback was used to plan and make adjustments to implement the program again in 2022.

The high potential and gifted education programs were implemented to a limited degree due to lockdown. Students did participate in the Maths Challenge program. The staff coordinating the program will continue in their roles.

Staff reviewed an analysis and considered the trends shown in the student Tell Them From Me survey and reflected on a whole-school approach to support student wellbeing. Clear links were made from the survey questions, student responses, and how this relates to the School Excellence Framework and our Strategic Improvement Plan. Sharing this work and leading focus groups with our students and community will be a focus for 2022. In the External Validation conducted in late 2021, the panel identified that we were close to moving to 'Excelling' in the element of Wellbeing with the evidence shown.

Attendance monitoring was further refined and processes were established to coordinate communication between teams to provide better support to students and families. Administration time was also committed to making weekly contact with families to resolve unexplained absences and encourage regular attendance.

All staff participated in an initial information session to gain an understanding of the Real Schools partnership. A three-year partnership plan was drafted which was closely linked to our Strategic Improvement Plan and initiatives. The school executive and the Parents and Citizen's Association participated in information sessions with the Real Schools Coach, with positive feedback shared about the partnership. Full training will be scheduled for 2022 and the partnership plan will be implemented.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase % of students attending 90% of the time to at least 70%.	The number of students attending greater than 90% of the time or more has decreased by 10%.
Staff are familiar with the survey questions and engage in PL and discussions to build understanding of links to their classroom practice and school-wide practices.	100% of staff participated in a review of the Tell Them From Me survey data relating to a positive sense of belonging and have actively collaborated with colleagues to reflect upon how we can improve student wellbeing.



Development of year one of the three year Action Plan and collaborative partnership with Real Schools.	A draft three-year action plan was developed, but the implementation of this plan has been postponed to 2022.
External Validation shows some growth toward excelling, with evidence of whole school practices showing measurable improvements in wellbeing and engagement.	Self-assessment against the School Excellence Framework and external validation shows the school currently performing at sustaining and growing and moving towards excelling in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$357,921.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Winmalee High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> <li>• intensive learning and behaviour support for funded students.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with individual and specific needs being supported across the school, both in and out of the classroom. Students were case managed through lockdown to maintain connection, engagement in learning and support transition back to face-to-face learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Through LST processes, review individual students' plans, the type of support required for the following year and consider curriculum patterns to ensure continued success in learning.</p>
<p>Socio-economic background</p> <p>\$20,349.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Winmalee High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal Data Measures</li> <li>• Students are connected and are engaged at school</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Student engagement project, employing a teacher to work with students on interest projects and school improvement tasks.</li> <li>• Real Schools Partnership commencement.</li> <li>• Year 7 and 12 Student Diary initiative to support transition, organisation and assessment management.</li> <li>• Additional staffing in the Learning Hub.</li> <li>• Student assistance for fees, equipment and school uniform.</li> <li>• High Potential and Gifted Education program targeting students for external mathematics competitions, programs and challenges.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students requiring assistance have accessed equipment and resources and school uniform support to increase participation in learning both in and out of the classroom. The school has been able to commence a partnership with the Real Schools program, focusing on embedding restorative practices into the school and skilling up teachers to support the emotional growth, behaviour and empathy of students. Year 7 and 12 students were supported in their transition with a school diary to encourage effective organisation skills. A teacher was employed one day per week to work with students on engagement projects across the school and additional Learning Hub teacher time was provided to support student learning, both resulting in students feeling like they were known, valued and cared for through individualised</p>

<p>Socio-economic background</p> <p>\$20,349.00</p>	<p>support. High potential students were also challenged in the area of Mathematics through competitions and challenges, building critical thinking skills and confidence in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will utilise funding to continue providing student assistance where required for equipment, resources, fees and uniform to increase participation at school. The creation of a Head Teacher position in allocation and some additional teaching staff will aim to build the capacity of the learning hub and support literacy and numeracy improvement. Administrative support for attendance will also be provided to further improve communication and support for regular student attendance at school.</p>
<p>Aboriginal background</p> <p>\$26,171.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Winmalee High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal Data Measures</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The PLP process was reviewed and adjustments have been made to support students more authentically. Aboriginal students were provided with mentor support to deepen their confidence in connecting to their culture. Students were successfully supported in gaining scholarships or Awards from external agencies. 30% of teachers engaged in professional learning to deepen their understanding of Aboriginal culture and histories.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Targeted support to be provided for learning through the employment of a local Aboriginal young person to support literacy, numeracy and assessment task requirements. Ongoing personal and cultural mentoring support for students. Utilising key staff to enhance connections and learnings about Aboriginal histories and culture for the school community.</p>
<p>English language proficiency</p> <p>\$10,663.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Winmalee High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for individual support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being supported with class work and assessment tasks as needed on a withdrawal and one-to-one basis.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>English language proficiency</p> <p>\$10,663.50</p>	<p><b>funding will be:</b> Provide ongoing support, focusing on supporting students in core subjects and providing support for assessments.</p>
<p>Low level adjustment for disability</p> <p>\$211,472.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Winmalee High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• targeted students are provided with an evidence-based intervention [Macqlit and Quicksmart] to increase learning outcomes.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>• support for students undertaking a life skills curriculum, students requiring HSC disability provision, internal special provisions and students with Individual Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The staffing of the school's Learning Hub; 1.2 Learning and Support Teachers lead the Hub, coordinate programs to support students in the classroom and within the Hub, develop and review Individual Learning Plans and liaise with students, teachers and parents/carers to provide tailored support and curriculum differentiation. The employment of SLSOs is also a key part of the support the Learning Hub provides.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use targeted funds to support the Learning Hub to have additional staff to support a range of diverse learners with learning, behavioural and emotional needs.</p>
<p>COVID ILSP</p> <p>\$28,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal Data Measures</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Year 11 and 12 students accessing individual and/ or small group tutoring support, focusing on completing and submitting assessment tasks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Maximising the reduced amount provided for 2022 to deliver specific literacy and numeracy support for students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	429	430	433	420
Girls	445	434	419	407

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.8	92.2	93.7	90.5
8	90.8	90.2	93.1	88
9	88.9	87.7	94.1	86.4
10	88	87.8	92.6	86.9
11	85.3	86.8	93.9	81.3
12	89	87	93	85.9
All Years	89.5	88.8	93.4	86.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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

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

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

with previous years.

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

### Management of non-attendance

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	4
Employment	1	5	9
TAFE entry	4	11	12
University Entry	0	0	50
Other	1	1	22
Unknown	0	4	15

### Year 12 students undertaking vocational or trade training

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18.85% of Year 12 students at Winmalee High School undertook vocational education and training in 2021.

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

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99.1% of all Year 12 students at Winmalee 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)	9
Classroom Teacher(s)	43.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.48
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	779,481
<b>Revenue</b>	10,390,031
Appropriation	9,768,706
Sale of Goods and Services	184,170
Grants and contributions	431,667
Investment income	1,034
Other revenue	4,455
<b>Expenses</b>	-10,357,944
Employee related	-9,404,221
Operating expenses	-953,724
<b>Surplus / deficit for the year</b>	32,087
<b>Closing Balance</b>	811,567

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



## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	357,921
<b>Equity Total</b>	321,700
Equity - Aboriginal	26,172
Equity - Socio-economic	73,393
Equity - Language	10,664
Equity - Disability	211,472
<b>Base Total</b>	8,403,838
Base - Per Capita	210,032
Base - Location	0
Base - Other	8,193,805
<b>Other Total</b>	421,219
<b>Grand Total</b>	9,504,678

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

## School performance - NAPLAN

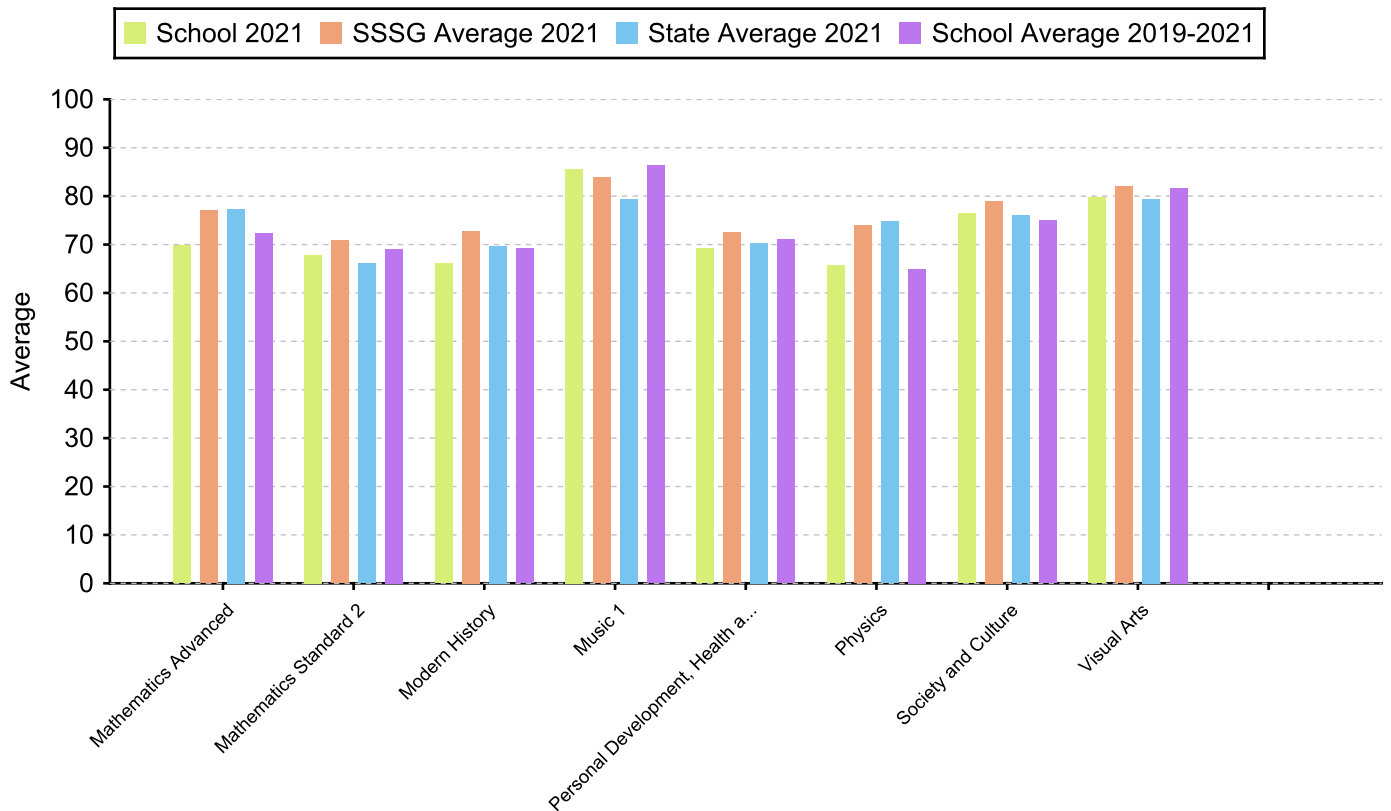
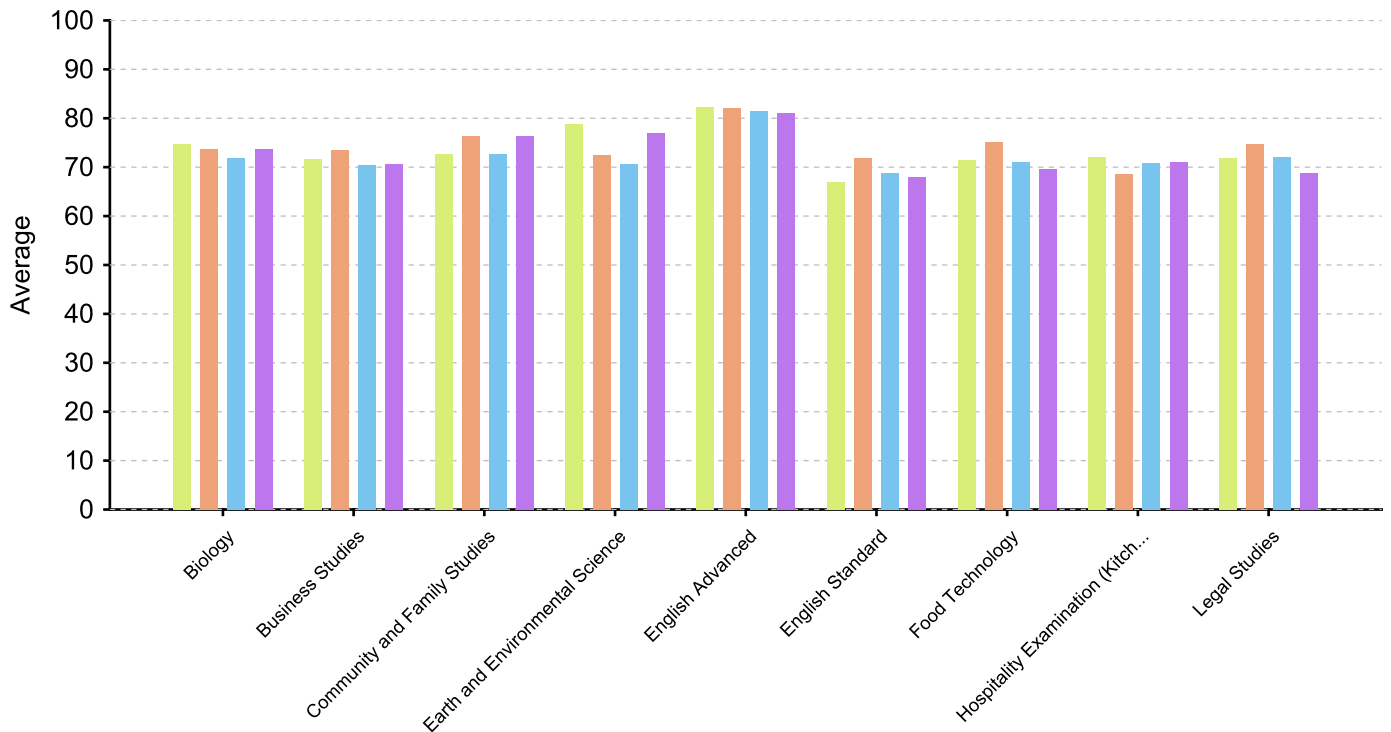
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## School performance - HSC

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

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



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	74.7	73.8	71.9	73.7
Business Studies	71.7	73.5	70.4	70.6
Community and Family Studies	72.7	76.3	72.7	76.3
Earth and Environmental Science	78.9	72.5	70.6	76.9
English Advanced	82.4	82.1	81.4	81.1
English Standard	67.0	71.8	68.8	67.9
Food Technology	71.4	75.2	71.0	69.6
Hospitality Examination (Kitchen Operations and Cookery)	72.0	68.6	70.8	71.1
Legal Studies	71.8	74.7	72.0	68.8
Mathematics Advanced	69.8	77.0	77.4	72.3
Mathematics Standard 2	67.8	70.8	66.1	69.1
Modern History	66.1	72.9	69.7	69.2
Music 1	85.6	83.8	79.4	86.3
Personal Development, Health and Physical Education	69.2	72.5	70.3	71.1
Physics	65.7	74.0	74.8	64.9
Society and Culture	76.4	79.0	76.0	75.0
Visual Arts	79.7	82.0	79.4	81.7

# Parent/caregiver, student, teacher satisfaction

## People Matters Survey

In the People Matters survey, there was 71% engagement from staff, which is +9ppts compared to the previous year. Strengths and areas most increased from 2020 include:

97% of staff feel comfortable notifying the manager if they become aware of risks; 93% report that individual differences are respected; and 84% (an increase of +34 ppts) feel that they get the support they need to do their job well. 93% of staff feel that there are people at work who care about them, indicating a strong sense of collegiality.

## Tell them from Me Survey

621 students completed the survey across Years 7-11.

Students participating in extracurricular activities is overall above state mean and levels above state are indicated in Years 7-9 in particular. This is an important aspect of our school, as we value providing students with a broad range of experiences beyond the classroom. Student 'Sense of Belonging' remains below state mean, highlighting the importance of continuing to focus on this area in the 2022-2025 Strategic Improvement Plan.

Social/emotional outcomes show that our students are significantly above the state mean by 24% for having positive relationships; students identify that they have friends at school who they can trust and who encourage them to make positive decisions.

As students transition onto the senior school, Year 11 students show growth in positive student teacher relationships and well as identifying that they benefit from explicit teaching practices and effective feedback from teachers.

Data related to advocacy at school and bullying (including over the internet) indicates that whilst over 75% know who to turn to if they are experiencing bullying, and that they have advocacy outside of school, our students require increased support to negotiate issues of bullying.

## Learning from home feedback from students, parents and carers

During 2021, the school spent an extended period in lockdown. The school sought specific feedback from our students and families so we could gain a clearer understanding of the ways in which students were engaging with learning materials and to also look at how we could improve our systems.

A check-in survey was completed by over 300 people, with approximately 50% of students and 50% of parents sharing feedback. Specific feedback allowed staff to refine practices even further, streamlining systems which supported families and students to find an achievable balance when engaging in learning from home. Through this process, the school was able to understand work patterns for students, the challenges in different households, and then respond by providing increased flexibility and support with learning.

A Live Session for parents and students was held to detail the feedback gathered and announce the strategies being put in place to adjust systems. Students were supported with having live interactive sessions, pre-recorded or recorded live sessions, as well as a flexible timetable to complete learning. Feedback from families during the live session, through comments in the 'chat pod', indicated that live sessions (which were also recorded for those who were unable to attend) were an effective means of communication. They also expressed appreciation for the adjusted systems which would relieve pressure in households where students and parents were learning and working from home and putting pressure on the internet, devices and household schedules. This specific Live session was well attended and a recorded version of the session was emailed to all families following the event, supporting communication and flexibility for our families.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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