

2021 Annual Report

Wiley Park Girls High School



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Introduction

The Annual Report for 2021 is provided to the community of Wiley Park Girls 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

I remember my first visit to WPGHS back in April of 2021. What stood out to me was the strong sense of community and the sense that the school community was a school family. From my first interactions with students, staff, parents and the broader community, I received such a warm and lovely welcome.

As I reflect back on the year that was, 2021, that sense of school community as school family has been reiterated many many times. From joining the SRC at the Lakemba RSL for an ANZAC Day ceremony, hosting an Iftar dinner, to joining student leaders as they received leadership awards from MP Tony Burke. From celebrating whole school events like the Athletics Carnival (complete with hallway bowling and fashion parade) to end of year virtual Presentation Days and street gallery. From fabulous collaboration working with the whole staff to reflect on teacher practice through What Works Best, to presenting all about our school to reflect the School Excellence Framework to a panel of principals. From the never-ending changes from a face to face 'regular' timetable in Term 2, to extended Learning from Home for the entire Term 3 and start of Term 4, to returning to school with a completely different timetable to ensure safe cohorting. To adding in a few extra Learning from Home days to support the HSC exams and to allow for contact tracing. From continuing connection throughout this time, via regular lessons via Zoom, Year Meetings via Zoom, scheduled phone calls from our specialist learning and well-being teams, introducing Student Learning Conferences, to library games during lunchtime via zoom, to funny staff videos and little gifts in the mail.

Simon Sinek is an author and inspirational speaker. He says, **'the ability of a group of people to do remarkable things hinges on how well those people can pull together as a team'**. As I reflect on this unprecedented, challenging and remarkable year, I am proud and privileged to have such a wonderful team to have come together to deliver so many 'remarkable things'. As I reflect back on the year 2021, I see a multitude of successes. All of which, could not have happened, without our students, teachers, support staff, parents and broader community working together as a team. **We are stronger together.**

To our impressive and resilient students. Thank you for staying the course, looking out for each other, cooperating with your teachers, and remaining focussed on your education.

To our dedicated, passionate, and talented teaching and support staff. Thank you for 'adjusting the sails' so that our students could stay the course, could feel supported, and could feel connected, to ensure they remained not only focussed on their education, but thriving in their education.

To our parents and broader community. Thank you for your patience and understanding in working together to respond to the various changes and challenges that our community faced over the year and joining us virtually and remotely to celebrate your daughter's education.

I reflect on the year that was 2021 and think how lucky am I to be lead such an incredible team, and what an absolute honour and privilege it is to be principal at WPGHS. I am looking forward to working with our school community in re-writing and implementing our new Strategic Improvement Plan in 2022.



School vision

At Wiley Park Girls High School, we believe that every student will achieve their personal best through engaged, active learning in our safe, respectful and supportive environment. As a Positive Behaviour for Learning (PB4L) school, we explicitly foster positive, respectful relationships among our students and staff and promote student wellbeing to ensure optimum conditions for student learning.

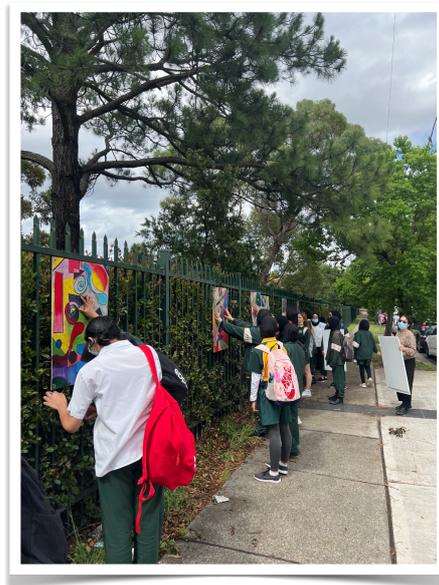
Our Wiley Park Girls High School vision is to utilise strong collaborations between staff, parents, students and community to inform practice and support successful achievement of outcomes for our diverse range of students. The school's curriculum provision supports high expectations for student learning and the teaching and learning practices across the school show evidence they are adjusted to address individual student needs.

School context

Wiley Park Girls High School is a comprehensive girl's high school in South Western Sydney with 543 students. It has a proud history of supporting a diverse student population and the needs of girls. We also cater for the needs of High Potential and Gifted students and students from a language background other than English (97%), including refugee students and the support unit. The school works in close partnership with our local community and employs four Community Liaison Officers from Arabic and South Pacific Islander community groups.

A major focus area for the school is The Compressed Curriculum Model, compressing both the Preliminary and HSC courses into 1 year. Three courses are completed in the first year of study and three courses are completed in the following year.

Our aim is to transform teaching practice through innovative curriculum development and professional learning for teachers in the delivery of reading and comprehension strategies, numeracy across the curriculum and the use of technology to enhance student learning. This is supported through a diverse range of co-curricular programs for student engagement and wellbeing.



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	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The External Validation team identified a range of next steps in key elements of the School Excellence Framework.

- **Curriculum:** Continue to review the compressed curriculum and the impact on effective teaching and learning, through: analysing attendance data; staff, student and parent surveys and focus groups; assessment task submission rates; n-warning rates; and a deeper analysis of overall results in the Preliminary and HSC courses.
- **Effective Classroom Practice:** Conduct lesson observations and student focus groups to determine the depth and strength of application of explicit teaching strategies and Formative Assessment strategies in classrooms to meet the diverse needs of students and to promote high expectations for all.
- **Professional Standards** - Evaluation of the ways in which staff participation varies across a range of professional learning, and how this may be streamlined to leverage our own expertise into more meaningful collaborative practice.
- **Learning and Development** - Evaluation of current mentoring practices within the school, with a view to move towards formalised opportunities for more staff to engage in mentoring and processes for action learning.

- **Educational Leadership** - Evaluation of community engagement, particularly in formats that are accessible to our unique community, and ways in which we can extend our educational leadership through community involvement in the school for a cohesive educational community.
- **Wellbeing** - Continue to review all wellbeing and engagement roles and processes and the PB4L framework to clarify and communicate roles, processes and practices to ensure consistent application.
- **Effective Classroom Practice** - Continue refining PB4L practices from the Benchmarks of Quality analysis, compared with regular and routine analysis of 'Big 5' Sentral data as regular evaluation of the impact of wellbeing initiatives and areas for future focus.
- **Learning Culture** - Refine and define the role of Student Engagement Officer in line with DoE Attendance Matters supports.
- **Curriculum**: Continue to review the compressed curriculum and the impact on effective teaching and learning, through: analysing attendance data; staff, student and parent surveys and focus groups; assessment task submission rates; n-warning rates; and a deeper analysis of overall results in the Preliminary and HSC courses.
- **Effective Classroom Practice**: Conduct lesson observations and student focus groups to determine the depth and strength of application of explicit teaching strategies and Formative Assessment strategies in classrooms to meet the diverse needs of students and to promote high expectations for all.
- **Data Skills and Use**: Further exploration of teacher's use of data to inform planning, and understanding of the learning progressions, to monitor student growth and inform lesson planning, assessment and feedback.

The External Validation team identified a range of future directions in key elements of the School Excellence Framework.

- **Curriculum** -Introduce a scheduled time for teachers to review teaching and learning programs, reflecting changes to content, practice or assessment based on students achievement data and observation data.
- **Effective Classroom Practice**: A whole school approach of professional development, reflecting evidence based teaching methods, and the explicit teaching strategies identified through analysis of students achievement data and observations of classroom practice.
- **Professional Standards** -A focus on evaluative thinking, and a structure such as Learning Sprints, combined with a team model to promote regular and ongoing collaboration aligned to improvement measures in the Strategic Improvement Plan.
- **Learning and Development** -A structured mentor process, aligned to school improvement, inclusive of a peer observation model such as Instructional Rounds or Learning Walks.
- **Educational Leadership** -Strategies to promote a high performance culture, with a clear focus on student progress and achievement.
- **Wellbeing** - Introduce evidence-based wellbeing programs such as Social Emotional Learning to be embedded in the timetable to promote student wellbeing and learning needs with identified staff members.
- **Effective Classroom Practice** -Explicit teaching as a whole school approach to optimise learning progress for all students.
- **Learning Culture** -Identify data points for targeted transitions available within internal and external wellbeing supports and interventions to ensure all individual student needs are met, and engagement strategies enhanced and broadened.
- **Curriculum**: Introduce a scheduled time for teachers to review teaching and learning programs, reflecting changes to content, practice or assessment based on students achievement data and observation data.
- **Effective Classroom Practice**: A whole school approach of professional development, reflecting evidence based teaching methods, and the explicit teaching strategies identified through analysis of students achievement data and observations of classroom practice.
- **Data Skills and Use**: Develop a system for the consistent application of a full range of assessment strategies, and application of a range of data sources, in monitoring and assessing student progress and achievement, and reflecting on effectiveness of teaching and learning programs and delivery.

The strategic directions for the 2022-2025 Strategic Improvement Plan at WPGHS are:

SD1 - Student Growth and Attainment

We aim for students to reach their full potential through differentiated teaching, effective feedback, and ongoing assessment. We believe this will be achieved by teachers implementing ongoing data analysis to identify specific learning needs of students and inform teaching practice so adjustments can be made.

SD2 -High Impact Classrooms

We aim for teachers to strengthen delivery of evidence-based practices to ensure students experience progress in their learning through a model of collaborative learning, explicit teaching strategies and feedback.

SD3 - Connection, Choice and Competence

We aim to build a supportive and inclusive learning environment where students feel known, valued and cared for. We believe that for all students to thrive, there needs to be a planned wellbeing approach including staff, students, and community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the numeracy and literacy learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students to develop fluency in literacy and numeracy.

Initiatives

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

- Initiative 1: Reading
- Initiative 2: Numeracy

Resources allocated to this strategic direction

Integration funding support: \$114,496.00

English language proficiency: \$356,323.72

Low level adjustment for disability: \$295,804.65

Socio-economic background: \$190,689.00

Professional learning: \$10,000.00

Summary of progress

A combination of impacts from COVID-19 and WPGHS being a Stage 4 Learning from Home school for 14 weeks across Term 3/4 of 2021, together with the whole school focus on External Validation saw professional learning sessions re-deployed to target these needs. Therefore, the specific initiatives and related activities identified in the 2021 - 2024 SIP were not an explicit focus for staff and school teams. However, progress on the identified needs of the initiatives and growth towards targets were addressed through the following activities:

- All staff participated in a selected theme from the CESE **What Works Best** literature, including the What Works Best In Practice and Self-Reflection resources. In line with this strategic directions, staff reviewed Theme 4 - *Use of data to inform practice*. and Theme 5 - *Assessment*. Staff summaries indicate a sound understandings of formal and informal data types, and a range of assessment strategies used. Although a consistent approach across KLAs and year groups would be beneficial to best support the diverse learning needs of our students.

- Evidence from the implementation of the **Wide Reading Program** across Year 7 was identified through analysis of PAT scores to support student growth in reading. Targeted use of the Super 6 Reading and Comprehension skills is a key feature of the program, as is the collaborative teaching of these targeted periods, supported by 4 staff per class. Wide Reading will continue for Year 7 students, with a focus of the 2022-2025 SIP to review how the strategies can be up scaled to other year groups and embedded across KLAs.

- **Year 10 Skills Program** (1 period per week per class) utilized a targeted reading and writing program and '*Smarter Maths*' to support students preparation for senior studies and successful completion of HSC Minimum Standards. Equity funding is used to provide additional staff to allow for smaller 'skills' classes to best target student needs. Equity funding was also used to provide teacher release to support senior students needing additional tuition to meet HSC Minimum Standards, resulting in the majority of graduating students meeting this element for the HSC credential.

- During the **Learning from Home** period, all student support provided through EAL/D and LST staff were mapped to ensure each student had a direct point of contact and support provided through regular contact. Targeted EAL/D and LST Google Classrooms were established for social and educational connections and support.

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
NAPLAN Targets: <ul style="list-style-type: none">• Greater than 2.7% of students	<ul style="list-style-type: none">• In 2021 there was a slight increase in the number of students in the top 2 bands in NAPLAN from 2019.

<p>achieve top two bands in NAPLAN reading</p>	<ul style="list-style-type: none"> • Historical data shows that student performance in top 2 bands drops from Year 7 to Year 9. • There has been a drop in top 2 bands and value added NAPLAN data from the school's strongest year in 2018. • NAPLAN results are below state and SSSG average with majority of students performing in the middle bands • 1% of Year 9 students achieved in the top 2 bands in NAPLAN reading. However, 13% achieved a Band 8 in NAPLAN Reading. • 5% of Year 7 students achieved in the top 2 bands in NAPLAN reading.
<p>HSC Targets</p> <ul style="list-style-type: none"> • Greater than 43.5% of students achieve top three bands in HSC 	<ul style="list-style-type: none"> • In 2021, 39% of students achieved in the top 3 bands in the HSC. This is an increase from 36% in 2020. • The majority of student results in this group (24%) are a Band 4. • The 2021 top 3 band results are similar to previous years, with majority of students in this group achieving band 4 and 5, indicating no general growth across cohorts or subjects.
<p>HSC Targets</p> <ul style="list-style-type: none"> • Greater than 16.2% of students achieve top two bands in HSC 	<ul style="list-style-type: none"> • There was an increase in Band 5s of 13.5% in the 2021 HSC from 10.5% in 2020. There was a slight decrease in Band 6s of 0.8% in the 2021 HSC from 1.5% in 2020. The 2021 top 2 band results are similar to previous years, indicating no general growth across cohorts or subjects.
<p>NAPLAN Reading Growth Target:</p> <ul style="list-style-type: none"> • Greater than 56.1% of students achieve expected growth in NAPLAN Reading 	<ul style="list-style-type: none"> • 14% of Year 9 students achieved a band 8 or higher (HSC Minimum Standard) in reading, 15% in writing and 13% in numeracy. • Expected growth for Year 9 Reading and Writing is below the state and SSSG average. For reading, 42% of students were at or above expected growth, 38% were below expected growth and 20% had negative growth. For writing, 45% of student shad expected growth, 29% were below expected growth and 25% had negative growth.
<p>NAPLAN Numeracy Growth Target:</p> <ul style="list-style-type: none"> • Greater than 57.9% of students achieve expected growth in NAPLAN Numeracy. 	<ul style="list-style-type: none"> • Average expected growth for Year 9 numeracy is above the state and SSSG average. 45% of students were at or above expected growth, 47% of students were below expected growth and 8% had negative growth
<ul style="list-style-type: none"> • Establish baseline data for the percentage of students demonstrating achievement of stage-based expectations in Reading and Numeracy. 	<ul style="list-style-type: none"> • This activity to determine base-line data, followed by targeted professional learning did not occur in 2021.
<p>NAPLAN Targets:</p> <ul style="list-style-type: none"> • Greater than 3.4% of students achieve top two bands in NAPLAN Numeracy. 	<ul style="list-style-type: none"> • 12% of Year 9 students achieved a band 8 or higher (HSC Minimum Standard) in reading, 15% in writing and 13% in numeracy.

Strategic Direction 2: Connected Quality Teaching

Purpose

To maximise quality teaching across the school through enhanced collaboration and engaging and differentiated learning environments.

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.

- Collaborative Practices
- Engaging Differentiated Learning Environment

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Summary of progress

A combination of impacts from COVID-19 and WPGHS being a Stage 4 Learning from Home school for 14 weeks across Term 3/4 of 2021, together with the whole school focus on External Validation saw professional learning sessions re-deployed to target these needs. Therefore, the specific initiatives and related activities identified in the 2021 - 2024 SIP were not an explicit focus for staff and school teams. However, progress on the identified needs of the initiatives and growth towards targets were addressed through the following activities:

Collaborative Practices - The process of external Validation identified that there are informal peer sharing and mentoring for professional learning, however this needs to be strategic and systematised, inclusive of the need for a more structured induction program, Beginning Teacher support program and mentor program for staff at all levels of accreditation. Systems to have more staff involved more regularly could be broadened to have teams aligned to each initiative of the Strategic Improvement Plan. There is a large range of expertise within the staff, however a formal structure to identify this expertise to trial innovative practices to explore, refine and scale success does not exist.

In 2021, **Collaborative Practices** were enhanced in the creation of What Works Best teams, aligned to each theme of the literature as a the basis for reflection, analysis and data collection for External Validation. Following the External Validation, teams were re-created to support the reflection, analysis and data collection for the Situational Analysis. Whole staff involvement has ensured that collective efficacy is utilised in the development of a comprehensive 2022-2025 SIP.

Through the Learning from Home period, staff concerns, feedback and ideas was regularly sought to manage the complexity of remote teaching and learning and the unique challenges presented by our community.

The return from the **Learning from Home** period, COVID-19 Safe measures, the extended HSC dates and working with the Compressed Curriculum, created a need for a different timetable of morning/afternoon sessions compared to 5 periods per day. This allowed staff to work in School Task Teams to collaboratively deliver end of year initiatives, such as a Student Learning Showcase.

Engaging Differentiated Learning Environments - All staff participated in a selected theme from the CESE **What Works Best** literature, including the *What Works Best In Practice* and *Self-Reflection* resources. In line with this strategic directions, staff reviewed *Theme 1 High Expectations* and *Theme 2 Explicit Teaching*. Staff summaries indicated a range of differentiated strategies are used within a culture of high expectations, and determined that a consistent model would support student understanding, engagement and achievement.

Through the **Learning from Home** period, staff collaborated on a consistent model of content delivery, including a Must Do, Should Do, Something Extra scaffold to provide differentiation of content to meet not only student learning needs, but also their 'access' needs regarding technology, learning spaces etc. A 'Set and Submit' schedule was also established to support students struggling with learning content, time and task management and technological access.

The return from the **Learning from Home** period, and the new timetable, staff collaborated on the development of learning matrix, to ensure differentiated opportunities for students learning based on their needs, access, and also to remove stress caused by absences.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Teams aligned to all SIP initiatives, structured time and focus area for cross faculty collaboration, mentor systems, peer observations or Instructional Rounds 	<ul style="list-style-type: none"> What Works Best teams and Situational Analysis Teams for External Validation that reflected representatives from each faculty, saw collective efficacy enhanced, with every staff member contributing to and feeling a valued member of this process. The establishment of School Task Teams built on this collective efficacy and the momentum of these these teams, creating highly collaborative and productive teams.
<ul style="list-style-type: none"> Focus on explicit teaching, high expectations, cognitive load, developing understanding differentiation areas of content, process, product, learning environment. 	<ul style="list-style-type: none"> Content, process, product and learning environment were differentiated through the scaffolded model of lesson delivery during the Learning from Home period. This was further enhanced in the 'matrix' learning options provided by all KLAs on the return to school in Term 4.

Purpose

To facilitate the achievement of high expectations for students through the implementation of strategies to increase levels of attendance and promote a culture of positive engagement in 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.

- Initiative 1: Supporting student engagement
- Initiative 2: Explicit planning for student personal growth

Resources allocated to this strategic direction

Socio-economic background: \$117,918.00

Refugee Student Support: \$923.04

Flexible Funding for Wellbeing Services: \$24,439.62

Summary of progress

A combination of impacts from COVID-19 and WPGHS being a Stage 4 Learning from Home school for 14 weeks across Term 3/4 of 2021, together with the whole school focus on External Validation saw professional learning sessions re-deployed to target these needs. Therefore, the specific initiatives and related activities identified in the 2021 - 2024 SIP were not an explicit focus for staff and school teams. However, progress on the identified needs of the initiatives and growth towards targets were addressed through the following activities:

Initiative 1: Supporting student engagement

The regular data review, student and family contact by the Engagement Officer and Community Liaison Officers in communicating with students and families is likely to have supported the increase in attendance in the 85 - 90% range in Semester 1. A continued focus on improving attendance is required for 2022 to ensure that a greater percentage of students are attending 85% and above. Refining these roles and processes should support this improvement.

Semester 1 data in 2021 and in prior years sees a significant decline and increase in attendance in certain weeks at the end of Term 1/start of Term 2, reflecting the religious period of Ramadan and Eid.

The improvement in Semester 2 data is invalid due to WPGHS being declared 'Level 4 Plus' school in relation to COVID-19 restrictions. For the entire Term 3 and the first four weeks of Term 4 2021, students were Learning from Home and marked as 'flexible' attendance. However, the school based measure of student engagement during this period suggests this positive trend would have continued through a regular attendance cycle. Student engagement was supported by the Engagement Officer, Community Liaison Officers as well as the Student Support Teams of Learning Support Team, English as an Additional Language/Dialect Team, Year Advisors, Counselors and our new Student Support Officer.

Initiative 2: Explicit planning for student personal growth

Through the External Validation reflection process various wellbeing and engagement systems were identified indicating a range of practices to support the aspirations and high expectations for student learning and engagement. However, despite the numerous wellbeing supports, students' attendance and engagement remain an area of concern. Greater use of data to identify students' needs, matched to available supports and interventions is required for transitions, continuity of learning and increased attendance. Visibility of student data and related supports, interventions and outcomes also needs highlighting.

The team identified a strong foundation of wellbeing support through the Wellbeing Team and external agencies in the various ways students are supported and had opportunities for school connections including during the working from home phase. Our analysis identified the Positive Behaviour for Learning (PB4L) framework and Behaviour Expectations create an effective environment for learning with further wellbeing support through regular year assemblies, anti-bullying, school counsellors, resilience team, Deputy Principals, refugee program, wellbeing team, LAS team, SLSO and CLO support and co-curricular programs with a planned approach to wellbeing and culturally inclusive programs. However, it was agreed to review all wellbeing and engagement roles and processes and the PB4L framework to clarify and communicate roles, processes and practices to ensure consistent application.

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
<p>Attendance Target: Greater than 53.9% of students attending school greater than 90% of the time.</p>	<ul style="list-style-type: none"> • Students attending at or above 90% for Semester 1 dropped from 37.4% in 2020 to 28.6% in 2021. • Students attending between 85 - 90% for Semester 1 increased from 14.4% in 2020 to 20.1% in 2021. • Students attending below 85 % for Semester 1 increased from 48.2% in 2020 to 51.3% in 2021. • Students attending at or above 90% for Semester 2 increased from 23.9% in 2020 to 70.4% in 2021. • Students attending between 85 - 90% for Semester 2 decreased from 16.7% in 2020 to 14.2% in 2021. • Students attending below 85 % for Semester 2 decreased from 59.4%% in 2020 to 15.5%% in 2021. • All student attendance data is below state, network and SSSG school averages
<p>Wellbeing Target: Greater than 70.1% of students indicating increased sense of belonging, high expectations and advocacy.</p>	<ul style="list-style-type: none"> • Recent TTFM data has our school results above NSW Government Norm in Intellectual Engagement and Positive Learning Climate as an indication of the positive impact of these initiatives and practices. • 64% of students reported a sense of belonging. • 6.5 is the school mean for advocacy at school, above the NSW Govt Norm of 6 • 7.2 is the school mean for expectations of success, above the NSW Govt Norm of 7.
<ul style="list-style-type: none"> • Internal measures indicate an increase of positive wellbeing strategies demonstrated across the school 	<ul style="list-style-type: none"> • WPGHS references the historical SCOUT suspension data to review effectiveness of wellbeing initiatives in supporting student engagement and connectedness. Current data from SENTRAL is also referred to for planning and mapping. School based data is compared to TTFM students feedback as a measure of student wellbeing. • Data is used to identify student behavioural needs and to determine future directions. Impact of the variety of wellbeing practices can be seen in a decline in Sentral negative entries for major incidents and related long suspensions. However, there has been an increase in minor Sentral entries and short suspension, with peer conflict and minor misbehaviour/disengagement the cause for many reports.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Initiative 1: Supporting student engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in: Teacher mentor provided to support students transition to school and engagement with learning. Additional equity funding used to provide release to provide testing to best target student learning needs, as well as provision of uniform/equipment. Mentor leads Refugee Week initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Formalising and extension of teacher mentor support</p>
<p>Integration funding support</p> <p>\$114,496.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wiley Park Girls 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"> • Initiative 1: Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Employment of 2 additional SLSOs. One to support students in mainstream classrooms and one student who is reverse integrated into the Support Unit classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reviewing student needs and utilising equity funding for employment of additional SLSOs.</p>
<p>Socio-economic background</p> <p>\$859,695.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wiley Park Girls 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"> • Initiative 2: Numeracy • Initiative 1: Reading • Initiative 2: Explicit planning for student personal growth • Initiative 1: Supporting student engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs

<p>Socio-economic background</p> <p>\$859,695.76</p>	<ul style="list-style-type: none"> • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in:</p> <ol style="list-style-type: none"> 1. Employment of Engagement Officer to respond to student attendance matters, with support of employment of 3 x Community Liaison Officers. 2. Employment of additional teaching staff to support Y7 Wide Reading, and Y10 Skills. Provision of additional teaching resources to support the program delivery. 3. Employment of additional staffing to allow for breadth of course availability in Stage 6. 4. Funding of additional Year Advisor role to allow each year to have a Year Advisor. 5. Supply of educational foundations- uniform, resources, food. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ol style="list-style-type: none"> 1. Engagement Officer role to continue, with additional release of a HT Engagement to coordinate interventions provided by the Engagement Officer, LST, Wellbeing Team, and Careers Advisor, while also identifying potential gaps in student support. Review of attendance support and roles of CLOs. 2. Wide Reading for Y7 and Skills for Y10 will continue in 2022 and be supported by the employment of additional staff through equity funding. 3. Completion of a review of the Compressed Curriculum and benefits on student attendance, engagement and achievement has resulted in the decision to move to the traditional HSC model in 2023. Employment of additional teachers through equity funding will be required for adequate curriculum provision for 2022 and for the transitional year in 2023. 4. The need for high level wellbeing support supports the ongoing funding of an additional Year Advisor so that each year group has this targeted support. 5. Uniform support to continue, however changed to be provided by the school via the school making bulk orders of supply. Equipment Packs need to be readily available as student needs arise. Additional funding to be utilised in the establishment of a Breakfast Club and regular fruit basket.
<p>English language proficiency</p> <p>\$356,323.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wiley Park Girls 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"> • Initiative 1: Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in:</p> <p>Student support needs mapped across EAL/D staff allocation and timetables. to ensure all needs are best met.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Once per term assessment of student needs, followed by mapping of staffing resourcing. Mapping to be compared with other student supports provided in school from LST and/or wellbeing.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Wiley Park Girls High School in mainstream classes who have a</p>

<p>\$295,804.65</p>	<p>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"> • Initiative 1: Reading • Initiative 2: Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Additional Learning and Support staff to be employed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review of all available student supports and identified needs, cross-referenced with NCCD data and evidence to determine where to allocate current resources and consider engagement of additional SLSOs for targeted support.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$24,439.62</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Wiley Park Girls 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"> • Initiative 1: Supporting student engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling • supporting students need via the wellbeing hub <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - employment of a dedicated Youth Worker from Fusion, 1 day per week. - resources to support delivery of the PB4L Framework <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Supplement funds with equity funding to extend Fusion's engagement with students via the Bounce Back program. - Additional staffing resources (internal/external) to address needs identified through wellbeing mapping.
<p>COVID ILSP</p> <p>\$326,466.03</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>

COVID ILSP

\$326,466.03

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

A small group tuition program being delivered to targeted groups per term., approximately 120 students per term. Groups had specific literacy or numeracy skill focus areas. The tuition was 40 minute withdrawal sessions. Students completed a pre-test at the start of the program and a post-test at the end of the program. Students with regular attendance and engagement in the program saw growth in these measures, which was reinforced in growth in PAT scores. Irregular attendance was an issue for some students.

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

To improve student attendance and engagement with the ILSP program, ILSP funding in 2022 will be used to employ additional KLA teachers where possible, to provide release of 'school based' staff to be allocated the role of delivering the tuition program as teachers who best know our students and how they learn, and teachers with whom students already have a rapport with.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	480	476	501	530

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.2	87.7	87.7	86.8
8	86.9	85.5	82.7	83.1
9	89.9	82.6	86.8	75.9
10	80.6	84.2	84.4	78.8
11	82.2	80	85.3	79.8
12	76.5	80.4	83.1	79.9
All Years	84.6	83.4	85.1	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	0	0
Employment	3	1	8
TAFE entry	2	9	27
University Entry	0	0	42
Other	9	5	0
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

35.12% of Year 12 students at Wiley Park Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

87.3% of all Year 12 students at Wiley Park Girls 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)	8
Classroom Teacher(s)	36
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	13.08
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	677,352
Revenue	9,965,659
Appropriation	9,880,444
Sale of Goods and Services	26,317
Grants and contributions	50,956
Investment income	555
Other revenue	7,388
Expenses	-10,152,770
Employee related	-9,076,819
Operating expenses	-1,075,951
Surplus / deficit for the year	-187,111
Closing Balance	490,240

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	115,419
Equity Total	1,511,824
Equity - Aboriginal	0
Equity - Socio-economic	859,696
Equity - Language	356,324
Equity - Disability	295,805
Base Total	7,212,521
Base - Per Capita	132,197
Base - Location	0
Base - Other	7,080,324
Other Total	432,864
Grand Total	9,272,628

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

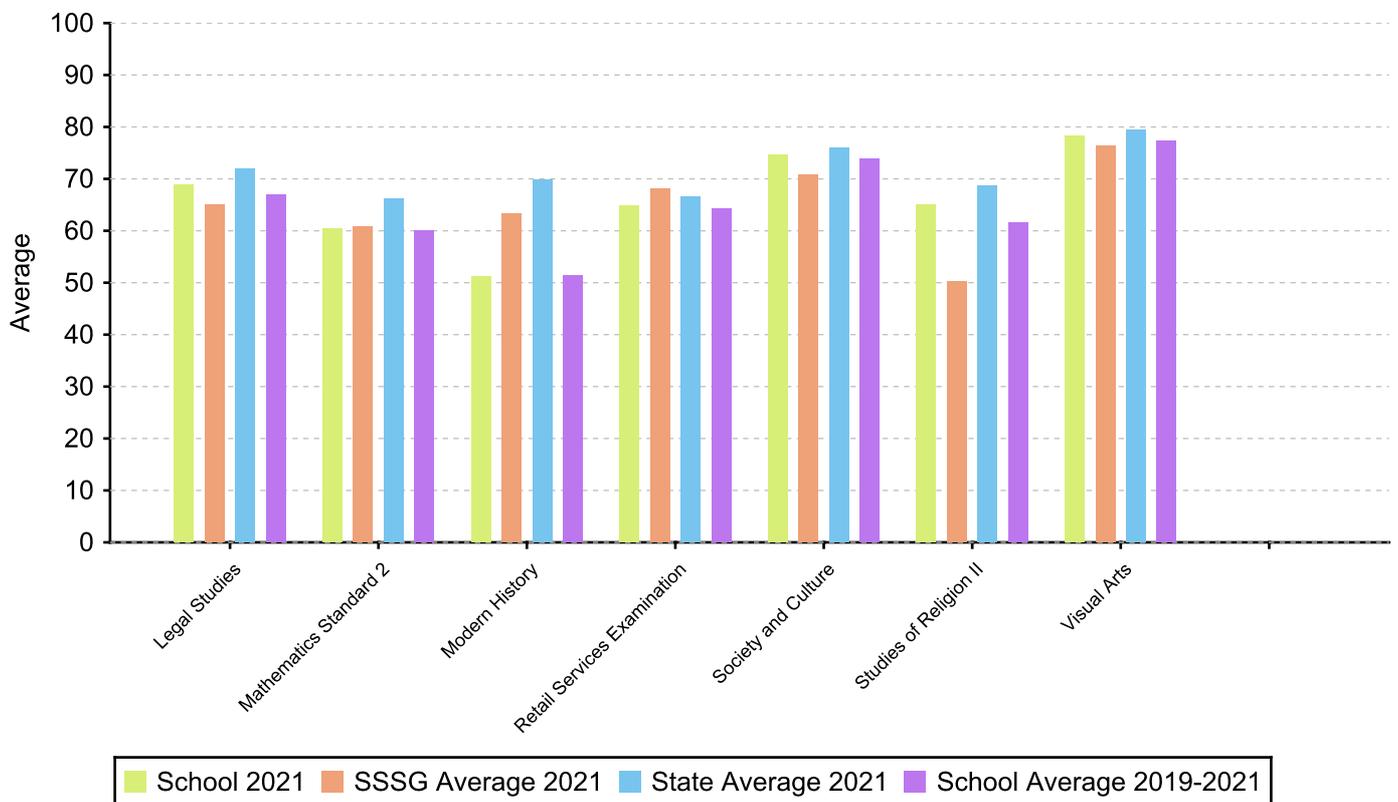
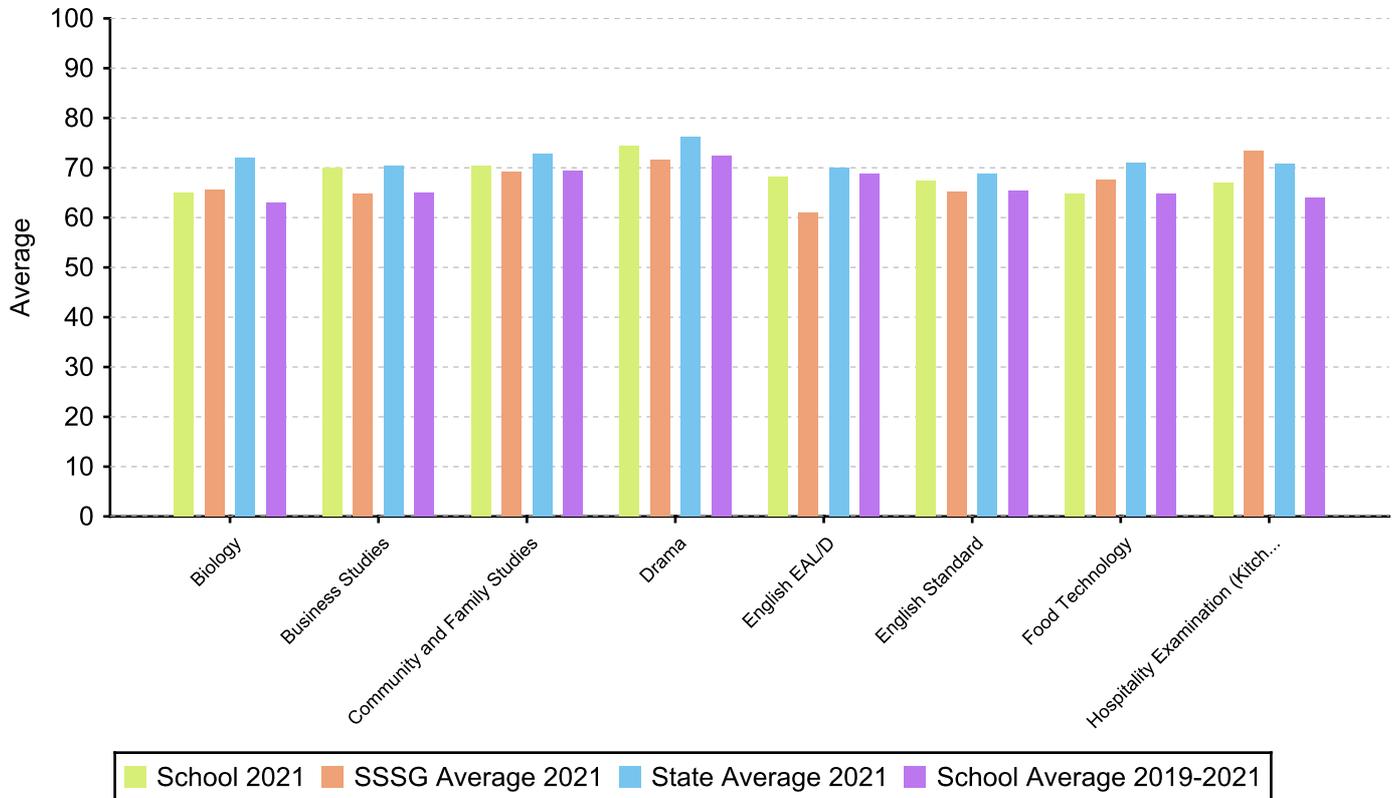
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	64.9	65.6	71.9	63.0
Business Studies	69.9	64.8	70.4	65.0
Community and Family Studies	70.4	69.1	72.7	69.3
Drama	74.4	71.6	76.1	72.5
English EAL/D	68.1	61.0	70.0	68.8
English Standard	67.3	65.2	68.8	65.4
Food Technology	64.8	67.5	71.0	64.8
Hospitality Examination (Kitchen Operations and Cookery)	67.0	73.5	70.8	64.1
Legal Studies	68.8	65.1	72.0	67.0
Mathematics Standard 2	60.4	60.8	66.1	60.0
Modern History	51.2	63.4	69.7	51.3
Retail Services Examination	64.8	68.0	66.6	64.2
Society and Culture	74.7	70.8	76.0	73.8
Studies of Religion II	65.1	50.2	68.8	61.6
Visual Arts	78.2	76.4	79.4	77.4



Parent/caregiver, student, teacher satisfaction

In the 2021 TTFM student survey:

- there was 21% increase in the amount of students completing the survey compared to previous years.
- for social emotional outcomes, there was increase in students reporting a positive sense of belonging, students with positive relationships, and positive behaviour at school across the year.
- of the drivers of student outcomes, students reported above NSW Govt Norm in Effective Learning time, relevance, explicit teaching practices and feedback, advocacy at school, positive teacher-student relations, positive learning climate, expectations for success.
- 61% of students reported a sense of belonging. While this is below state average it is higher than SSSG.
- 77% of students reported expectations for success. While this is below state average it is higher than SSSG.
- 53% of students reported advocacy at school. While this is below state average it is equal to the SSSG.

In the 2021 TTFM staff survey:

- of the Eight Driver of Student Learning, staff reported at above NSW Govt Norm in Leadership, Collaboration, Data Informs Practice, Teaching Strategies, Technology, and Inclusive School.
- Of the Four Dimensions of Classroom and School Practices, staff reported at above NSW Govt Norm in Challenging and Visible Goals, Quality Feedback, and Overcoming Obstacles to Learning.
- 70% reported good staff morale.
- 93% reported that school leaders are leading improvement and change.
- 85% reported that the strategic vision and values of the school are clearly communicated
- 93% reported that the school is a welcoming and culturally safe place for students

The 2021 TTFM parent survey was not completed. WPGHS will explore the School Stream app in 2022 to support parent engagement through the translating function of the app.

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.