

2022 Annual Report

Wyong High School



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Introduction

The Annual Report for 2022 is provided to the community of Wyong High School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Wyong High School we are a diverse, inclusive community that strives to be successful, confident individuals in a hard working learning environment. Our school community works above and beyond to provide everyone with opportunities, and encourage students to be proud, respectful and responsible learners, preparing them to be the kind, determined leaders of the future.

School context

Wyong High School has an enrolment of 753 students, including 115 Aboriginal students and 11% of students from non-English speaking backgrounds. The school features information technology selective classes with a STEM focus and the cohort includes six Special Education support classes (two Multi Categorical, two for students with a Mild intellectual disability, one for students with a Moderate to Severe intellectual disability and one for Emotional Disturbance). Wyong High School has a strong and active Parent and Citizens' Association and Ngara Aboriginal Education Consultative Group that work in partnership with us to support school initiatives. We are an active member of the Wyong Learning Community, having established productive links with our partner schools and implemented initiatives of which some include; Year 6 transition and STEM programs.

Through the Situational Analysis, the school has identified a need to use data driven practices and targeted teacher professional learning to support student growth in: literacy and numeracy, numbers of students in top two HSC bands, and student attendance. Formative Assessment and explicit systems for collaboration and feedback have been identified as areas to focus on within this School Improvement Plan. A focus on improving the number of students attending over 90% of the time and reevaluating our Positive Behaviour Learning practices have also been identified areas to target.

The school forms part of the Lakes Trade Training Centre and offers diverse training and vocational opportunities to its students including significant linkage to university programs and partnership with local industry. The school enjoys a mix of both highly experienced and early career teachers and seeks to give an authentic voice to Wyong High School students in the areas of school governance, teaching and learning, wellbeing, community involvement, leadership and learning environments through participation in the Central Coast Student Voice Alliance. Wyong High School continues to focus on quality student learning outcomes in literacy, numeracy and engagement and caters for a broad range of activities including creative and performing arts, cultural, sporting, vocational and academic pursuits. Our established positive, respectful relationships across the learning community ensure a collective commitment to ensuring quality learning outcomes for all students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy to build strong foundations for academic success. To develop and refine data driven teaching practices that are responsive to the learning needs of all students and are at the point of challenge.

Initiatives

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

- Effective Classroom Practice
- Collaborative Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$56,252.00
Socio-economic background: \$208,068.00
Integration funding support: \$353,552.00
Low level adjustment for disability: \$191,930.00
English language proficiency: \$14,930.00
Aboriginal background: \$109,899.00

Summary of progress

In addition to undertaking already existing strategies and measures, we will implement a combined Staff Professional Learning opportunity with our WLC stage 3 colleagues. The focus of which will be to share Literacy and Numeracy teaching and learning strategies across stage 3, 4 and 5. This will enable us to work effectively across our stages to embed strategic measures to build on and enhance student growth in these areas. We will continue to undertake WALC meetings and move this face to face. In these meetings High Impact Learning, Literacy and Numeracy strategies will be shared and further developed. Staff across stage 3, 4 and 5 will collaboratively analyse internal and external data sets, including both the Literacy and Numeracy Learning Progressions. High Impact Elective Students will undertake peer leadership. This will be demonstrated by HS students visiting PS stage 3 classes to lead learning and demonstrate the extent of the effectiveness of classroom practice in this area by sharing their own experiences of growth since undertaking program. Team approach to professional learning will be maintained. High Impact, literacy and numeracy strategies moving from Formative assessment. Using check-in and other assessment strategies including AVID to build on and improve literacy.

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 Top 2 Bands An uplift at or above 5.1% in the top two bands NAPLAN reading.	2022 NAPLAN data indicates 10.58% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
NAPLAN Top 2 Bands An uplift at or above 6.1% in the top two bands of NAPLAN numeracy.	2022 NAPLAN data indicates 7.29% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be heading towards the lower bound target of 65.6% in 2023.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Growth	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be heading towards the lower bound target of 60.8% in 2023.</p>	
<p>Aboriginal student NAPLAN targets</p> <p>An uplift at or above of 3.7% of Aboriginal Students achieving top three bands in reading.</p>	<p>2022 NAPLAN data indicates 21.43% of Aboriginal students are in the top three skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.</p>
<p>Aboriginal student NAPLAN targets</p> <p>An uplift at or above of 4% of Aboriginal Students achieving top three bands in numeracy.</p>	<p>2022 NAPLAN data indicates 11.11% of Aboriginal students are in the three two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</p>

Strategic Direction 2: Explicit systems for collaboration and feedback. Explicit systems for collaboration and feedback

Purpose

In order to improve student HSC course results in the top two and top three bands we will develop, resource and sustain whole school processes to implement evidence informed strategies, effective collaboration and feedback systems to ensure every student achieves targeted learning outcomes.

Initiatives

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

- High Impact Teaching Strategies H.I.T.S
- Evidence informed practice
- HSC Hub

Resources allocated to this strategic direction

Socio-economic background: \$168,400.00

Professional learning: \$10,000.00

Summary of progress

Faculty and cross faculty teams were maintained, supported by Team Leaders under the guidance of IL and HT T&L. Staff continued to provide flexible and responsive strategies to support classroom instruction during periods of student and staff absence in mandatory isolation due to the pandemic.

Staff continued to engage in Professional Learning related to Formative Assessment and High Impact Teaching strategies which continue to be embedded into programming to support student engagement and achievement, including challenging and extending students. This resulted in an increased number of students achieving in the middle bands in HSC examinations. High Impact Teaching and Formative Learning/Questioning and Check-in strategies were utilised to support the embedding of skills leading to the HSC examinations.

Teachers worked collaboratively to access and analyse HSC data as well as internal data in order to ascertain trends and support student skill development and value added. A variety of strategies were embedded into programs and resources in response to trends and were implemented within pedagogy. Teachers worked in and across KLA and teams with the support of key staff to evaluate existing pedagogy, share strategies and measures implemented across a variety of KLAs and work to engage and improve student learning and skills. This resulted in a variety of cross KLA approaches to assessments and assessment preparation that will be built upon in 2023 to facilitate student retention, growth and attainment at HSC level.

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
HSC Top 2 Bands An uplift at or above of 6.3% of Students achieving top two bands in the HSC.	Annual progress measure: Improvement in the percentage of HSC course results in top two bands from 4.98% baseline trending towards the lower bound target 17.8%.
HSC Top 3 Bands An uplift at or above of 6.2% of Students achieving top three bands in the HSC.	Annual progress measure: Improvement in the percentage of HSC course results in top three bands from 26.37% baseline trending towards the lower bound target 47.2%.

Strategic Direction 3: High expectations and continuous improvement culture.

Purpose

To ensure whole school contentedness, engagement and attendance by responding to individual learning needs and challenges with proactive systematic processes that support social, emotional learning, culture and participation.

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.

- Positive Behaviour for Learning and use of technology for success
- Whole school systemic approach to improve student attendance, engagement and belonging

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$399,037.00

Summary of progress

PBL Policy documentation has been updated to include current trends in student behaviour and the new IERS policy. The updated documentation has been made accessible to staff and students. We continue to recognise such trends and deploy resources to supporting needs, this includes the purchase the Yondr pouches and to support the implementation of the RAP and SMS based parent notification related to period by period truancy. These initiatives continue to address the problem of truancy and the level of immediacy around parent contact related to student absences from class and supports provided by the school via the RAP. These initiatives continue to add extra teaching time in classes by reducing the distraction presented by mobile phones in the classroom.

Professional learning has been provided at school wide level and this will continue as part of the embedding of the Wyong Way Expectations documentation, enabling a school wide and consistent approach toward positive behaviour for learning. This will continue to build on the sense of belonging for students who are at school. Ideally the consistency and positive environment should promote students feeling a sense of success. The result of this has been evident within the Award Systems implemented, which continue to recognise achievement on the spot and via the portal feedback to families. As we achieve a more consistent approach, students feel advocated for and continue the proud and longstanding tradition of belonging to our community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance An uplift in the proportion of students attending 90% of the time from a baseline of 54.9%.	In 2022 30.14% of students attended greater than 90% of the time.
Wellbeing An increase in proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from a baseline of 54.6%.	Students reporting Expectations for Success, Advocacy, and Sense of Belonging at School was 61.9%, which is exceeding our baseline target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$368,829.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyong 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"> • Effective Classroom Practice • Collaborative Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Provision of individualised and targeted support strategies to increase student learning as measured by outcomes and assessments. Improved literacy/numeracy performance as measured by baseline data and post testing in dedicated literacy/numeracy programs. Teachers were supported in planning and implementing adjustments for learning. Students funded by IFS indicated they valued the support provided by the SLSO team.</p> <p>After evaluation, the next steps to support our students will be: Review student needs for 2023 and maintain learning and assessment support structures at WHS as co-developed by student, teachers and their families</p>
<p>Socio-economic background</p> <p>\$775,505.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyong High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching Strategies H.I.T.S • Effective Classroom Practice • Collaborative Data Skills and Use • Positive Behaviour for Learning and use of technology for success • Whole school systemic approach to improve student attendance, engagement and belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in PBL structures to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Check In data for Year 9 reading showed a decline in performance against State with 39.45% compared to 39.9% and numeracy with 41.5% compared to 53.5% determining a whole school focus on literacy and numeracy. Greater cross faculty collaboration through team structures with a focus on HITS</p>

<p>Socio-economic background</p> <p>\$775,505.00</p>	<p>Whole school literacy and numeracy focus areas identified and strategies to address needs shared with school executive, faculties and cross faculty teams to build collective commitment to increasing expectations across the whole school.</p> <p>An established literacy coordinator targeting year 7 cohort with a focus on writing to address whole school needs led to improved performance in Year 7 writing as determined by pre/post test data.</p> <p>Data analysis of Scout data to identify areas of strength and weaknesses enabled staff to align faculty targets with student needs and strategic directions.</p> <p>Student learning data aligned with learning progressions and discussed with staff as a means to track student performance.</p> <p>Focus on assessment to ensure the embedded strategies of formative assessment as a whole school practice led to greater collaborative practices across faculties and improved student learning outcomes as measured by internal assessment and Check In assessment.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to develop and refine the teams based approach to TPL with a common theme using HSC High Leverage strategies for success.</p> <p>Maintain the IL role with and emphasis on continued focused support on assessment design and the use of data to drive whole school improvement and HSC accountability.</p> <p>The development of the literacy coordinator role to target key areas of student needs.</p> <p>The establishment of the Maths growth team to support enhanced teaching and learning in mathematics.</p>
<p>Aboriginal background</p> <p>\$109,899.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyong High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact:</p> <p>Student feedback indicated increased motivation for learning and improved performance as measured by assessment completion rates.</p> <p>The completion of PDPs aligned with student cultural and academic goals enable staff to engage with students and their parents in an authentic, positive and proactive way.</p> <p>Maintenance of established cultural programs like Didge group and Aboriginal dance group gave students a platform to share culture and build performance confidence.</p> <p>NAPLAN Year 7 Aboriginal student data shows 17.6% of students achieving the top 2 Bands in reading and 10.5% of students achieving the top 2 Bands in writing. Continued targeted small group support for Aboriginal students enabled more students to develop writing skills and meet learning outcomes across all KLAs.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To identify the needs of the 2023 students through the development of targeted, individualised assessment support and increased support for HSC students in the areas of assessment, wellbeing and advocacy.</p>

<p>English language proficiency</p> <p>\$14,930.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyong 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"> • Collaborative Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: The provision of targeted support and advocacy for EAL/D students has led to increased learning performance for students across a number of KLAs and improved retention of EAL/D students. EAL/D teacher support between students and key staff have enabled greater collaboration to support EAL/D student to reach optimal learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To identify the needs of the 2023 students through the development of targeted supports, individualised lessons and assessment task support to explicitly teach language acquisition and skills.</p>
<p>Low level adjustment for disability</p> <p>\$273,755.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyong High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Collaborative Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions, NCCD targeted students • employment of LaST and interventionist teacher • 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 the following impact: Key staff using various data sources including NAPLAN, Check In assessment, Best Start and school based assessments to target identified learning needs. SLSOs supported teachers and students with accommodation strategies enabling equitable access to the curriculum. Additional LaST support assisted with the NCCD data tracking and student accommodations for learning as well as HSC Special provision applications and support for OoHC students to provide resourcing targeted to individualised needs of all identified students. The evidence of the Fast Forward reading program and Maths Online programs for use in the curriculum adjusted classes showed a number of students reaching Stage appropriate outcomes in literacy and numeracy. The use of collaborative teams to develop common goals for formative assessment led to reforms in assessment design that supported whole school teaching and learning.</p>

<p>Low level adjustment for disability</p> <p>\$273,755.00</p>	<p>After evaluation, the next steps to support our students will be: Plan to continue support for students with low level disability as determined by the NCCD survey. To further expand the impact of the LST through refined systems of practice. To increase the capacity of the SLSO team through the targeted employment of undergraduate education students to work in our setting. To pilot online learning platforms such as Atomi to develop additional access for students.</p>
<p>Professional learning</p> <p>\$76,252.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wyong 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"> • High Impact Teaching Strategies H.I.T.S • Effective Classroom Practice • Positive Behaviour for Learning and use of technology for success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • TPL time for team leaders to plan strategic implementation of High Impact Teaching strategies (HITS). • Joint planning of learning community SDD Term 2 • Stage 3 support of learning community schools to implement HITS <p>The allocation of this funding has resulted in the following impact: All teachers were supported with their PDP goals, aligned to whole school, faculty and professional needs. Furthermore, whole school PD targeted literacy, numeracy and HSC strategies to support SIP targets, using a collaborative approach whilst building leadership capabilities across the school. Greater collaboration between faculties and the consolidation of shared practices to support student learning outcomes. Increased collaboration between the Wyong Learning community through established TPL practices led by non positional experts. Joint collaboration between Wyong Learning community to share HITs to build consistency of practice to support student learning.</p> <p>After evaluation, the next steps to support our students will be: Develop collaborative practices to include QTF focus on assessment design with a tiered structure ensuring equitable access for all students. Introduce the Collaborative Analysis of Data with HTs to support HSC improvement.</p>
<p>COVID ILSP</p> <p>\$276,595.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Using a range of external and internal data to identify student learning needs with targeted small group tuition in literacy/numeracy across year 7 , 8 and 9 enabled explicit instruction to address areas of weakness as</p>

<p>COVID ILSP</p> <p>\$276,595.00</p>	<p>determined by the pre tests. This data was shared with all faculties accompanying resources to explicitly teach literacy and numeracy skills in all KLAs. Formative assessment strategies literacy/ numeracy led to greater collaboration between KLAs to determine targets for student skill acquisition. Targeted assessment support increased student motivation for learning and improved performance as measured by a number of KLAs. - Resource building for cooperative learning sessions built the capacity of staff to use DoE resource platforms for planning lessons and assessments.</p> <p>Implementing the COVID ILSP report comments to semester reports as completed by Principal delegate and COVID ILSP tutors improved staff to parent communication about student learning performance and outcomes. Activities aligned to NAPLAN data and weekly reports, updates and data tracking through Plan 2. built the capacity of staff to engage with multiple data sources to plan strategies and interventions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Analysis of data to determine target groups for 2023 and to drive whole school improvement including SCOUT/NAPLAN and Check In data.</p> <p>Extending the program to enable in class tuition as well as small group to work with staff to provide point of need support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	391	420	390	350
Girls	347	350	335	344

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.4	89.5	88.3	81.7
8	86.3	87.4	82.6	80.2
9	84.2	84.0	80.7	74.8
10	84.0	83.8	80.5	72.1
11	84.9	81.6	77.8	74.9
12	82.3	85.8	84.3	77.4
All Years	85.2	85.4	82.4	77.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1	9	20.7
TAFE entry	6	15	2.3
University Entry	0	0	32.2
Other	0	9	24.1
Unknown	0	5	20.7

Year 12 students undertaking vocational or trade training

32.38% of Year 12 students at Wyong High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

78.7% of all Year 12 students at Wyong High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	9
Classroom Teacher(s)	43.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2.6
School Administration and Support Staff	17.28
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,221,653
Revenue	12,237,052
Appropriation	12,020,379
Sale of Goods and Services	16,527
Grants and contributions	187,836
Investment income	10,261
Other revenue	2,050
Expenses	-12,129,195
Employee related	-10,667,488
Operating expenses	-1,461,707
Surplus / deficit for the year	107,857
Closing Balance	1,329,510

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.

	2022 SBAR Adjustments (\$)
Targeted Total	368,829
Equity Total	1,174,107
Equity - Aboriginal	109,899
Equity - Socio-economic	775,524
Equity - Language	14,930
Equity - Disability	273,753
Base Total	8,751,859
Base - Per Capita	194,587
Base - Location	0
Base - Other	8,557,272
Other Total	992,833
Grand Total	11,287,628

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

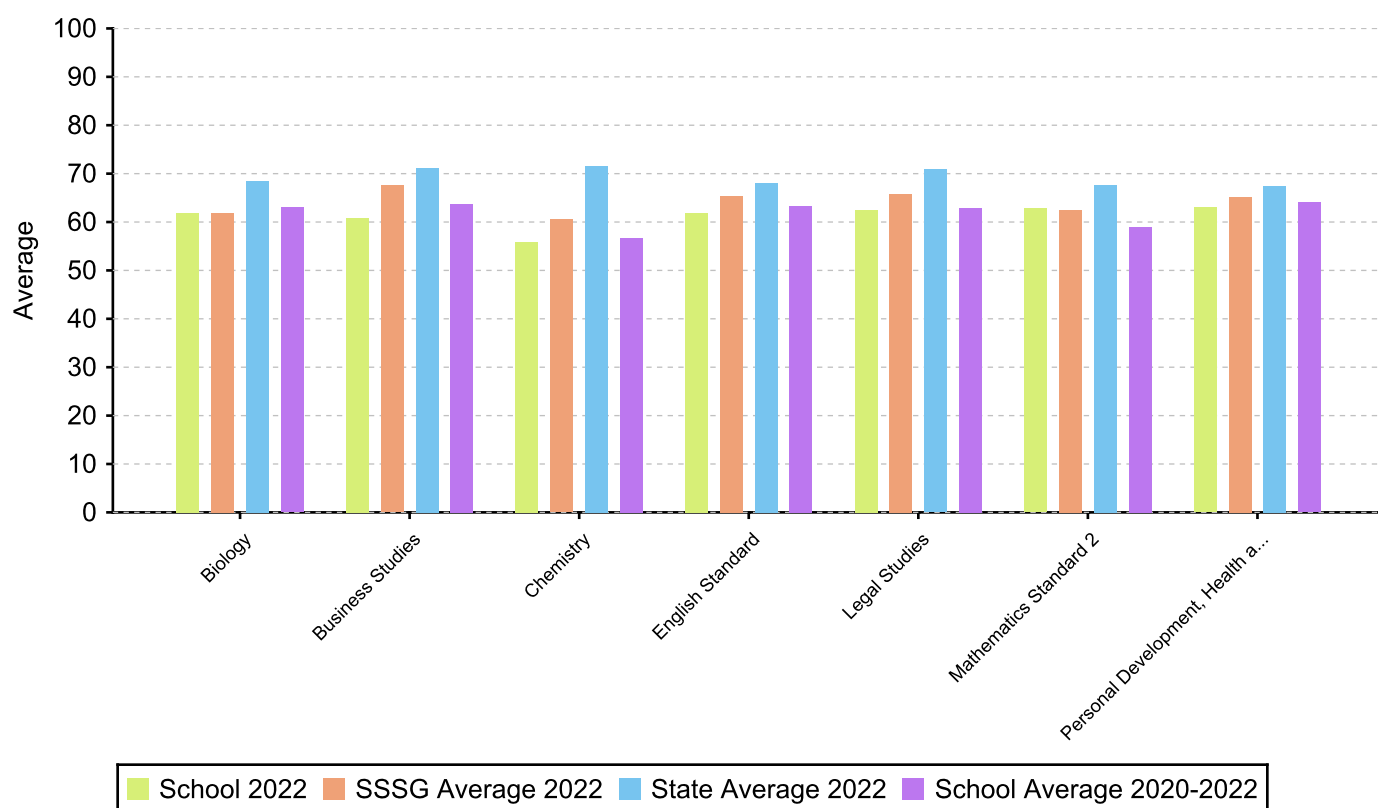
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	61.9	61.8	68.5	63.0
Business Studies	60.9	67.6	71.2	63.7
Chemistry	55.9	60.5	71.7	56.7
English Standard	61.8	65.3	68.1	63.3
Legal Studies	62.5	65.7	70.8	62.8
Mathematics Standard 2	62.8	62.5	67.6	59.0
Personal Development, Health and Physical Education	63.0	65.2	67.5	64.0

Parent/caregiver, student, teacher satisfaction

Survey of all Year 7, 8, 9, 10 and 11 students to set future pathways goals and careers aspirations were completed. Data revealed students were satisfied with course offerings and opportunities at WHS. Year 11 students indicated they would welcome additional HSC support as offered through the HSC Hub initiative.

Again a positive impact from our cross-faculty team structure led by classroom teachers and not executive has further developed a supportive structure including collaborative planning of lessons, peer feedback and sharing. This was validated through our External Validation process where the school was deemed to be excelling in those areas. Parent feedback surveys have again shown a high level of satisfaction with the school's communication and support for our students and families. Parents have indicated that they feel welcome and this was a target in the outgoing school plan. A common theme in staff and parent surveys continues to identify the need to build aspirations and lift expectation for our students. The Creating Chances, P-TECH and AVID programs have continually been identified as vehicles to support this, however the COVID pandemic has hampered some of the opportunities generated by these programs. These programs have always surveyed well with students, staff and parents. The area identified for improvement including an approach to manage the distraction of mobile phones in the classroom which impeded high expectations and learning was addressed through the changed school mobile phone policy and use of YONDA phone pouches. The need for greater access to parent portal, improved wearing of uniform and greater explanation to students and families of the award system has also been identified as a need for continued development.

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.