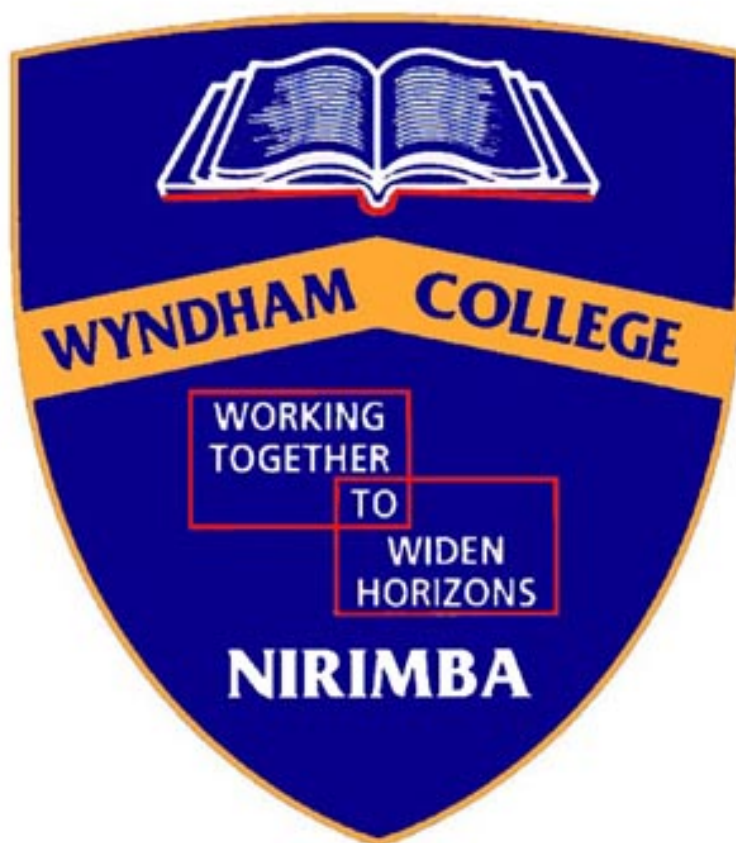


# 2022 Annual Report

## Wyndham College



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## Introduction

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

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

### School contact details

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## School vision

At Wyndham College, we work in partnership with the whole school community to create a safe supportive environment which will challenge and enable all students to identify and move towards reaching their potential.

At Wyndham College we are committed to educating a diverse community, within an environment of inclusion, to become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education, training and work we identify what works best and use explicit teaching strategies to enhance students literacy and numeracy understanding. There is a focus on metalanguage, deep content knowledge and understanding underpinned by a belief that every student has the ability to learn and adapt. Thereby becoming responsible citizens.

Our legacy will be the nurturing of young adults who have developed a love of learning, a suite of skills, a global outlook and a willingness to constructively participate in the wider community.

## School context

Wyndham College provides a range of educational options for stage 6 students. The College offers a broad range of senior curriculum, supported by an extensive student well-being and support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and currently draws students from the three partner schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). From 2021- the collegiate partners extended their curriculum to include Stage 6 courses. The College, with its reputation for the provision of high-quality education, attracts a significant number of students from non-government schools.

The College partners within the Nirimba Education Precinct are: Western Sydney University-The College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College).

Wyndham College is a comprehensive secondary school with a Support Unit which has two classes, located in Sydney's Northwestern area. The student population of 550 has been fluctuating over the last four years. Our school community is diverse. While many students have a non-English speaking background, 4% require some level of EAL/D (English an additional language or dialect) support. Six percent of all students identify as having an Aboriginal and/or Torres Strait Islander background. Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence. The school's staffing entitlement in 2022 was 47 teaching staff and 14 non-teaching staff. The school also employs a Head Teacher Technology from school funds. Our executive staff is stable with the majority being here for more than five years. There is a 5% turnover of staff each year. The school enjoys the support of its diverse community. We have fostered strong partnerships with universities, TAFE, other tertiary institutions, businesses and community groups. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

Through our extensive Situational analysis we have identified and are committed to continually improving effective classroom practices (*School Excellence Framework- SEF*) with staff professional learning (*SEF Learning & Development*) being the key to ensuring this. All staff have and will continue to engage in professional learning in the What Works Best Framework (WWBF). This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection (*SEF Data Skills & Use*), analysis and use which underpins our belief in individualized and differentiated learning (*SEF Learning Culture*). The school will introduce and refine programs in order to improve student engagement (*SEF Effective Classroom Practice*) in Stage 6. The programs will further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop their own HSC targets and strategic plans.

## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student growth and development. We will focus on explicit, evidence based and researched-informed teaching and leading.

### 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.

- Supporting Teacher Growth
- Highly Effective Teaching Practices

### Resources allocated to this strategic direction

**Professional learning:** \$11,500.00

### Summary of progress

The recalibration of professional learning with a greater focus on evidence-based, high-impact strategies was very effective. Staff reported that they are benefiting from collaborative professional development that involves them in whole-school strategic planning. The degree to which collaboration occurred for all teachers has significantly increased. Data continues to inform academic and well-being initiatives across the school, and there continues to be a strong focus on the development of high-impact professional learning to support student outcomes. The use of professional learning funds has enabled 100% of teachers to be involved in analysing data to inform practice. The impact has been greater teacher confidence in using data to support teaching practice. The appointment of a professional learning lead, to coordinate professional learning in 2023 will see this work continue.

While the lower bound targets for the HSC have not yet been achieved, there is a pleasing upward trajectory in the trend line. The COVID impact of the last two years can still be seen in the Higher School Certificate results of 2022. There was a decrease in the percentage of students achieving in the top three bands of the HSC, to 43.26%, compared to an agreed lower bound of 56.5%. However, the data indicates that the school is progressing positively toward the agreed targets. In 2023, there will be a focus on coaching and mentoring TEACHERS OR STUDENTS to identify individual areas for improvement.

From the analysis of various pieces of data, teachers have identified that student engagement is an area that requires more attention and sustained focus. They would like more opportunities to develop their capacity in providing engaging experiences for students. Student voice has also identified this as a priority area. The professional learning lead, will prioritise this in 2023 by working with the leadership team to develop a schedule of professional learning for 2023 that supports teachers to incorporate specific teaching techniques and clusters of initiatives to address student engagement in the classroom.

### 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
<b>Supporting teacher growth</b> <ul style="list-style-type: none"><li>• All teachers demonstrate, through observation, evidence of the What Works Best (WWB) research elements.</li><li>• All teachers consistently demonstrate effective literacy and numeracy strategies across the curriculum,</li><li>• All teacher programs and observations show embedded effective teaching practices from targeted High Impact Professional Learning (HIPL).</li></ul>	<p>Most teachers have demonstrated through classroom observations some elements of the What Works Best elements, especially using data to inform practice.</p> <p>Most teachers are consistently demonstrating effective literacy and numeracy strategies in their classroom practice.</p> <p>All teacher programs and most teacher practice show embedded practices taken from professional learning activities.</p>
• Improve the percentage of students in	There was a decrease in the percentage of students achieving in the top

the top two bands of Higher School Certificate to a minimum of the lower bound target of 23.8%	three bands of the HSC, to 15.2%, compared to an agreed lower bound of 28.8%.
<ul style="list-style-type: none"> <li>• Improve the percentage of students in the top three bands of Higher School Certificate to a minimum of the lower bound target of 56.5%.</li> </ul>	There was a decrease in the percentage of students achieving in the top three bands of the HSC, to 43.26%, compared to an agreed lower bound of 56.5%

## Strategic Direction 2: Wellbeing of Students and Staff

### Purpose

To provide an educational environment that enhances student development as independent, resilient learners and citizens. We will focus on providing opportunities and initiatives that will ensure a sense of belonging and inclusivity.

### Initiatives

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

- Student Belonging and Inclusivity
- Attendance Monitoring and Uplift
- A whole school approach to wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,850.00

**Professional learning:** \$1,000.00

### Summary of progress

In the area of wellbeing, there has been a strong focus on data collection and analysis in 2022. Students at Wyndham have shown a decrease in their rates of wellbeing. This has resulted in effective whole-school professional learning around the student Tell Them From Me data and the development of the 'Speak-Up' initiative which utilised the CESE LEED material to capture, code and analyse student focus group data. These processes required additional professional learning funds and socio-economic background funds to enable time to fully analyse the focus group data. The impact of this funding has enabled the clear identification of students sense of belonging as being critical area to focus on in 2023. This will be addressed via a new 'Strong Start' initiative, that will commence in Term 1, 2023.

Attendance is slightly above the state average (82.2% attendance for the school vs 81.7% for the state), however, continues to be a focus area for the school community. While the school made some progress in improving regular communication with parents regarding attendance, a change in staffing meant a temporary halt to further actions. In addition, the nature of the team meetings did not allow for sufficient follow-up and there were no specific areas of responsibility allocated to staff members. In 2023, communication protocols with a focus on student attendance will be finalised for prioritised implementation, including a funding allocation. There will also be greater emphasis on recognising and rewarding attendance of over 90%.

### 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
<b>Wellbeing</b>  Increase in the proportion of students reporting <i>Expectations for Success</i> , <i>Advocacy</i> and <i>Sense of Belonging at School</i> (Wellbeing Indicators) to between the overall wellbeing School Targets of 65.9% and 70.9%.  Increase in the proportion of students reporting <i>Advocacy at School</i> to between the School Targets of 59.26% and 64.26%.  Increase in the proportion of students reporting <i>Expectations for Success at School</i> to between the School Targets of 76.89% and 81.89%.	 Tell Them From Me data indicates 55.4% of students report a positive sense of wellbeing.      Tell Them From Me data indicates 49.52% of students felt a sense of advocacy.      Tell them From Me data indicates 64.94% of students reported a positive expectations of success.

<p>Increase in the proportion of students reporting a <i>Sense of Belonging at School</i> to between the School Targets of 61.77% and 66.77%.</p>	<p>Tell Them From Me data indicates 52.01% of students feel a sense of belonging at Wyndham College.</p>
<p>Decrease the number of unexplained absences by improving communication with parents/carers .</p> <p>The School Excellence Framework (SEF) 'Wellbeing' element within the Learning domain is validated as 'Excelling'.</p>	<p>Self- assessment against the School Excellence Framework shows the school performing at sustaining and growing in the theme of Attendance in the element of Learning.</p> <p>Self- assessment against the School Excellence Framework shows the school performing at sustaining and growing in the theme of Wellbeing in the element of Learning.</p>
<p>Policies and procedures are reviewed and evaluated to manage unexplained absences and improve attendance. Procedures are adjusted and initiatives developed in response</p>	<p>The review of policies and procedures was not completed.</p>

## Strategic Direction 3: Making Connections for Learning

### Purpose

To foster a culture which encourages students and staff to develop experiences, make connections and build partnerships within and beyond the College. We will focus on co-designing educational pathways for all students. Professional learning will build staff capacity and foster education leadership.

### 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.

- Co-designing Educational Pathways
- Building Staff Capacity and Fostering Educational Leadership

### Resources allocated to this strategic direction

Professional learning: \$5,000.00

### Summary of progress

The school is benefiting from increased engagement from the community. There has been enhanced communication initiatives including parent surveys, introduction of School Bytes, e-Newsletter and a return to face-to-face meetings which have been well-received by our parents and carers. Excellent communication channels are critical when co-designing educational pathways for students. The parent survey asked participants to identify 'What is working well at Wyndham' and 'What needs improvement at Wyndham'. While only a small number of responses were received, parents overwhelmingly reported that they are very satisfied with the way the school is supporting their young people. They report that the senior learning environment and supportive teaching staff have contributed to their child's success at school. Parents also indicated they are enjoying increased levels of communication (School Bytes, e-Newsletter) which make their user experience more positive.

The participation of students in vocational training continues to be a hallmark of Wyndham. Early entry schemes, and traditional pathways to university saw very strong numbers of students planning a transition to tertiary education, including Aboriginal and Torres Strait Islander students. Owing to the nature of the Nirimba Education Precinct and the established relationships between the partners, students at Wyndham benefit from participating in a number of programs (WSU - Access, TAFE - YES) before completing their studies, this opens up a greater number of pathways into the future for them.

The Aboriginal Education team worked closely with students, parents and carers and the local community to ensure the learning was personalised for students. Partnerships with the Nirimba Education Precinct also supported the educational attainment of the schools' Aboriginal students and supported them into further education.

The use of professional learning funds enabled a focus on developing

In 2023 we will move to an informal P&C structure, 'Friends of Wyndham', with a focus on increased parent engagement. In 2023 we will continue to build on the existing partnerships that are in place and support our careers and transition team with resourcing and high-impact professional learning. In 2023, we will identify ways to further engage our community in providing feedback.

### 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
A minimum of 90% of students transition to higher education, training and/or work.  The School Excellence Framework (SEF) theme of 'Transitions and	According to the post-school destination survey 84% of students have transitioned to higher education, training and/or work.  Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Learning Culture.

<p>continuity of learning' in the 'Learning culture' element within the Learning domain is validated as 'Excelling' in most areas.</p> <p>95% of Aboriginal and Torres Strait Islander students complete Year 12.</p> <p>There is an annual uplift in the proportion of Aboriginal and Torres Strait Islander students moving into further education.</p> <p>Increase the percentage of High Potential and Gifted Education (HPGE) students challenged in their learning using the 'High skill/ High challenge data in Tell Them From Me survey (TTFM).</p>	<p>95% of ATSI students completed year 12 in 2022.</p> <p>The number of Aboriginal and Torres Strait Islander students moving into further education in 2022 is 3</p> <p>The percentage of students showing challenge in their learning in the 'High skill/ High challenge data in Tell Them From Me survey is 24%</p>
<p>A survey is developed to gauge parent/community satisfaction with the school</p>	<p>The small number of respondents stated they were very happy with the work and focus of Wyndham College.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$831.87</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of staff to differentiate the curriculum to cater for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners</p>
<p>Socio-economic background</p> <p>\$237,569.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyndham College who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Belonging and Inclusivity</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• professional development of staff to support student learning.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students reporting (via TTFM) a decreased sense of wellbeing in 2022, (55.40% across all measures). This score is less than the agreed lower bound target of 65.90%.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to identify evidence-based initiatives to increase a sense of belonging at school. This will include the commencement of the Strong Start program in 2023.</p>
<p>Aboriginal background</p> <p>\$40,781.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyndham College. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Aboriginal background</p> <p>\$40,781.54</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school community demonstrates aspirational expectations of learning progress and achievement for all students and is evidenced by an increase in Aboriginal enrolments in year 11 from 13 to 19.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Supporting a new Aboriginal Education Coordinator and a renewed focus of the team to support the delivery of differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$71,874.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyndham College.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students in need of EAL/D support are regularly monitored and supported. The College operates ESL classes and provides additional support via specific Connect groups</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning to support language and learning needs across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$161,415.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyndham College in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding has supported the specific learning needs of identified students. This has been achieved via the employment of School Learning Support Officers (SLSOs) who work alongside students in classrooms to assist with the teaching and learning for these students. The SLSOs are familiar with the needs of each student and work closely with the LaST to enable the achievement of the best possible learning outcomes. The College also</p>

<p>Low level adjustment for disability</p> <p>\$161,415.45</p>	<p>employed a teacher to assist and support students who had not achieved the minimum standards required by NESA</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the learning support team (1.6FTE in 2023). The team will have greater capacity to support students given the additional staffing allocation.</p>
<p>Professional learning</p> <p>\$64,509.84</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 Wyndham College.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> <li>• Co-designing Educational Pathways</li> <li>• Supporting Teacher Growth</li> <li>• A whole school approach to wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging in evidence-based professional learning within executive and whole-school PL sessions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding allowed staff to undertake additional learning to enhance course delivery and maintain currency. It also provided release to improve undertake tasks related to overall teaching and learning improvement plans and activities</p> <p><b>After evaluation, the next steps to support our students will be:</b> The appointment of a Professional Learning Lead who will coordinate professional learning and develop a contextualised plan for professional learning across the college.</p>
<p>COVID ILSP</p> <p>\$268,502.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Increased engagement and attendance in classes and tutoring, specifically in Maths</li> <li>• 78% of students meeting their learning goals</li> <li>• 64% of students increasing their grades in formative and summative tasks</li> <li>• The identification of students in need of literacy and numeracy support</li> <li>• Staff being able to provide one-off academic support when needed</li> <li>• Increased confidence in student performance</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy support in small group sessions. The data gathered from staff and students had shown that there is a need for students to meet with their tutor more times throughout the week.</p>

<p>Integration funding support</p> <p>\$99,631.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyndham College in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrate progress towards their learning goals. All PLSPs were regularly updated and responsive to student learning needs and provided personalised learning within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of integrated funding will be reviewed and adjusted throughout the year in response to PLSP reviews to ensure funding is used to specifically address each student's support needs</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	311	307	262	236
Girls	315	323	325	269

### Student attendance profile

School				
Year	2019	2020	2021	2022
11	88.0	88.3	85.1	82.5
12	88.3	90.1	85.3	81.9
All Years	88.2	89.1	85.2	82.2
State DoE				
Year	2019	2020	2021	2022
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	87.5	89.1	85.1	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

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	1.5	2
Employment	N/A	8	28
TAFE entry	N/A	3	10
University Entry	N/A	0	46
Other	N/A	2	6
Unknown	N/A	8	8

## Year 12 students undertaking vocational or trade training

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61.67% of Year 12 students at Wyndham College undertook vocational education and training in 2022.

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

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83.3% of all Year 12 students at Wyndham College 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)	10
Classroom Teacher(s)	30.25
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	11.88
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,046,720
<b>Revenue</b>	9,637,467
Appropriation	9,346,193
Sale of Goods and Services	34,250
Grants and contributions	248,503
Investment income	5,130
Other revenue	3,391
<b>Expenses</b>	-9,011,071
Employee related	-7,623,641
Operating expenses	-1,387,429
<b>Surplus / deficit for the year</b>	626,396
<b>Closing Balance</b>	1,673,116

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	100,463
<b>Equity Total</b>	511,640
Equity - Aboriginal	40,782
Equity - Socio-economic	237,569
Equity - Language	71,874
Equity - Disability	161,415
<b>Base Total</b>	6,930,240
Base - Per Capita	155,494
Base - Location	0
Base - Other	6,774,745
<b>Other Total</b>	875,698
<b>Grand Total</b>	8,418,041

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

## School performance - NAPLAN

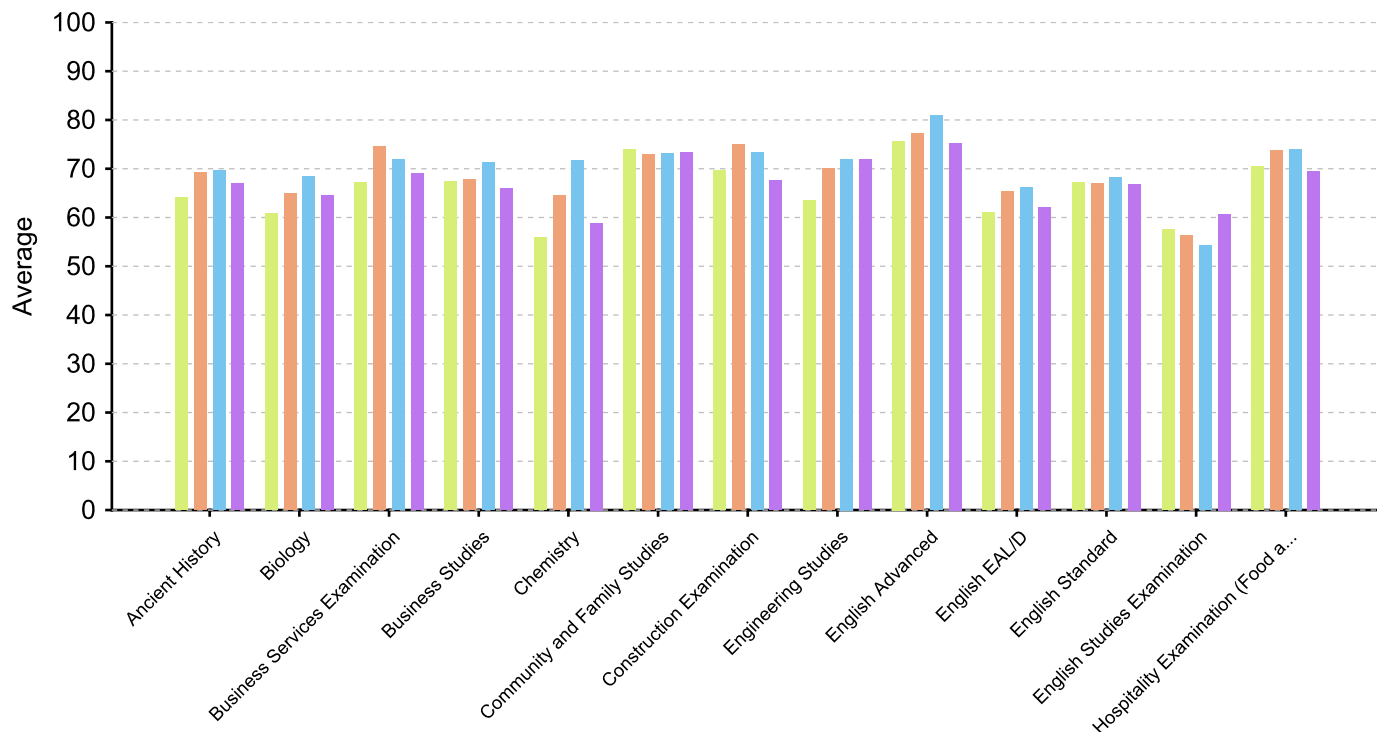
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

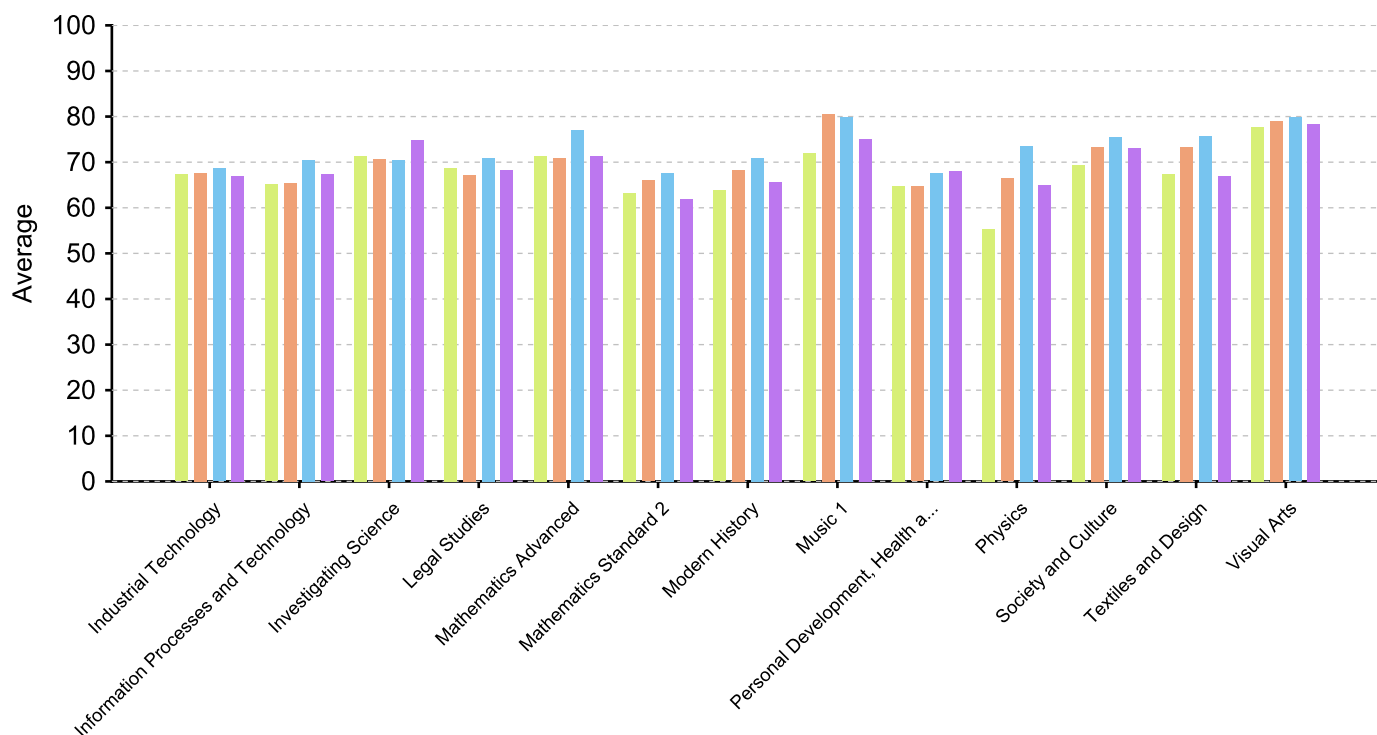
## School performance - HSC

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

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



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022

<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	64.1	69.2	69.6	66.9
Biology	60.8	64.9	68.5	64.6
Business Services Examination	67.1	74.6	71.8	69.0
Business Studies	67.3	67.8	71.2	66.0
Chemistry	55.9	64.6	71.7	58.9
Community and Family Studies	74.0	73.0	73.2	73.3
Construction Examination	69.6	75.0	73.3	67.6
Engineering Studies	63.4	70.1	72.0	72.0
English Advanced	75.7	77.2	81.0	75.3
English EAL/D	61.1	65.4	66.1	62.1
English Standard	67.2	67.0	68.1	66.9
English Studies Examination	57.5	56.3	54.3	60.7
Hospitality Examination (Food and Beverage)	70.4	73.8	74.0	69.5
Industrial Technology	67.3	67.6	68.6	67.0
Information Processes and Technology	65.1	65.4	70.5	67.3
Investigating Science	71.3	70.7	70.6	74.8
Legal Studies	68.7	67.2	70.8	68.3
Mathematics Advanced	71.3	71.0	77.1	71.3
Mathematics Standard 2	63.2	66.0	67.6	61.9
Modern History	63.8	68.3	70.9	65.7
Music 1	71.9	80.6	79.9	75.0
Personal Development, Health and Physical Education	64.8	64.7	67.5	68.1
Physics	55.3	66.4	73.5	65.0
Society and Culture	69.4	73.3	75.5	73.0
Textiles and Design	67.3	73.4	75.7	67.0
Visual Arts	77.8	79.1	79.8	78.4

## Parent/caregiver, student, teacher satisfaction

In 2022, students and staff participated in the Tell Them From Me (TTFM) survey. Parents were issued with a survey via email that asked them to provide feedback on what is working well at Wyndham and what could be working better.

The focus on learning survey (that was undertaken by staff) assesses eight drivers of learning: leadership, parent involvement, inclusive school, technology, teaching strategies, data informing practice, learning culture and collaboration. In the areas of collaboration and leadership, Wyndham was equal to the NSW Government norm scores. In the remaining areas the school exceeded the NSW Govt norm scores. The scores indicate that the staff at Wyndham are confident that we are an effective school with strong performance in the areas that have the greatest impact on student achievement. Staff were also invited to respond to two open-ended questions about what is working well and what needs improvement. Overwhelmingly, staff are happy working in a senior learning environment that is very well resourced and welcoming. In terms of future directions, many staff reported that they would like to see more initiatives to address student engagement and commitment to learning.

The TTFM student engagement survey includes ten measures of student engagement, categorised as social, institutional and intellectual. Students at Wyndham undertook the survey in semester one and two in 2022. The results indicated a decline in the extent to which students valued schooling outcomes and engagement in learning. Students reported that they do value the positive teacher-student relationships and the positive learning climate that is offered at Wyndham College. The results of this survey have already assisted the school in identifying whole-school systems and processes to address the issue of intellectual and social engagement. This will continue to be a focus in 2023 and beyond.

The majority of parent responses indicated that they value the relationships that are fostered between the students and staff.

*'Each teacher puts in the effort to get to know each and every student. There is a mutual respect between teachers and students. There is an amazing sense of inclusion, acceptance and diversity'*

There was nothing outstanding about the suggestions for improvement. There were just a few responses that indicated that more follow-up from teaching staff would be valuable.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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