

2022 Annual Report

Whitebridge High School



8390

Introduction

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

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

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Message from the principal

2022 saw us celebrate many things across our wonderful school. One of the major achievements of 2022 was the perseverance and determination of our graduating class. These were a group of students significantly impacted throughout their senior years, experiencing multiple periods of lockdown, learning from home and quite extensive school based restrictions due to COVID throughout 5 of their 7 senior school terms. This group of students showed true grit and resilience and we admire their efforts in achieving their best under very trying circumstances.

Of the 72 graduating students more than 45 received early offers into University, Indi Rippon had her textiles work selected for the Textstyle HSC exhibition, Chloe McPhan scored a top Band result in Extension 2 mathematics, our artists and musicians achieved excellent results continuing their trend of achievement above the state average. Our students and staff continue to do well across VET frameworks with Louis Snow and Rilee Perry among the states distinguished achievers for Hospitality. There are many personal success stories for our students which makes us very proud. The work of our staff in getting to know the learning goals and aspirations of each of our students and working tirelessly to help them achieve through their individual pathways is what allows our students to move into the next phase of their learning journey with confidence. Whether its work, traineeships, apprenticeships or University, our students are very well prepared. Congratulations to our Year 12 students and I thank them on behalf of the whole school community for their leadership, application to learning, friendships and contributions to our school.

As a large comprehensive high school, our goal is to support all students through the provision of an extensive range of learning opportunities and experiences. This includes quality teaching and learning in our classrooms, extra curricula and extension opportunities, excursions, school sport, cultural programs, leadership, social development, volunteering, community service and many other aspects of our daily practice. I am constantly impressed by our staff team who continually provide an extensive range of opportunities for our students. There is not a day that goes by without something exciting happening on the school calendar. Our school is constantly buzzing with activity, some of those opportunities included: Mrs Walker ran our school chess program inclusive of staff versus students chess lunches, our debaters and public speakers progressed well in the premiers debating challenge, marine studies students experienced snorkeling and fishing, student's competed in the sustainovation and engineering challenges with great success. Our students rallied the community in support of the Mark Hughes Foundation, Charlies Run 4 kids, the Reach Homeless shelter, Youth Mental health and World Vision sponsorship. Students contributed a significant amount of money through a range of positive student led fundraising initiatives. Our school had our largest contingent ever in Star Struck and we had a wonderful stage 4 dance off in the quad to celebrate R U OK day. We spread kindness through sprinkles during the SRC caring and kindness day and our junior AECG have lead a number of wonderful Aboriginal Cultural programs for students not only in our own school but also in our community. Students visited and shared cultural perspectives through preschool visits and our community of schools transition activities. Our Aboriginal and Torres Strait Island dance group have performed extensively at events across the local community. Our sports men and women have again excelled both in their school participation, zone and regional representation and elite pathways. Right across our school, our students are kicking goals in their academic endeavours from distinctions in ICAS competitions, Band 10 performances in NAPLAN, amazing personalised projects delivered through the school enrichment programs and 3 of our Year 10 students completing first year University courses through the University of Newcastle High Performing Students Program. As you can see, this is a mere snapshot in our busy school year but is indicative of the great things occurring across our school every day.

I would also like to acknowledge the great work of our families in supporting positive school attendance for our students in 2022 which has shown improvement on previous years having had a more disruption free year. Our school values positive attendance and works hard with students and families, this is supported by strong relationships with our teachers who are well known for their efforts and commitment to our students. Our staff care about our kids and we want to make a difference, we can do this best, when students are present, engaged and at school everyday. Strong attendance is supported and encouraged by families and I acknowledge and commend all the parents and carers for their efforts and energy in ensuring students attend school every day and for their ongoing support of our programs.

I feel very fortunate to work with such a high quality group of teachers and support staff, and I thank our staff team for all their work throughout 2022. In addition to quality planning, engaging lessons and provision of progress feedback, staff are actively engaged through a full range of school programs supporting each and everyone of our students across the comprehensive suite of activities in our school. Our students would not have the opportunity to experience things like our ski trip, Great North Walk and school camps, community access visits and many other excursions and activities if it wasn't for the commitment of our team and their willingness to give up their own family time to support our students. My sincere thanks and appreciation to our staff.

Our school is a proud member of the Whitebridge Community of Schools with a strong commitment to the K-12 learning experience. Our community of schools work closely together and stay connected to ensure that our young people are known, valued and cared for from the minute they come into our wider community through Kindergarten, as they transition across our schools and when they exit to the world beyond as young independent men and women.

To finish this Principals message, I would like to share with you my pride in our school, our students and our community. We are a kind, inclusive school working hard to ensure that every student achieves their goals through a personalised

learning journey guided by our quality dedicated staff team.

Message from the school community

Throughout 2022 the P and C has appreciated the support of volunteer office bearers and canteen volunteers. Through the P and C run canteen we have been able to make a substantial contribution of funds to the school. We would like to acknowledge the work of the canteen manager and assistant canteen manager for their work in maintaining this essential service for the students and staff of the school.

The funds have supported school programs that benefit all students. In 2022 the P and C contributed to funding a food truck, award and recognition programs and presentation day awards. Funds contributed to the school from the P and C run canteen, contributed to a range of school facilities improvements through out the year.

The P and C has undertaken the role of parent representatives on a number of merit selection panels and have appreciated having input into the selection of staff that best meets the needs of the school.

The P and C is looking to grow its membership and to continue a very positive relationship with the school.

Gary Clement

WHS P&C PRESIDENT

Message from the students

During 2022 we were able to accomplish many things that we were previously unable to do due to the heavy influence of COVID. As a Student Representative Council, fundraisers were back in full swing, starting with our Mark Hughes Shave Day.

On this day we were lucky enough to witness the immense support from the whole school as some of our students shaved their heads for the fight against brain cancer. Students such as our captain Piper Davies, senior counsellor Lachlan Moyse and many others from Year 12 sacrificed their hair for this very worthy cause. We held a raffle with prizes such as surfing lessons, shopping vouchers and many more to contribute to the total funds raised. We thank the local businesses for their support and donation of prizes.. Well-being Wednesday gave students the opportunity to purchase a bacon and egg roll to support the Mark Hughes Foundation. The school is proud of its fundraising efforts to support our local community. Our annual support for Charlie's Run 4 Kids, a Dudley based charity continued in 2022. As a school each year we are able to come together in support of such an important event within our community, supporting local children battling childhood cancer. Thankyou to students and staff that contributed funds in support of this important cause.

To name some of the amazing things that happened last year, we were able to host our MADD nights for creative arts and had our senior students performing at Lizotte's. We were able to again participate in some major whole school excursions such as Ski trips and representative sports. We held fundraisers, harmony day, well-being week, a colour run and many other amazing events. Our school was again beginning to showcase all of the activities and events we were used to experiencing before the pandemic. It was great to see these opportunities opening up again.

We said farewell to our graduating yr 12 students who were able to experience a formal and an assembly face to face instead of the previous years zoom assembly. We celebrated as a school and local community the high achievements of the students within our school as we wished them luck for their future endeavors. We got to see the beautiful dresses and suits of the Yr 12 formal as they celebrated their time at Whitebridge High School with smiles on their faces and a night of dancing and fun.

We would like to acknowledge the quality leaders of the 2022 leadership team of Noah Levin, Piper Davies, Jemma Pollard, Ella Ross and Lachlan Moyse whose contributions and leadership has inspired future years of SRC, with strong student voice in our school community. Our student leaders work with staff to continue to foster students sense of belonging and pride in our school, so that all students at Whitebridge High School feel safe in all aspects of learning.

2022 was our first year without the major constraint and restrictions of COVID, it was a liberating experience to be able to live without its impact. However, returning to life as normal did not come without complications. Returning to school and readjusting to the regular pace of our learning and picking up on some aspects where we felt COVID had set us back a little was a challenge. With the support of peers and school staff, this was a challenge that we were able to overcome.

Lucy Niddrie and Finn Allenspach

School vision

Whitebridge High School is a future focused educational community committed to values of respect, responsibility and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school nestled in the beautiful surrounds of the Glenrock State Conservation Area, the beaches of Dudley and Redhead and in close proximity to the shores of Lake Macquarie. We offer our 980 students the best educational opportunities, in an inclusive, safe and secure learning environment. The school has an Aboriginal and Torres Strait Islander student population of 8% and a language background other than English of 4%. Additionally, there are two MC classes, three ED classes and one IM class catering to students from Years 7 to 12. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best. The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing. While valuing our past traditions, the school is a leader in addressing the opportunities arising from a rapidly changing world and educational landscape. Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience. The school is comprehensive in its curriculum and inclusiveness. We aim to achieve excellence and equity and incorporate targeted and cohort acceleration programs as well as comprehensive extension and enrichment for gifted and high potential students. Across our school we provide individualised support for students with additional learning needs. Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to develop citizenship and community responsibility. The schools priorities over the next school planning cycle are Student growth and attainment, Inspired learning, Wellbeing and Partnerships and the continued development of Innovation in quality teaching and leadership which have been established through an authentic situational analysis and in consultation with community including the Minimbah AECG.

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

Strategic Direction 1: Student growth and attainment

Purpose

To assist all students to achieve future life goals and pathways beyond school. This is underpinned by a strong foundation in literacy and numeracy and personal learner growth. It is our goal that all learners will achieve personal growth where students are achieving higher than expected growth across the curriculum on internal and external performance measures.

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.

- Stage 6 Learning Skills Development
- Stage 5 Learning Skills Development
- Stage 4 Learning Skills Development

Resources allocated to this strategic direction

VET: \$16,759.00

Aboriginal background: \$45,000.00

Per capita: \$212,000.00

Low level adjustment for disability: \$262,040.03

Professional learning: \$50,000.00

Integration funding support: \$90,000.00

English language proficiency: \$8,799.65

Summary of progress

A comprehensive suite of strategic initiatives have been implemented to support ongoing development in the areas of literacy and numeracy across the school. NAPLAN growth data was not accessible to enable comprehensive review of student progress against this specific measure. Internal school data demonstrated positive progress for learners against key literacy and numeracy indicators. In 2022 WHS moved to online NAPLAN testing for the first time and students found the transition more challenging than expected, with internal and external data showing some inconsistencies. A decline in NAPLAN trend performance for both Year 7 and Year 9 learners on this specific measure may be indicative of online test fatigue following comprehensive periods of online learning throughout 2020 and 2021. The school continues to be challenged by the community cultural perception against the importance of NAPLAN engagement, this continues to be an area for improvement. There continues to be disparity between student performance on NAPLAN and internal measures of student skill development and progress. Explicit delivery of targeted initiatives, has continued through an embedded increase in curriculum allocation in stage 4 and 5 delivered by literacy and numeracy experts. Targeted literacy and numeracy initiatives and embedded quality practice will continue to be a major focus in 2023. Staff professional learning is an ongoing area of focus to develop confidence in embedding explicit pedagogy across a broad range of curriculum contexts. Pleasing results and individualised pathway outcomes were achieved, for students in the 2022 HSC. Over 50% of students completing a HSC received an early offer to university in their course of preference prior to the release of HSC results and many others secured traineeships, apprenticeships and meaningful employment commensurate with their personalised goals. Achievement in the area of HSC top 3 bands was consistent with expectations. Students predicted to achieve a top 2 band result based on NAPLAN 9 performance achieved positive outcomes which was pleasing, additional students showed growth from 9 to 12. This is celebrated by the school, particularly with consideration given to the challenge of a disrupted preliminary year and the commencement of their first HSC term under covid isolation. The Year 12 cohort 2022 had 5 of their 7 senior school terms impacted by COVID restrictions of varying levels. Continuation of the schools acceleration VET program is a priority with positive impact identified. Students in the accelerated program have outperformed students in the regular VET pathway, and many students have gained employment as a result of successful work placement experiences.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in the top 2 bands of the NAPLAN domain of reading to 29.7%	2022 NAPLAN data indicates 14.62 % of students are in the top two skill bands for reading indicating the school did not achieve the system

up from 19.7% in Year 9.	negotiated target. However, results have maintained at Band 9 at 12%. A slight reduction in Band 10 from 4% in 2021 to 2% in 2022.
Increase the percentage of students in the top 2 bands of NAPLAN domain in numeracy to 33.9% up from 24.2% in Year 9.	2022 NAPLAN data indicates 14.81% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. However, results have slightly improved at Band 9 since 2021. Band 10 has reduced from 5% in 2021 to 1% in 2022. Further comparison of Numeracy data shows school results remain higher than state and SSG.
Increase in the percentage of students achieving in the top 3 bands of the HSC to 69.7% up from 59.9%.	Achievement in the top 3 bands in HSC in 2020 was 60%. Achievement in the top 3 bands in 2021 was 67.4% with an overall improvement of 7.4%. Students in 2022 experienced significant disruption throughout 5 of their 7 stage 6 terms of schooling. This, combined with students early university offers and individualised pathway decisions had a significant impact. 2022 HSC performance in the top 2 bands showed improvement on the 2021 performance from 21.48% to 22.08%. However, performance across the top 3 bands was below the 2021 cohort achievement at 54.89%
Increase in the percentage of students achieving expected growth in the NAPLAN domain of reading to 71% up from 64.8%. 7-9.	Unable to ascertain as no Year 7 data - NAPLAN not completed in 2020. School internal measures demonstrate positive student progress.
Increase in the percentage of students achieving expected growth 7-9 in the NAPLAN domain of numeracy to 72% up from 65.5%.	Unable to ascertain as no Year 7 data - NAPLAN not completed in 2020. Internal school data collection indicates positive student growth.
Increase in the % of Aboriginal Students who achieve retention from 7-12 and achievement of the HSC or identified pathway in accordance with their Personalised Learning Plan up from the baseline data.	School data indicates that 100% of Aboriginal and Torres Strait Islander students enrolled in Year 12 2022 successfully completed their HSC in line with their Personalised Learning Pathway goals. The percentage retention of Aboriginal students attaining the HSC whilst maintaining their cultural identity has increased to 63.6% in 2022 up from 33.3% in 2021.
Increase in the % of Aboriginal students achieving in the top 3 bands NAPLAN - Reading in Year 9.	Data indicates no increase in the top 2 bands for Year 9, however, there is an increase in the middle 2 bands in NAPLAN Reading. The data shows significant fluctuation due to the small cohort size with a total of 7 Aboriginal Students enrolled in Year 9 2022. 2 students achieved in the Top 3 bands for reading 28.6% which was a slight decrease on the 2021 data of 33.3% Top 2 Bands: 8.3% in 2021 to 0% in 2022. Middle 2 bands: 41.7% in 2021 to 71.4% in 2022.
Increase in the % of Aboriginal students achieving in the top 3 bands NAPLAN - Numeracy in Year 9.	Data indicates no increase in the top 2 or middle 2 bands for Year 9 in Numeracy. The data shows significant fluctuation due to the small cohort size with a total of 7 Aboriginal Students enrolled in Year 9 2022. Aboriginal and Torres Strait Island student achievement in top 3 bands of Numeracy in 2022 was 12.5% showing a change from 33.3% in 2021.

Strategic Direction 2: Inspired Learners, Wellbeing and Partnerships

Purpose

To provide a supportive environment for all learners, including staff and students, which supports strong school attendance and creates a sense of belonging and resilience. We will build a culture of learning, respect and responsibility which caters to the learning and wellbeing needs of the whole school community.

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.

- Attendance
- Wellbeing structures and supports
- Recognising Individual Learners

Resources allocated to this strategic direction

Socio-economic background: \$138,000.00

Student support officer (SSO): \$96,058.00

Integration funding support: \$35,579.00

Aboriginal background: \$13,454.48

Summary of progress

The school has continued its explicit focus on promoting and rewarding positive attendance. The schools practices have been enhanced further through the engagement of an allocated attendance officer to support more immediate practices for family engagement, accountability and communication with school attendance expectations. Through some targeted funding, this has enabled greater consistency in the application of school wide attendance processes. The school has continued its involvement in network attendance initiatives with all staff engaged in explicit professional learning in school wide attendance procedures and expectations. Student attendance has shown improvement across the year. Attendance reward initiatives have been promoted each term, culminating in an end of year reward event for students achieving above 97% attendance. Attendance plans monitored by year advisors have been implemented to support a shift in students with attendance between 70 & 80%. A comprehensive review of the school's wellbeing structures was undertaken to align with the implementation of the DoE IER policies. Alignment with the school wellbeing framework and the delivery of both embedded and targeted programs led both for and by students has supported the ongoing development of a positive sense of belonging and student and staff wellbeing. Having experienced significant disruption to school wellbeing programs and student connections due to the impact of learning from home in 2020 and 2021, students have reported a reduction in sense of belonging, engagement and wellbeing which is continuing to be addressed through comprehensive LST processes and school wide wellbeing interventions. The introduction of targeted wellbeing lessons for Year 7 and 8 students will continue to be a focus in 2023 as will small group and whole school programs for all students. The strength of the schools junior AECG continues to grow and the cultural connection to school and community has significantly increased through a range of specific learning, culture and leadership programs. Positive reward and recognition programs across the school have been implemented with increased consistency and value. A further area for development in 2023 will be a school wide focus on positive behaviour for learning practices.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in the percentage of students attending school above 90% of the time from 61% to above 72.5%.	299 students attended greater than 90% of the time. This is reflective of perceived mixed messages to keep students home if unwell due to the community concern for COVID. This figure represents 30.3% which is slightly lower than SSG schools with 33.6%. This comparison takes into consideration an extended period of online and flexible learning throughout 2021 hence it is important to recognise improvements that have been achieved across the 2022 school year. Current attendance rates sit consistent with state data and have improved steadily across 2022 with a positive shift in students attending above 90% in Term 3 and Term 4.

Increase in student Wellbeing measure as determined through TTFM from 67.5 to 75.2.

Tell Them From Me data indicates 58.66% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Strategic Direction 3: Innovation in Quality Teaching and Leading

Purpose

Whitebridge HS staff embrace explicit quality teaching inclusive of all, underpinned by high expectations and innovative evidence based teaching practices to enhance student learning.

School leaders build capacity and inspire a culture of continuous improvement that focuses on Visible Learning practices, innovative assessment and quality feedback.

We focus on collaborative practice that enhances professional learning, allowing us to lead opportunities for evolving future pathways.

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.

- Performance Culture and Professional Learning
- Visible Learning
- Evaluative practice and Faculty Reviews

Resources allocated to this strategic direction

Beginning teacher support: \$69,318.00

Professional learning: \$39,417.78

Socio-economic background: \$11,619.25

Per capita: \$30,567.44

Summary of progress

Staff have had multiple opportunities each term to engage in PLC's across a range of domains, including Literacy and Numeracy, PBL, Visible Learning, HPGE, Technology, Aboriginal Education and VET. Aspiring leaders have been provided with leadership opportunities within the faculty and through whole of school program coordinator roles (PBL, VET, Literacy and Numeracy). The school induction program was delivered to support all staff new to the school, these staff were also paired with a faculty-based mentor for ongoing support. All beginning teachers were provided with a reduced face to face teaching load and mentor support for ongoing professional growth. Due to complexities with staff shortages, Quality Teaching Rounds were not offered in 2022, this program will be revisited in 2023. Professional learning programs have supported the development of staff across a range of identified key areas from PDP's and with alignment to the school plan.

The school has maintained its focus on Visible Learning practices with all faculties assigned a Visible Learning Coach to continue to support collegial practice and engage in learning walks. This supportive practice has enabled further feedback regarding the use of and engagement with visible learning strategies both by students and staff.

Staff have continued to use formative assessment practices to inform student progress and attainment and have subsequently utilised internal assessment data to make adjustments to teaching and learning programs to better meet the needs of individual students.

Faculty reviews have not occurred due to restrictions related to COVID. This will be revisited in 2023.

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
17% increase in use of Learning Intentions and Success Criteria evident across all classroom settings.	Learning walks and data collected by the Impact Coaches and Deputy Principals have revealed that 90% of staff have Learning Intentions and Success Criteria visible in the classrooms. Impact Coaches have engaged in 2 PL sessions and have backward-mapped the next 3 years for Visible learning implementation in the school, including the learner disposition launch in 2023. All staff have engaged in additional and ongoing

<p>17% increase in use of Learning Intentions and Success Criteria evident across all classroom settings.</p>	<p>professional learning in Visible Learning at the Term 1, 2 and 3 School Development Days to ensure continuation of learning in visible learning practices enhancing school wide implementation.</p>
<p>Within the Learning Domain of Assessment, staff self assessment in the theme of formative assessment is placed confidently within sustaining and growing with a view to maintaining strong practice.</p>	<p>The school assessment team met regularly to design and develop improved formative assessment practices across the school with a particular focus on stage 4 and 5. Most faculties have implemented Formative Assessment strategies for Stages 4 and 5, with staff self reporting increased confidence in assessment practices.</p>
<p>5% increase in Student Engagement Report in all TTFM measures.</p>	<p>School engagement data from the 2022 TTFM survey shows that school level factors associated with student engagement are reported to be consistent with state data. Drivers of student engagement scores are reported at 5.9 for quality instruction, 5.7 for positive teacher student relationships, 5.5 for positive learning climate and 6.6 for student expectation of success.</p>
<p>Staff self assessment in the area of Data Skills and Use in the target themes of data literacy, and data use in teaching is placed within the schools excellence framework at sustaining and growing.</p>	<p>Staff have undertaken professional development in the area of data skills and use. Evaluation has identified an increase in staff confidence reflecting greater engagement with student assessment data and evaluation of student learning, informing and providing further adjustment to teaching and learning programs.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$125,579.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Whitebridge 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"> • Stage 5 Learning Skills Development • Wellbeing structures and supports • Stage 4 Learning Skills Development • Recognising Individual Learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • STEP initiative • literacy and numeracy • staffing for targeted programs and supports <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of careers and transition planning, engagement in class learning programs and specific interventions in literacy and numeracy. This is evidenced by student positive feedback on transition programs, increased students seeking positive employment pathways and student performance data in targeted literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students will be: Further development of the school Known Valued and Cared for plans to ensure improved access by staff to individualised student data to enhance specific targeted initiatives and teaching and learning needs of all students. Continued interventions and additional supports for school learning support officers to supplement in class direct instruction and engagement.</p>
<p>Socio-economic background</p> <p>\$149,619.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Whitebridge 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"> • Attendance • Wellbeing structures and supports • Visible Learning • Recognising Individual Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through visible learning pedagogy to support student learning • employment of additional staff to support school attendance program implementation. • providing students without economic support for educational materials, uniform, equipment and other items through the schools wellbeing programs and initiatives. <p>The allocation of this funding has resulted in the following impact: All students have been supported through a Known Valued and Cared for plan that has increased staff awareness of specific needs, interests and learning strategies that best support individual learners. Student attendance processes have been streamlined and enhanced to generate improvements in student attendance and communication with families. Individual students have been supported to access essential requirements through needs based finances and supports for equity and improved wellbeing. This is evidenced by central student plans and annotations in teaching and learning</p>

<p>Socio-economic background</p> <p>\$149,619.25</p>	<p>programs that detail personalised adjustments and strategies to meet the needs of students. Student participation and increased engagement in wellbeing programs is further evidence of impact.</p> <p>After evaluation, the next steps to support our students will be: Further development of targeted wellbeing programs that cater for diverse student groups. Implementation of student voice forums and targeted student led initiatives to enhance school wide positive behaviour for learning initiatives that lead to improvement in student advocacy, expectations for success and sense of belonging.</p>
<p>Aboriginal background</p> <p>\$58,454.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Whitebridge 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"> • Stage 6 Learning Skills Development • Wellbeing structures and supports • Stage 4 Learning Skills Development <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 • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Improved outcomes for Aboriginal and/or Torres Strait Islander students in the areas of cultural leadership and connection, improved literacy and numeracy and engagement in school programs. This is evidenced by increased membership of Junior AECG and subsequent student led cultural initiatives. Improved individual literacy and numeracy progress and an increase in community connection and engagement in school programs.</p> <p>After evaluation, the next steps to support our students will be: Continued enhancement of school and community connections through Aboriginal student transition programs across the community of schools. Further development of targeted learning support for Aboriginal students inclusive of enhanced staff development in Aboriginal Education strategies and supports.</p>
<p>English language proficiency</p> <p>\$8,799.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Whitebridge 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"> • Stage 4 Learning Skills Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Improved literacy and numeracy outcomes for identified and supported students in the areas of literacy and numeracy learning as evidenced by student progress data and learner check-ins.</p>

<p>English language proficiency</p> <p>\$8,799.65</p>	<p>After evaluation, the next steps to support our students will be: continued implementation of the strategic EALD in class supports and differentiation through embedded pedagogical practice.</p>
<p>Low level adjustment for disability</p> <p>\$262,040.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Whitebridge 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"> • Stage 6 Learning Skills Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Improved learning and engagement outcomes for students across all stages of learning. This is evidenced by annotated learning programs and subsequent progress for students, inclusive of both internal and external learner progress data.</p> <p>After evaluation, the next steps to support our students will be: Continued engagement of Learning and Support Teachers in accordance with the school entitlement and additional School Learning Support Officers to support targeted initiatives, in class learning supports and individualised strategies to enhance student learning and progress.</p>
<p>Professional learning</p> <p>\$89,417.78</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 Whitebridge 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"> • Stage 6 Learning Skills Development • Stage 5 Learning Skills Development • Performance Culture and Professional Learning • Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engaging with externally provided teacher professional development programs • staff release to action role of visible learning coach / mentor for faculty teams <p>The allocation of this funding has resulted in the following impact: Improved staff skills, and knowledge in key areas of quality instruction and pedagogical practice across school target areas. This is evidenced by staff professional learning evaluations, action data reflecting improved consistency of visible learning strategies and evidence of improved student learning outcomes in target areas.</p> <p>After evaluation, the next steps to support our students will be: Continued mapping of staff professional learning needs against target areas of school improvement and staff professional learning goals. Additional</p>

Professional learning \$89,417.78	professional learning resources will be applied to enhance school wide practice in student positive behaviour for learning and learning culture.
COVID ILSP \$171,690.00	<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] • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: improved outcomes for identified students in the target areas of literacy and numeracy as evidenced by school based learner progress checks against observed indicators.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the school intensive learning support program with comprehensive data analysis and identification of strategic supported groups. Professional development of staff will continue to ensure sustainability of program success outcomes.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Whitebridge 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"> • Wellbeing structures and supports <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of student support officer <p>The allocation of this funding has resulted in the following impact: Direct support for students through the schools wellbeing programs inclusive of 1:1 student support initiatives and additional small group and in class strategic delivery for identified areas of need. This is evidenced by a planned approach to school wellbeing structures and student data such as TTFM confirming that 82% of students know where to access supports for wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continued enhancement and development of the school's planned approach to wellbeing inclusive of an improved platform for student Known Valued and Cared for plans that support individualised student pathways and a greater sense of belonging and connection.</p>
VET \$16,759.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Whitebridge 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"> • Stage 6 Learning Skills Development

<p>VET</p> <p>\$16,759.00</p>	<p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Staff professional development to support early commencement VET program • Additional resourcing of equipment and facilities to support delivery of VET frameworks <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students in stage 6 with increased curriculum options and school to work transition. Access to additional credentialing for all students. All students provided with quality course delivery and work placement evidenced by increased numbers of students gaining employment and achieving success through the VET industry frameworks.</p> <p>After evaluation, the next steps to support our students will be: Continued delivery of the school accelerated/early commencement VET framework delivery model. Additional facilities upgrades and resourcing to further enhance program delivery and to support student skill development will continue.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	502	524	507	508
Girls	406	441	416	391

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.2	90.6	89.5	84.2
8	88.5	88.9	88.1	80.7
9	87.1	86.4	84.6	83.5
10	86.5	83.8	84.6	80.3
11	83.6	85.2	79.7	78.3
12	86.7	88.3	86.9	80.4
All Years	87.7	87.4	85.8	81.6
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	7	12
Employment	2	20	18
TAFE entry	1	2	12
University Entry	0	0	49
Other	9	16	9
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

30.00% of Year 12 students at Whitebridge High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Whitebridge 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.3
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.77
Other Positions	2

*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	347,923
Revenue	13,417,101
Appropriation	12,889,727
Sale of Goods and Services	27,194
Grants and contributions	492,509
Investment income	7,570
Other revenue	100
Expenses	-12,701,075
Employee related	-11,523,791
Operating expenses	-1,177,285
Surplus / deficit for the year	716,025
Closing Balance	1,063,949

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	125,579
Equity Total	478,913
Equity - Aboriginal	58,454
Equity - Socio-economic	149,619
Equity - Language	8,800
Equity - Disability	262,040
Base Total	10,785,980
Base - Per Capita	242,567
Base - Location	0
Base - Other	10,543,412
Other Total	855,495
Grand Total	12,245,967

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

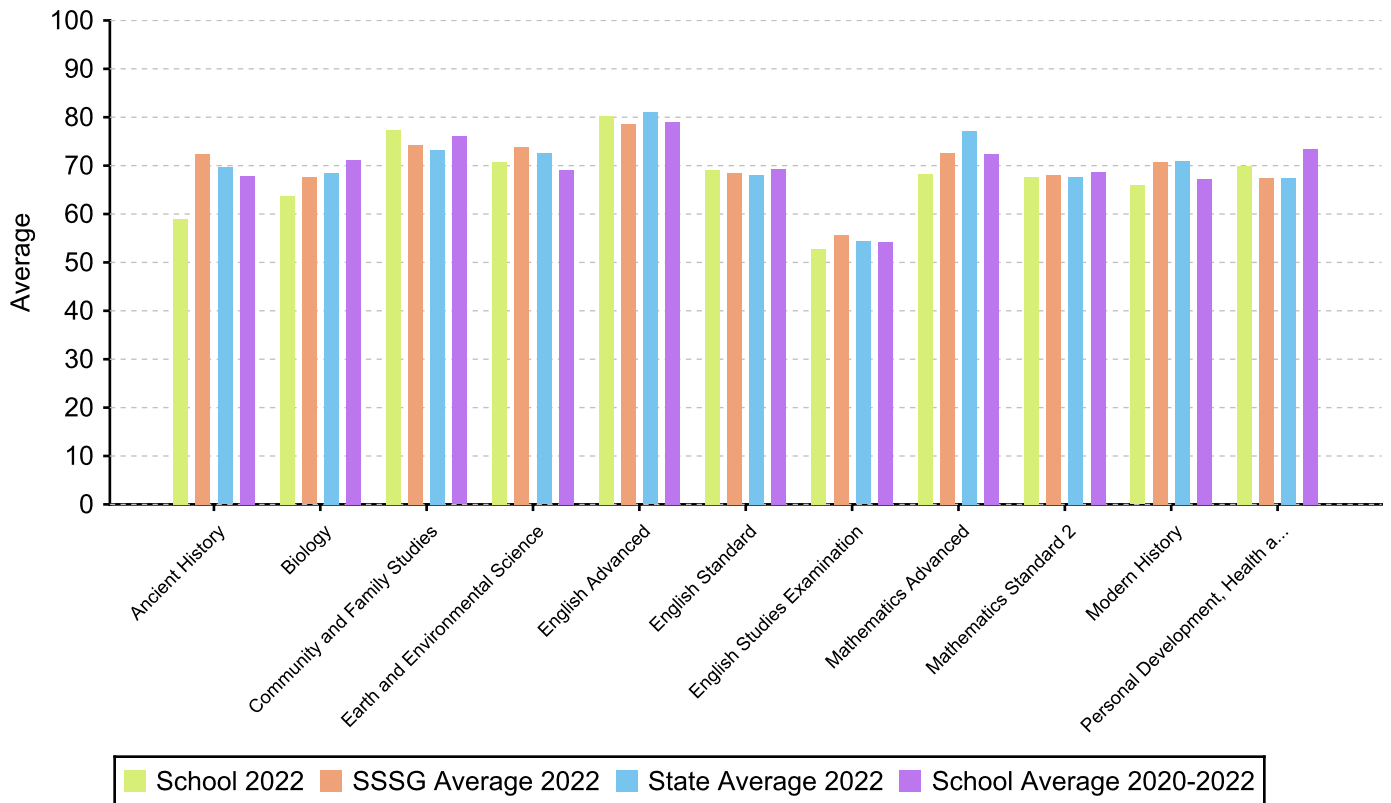
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	58.9	72.4	69.6	67.9
Biology	63.7	67.6	68.5	71.2
Community and Family Studies	77.4	74.3	73.2	76.0
Earth and Environmental Science	70.7	73.8	72.5	69.1
English Advanced	80.3	78.6	81.0	79.1
English Standard	69.1	68.5	68.1	69.3
English Studies Examination	52.7	55.6	54.3	54.2
Mathematics Advanced	68.2	72.6	77.1	72.5
Mathematics Standard 2	67.7	68.0	67.6	68.7
Modern History	65.9	70.8	70.9	67.2
Personal Development, Health and Physical Education	70.0	67.4	67.5	73.4

Parent/caregiver, student, teacher satisfaction

The school has undertaken consultation with parents in the development of the schools curriculum structure, particularly in regards to the delivery of an early commencement VET framework. This initiative was discussed and shared with the P and C in its early development stages. Following the planning and development of this program in 2019 - 2021, the 2022 Year 10 cohort were the first student group to participate in this program. Subsequent parent feedback has been sought through the school TTFM parent snapshot. Parent data confirms that 85% of parents indicate that they support their child's decision to do a TAFE or other vocational education or training qualification, and additionally 69% of parents agree or strongly agree that the VET qualification will provide their child with good employment and career opportunities.

The school has continued to work towards community engagement targets which have been very challenging given restrictions beyond the school's control over the last few years. As we returned to a more open school environment throughout 2022, enhanced communication and engagement with parents continued to be a priority. Parent satisfaction data indicates that 82% of parents rate the schools communication channels as adequate to excellent, however, 18% of parents responding to the TTFM survey felt the schools communication was poor or terrible. The forms of communication most preferred by parents were identified as SMS messaging, email and informal meetings. Communication to support families is an area of focus and improvement for the school in 2023. Further areas of focus as a result of feedback include attention to student behaviour. Parents acknowledged that students are clear about rules for expected behaviour however they did not agree that behaviour issues were dealt with in a timely manner. Student reflection data indicates that 87% of students self report that they have positive behaviour at school. Students in Years 10, 11 and 12 confirm there are clear rules and expectations for classroom behaviour, slightly above the positive learning climate data for all NSW government schools. However, this appears to be less clear for students in Year 7, 8 & 9 with school data slightly lower on government school comparison data. The school will continue to work with students, staff and parents in 2023 to ensure consistent practices regarding timely and effective approaches to managing student positive behaviour for learning.

The school engaged in comprehensive consultation regarding mobile phone use at school and sought student, parent and staff satisfaction regarding current procedures and future directions. Parent survey responses indicated 95.9% of parents believed there were negative consequences to mobile phone use in schools. The key concerns raised were distraction and reduced engagement in learning, reduced socialisation and communication skills, and cyberbullying. Staff data confirmed that significant disengagement and negative conflict with students was due to mobile phone use at school. Students self reported that most students had used mobile phones in classrooms which had caused distraction to learning. Further, mobile phones did have a negative impact on student wellbeing, particularly in regards to cyberbullying. Parents, students and staff contributed to the development of a draft school procedure regarding implementation of pouches to eliminate mobile phone use from the school. The P and C further supported this initiative and played a major role in school consultation and establishment of procedures. All parties provided feedback to the draft procedures and following strong support for this program, implementation is due to take place in 2023.

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.

Aboriginal Education - School statement

The school has established a strong Aboriginal Education team, consisting of 23 staff members. The team meet consistently each fortnight, driving the school's professional learning and student programs to better enhance our students learning outcomes and opportunities. The school has undertaken a number of community engagement events in 2022 with the school's Yulerbah dance group performing for a range of local schools and community events. The introduction of a Yidaki group led by a staff mentor and our ongoing work with community elder Uncle Nolan Simon has strengthened our cultural programs. We again hosted a number of community of schools Aboriginal student transition activities with a focus on building connections for our young Aboriginal and/or Torres Strait Island students across our community. We also had our young Aboriginal leaders run cultural activities for students in the community preschool which was very well received. Our junior AECG was led by student representative Alyssa Jackaman who has done a wonderful job ensuring that the schools programs meet the needs of students and are developed with student voice. The school ran both Bro Speak and Sista Speak programs for students and developed additional programs for students aligned to their personalised learning pathways.

Aboriginal and Torres Strait Islander students HSC attainment: School data indicates that 100% of Aboriginal and Torres Strait Islander students enrolled in Year 12 2022 successfully completed their HSC in line with their Personalised Learning Pathway goals. The school AEW supported our Stage 6 students with assessment tasks and mentoring. We also focused on the leadership of our Stage 6 students, building their own cultural identity through the Junior AECG and cultural programs.

Aboriginal and Torres Strait Islander students increase in top 3 bands in NAPLAN, Reading and Numeracy: Due to our goal of increasing bands in NAPLAN, we have started an Aboriginal and Torres Strait Islander Literacy program. This program is called 'Emowamba Palli' (My Voice) which helps strengthen student literacy skills while exploring tasks with a cultural perspective.

The school continues to prioritise and celebrate Aboriginal education, cultural identity, connection and partnerships and continues to work closely with students, parents, staff and community to achieve success through a 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.