

# 2022 Annual Report

## West Wallsend High School



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## Introduction

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

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

### School contact details

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## School vision

### At West Wallsend High School:

We belong

We achieve

We connect with our culture

We aspire

We exceed potential

We are partners in learning

We design our own future

***We learn for life***

## School context

West Wallsend High School is a proudly comprehensive 7-12 community-focused school, which supports and encourages students to achieve their full potential in an inclusive and caring environment based on the core values of respect, responsibility and excellence. The school is located on the land of the Pambalong of Awabakal Country on the western side of Newcastle as part of the Lake Macquarie North Principal Network and has an enrolment of almost 700 students. Students come from a wide range of socio-economic backgrounds with 16% of students identifying as Aboriginal and Torres Strait Islander. Enrolment numbers have grown steadily for the past three years. The school's staffing entitlement is 58 teaching staff and 16 non-teaching staff. The school funds several additional staff aligned to key strategic initiatives. Almost 25% of teaching staff are in their first three years of teaching.

West Wallsend High School has a tradition of strong parent and community involvement working together with the P&C and the Kumaridha AECG. We foster proud connections to four partner primary schools as part of the Sugarloaf Community of Schools as well as extensive links to the wider West Wallsend community, the University of Newcastle, Wollotuka Institute and other cultural, vocational and community organisations.

We value and actively pursue excellence working in partnership with our community to create a strong sense of belonging and a collaborative inclusive culture aspiring to our vision that: **We learn for life**. Teachers are committed to providing a high-quality community of learning, delivering a broad range of subjects in an environment of high expectations, high care and high support. Seven classes are dedicated to the education and support of students with disabilities. A range of academically selective programs are on offer, including innovative initiatives for high potential and gifted students. The school places a concentrated focus on developing aspirational learners with strong vocational educational opportunities. Students engage with a range of opportunities in sport, creative and performing arts, leadership, cultural initiatives and STEM (science, technology, engineering and mathematics) at school, regional and state level.

## 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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

We will deliver learning growth for every student in literacy, numeracy and HSC achievement through data driven evaluative practices and evidence-informed strategies underpinned by a framework of high impact professional development and reflection to build an efficacious culture of continual learning.

### Initiatives

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

- Evaluative Practice
- Instructional Teachers and Leaders

### Resources allocated to this strategic direction

**Per capita:** \$166,000.00

**Socio-economic background:** \$277,370.00

**Professional learning:** \$63,910.00

**Low level adjustment for disability:** \$44,083.26

### Summary of progress

#### INITIATIVE: EVALUATIVE PRACTICE

##### HPGE Program

- Effective re-branding of HPGE programs (Stage 4 Spark) and opportunities which focus on all tiers of HPGE policy. Strong collaboration with parents/carers to allow for effective differentiation and targeting of individual domains of gifted and talentedness. Parent/carer survey - How happy is your young person in the Spark program? 4.5 out of five.
- Enhanced connections with partner primary schools and parent/carer community from Stage 3 into Stage 4 in relation to HPGE opportunities including cross-campus program delivery.
- 60% of Year 7 Spark students received a mark in the top 2 bands in NAPLAN in reading and 75% in numeracy.
- Strong focus on external HPGE opportunities - first year university courses, external creative writing and leadership workshops, Prime Minister's Spelling Bee, Premier's Reading Challenge and Premier's Sporting Challenge.

##### HSC IGNITE Program

- Through a lens of strategic planning, students, staff, and the community have been integral in shifting mindset, particularly around HSC achievement, leading to a substantial progressive shift in academic performance outcomes and a boost in rigour in relation to senior pathways. Furthermore, improvements in the HSC have been a continued focus through innovative targeted programs such as timetabled Senior Hub support with a teacher trained in study skills and organisation, Year 12 student-led IGNITE profiles, weekly booster sessions, HSC Step-Up program, HSC IGNITE initiatives (with case management focus to provide personalised supports), Kickstart Program, Year 12 Mentoring Program, individualised student planners, Connect HSC skills senior roll call program, collaborative and pilot marking processes and cross network mentors for new HSC teachers.
- This high level of case-managed support has seen a significant shift in our academic culture for Year 12 resulting in 100% of the cohort attaining their HSC credential (our largest HSC cohort in the school's history), 100% of all support students attaining an HSC credential via a Life Skills pathway, 96% Year 11 into Year 12 retention, improved attendance rates, zero Stage 6 N-determinations, and 61% of the Year 12 cohort transitioning to a university pathway (highest ever university matriculation rate in the school's history).
- Largest ever cohort of young people identifying as Aboriginal or Torres Strait Islander -22% - all achieving above state for 96% of courses in final HSC results which placed them above the overall combined cohort when compared to SSSG and state results.
- Value-added growth from 2016-2022 continued to improve based on 2022 HSC results when tracking students from Year 9.

##### RISE Program

- Continuation of the targeted literacy and numeracy support RISE Team to drive and support whole school literacy and numeracy activities, including bespoke support for students from Years 7 to 10. This included a high level case management program for targeted students with regular check-ins to monitor progress and learning. Over 600 students were part of the RISE program (including regular parent communication, in-class and withdrawal support) with significant growth achieved for all students involved in all cycles of RISE.

- *In NAPLAN, for value added data in Year 9 NAPLAN;*
- *More students in the top 2 bands in reading and numeracy than SSSG*
- *Average score higher than SSSG in reading, grammar and punctuation and numeracy*
- *Average score for our Aboriginal and Torres Strait Islander students above SSSG and State in writing, spelling, grammar and numeracy.*
- ObLITerate targeted literacy program for all Stage 4 students. This program explicitly embeds the Super Six and TEEEC strategies into cross-curricular literacy activities. Key staff received professional learning to deliver targeted literacy lessons to all students in Year 7 and 8 once per week.
- The Integr8 targeted numeracy program for all Year 7 students. This program explicitly embeds key numeracy skills into lessons once a fortnight. Key staff received professional learning to deliver targeted literacy lessons to all students and lessons are supported by several SLSOs, specifically trained to allow for breakout intensive support and differentiated delivery.
- Further expansion of the highly successful High Achieving Targeted Students (HATS) programs in both literacy, numeracy and visual arts into Years 8, 9 and 10. Differentiated weekly withdrawal program to target high achieving students. Students received a mentor teacher with a clear focus on future aspirations in student achievement. This has led to improved literacy and numeracy outcomes for targeted students as well as increased engagement and participation in creative and performing arts including a range of opportunities and experiences beyond the classroom.
- Maths in Trades curriculum option introduced for Stage 5 students. This has led to an increase in vocational aspirations and related workskills programs as well as overall engagement in maths, particularly for Year 9 and 10 boys.

### **Formative assessment and feedback**

- Whole school formative skills and feedback focus has been effectively embedded into the teaching and learning cycle with clear improvement in student mastery and demonstration of core skills in each key learning area (KLA). This was particularly evident in our uplift in Year 9 NAPLAN results including our value-added data being assessed at excelling based on the SEF elements.
- Development of a contextually specific and evidence-based Critical and Creative Thinking Framework for whole school implementation. Strong focus placed on research and obtaining feedback from all KLAs to ensure the framework had the potential to effectively drive key skill development and growth. Capacity built in the form of executive reflection and professional learning, this has resulted in 100% of staff up-skilled to continue to lead and implement the framework in faculties in 2022.
- Head teachers completed data analysis and observations of practice to inform the development of authentic formative assessment strategies and future directions to enhance teaching, learning and overall assessment practice. To assist in skill development in this space, all executive staff and aspirant leaders were provided with professional instruction in the use of the Scout platform.
- Head teachers are increasingly developing their confidence as instructional leaders of formative assessment practices, using evidence to develop differentiated learning strategies across all programs of work. This has led to executive staff building the capacity of aspirant leaders as well as all faculty members. The 16 staff identified as formal 2ICs of faculties or teams were provided with an explicit aspirant leadership program of support resulting in strong leadership development and improved efficacy in all teams across the school.

## **INITIATIVE: INSTRUCTIONAL TEACHERS AND LEADERS**

### **Suite of Professional Learning**

- Design and delivery of a contextualised Suite of Professional Learning differentiated to target all career levels. Staff engagement in all tiers of professional learning is high. This initiative has included a highly successful aspirant leadership program with faculty 2ICs attending more than 70% of all executive meetings as well as targeted leadership masterclasses. Aspirants also took on leadership roles in whole school initiatives, including team leader roles, and the leadership of key professional learning at staff development days.
- A comprehensive PDP process was supported and adhered to and staff PDPs were evaluated by week 7 of Term 4 to inform authentic and meaningful 2023 planning which fed into the school-designed whole school Suite of Professional Learning.
- A professional learning community (PLC) has been designed and initiated by aspirant leaders to engage teachers with observation opportunities to enhance collaborative and reflective practice. This PLC will continue to grow and develop further into 2023.
- All staff were supported to gain regular access to their accreditation requirements via the eTAMS platform to track, monitor, evaluate and reflect on their professional development.
- A school designed leadership retreat was constructed and led to provide two days of high impact professional learning and strategic planning aligned to Highly Accomplished and Lead Teacher Professional Teaching Standards resulting in efficacious evaluation and strategic planning based on school and system data, evidence and collective voice.

### **Mentorship and coaching**

- Highly successful beginning teacher masterclass and mentorship program for TRAs (teachers requiring accreditation) inclusive of permanent, temporary, and casual teachers. This led to three staff obtaining their proficient accreditation in 2022 (30% of our beginning teacher staff). Beginning teachers are provided with a suite of differentiated professional learning to underpin their teaching practice. All teachers have a mentor and regular

time to plan, engage in professional learning and to observe professional practice by a range of practitioners.

- All staff have access to new leadership opportunities. This is formalised through the continued growth of the 2IC program in which each executive role has a shadowed position to allow for capacity building, stability, and sustainability across all leadership roles. This includes senior executive positions, with more than half of the executive team being mentored and supported to relieve in senior executive roles.

### Faculty Improvement Plans (FIPs)

- Strong focus on development, engagement with and evaluation of FIPs which were linked to faculty targets and whole school focus areas. These were aligned to the School Excellence Framework and rigorously evaluated by all staff in Term 4, 2022 leading into the development of 2023 FIPs which are responsive to the needs of students based on evidence and regular reflection and evaluative practices.

### Strategic Direction #1 - overall evaluation and next steps

- The attached funding has led to improved student outcomes as a result of the HPGE, HSC IGNITE and RISE programs, as well as our embedded formative assessment focus and staff professional development in areas of reading, numeracy and HSC achievement. There has also been a significant uplift in the quality teaching and leadership capacity in staff across the school due to the FIP strategic planning process in addition to ongoing coaching, mentoring and professional development opportunities designed to meet the needs of the school.
- The evaluation of impact has determined next steps will include the continuation of all key activities and initiatives in 2023 with a number of further developments and enhancements to reflect internal and external evidence and data-sets.

### 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
The proportion of students achieving in the top 2 bands in reading increases from 6.2% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated target of 12.3%	Data indicates that 9.3% of students are achieving in the top two bands in reading demonstrating that we are working closely towards the lower bound <b>annual</b> trajectory of 10.47%.
The proportion of students achieving in the top 2 bands in numeracy increases from 6.9% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated target of 13.0%	Data indicates that 2.54% of students are achieving in the top two bands in numeracy demonstrating that we are working towards the lower bound <b>annual</b> trajectory of 11.18%.
The proportion of student results in the top 3 bands in the HSC increases from 49.4% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated target of 53.3%	Data indicates that 36.36% of students received results in the top 3 bands in the HSC demonstrating that we are working towards the lower bound <b>annual</b> trajectory of 52.13%. Value-added growth continued to increase.
The proportion of students achieving expected growth in reading increases from 47.5% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated <i>annual</i> trajectory target of 54.6%	Expected growth trajectory was 54.6% but cannot be confirmed due to unavailable data.
The proportion of students achieving expected growth in numeracy increases from 68.6% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated <i>annual</i> trajectory target of 71.3%	Expected growth trajectory was 71.3% but cannot be confirmed due to unavailable data.
SEF self-assessment of the element 'data skills and use' indicates improvement from delivering to sustaining and growing	Self-assessment (via external validation) against the School Excellence Framework shows that the school is currently performing at sustaining and growing in the element of 'data skills and use'.

SEF self-assessment of the element 'learning and development' indicates improvement from delivering to sustaining and growing	Self-assessment (via external validation) against the School Excellence Framework shows that the school is currently performing at excelling in the element of 'learning and development'.
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## Strategic Direction 2: Students belong and succeed

### Purpose

We will cultivate a learning environment in which students feel they belong, empowering all learners to excel and thrive in a culture of enrichment, high care and high support in which inclusive and personalised learning and wellbeing experiences address the explicit needs of every student.

### 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.

- Personalised Learning and Wellbeing
- Strategic Attendance and Transition

### Resources allocated to this strategic direction

**Socio-economic background:** \$340,164.47  
**Integration funding support:** \$147,984.00  
**English language proficiency:** \$5,250.39  
**Low level adjustment for disability:** \$213,373.60  
**Professional learning:** \$4,813.15  
**Aboriginal background:** \$57,801.00  
**Per capita:** \$8,976.54

### Summary of progress

#### INITIATIVE: PERSONALISED LEARNING AND WELLBEING

##### The Teaching and Learning Centre

- The TLC (The Teaching and Learning Centre) is a central 'hub' for student support services. This included the employment of a school-funded school support officer (SSO) - this role was incorporated into permanent FTE in the second semester of 2022. Over one third of all students accessed support through the TLC throughout the year. TLC staff provide wellbeing and academic support following a Learning Support Team (LST) referral process. This has led to vulnerable students feeling more supported (reflected in school-based surveys as well as TTFM data) and has led to improved attendance and retention for these students. This initiative will continue to expand in 2023.
- TLC initiative to improve the delivery of an explicit Minimum Standards case management program for students in Years 10-12 which resulted in an initial-attempt 96% pass rate for reading with 54% results in the top band. This was a significant uplift from previous years. Numeracy resulted in an 83% initial-attempt pass rate with 14% of students in the top band and writing had a 66% initial-attempt pass rate which was an 8% increase from 2021 and a 14% increase from 2020. 100% of all Year 12 students who were eligible for Minimum Standards were successful in attaining them as part of their HSC credential pathway.
- Improved case management for students 'at risk' of not meeting learning outcomes as identified via NESA N warning process. Various interventions are implemented by learning and support teachers (LaSTs) assigned to specific year groups to ensure students are supported to engage in learning activities to resolve N warnings. This resulted in a significant decrease in repeated N-warning notifications and zero N-determinations for any course for any student in Stage 6 in 2022.
- Improved processes and supports for school-based adjustments and NESA disability provisions to ensure every student had equitable access to formative and summative assessment milestones.
- Further expansion of staff support and effective communication platforms including the establishment of a flagging and student profile system to identify specific student adjustments and strategies relating to external assessment including HSC, NAPLAN and literacy/numeracy assessment check-ins. This included the design and implementation of whole school professional learning provided through masterclasses on the topics of disability provisions, adjustment plans and differentiation. This resulted in staff providing significantly improved personalised learning experiences for all students.

##### Targeted wellbeing programs

- Enhanced professional learning and structures for school learning and support officers (SLSO) and year advisors to ensure staff provide extensive and cohort-specific wellbeing supports. This included the development and provision of a range of cohort-specific year-based programs as well as the introduction of various lunchtime programs to accommodate social and emotional wellbeing supports for targeted student groups and individuals.
- Enhanced provision of wellbeing support via a student support officer (SSO). The SSO worked collaboratively within the Wellbeing and Learning Support Team to provide differentiated support to students, staff and

parents/carers with the aim of enhancing the wellbeing of students. The SSO provides support to students using three mechanisms:

- *Direct one-to-one student support.*
- *Targeted small group support including the implementation of quality programs such as Seasons for Growth, Feeling Fantastic and Hands on Learning.*
- *Universal programs for whole year cohorts or entire school. This included designing and leading wellbeing focus days, updating of the Wellbeing Moodle site and the development of impactful wellbeing resources for students, staff and families.*

### **Middle school framework - Horizon**

- Revitalisation and re-branding of the Horizon program, built on middle school evidence-based structures to ensure a high support, high care learning environment for students with additional vulnerabilities. This included the creation of an enhanced student and family-led application process for potential enrolments and stronger partnerships with the Sugarloaf Community of Schools (SCoS) to ensure a comprehensive transition for Horizon students.
- Strong focus on differentiated curriculum delivery via team teaching with at least half of all maths periods having a second teacher to provide small-group and personalised learning experiences. A RISE teacher would also provide additional team teaching for at least one period a day as well as weekly timetabled lessons with the head teacher instructional practice to provide ongoing feedback to improve program delivery and student supports.
- Additional wellbeing and case management structures embedded into the program resulting in improved attendance, increased positive incidents via PBL rewards initiative and an overall decrease in negative incidents and suspensions for students in the Stage 4 Horizon program.

### **INITIATIVE: ATTENDANCE AND TRANSITION**

#### **Attendance Taskforce: attendance improvement strategy**

- Attendance data from Scout was reviewed during fortnightly attendance taskforce meetings to monitor attendance patterns (including late arrivals and partial attendances) and identify students/year groups of concern. Strategies were then designed and implemented to address identified concerns at point of need and point in time to ensure a responsive and contextualised strategic approach to attendance improvement. Key personnel from SASS team including attendance officer and Aboriginal Education Officer (AEO) are key attendance taskforce members to ensure strong connections across all school teams.
- AEO a direct conduit to Aboriginal and Torres Strait Islander students and families with high-support and individualised approach to improving attendance by establishing and building on positive relationships.
- Social media communication strategy to involve parents in attendance improvement strategies. Engagement in this strategy has been very positive and parents have reported a significant improvement in the communication of and understanding of attendance requirements.
- Scout and Sentral data was used to identify students with improved attendance. Principal postcards were sent in recognition of improvement every two weeks. Attendance PBL recognition was built in to awards assemblies and year meetings every five weeks.
- SMS absence notification system was refined to inform parents/carers on the day of their child's absence. This has greatly improved the explanation of absences and contributed to improved overall student attendance. Under 90% letters were digitised to provide families with prompt communication.
- Students who were late arrivals were greeted with support-focused strategy at the gate to improve future on-time arrivals. This has led to a decrease in late arrivals and early leavers.
- Students with under 80% attendance were placed on a school-based attendance improvement plan supported by improved processes and systems to ensure all students are case managed and all long-term absences related to study/work pathways are accounted for and supported by the school's attendance systems.
- Breakfast Club, provision of menstrual products and high-engagement programs on targeted days to combat barriers for absence as per student and family surveys and attendance patterns.
- Reward and recognition programs implemented to encourage and acknowledge over 90% attendance.

#### **Enhanced transitions**

- Year 6 into 7 Transition Program focused on building stronger connections with our partner primary schools through our community liaison officer (CLO) and utilising senior student leaders and key staff members to lead a variety of transition activities across Stage 3. In addition to this, digital handbooks were created and additional online meetings were designed to support incoming Year 7 parents/carers at key transition stages. A Year 7 social media platform was created for incoming parent/carer group as a further layer of support to ensure families felt a part of the school community from early in Stage 3. Enrolment processes were streamlined and digitised to ensure families were well supported with all phases of the enrolment process including the application process for specialised programs such as Horizon and Spark classes. These initiatives resulted in our second largest Year 7 cohort with very few students from our partner primary schools opting to attend another secondary school.
- The transition from Year 10 into senior studies was enhanced with the introduction of the Inquisitive Project engagement project. This led to increased attendance and retention until the very end of Term 4 and carried through into significantly improved retention of students from Year 10 into 11. Senior support strategies led to high retention across the senior years including the school's second highest ever retention for students in Year 12 of which all students attained their HSC and 100% moved into a work or study pathway.
- Establishment of a head teacher careers and transition role provided a huge uplift in the availability of career and

university pathway initiatives for all students including those with a disability, requiring NDIS workskills programs and supports. This resulted in the establishment of 17 SBAT (school-based traineeship or apprenticeship) opportunities for students - the first time the school has ever introduced SBATS - leading to these young people staying at school for their senior years to attain both work and NESA credentials.

- Scholarships team ensured students who had found financial grounds a barrier to transition to university were provided with the supports and strategies to access a range of grants and scholarships. This resulted in more than \$150,000 scholarships for 2022 school leavers.

## Strategic Direction #2 - overall evaluation and next steps

- The attached funding has led to improved outcomes as a result of strategies connected to the TLC, targeted wellbeing programs, Horizon classes, embedded attendance strategies and transition initiatives placing focus on student engagement, retention, HSC attainment and enhanced career/study pathways.
- The evaluation of impact has determined next steps will include the continuation of all key activities and initiatives in 2023 with further enhancements based on internal and external evidence and data-sets.

## 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
The proportion of students achieving over 90% attendance increases from 52.9% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated target of 59.0%	Data indicates that the number of students achieving over 90% attendance is at 33.66% demonstrating that we are working towards the lower bound <b>annual</b> trajectory of 57.18%.
The proportion of student positive wellbeing responses (TTFM: advocacy at school   expectations for success and sense of belonging) increases from 56.6% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated target of 62.0%	Tell Them From Me data indicates 56.39% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school) demonstrating that we are working towards the lower bound system-negotiated target of 62.0%.
SEF self-assessment of the element of 'wellbeing' is working towards improvement from sustaining and growing to excelling	Self-assessment (via external validation) against the School Excellence Framework shows that the school is currently performing at sustaining and growing in the element of 'wellbeing'.
SEF self-assessment of the element of 'learning culture' indicates improvement by maintaining achievement at sustaining and growing	Self-assessment (via external validation) against the School Excellence Framework shows that the school is currently performing at sustaining and growing in the element of 'learning culture'.

## Strategic Direction 3: Shared learning community

### Purpose

We will build collective responsibility for learning success shared by students, caregivers and staff. As a culturally safe community we will focus on high expectations relationships, embracing and nurturing the social, spiritual and cultural needs of every student to work together and walk together in a genuine learning partnership.

### 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.

- Partners in Learning
- Cultural Connections

### Resources allocated to this strategic direction

**Socio-economic background:** \$87,961.00

**Per capita:** \$1,500.00

**Aboriginal background:** \$82,846.15

### Summary of progress

#### INITIATIVE: PARTNERS IN LEARNING

##### Community engagement strategy

- Continued enhancement of and promotion of Sentral Parent Portal - including access to full school calendar, student digital reports, attendance explanation functions and email communication. This has significantly increased explained absence return and parent/carer awareness of key dates, activities and communication.
- Introduction of targeted Facebook groups for cohorts to provide contextualised communications and to see explicit feedback (ie Year 6 into 7 families). Official school Facebook page continues to be a driver of communication with more than 7500 engagements per week - which is more than double the number of views to the previous year.
- Introduction of School Bytes to digitise VOR/excursion communications aligned to online payment systems. This resulted in improved systems and communication for families.
- Collaborative process to revitalise branding of school logo and PBL logo leading to enhanced site and school collateral aesthetic - this rebranding process was consultative with families, staff and students over an 18-month period.
- School environment revitalisation initiative resulted in significant aesthetic upgrades to improve the look and feel of the school and to improve outdoor learning spaces. This included an upgrade to the COLA, new front lawn outdoor space for senior students, additional covered seating throughout the school, upgraded seating in the bus shelter and landscaping throughout.
- Inclusive updates to key branded collateral to promote sense of belonging and pride throughout the school community, including new welcome signage at main gate entrances, staff badges and email signatures with (optional) pronouns, acknowledgement of Awabakal Country on all school letterheads and email signatures, Awabakal language featured on welcome signage. These updates were made in consultation with key groups such as: JAECG, AECG, families and Lands Council.
- Updated branding of support class names with cultural connection to Country.
- Updated inclusive school uniform was introduced to reflect new branding and school vision - process was consultative with families, staff and students over an 18-month period.
- Continued school-funded employment of AEO, CLO and technical support officer (TSO) to ensure students and families receive clear, responsive communication and supports.

#### SHOUT (Students Helping Others Unite Together)

- Significant increase in student numbers involved in student leadership roles and initiatives with a steady increase in number of students attending meetings and leading activities. This led to the SHOUT student leadership team having 56 student members involved from 7-12 in 2022 which was more than double the membership of previous years.
- Senior leadership process has been enhanced resulting in the formation of a highly motivated and engaged leadership team representing WWHS across the school and at community events. This team meets with senior executive staff fortnightly to develop their leadership skills and to ensure student voice is a part of regular strategic conversations at whole school level. Senior leaders had a significant input into the new school logo, uniform, bathroom upgrades, school fundraising, new seating and the beautification of playground spaces throughout the school.
- Implementation of expanded umbrella structure in the SHOUT team with the following tiers - SHOUT year group

representatives (Including senior leaders), SHOUT student voice team members, Hub heroes and sports captains. As a result, student voice to inform decision-making and authentic school community collaboration has uplifted, as indicated through improved TTFM student data.

- Introduction of the inaugural 'SHOUT Think Tank' - a fully student-led initiative in which students worked together to evaluate the school's strategic initiative roll-out in 2022. Students formally pitched seven evidence-based ideas on how to improve the school for students in 2023. These ideas were embedded into 2023 strategic planning.

## **INITIATIVE: CULTURAL CONNECTIONS**

### **Cultural programs**

- Establishment of a new Aboriginal engagement team, *Ngalinba Malang*, to provide a platform for collaborative and genuine student, staff, family and community voice.
- Establishment of the school's first Junior AECG (JAECG) to ensure student-led voice throughout the school community.
- Establishment of the Sugarloaf Community of Schools (SCoS) Aboriginal engagement team to improve inter-school partnerships and to increase authentic cultural opportunities across schools.
- Student-designed cultural shirt was extended as an optional uniform item for all students and staff following school community feedback.
- Enhancement and establishment of cultural programs which contributed to a sense of increased pride, belonging and identity for Aboriginal and Torres Strait Islander students. There has been improved participation from students in a range of cultural programs including the Girls' Group which meets weekly and the boys' Yidaki Group which performed at NAIDOC and other school and SCoS events. In addition, there was a further expansion of NAIDOC programs which engaged all students in areas of language, history, dance, weaving, music and art.
- AEO and AECG consultation to inform attendance, retention and HSC attainment strategies, community engagement strategies, staff professional learning experiences and the enhancement of personalised learning pathways processes with students and families.
- All staff (including teaching and support staff) engaged in a range of professional learning opportunities in areas of Personalised Learning Pathways, Acknowledgment of Country, local language and histories. Staff also engaged in a day on Country to be immersed in significant landmarks and history of the Country on which we learn and teach every day.

### **Connecting with community**

- Enhanced Yarning Circle was opened to our families and community - a space designed by students with support from our AECG - to provide a culturally immersive space for outdoor learning opportunities and programs such as Yidaki group.
- Aligned to relevant 2022 COVID-restrictions, our families had opportunities to engage with the school and communicate with key staff at a number of events - Year 7 Meet and Greet, NAIDOC morning tea, ANZAC community ceremonies. online parent teacher interviews, transition and subject selection information sessions and through regular wellbeing phone calls. For the first time (post-restrictions) the school hosted a Year 7 Celebration of Learning and a Year 10 Celebration of Learning and Family Lunch in addition to the 7-12 Excellence Ceremony. In addition, the school website, newsletter, principal update letters and social media channels were all enhanced leading to an uplift in overall school community engagement across the year.
- Parent/carer survey contributions tripled from previous years and parent teacher interview participation (via Zoom) also improved despite being via a digital platform due to restrictions.
- Following consultation with the community and AECG a welcome sign in Awabakal language has been installed in the front of the school, featuring student artwork. This was received very positively by families - with a number of parents providing feedback that the sign indicated that the school was a culturally safe and welcoming space for our Aboriginal and Torres Strait Islander students and their families.

### **Student engagement and aspirations program**

- Aboriginal and Torres Strait Islander students have shown increased interest in their culture and opportunities available to them to engage with their culture and local histories. Noticeable excitement and confidence has been relayed from students in Years 7 - 9 via student voice opportunities. This resulted in increased attendance at student Yarn Ups as well as increased participation in cultural programs such as Yidaki group and the Sista Speak program.
- Stage 6 Aboriginal and Torres Strait Islander students were case managed successfully through the IGNITE program for which 22% of the Year 12 cohort were young people who identified as Aboriginal or Torres Strait Islander (compared to school: 16.8% and state: 9% enrolment). 100% of these young people attained their HSC and moved on to a university or a career pathway.

### **Strategic Direction #3 - overall evaluation and next steps**

- The attached funding has led to improved student outcomes as a result of the activities pertinent to community engagement strategies, SHOUT student leadership, and programs for staff, students and the wider community in areas of cultural connection and community partnerships as well as student aspirations, sense of belonging and cultural identity.
- The evaluation of impact has determined next steps will include the continuation of all key activities and initiatives in 2023 with a number of further developments and enhancements to build on initiatives in response to internal and

## 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
The proportion of Aboriginal student positive wellbeing responses (TTFM: advocacy at school   expectations for success and sense of belonging) increases from 56.6% (baseline) to be <i>at or above</i> the school's lower bound system-negotiated target of 62.0%	Tell Them From Me data indicates 56.3% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school) demonstrating that we are working towards the lower bound annual trajectory target.
The proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity increases from 27.8% (baseline) to be <i>at or above</i> the network's lower bound <i>annual</i> target of 50.0%	The percentage of Aboriginal students attaining their HSC whilst maintaining their cultural identity has increased to 56% demonstrating that we have exceeded the network's lower bound annual trajectory target.
SEF self-assessment of the element of 'educational leadership' is <i>working towards</i> improvement from sustaining and growing to excelling	Self-assessment (via external validation) against the School Excellence Framework shows that the school is currently performing at sustaining and growing in the element of 'educational leadership'.
SEF self-assessment of the element of 'school resources' is <i>working towards</i> improvement from sustaining and growing to excelling	Self-assessment (via external validation) against the School Excellence Framework shows that the school is currently performing at excelling in the element of 'school resources'.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,984.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Wallsend High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Wellbeing</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 with a focus on implementing literacy, numeracy and HSC provisions initiatives to support identified students with additional needs</li> <li>• engaging learning and support staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> <li>• support for students in: personalised adjustments, Life Skills, Minimum Standards, Individual Learning Plans and HSC disability provisions</li> <li>• equitable access to specialist resources for students including the employment of SLSOs to provide consistent support and targeted interventions for identified students</li> <li>• professional development of staff provided through head teacher instructional practice to support quality teaching practices in relation to inclusive practices and personalised learning strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for all students requiring adjustments and specific supports in the areas of differentiated and personalised curriculum provisions. This includes targeted and intensive learning and wellbeing supports and resources to ensure every student has equitable and inclusive access to learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation and enhancement of a differentiated and personalised curriculum and wellbeing provisions to support students with explicit adjustments, specialised programs and resources to enable access to and personal success in learning.</p>
<p>Socio-economic background</p> <p>\$705,495.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Wallsend High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evaluative Practice</li> <li>• Instructional Teachers and Leaders</li> <li>• Personalised Learning and Wellbeing</li> <li>• Partners in Learning</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>• professional development of staff through head teacher instructional practice and Suite of Professional Learning to support student learning via quality teaching practices</li> <li>• additional staffing to implement literacy, numeracy, HPGE and HSC support improvement initiatives to support identified students</li> <li>• professional support in areas of administration, technology and finance to provide opportunities for instructional educational leadership</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in the areas of reading, numeracy, HSC improvement, extended writing, personalised learning experiences,</p>

<p>Socio-economic background</p> <p>\$705,495.47</p>	<p>formative assessment and feedback, Aboriginal student engagement and wellbeing (including attendance and HSC attainment). This includes improved targeted support for individual students and student groups in relation to extra-curricular opportunities, resource provision and explicit academic needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation and further enhancement of high impact professional learning, leadership development, literacy and numeracy strategies, formative assessment practices, transition initiatives and HSC improvement practices to allow for further support of student outcomes in areas of transition, retention, engagement and academic achievement, especially in numeracy and overall achievement in the top 3 HSC bands.</p>
<p>Aboriginal background</p> <p>\$140,647.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Wallsend High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Strategic Attendance and Transition</li> <li>• Cultural Connections</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 an Aboriginal education officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process and personalised approaches to improved attendance, engagement and HSC attainment.</li> <li>• employment of additional staff to support targeted literacy and numeracy programs.</li> <li>• resource support for students to ensure equitable access to a range of learning and wellbeing opportunities.</li> <li>• cultural awareness professional learning for staff and cultural programs for students including Yidaki Group, dance, music, language and art programs, Girls Group and SistaSpeak.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for Aboriginal and Torres Strait Islander students in the enhancement of their cultural identity and a sense of belonging and connection to the school community. Improved outcomes have also been significant in areas of literacy improvement, cultural program engagement, student leadership via a newly established JAECG in 2022, attendance, transition and retention into senior years as well as HSC attainment and achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation and enhancement of cultural programs, community and family engagement, aspirations programs and targeted attendance, wellbeing and transition initiatives to support student outcomes in achieving a successful personalised learning pathway to attaining an HSC while maintaining their cultural identity.</p>
<p>English language proficiency</p> <p>\$5,250.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Wallsend High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$5,250.39</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives.</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives including time to develop relevant programs to provide targeted support for EAL/D students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for EAL/D students in areas of literacy and numeracy including personalised supports.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of targeted learning support in areas of literacy, numeracy and differentiated resource development to support student outcomes in accessing a full quality curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$257,456.86</p>	<p>Low level adjustment for disability equity loading provides support for students at West Wallsend High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Teachers and Leaders</li> <li>• Personalised Learning and Wellbeing</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>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• engaging specialist learning support staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based interventions through the Teaching and Learning Centre (TLC) and RISE Team to increase learning outcomes</li> <li>• specialised support for students in relation to school-based adjustments as per Individual Education Plans, Minimum Standards achievement, Life Skills competencies and HSC disability provisions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for identified students in areas of high-level differentiated curriculum support, engagement strategies, wellbeing provisions, specialised resources and personalised learning support especially in areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued provision of specialised supports and evidence-based initiatives to ensure identified students have access to point-of-need programs, interventions and personalised learning supports.</p>
<p>Professional learning</p> <p>\$68,723.15</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 West Wallsend High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evaluative Practice</li> <li>• Instructional Teachers and Leaders</li> <li>• Personalised Learning and Wellbeing</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>• creation of a contextualised suite of high impact professional learning framework mapped to staff PDPs, the SIP and the Professional Learning</li> </ul>

<p>Professional learning</p> <p>\$68,723.15</p>	<p>Policy. This includes master classes, staff meetings, faculty meetings and staff development days.</p> <ul style="list-style-type: none"> <li>• detailed and contextualised digital induction support program for new staff. These resources will be accessible throughout the year on the WWHS Clickview channel.</li> <li>• practical and data-driven executive meetings to build collective efficacy. Aspirant leaders are part of more than 50% of executive meetings and professional learning opportunities.</li> <li>• provision of key personnel including a teacher mentor to support beginning teachers, head teacher instructional practice to drive high impact professional learning and educational leadership initiatives and a pre-service teacher coordinator to oversee and drive impactful support structures for new career teachers on practicum and internship.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in the areas of reading, formative assessment and feedback, HSC responses including short answer and extended critical writing, attendance improvement, personalised and inclusive supports, attendance and retention improvement, wellbeing and Aboriginal and Torres Strait student engagement and HSC attainment -- due to evidence-based contextualised professional learning experiences for all staff aligned to strategic data analysis and evaluative teaching and leadership practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation and further enhancement of high impact professional learning, leadership development, literacy and numeracy strategies, formative assessment practices and HSC achievement to allow for improved growth of student outcomes in areas of attendance, transition, retention, engagement and academic achievement, especially in numeracy and achievement in the top NAPLAN and HSC bands.</p>
<p>Beginning teacher support</p> <p>\$54,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at West Wallsend High School during their induction period.</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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher mentor role to ensure high level embedded support and differentiated/targeted professional learning opportunities for teachers in their first three years of teaching, including the support of proficient accreditation processes.</li> <li>• all beginning teachers supported in establishing a whole school staff mentor as an additional layer of support.</li> <li>• individualised professional learning and support based on career stage - external and internal through school-developed master classes, led by expert teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in that early career teachers deliver confident high quality learning experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued enhancement of differentiated professional learning, mentorship and coaching for early career teachers to build capacity and embed quality teaching practices into every classroom and teaching and learning experience.</p>
<p>COVID ILSP</p> <p>\$401,033.00</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>COVID ILSP</p> <p>\$401,033.00</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 additional staff to lead and support the monitoring of COVID ILSP funding and to analyse school and student data to track and monitor student progress and program impact</li> <li>• employment of teachers specialising in literacy and numeracy support to design programs for and deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for more than 620 students who were supported by specialised staff and programs in areas of reading, literacy, numeracy, extended writing and overall academic support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of high level literacy and numeracy supports in the form of 1:1 interventions, small group support and targeted programs to continue the trajectory of growth in literacy and numeracy outcomes for targeted students across the school in Years 7-12.</p>
<p>Student support officer (SSO)</p> <p>\$48,989.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at West Wallsend High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Provision of student support officer (SSO) for one semester prior to the position being made permanent ongoing position in the school's FTE from Term 3, 2022.</li> <li>• Range of individualised, small group and cohort wellbeing initiatives including the Hands on Learning Program, Seasons of Growth, Got Your Back Friendship Program, Quit 4 Life and SAGA advocate.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved emotional, social and wellbeing outcomes for students including targeted support for identified students via close case management processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Enhanced wellbeing programs and initiatives to be responsive to the needs of individual students and cohorts.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	304	327	329	326
Girls	293	318	329	320

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.0	91.9	90.6	84.2
8	88.4	90.6	86.8	81.0
9	85.5	89.3	81.8	77.9
10	87.2	89.3	83.4	76.9
11	84.9	88.2	83.4	77.2
12	83.9	89.2	87.7	81.7
All Years	86.9	90.0	85.6	79.6
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

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	2	9	32
TAFE entry	5	15	7
University Entry	0	0	61
Other	5	4	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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28.99% of Year 12 students at West Wallsend High School undertook vocational education and training in 2022.

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

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95.3% of all Year 12 students at West Wallsend 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	43.3
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.88
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>	902,518
<b>Revenue</b>	11,600,824
Appropriation	11,275,773
Sale of Goods and Services	175,583
Grants and contributions	145,597
Investment income	3,870
<b>Expenses</b>	-11,567,805
Employee related	-10,449,288
Operating expenses	-1,118,517
<b>Surplus / deficit for the year</b>	33,019
<b>Closing Balance</b>	935,537

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>	147,984
<b>Equity Total</b>	1,108,850
Equity - Aboriginal	140,647
Equity - Socio-economic	705,495
Equity - Language	5,250
Equity - Disability	257,457
<b>Base Total</b>	8,675,152
Base - Per Capita	176,477
Base - Location	0
Base - Other	8,498,675
<b>Other Total</b>	522,173
<b>Grand Total</b>	10,454,158

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

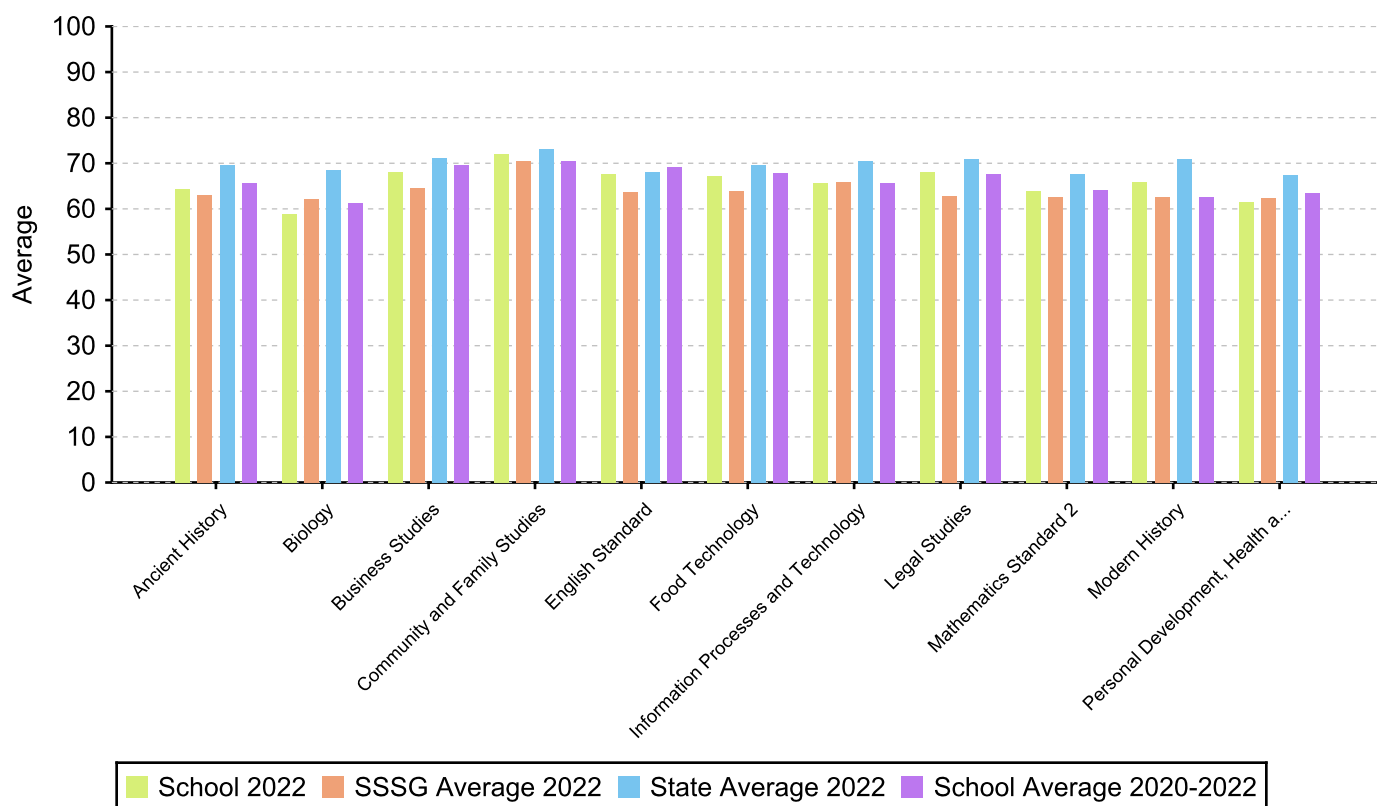
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	64.3	63.1	69.6	65.7
Biology	58.9	62.2	68.5	61.3
Business Studies	68.1	64.6	71.2	69.6
Community and Family Studies	72.1	70.5	73.2	70.5
English Standard	67.7	63.7	68.1	69.1
Food Technology	67.1	63.9	69.7	67.8
Information Processes and Technology	65.7	65.8	70.5	65.7
Legal Studies	68.1	62.9	70.8	67.6
Mathematics Standard 2	63.9	62.5	67.6	64.0
Modern History	65.8	62.7	70.9	62.6
Personal Development, Health and Physical Education	61.5	62.4	67.5	63.6

## Parent/caregiver, student, teacher satisfaction

In 2022, Tell Them From Me Survey input was the highest it has ever been. This high level of feedback suggests an improved level of community and family engagement throughout 2022.

\* Students indicated that they feel as though important concepts are well taught, and feedback from teachers is well organised and purposeful. In addition to this, they indicated that they have positive teacher/student relationships across the school. Overall, students feel that they are taught well and time in class is used efficiently.

\* Teachers indicated that collegiality is strong and staff are willing to share resources and teaching experiences to improve practice and student outcomes. Staff value the strong leadership in the school and feel as though we have a safe and productive school site.

\* Parents/carers indicated that they are supportive of the school and the importance of their child's education. They noted that the school's key areas of strength are that teachers are passionate and meet the needs of all students, the establishment of strong wellbeing programs and that we have effective positive behaviour strategies.

# 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.