

2022 Annual Report

Warners Bay High School



8440

Introduction

The Annual Report for 2022 is provided to the community of Warners Bay 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

Warners Bay High School

1 Myles Ave

Warners Bay, 2282

<https://warnersbay-h.schools.nsw.gov.au>

warnersbay-h.school@det.nsw.edu.au

4954 9488

School vision

Our vision is to be recognised as a centre of educational excellence.

Our mission is to provide a quality education that empowers all students to live rewarding and productive lives.

School context

Warners Bay High School (WBHS) is a public comprehensive school including a support unit (three classes) located in Lake Macquarie NSW. The school was established in 1966 and enjoys a strong reputation in the community for realising its motto, "Quality Education for All."

The student population has been consistently around 1300 students for many years. The student profile is predominately Anglo-Saxon. 4% of students come from an Aboriginal background. 6% of students have a language background other than English. The most prevalent of the 25 languages represented are German, Czech, Italian and Macedonian. The attendance profile for students is consistently above state average.

The staffing entitlement is around 90 full time teaching staff and 18 non-teaching staff. The school employs a Business Manager, Technical Services Officer and an additional Deputy Principal from school funds.

The school enjoys strong support from its families and the wider community. Many families and staff have a long and strong connection with the school. WBHS has developed meaningful partnerships with a range of external businesses and community groups. WBHS is highly regarded as a leader in the support of pre-service and early career teachers through our unique partnership with the University of Newcastle.

The school enjoys a culture of high expectations and boasts a rich and varied curriculum with a history of academic excellence. Our students participate in a range of quality creative and sporting co-curricular programs and activities designed to strengthen their learning outcomes and enrich their educational experience. The school enjoys a long history of student success in these areas. These programs are complimented by leadership development initiatives including the Senior Student Executive, House Captains, Student Representative Council, Environmental Representative Council and Junior Aboriginal Educational Consultative Group.

Our teachers are committed to developing their professional practice in order to maximise student outcomes. Our school is passionate about future-focused teaching and learning to help develop the knowledge, skills and competencies needed by students to be successful in the contemporary workforce.

Our school partners with our four local public primary schools to develop a coordinated approach to curriculum transition, wellbeing and staff professional development.

An extensive situational analysis was conducted in 2020 comprising a suite of student, community and staff surveys, forums, focus groups and consultation with our local Aboriginal Education Consultative Group. Data across a wide range of learning and wellbeing domains was collected and analysed. Key findings, supported by leading evidence-based research (including What Works Best, the School Excellence Framework, and Pivotal Education), guided the development of future focus areas and the formulation of aspirational improvement measures for 2021-2024.

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

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Strategic Direction 1 is that all students are challenged and given opportunity to grow in their literacy and numeracy skills through explicit, evidence-based teaching and learning strategies, and high quality assessment and feedback practices.

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.

- Literacy and Numeracy
- Assessment and Feedback

Resources allocated to this strategic direction

Low level adjustment for disability: \$250,182.00

English language proficiency: \$4,000.00

Per capita: \$17,000.00

Aboriginal background: \$25,000.00

Summary of progress

Literacy

Evidence of activity. Term 1: Shoulder-to-shoulder support was provided by the Deputy Principal (DP) for Year 9 English teachers; explicit reading lessons were conducted with Year 8 and Year 9; 2021 Year 8 Check-in data was distributed to help inform lesson programming; teachers conducted pre and post testing of reading in English classes; teachers were provided with whole school literacy focus areas and strategies for Stage 4 and Term 1 Year 9 2022, including Best Start Reading data and internal writing data. Term 2: A staff workshop was conducted around the use of various data sources for Reading; 2022 Year 8 Check-in student achievement was distributed to teachers with peer sharing of reading strategies implemented in Term 1 across KLAs; DP shoulder-to-shoulder support continued in Year 9 English classes. Term 3: DP/Head Teacher (HT) formal check-ins were conducted to review the implementation of SIP priority areas; Years 7 and 9 NAPLAN test results were published and analysed, with the focus on Year 9 achievement in the top 2 bands in Reading; DP shoulder-to-shoulder support continued in Year 8 English classes. Term 4: Executive staff evaluated the whole school implementation of explicit teaching of reading strategies and the impact of DP shoulder-to-shoulder support; planning occurred for 2023.

Progress towards achievement. NAPLAN 2022 results indicate significant improvement in reading, with 21.9% of students in the top two bands for reading (18.6% in 2021). Significant improvement was also evident in the average reading score with 63.9% of students achieving in the middle two bands, the best result since 2019. Professional dialogue reflected the growing confidence that teachers feel in utilising Super Six Strategies and the phased reading lesson structure. Shoulder-to-shoulder support from the DP's saw strengthened collegiality and a positive approach to explicitly teaching reading. The quality of explicit reading lessons across the school improved with more considered comprehension lessons that embed the Super Six Strategies. Formal DP/HT check-in meetings each semester indicated that most staff across KLAs are using Super Six strategies in teaching and learning programs.

Next year we will: Continue to build the capacity of all teachers to access NAPLAN data on Sentral, with a focus on supporting more Year 9 students to move from achieving in the middle bands to the upper bands; ensure that Super Six Strategies are embedded effectively across all KLAs in Years 7-9 teaching and learning programs; continue to support all teachers to deliver at least one explicit Reading lesson per term for Years 7-9 (two lessons in Term 1 for Year 9); continue to expand the writing and implementation of NAPLAN-style comprehension questions that address whole school literacy focus areas; continue professional learning and support for teachers around teaching explicit reading skills.

Numeracy

Evidence of activity. Term 1: Year 9 CUBES lessons were delivered across key learning areas (KLA's); DP shoulder-to-shoulder support commenced in Year 9 mathematics classes; Year 8 Check-in data was analysed and distributed to teachers to help inform lesson programming. Term 2: A staff workshop was conducted around Year 7 Best Start data with sharing of implementation strategies; Year 8 CUBES lessons were delivered across KLA's. Term 3: HT/DP check-ins to review the implementation of SIP priority areas; Years 7 and 9 NAPLAN test results were published and analysed with the focus on the percentage of students achieving in the top 2 Numeracy bands; Year 8 CUBES lessons continued;

shoulder-to-shoulder support and/or small group withdrawal continued. Term 4: Executive staff evaluated the implementation of explicit teaching of numeracy strategies across KLA's; feedback was sought on the impact of DP shoulder-to-shoulder and small group withdrawal support; Year 8 CUBES lessons continued; planning occurred for 2023.

Progress towards achievement. There was a significant increase in the percentage of Year 9 students achieving in middle two bands in NAPLAN Numeracy, and a corresponding decrease in results across the lower two bands. Confidence and expertise in delivering explicit weekly CUBES lessons in Stage 4 was reported to have improved. Student feedback and teacher observation indicates improved confidence and mathematical resilience for word-based multi-step numeracy problems. Teachers reported feeling better able to identify the Numeracy opportunities in their lessons and implement explicit teaching strategies. Formal DP/HT check-in meetings each semester indicated that most staff are delivering explicit numeracy lessons.

Next year we will focus on: Stage 4 - Year 7 Foundations testing, Years 7 and 8 Ninja Maths Numeracy Program integrated into every lesson, Years 7 and 8 CUBES activities integrated into every unit of work to replace stand-alone lessons; Stage 5 - SMARTER Maths numeracy lesson once per week involving pre-testing and targeted intervention for students at point of need, continued support for all teachers to deliver at least one explicit numeracy lesson per term for Years 7 and 9; continued professional learning and support for teachers across Years 7-10 around teaching explicit numeracy skills.

Assessment and Feedback

Evidence of activity. Team leaders investigated current Year 9 assessment and feedback practices; team leaders compiled key features desired by parents and students to help inform the development assessment practices and feedback; data was used from focus groups/research of current best practice to clarify and refine whole school assessment feedback protocols for Year 9; Executive staff worked with selected faculties to transform current assessment and feedback in Year 9, incorporating possible future use of Canvas; focus groups were conducted with students and informed by CESE's What Works Best Feedback and Assessment documentation; an assessment feedback process was trialed using Canvas for selected faculties in preparation for possible 2023 implementation.

Progress towards achievement. An increased number of staff completed the Canvas 101 training and had at least one class engaging with Canvas; early Canvas adopters reported a more effective learning environment using Canvas feedback compared with Google Classroom or paper feedback; an increased number of faculties are engaging with Canvas with the aim of improving feedback and student assessment; systems are being established to help students access their assessment feedback via Canvas; surveys conducted show more effective use of formative assessment and quality feedback; success criteria and evidence of learning was reinforced through the implementation of explicit teaching strategies (eg. the "WBHS Way" template into learning management platforms).

Next year we will focus on: Developing Canvas templates and protocols for teachers, including WBHS Way strategy; preparing Canvas induction videos for students; reviewing the impact of ChatGPT (and similar platforms) on assessment tasks.

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 percentage of students achieving in the top two NAPLAN bands in numeracy increases 6.8% from baseline.	Data indicates 19.9% of Year 9 students were in the top two skill bands for numeracy (1.25% decrease against baseline data). The school's average NAPLAN numeracy score was 593.0 compared with 591.50 for statistically similar school groups and 584.13 for the average State score.
The percentage of students achieving in the top two NAPLAN bands in reading increases 6.4% from baseline.	Data indicates 21.9% of Year 9 students were in the top two skill bands for reading (4.22% increase against baseline data). The school's average NAPLAN reading score was 593.5 compared with 579.55 for statistically similar school groups and 571.32 for the average State score.
The percentage of students achieving HSC course results in the top two bands increases 3.5% from baseline.	35% of students attained results in the top two bands, an increase of nearly 5% from 2021. Students achieved 64 bands 6 or E4 results (90% or above), possibly the equal best results on record at WBHS.
The percentage of students achieving expected growth in NAPLAN numeracy exceeds the 2021 progress measure and is trending towards the 2023 improvement measure of 4.5% increase	This data was not available for 2022 as NAPLAN was not conducted in 2020.

from baseline.	
The percentage of students achieving expected growth in NAPLAN reading exceeds the 2021 progress measure and is trending towards the 2023 improvement measure of 3.8% increase from baseline.	This data was not available for 2022 as NAPLAN was not conducted in 2020.
The proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity exceeds the 2021 progress measure and is trending towards the 2023 improvement measure measure of 6.2% increase from baseline.	The proportion of Aboriginal students attaining HSC whilst maintaining their cultural identity is progressing towards the 2023 improvement measure.
School Excellence Framework Self-Assessment of the element of Assessment (focus themes: Formative assessment, Summative Assessment) indicates improvement from Sustaining and Growing towards Excelling.	The school's self-assessment of the element of Assessment (focus themes: Formative assessment, Summative Assessment) indicates improvement towards ensuring consistency at Sustaining and Growing in most classrooms.

Purpose

The purpose of Strategic Direction 2 is to help prepare students to be active and informed citizens in a dynamic and complex society by strengthening the school's culture of high expectations and by focusing on explicit, differentiated, future-focused teaching and learning, supported by effective professional collaborative practice.

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.

- Explicit, Differentiated Teaching and Learning
- Future-Focused Teaching and Learning
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$33,400.00

Per capita: \$33,400.00

Summary of progress

Explicit Teaching

Evidence of activity. Term 1: Executive staff generated and distributed the *WBHS Way* template for Year 7 and Year 8; executive staff conducted Years 7 and 8 class walkthroughs, including questions specific to the *WBHS Way* document. Term 2: the Executive team engaged in professional learning around the evaluation and refinement of the *WBHS Way* document; specific questions were developed for class walkthroughs; the Executive team conducted a "show and tell" of Year 7 programs which clearly evidenced a differentiated approach. Term 3: team leaders generated and implemented the *WBHS Way* document for Year 9 programs; the *WBHS Way* template was trialed with Year 9 Life Skills programs. Term 4: the *WBHS Way* document was generated for Year 10; the Year 7 *WBHS Way* template was modified following recommendations from a formal evaluation process.

Progress towards achievement. Data from the June Tell Them from Me survey for Relevance and Explicit Teaching showed a shift towards NSW Government School norms. Greater consistency was evident across KLAS in the delivery of Learning Intentions and Success Criteria in Stage 4. All faculties implemented the *WBHS Way* template for Years 7 and 8.

Next year we will: focus on the *WBHS Way* being implemented effectively with all classes in Stages 4 and 5 across all KLAS; evaluate the implementation of the Years 7 and 8 *WBHS Way* template in Semester 1, 2023 through student and teacher feedback; evaluate the implementation of a three-tiered approach to differentiation.

Future Focused Teaching and Learning

Evidence of activity. Term 1: A three-day Year 7 PBL (Project Based Learning) incursion camp was developed; Executive staff explored offering the Department's Stage 5 Critical Thinking elective for possible introduction in 2023; a major review was undertaken of the school's current day structure. Term 2: Executive staff investigated possibilities around fostering community links to develop entrepreneurial and workplace learning; team leaders investigated the explicit inclusion of critical and creative thinking skills in assessment tasks and on semester reports; staff finalised and published the Future Focused Learning rooms website; Year 7 PBL survey results were analysed and published. Term 3: A three-day Year 7 PBL incursion camp was conducted; following the timetable/day structure review, the decision was made to adopt a new whole school day structure starting in 2023. Term 4: Teachers investigated the explicit inclusion of critical and creative thinking skills in assessment tasks and on semester reports; a showcase of final Year 7 PBL presentations was conducted.

Progress towards achievement. An increased number of teachers were exposed to and encouraged to embed future focus learning pedagogies in their teaching and learning programs; cross faculty collaboration is now occurring to facilitate Year 7 PBL; there was an increased number of teachers engaging with the Canvas pilot.

Next year we will: Investigate reporting critical and creative thinking skills to parents and carers; publish our FFL website; establish stronger community links and investigate corporate shadowing; explore possibilities in Canvas around mastery learning and the general capabilities; refine the Year 7 PBL program; investigate offering Stage 5 Critical and Creative Thinking elective in 2024.

Collaborative Practice

This initiative was retired at the end of 2021. However, collaborative practice was embedded and evident in all other initiatives.

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
School Excellence Framework Self-Assessment of the element of Curriculum (focus theme: Differentiation) indicates improvement from Sustaining and Growing towards Excelling.	The school's self-assessment of the element of Curriculum (focus theme: Differentiation) indicates improvement towards ensuring consistency at Sustaining and Growing in every classroom.
School Excellence Framework Self-Assessment of the element of Learning and Development (focus theme: Expertise and Innovation) indicates improvement from Sustaining and Growing towards Excelling.	The school's self-assessment of the element of Learning and Development (focus theme: Expertise and Innovation) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.
School Excellence Framework Self-Assessment of the element of Learning and Development (focus theme: Collaborative Practice) indicates improvement from Sustaining and Growing towards Excelling.	The school's self-assessment of the element of Learning and Development (focus theme: Collaborative Practice) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.
School Excellence Framework Self-Assessment of the element of Effective Classroom Practice (focus theme: Explicit Teaching) indicates improvement from Sustaining and Growing towards Excelling.	The school's self-assessment of the element of Effective Classroom Practice (focus theme: Explicit Teaching) indicates improvement towards ensuring consistency at Sustaining and Growing across the school.
Tell Them From Me data for <i>relevance</i> improves on the 2021 progress measure and is trending towards the 2024 improvement measure of four points from baseline.	Term 4 TTFM data remained at 0.4 points lower than the NSW Govt norm. Note: the 2024 improvement measure is a 0.4 point increase from baseline data to meet or exceed the NSW Govt norm, not 4.0 points (as stated in the annual progress measure).
Tell Them From Me data for <i>explicit teaching practices and feedback</i> improves on the 2021 progress measure and is trending towards the 2024 improvement measure of four points from baseline.	Term 4 TTFM data was 0.9 points lower than the NSW Govt norm. Note: the 2024 improvement measure is a 0.4 point increase from baseline data to meet or exceed the NSW Govt norm, not four (4.0) points (as stated in the annual progress measure).

Strategic Direction 3: A culture of strong student engagement and wellbeing

Purpose

The purpose of Strategic Direction 3 is to ensure all learning environments support students to be emotionally, behaviourally and intellectually engaged at school for the best outcomes including higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle.

Initiatives

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

- Student Wellbeing
- Positive Learning Environments

Resources allocated to this strategic direction

Socio-economic background: \$110,023.00

Per capita: \$128,762.00

Aboriginal background: \$12,108.52

Low level adjustment for disability: \$6,600.00

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

Summary of progress

Student Wellbeing

Evidence of activity. Term 1: Learning and Support Teams implemented a new online tool to better support students with additional learning and support needs; the school's Anti-bullying Strategy was reviewed to ensure planned activities are addressing students' needs and are based on Tell them From Me survey data and Sentral data; meetings to review or develop individual education plans were held for students across Years 7-12; the Wellbeing Team delivered Wellbeing lessons to Year 7 classes; Year 7 focus groups were supported by the Student Support Officer (SSO) to help address identified areas of need. Term 2: Year 10 Peer Support Leaders were trained for the Year 7 camp; Wellbeing lessons were delivered by the Wellbeing Team in Years 7 and 8 classes; Backflips to Bullying was presented to Year 7 and 8; Brainstorm Productions delivered a seminar to Years 7-10 around online ethics and behaviour. Term 3: A focus on respectful relationships for Year 9 included Love Bites, a police presentation on consent, and the iRespect small group program; Brainstorm Productions presented The Hurting Game for Year 7 (anti-bullying theme); Sticks and Stones was presented to Years 8 and 9 around cyber safety, anti-bullying and reinforcing positive relationships; Year 9 enjoyed a Wellbeing Focus Day to help strengthen a sense of belonging and friendship connections; Year 12 completed the final modules of the Life Ready Program; Wellbeing lessons were delivered to Year 8 focusing on healthy friendships and anti-bullying themes. Term 4: Healthy Choices presented a seminar to the Year 10 cohort around the dangers of vaping and quitting strategies; the Leapfrog Program (Year 6 to 7 transition support) was conducted; Learning and Support Teams implemented a new streamlined Sentral process to better align with the department's new Inclusive, Engaging and Respectful Schools policy and track support provided to students.

Progress towards achievement.

- Year 8 Wellbeing lessons - 73% of survey respondents said they developed knowledge and skills needed to develop and maintain positive peer relationships and manage incidents of bullying; 51% of respondents wanted to learn more about managing mental health and stress; 42% of respondents wanted more help around study skills and time management.
- Year 9 Junior Love Bites - a small number of students completed the feedback survey. Anecdotal evidence indicated that students did not feel that new information was presented.
- Year 10 Love Bites - 92% of survey respondents found the content relevant and helpful to real life experiences; 94% of respondents considered the environment of the Love Bites Program to be a safe space and conducive to open dialogue and conversation; 70% of respondents indicated that they gained more knowledge and understanding of consent, the law in NSW, and how and where to get help and support.
- The June Tell Them From Me survey data for a 'sense of belonging' increased by 1%.

Next year we will: Deliver Wellbeing lessons across Years 7-10; strengthen Years 7-10 small groups for identified students with the Student Support Officer and external personnel; implement a wellbeing focus at weekly school assemblies; conduct Years 7-10 Wellbeing Focus Days to encourage student connection and belonging; evaluate the effectiveness of the new Sentral process designed to track support provided to identified students; implement the RAGE and iRespect Program for identified students in Years 9 and 10; deliver the Healthy Choices Program to Year 9; implement the Rock and Water Program in Years 7 and 8 to build students' capacity to manage conflict positively.

Positive Learning Environments

Evidence of activity. Term 1: The Positive Learning Environments (PLE) team continued to refine and embed the PLE referral process and priorities across the school; the commendation system was strengthened by reinforcing clear and consistent expectations for teachers, such as Two for Tuesday; faculty meeting time was used to discuss embedding the "3B's and 5R's" in all classrooms and consistent use of the PLE referral process. Term 2: Executive staff conducted the Tell Them From Me (TTFM) survey with students; professional learning was provided to staff on the PLE referral process. Term 3: PLE team meetings recommenced with a focus on continuing to strengthen the commendation process; the school's Mobile Phone Policy was reviewed. Term 4: Published the new Mobile Phone Policy and Procedures for implementation from 2023; Executive staff reviewed the PLE process and implementation with student focus groups; the TTFM survey was conducted again with students.

Progress towards achievement. A new Mobile Phone Policy was finalised to start in 2023; increased staff use of Sentral. Although the number of positive referrals was less than in 2021, positive entries overall showed a significant increase on the pre-PLE data. The June TTFM survey data indicated a positive shift in school culture. Anecdotal evidence from students and staff indicated that the PLE process represents a positive shift in school processes and culture though improvements can be made. Students and staff spoke positively about Monday assemblies where more students are acknowledged and rewarded. Higher numbers of students report feeling valued through their involvement in the semester reward barbeques. The implementation of PLE schoolwide is seeing more students recognised for their achievements and their successes celebrated.

Next year we will focus on: enhancing the commendation system to help more students achieve commendations; refining Sentral data entry processes to help further streamline the process and make it easier for teachers to use, thereby helping to increase the number of commendations awarded; monitor the effective implementation of the school's new Mobile Phone Policy.

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 percentage of students attending 90% or more of the time increases 4.1% from baseline.	The number of students attending greater than 90% of the time was 35.6% (DOE state - 35.7%; statistically similar school groups - 40.2%). The overall attendance rate for 2022 was 84.4% (DOE state - 84.7%; statistically similar school groups - 84.6%).
Tell Them From me for <i>sense of belonging</i> improves upon the 2021 progress measure and is trending towards the 2024 improvement measure of 8% increase from baseline.	TTFM data (Term 4 survey) was 16% lower than baseline.
School Excellence Framework Self Assessment of the element of Wellbeing (focus theme: Behaviour) indicates improvement from Sustaining and Growing towards Excelling.	The school's self-assessment of the element of Wellbeing (focus theme: Behaviour) indicates improvement towards ensuring consistency at Sustaining and Growing across the whole school.
School Excellence Framework Self Assessment of the element of Effective Classroom Practice (focus theme: Classroom Management) indicates improvement from Sustaining and Growing towards Excelling.	The school's self-assessment of the element of Effective Classroom Practice (focus theme: Classroom Management) indicates improvement towards ensuring consistency across all classroom and other learning environments at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$283,948.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warners Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans • liaising with a therapist to implement recommendations • providing adjustments for student learning, developed by the class teacher and implemented with the assistance of a school learning support officer • providing adjustments for student participation, including those developed by the teacher in collaboration with medical and psychology professionals and implemented with the assistance of a School Learning Support Officer. <p>The allocation of this funding has resulted in the following impact: All students with Integration funding demonstrated progress towards their personalised learning goals. All Learning and Adjustment Registers were regularly updated to respond to student learning needs and progress made, to ensure they received personalised learning support in their classrooms.</p> <p>After evaluation, the next steps to support our students will be: To regularly incorporate decision making around the best use of Integration funding in Learning and Support Team meetings. The use of integration funding will continue to be adjusted as necessary throughout the year to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$107,584.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warners Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Five School Development Days featuring professional learning activities which focused on the development of a culture of high expectations and continuous improvement, and strong student engagement and wellbeing • Faculty based professional learning addressing the explicit teaching and differentiation • Faculty based professional learning addressing the development, revision and implementation of programs and resources • Cross faculty participation in Curriculum Reform professional learning • Cross-faculty participation in Stage 6 HSC High Leverage Strategies professional learning • Cross faculty training in Project Based Learning • Subject-specific professional learning in English, Mathematics, Science, HSIE, TAS, PDHPE, CAPA, Languages and Inclusive Education

<p>Professional learning</p> <p>\$107,584.00</p>	<ul style="list-style-type: none"> • Participation in Head Teacher Network Meetings, Deputy Principals Conferences and Regional and State Secondary Principals Conferences • Completion of Vocational Education and Training in Hospitality, Retail and Workplace Assessment • Participation in targeted Leadership development activities for existing and aspiring Executive • Participation in professional learning addressing the principles of Collaborative Practice • Participation in professional learning addressing Aboriginal Education • Participation in professional learning addressing coaching and mentoring • Conduct site visits to explore how other Support Units operate • Participation in the Women in Leadership Conference • Cross-faculty participation in Analysis of Scout Data professional learning • The development of professional learning resources to support the teaching of Literacy and Numeracy at Warners Bay High School • Professional development to support the mental health and wellbeing of students • Completion of training for the implementation and marking of NAPLAN tests • Completion of accredited coaching and training courses to support the conduct of school sport and participation in sporting competitions <p>The allocation of this funding has resulted in the following impact: Increased capacity of staff members to support the development of a culture of high expectations and continuous improvement, and greater dexterity in the promotion of student engagement and wellbeing; increased capacity of staff members to align curriculum with effective assessment and reporting practices; demonstrated competence in programming and the development of quality teaching and learning materials; increased capacity of teachers to promote effective critical and creative thinking in classrooms; effective, targeted support for students with specific mental health issues and/or wellbeing needs; the enhancement of professional knowledge and leadership skills of members of the Executive and Senior Executive; increased capacity to implement the principles embedded in the Department of Education's Curriculum Reform; increased awareness of, and competence in the implementation of a diverse range of assessment strategies; increased competence and confidence in the analysis and subsequent use of Scout data to inform teaching practice; further enhancement of WBHS's capacity to deliver a broad curriculum by providing additional opportunities for students to pursue Vocational Education and Training; increased opportunities for students to develop their employment-related skills and the successful conduct of the Quality Learning Expo; further enhancement of the capacity of classroom teachers to facilitate the development of Literacy and Numeracy skills, resulting in improved results in some external assessments.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the participation of teachers, leaders and non-teaching staff in a cycle of continuous professional learning that is aligned with the Performance and Development Framework. This will ensure that the strategic priorities of the staff, the school and the department are appropriately addressed, and will allow staff to gain or maintain accreditation that is relevant to their career stage. This in turn will support our students by ensuring they are exposed to classroom teachers who are proficient in their practice.</p>
<p>Socio-economic background</p> <p>\$143,423.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warners Bay 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"> • Explicit, Differentiated Teaching and Learning • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$143,423.00</p>	<p>include:</p> <ul style="list-style-type: none"> • additional staffing to implement whole school programs (eg. numeracy, wellbeing, transition, curriculum, data analysis) and support identified students with additional needs • engaging with external providers to support student engagement and retention • professional development of staff through programs to support student learning • staff release to increase community engagement • employment of additional staff to support implementation of programs • engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom • engaging specialist staff to collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students • individual support for students seeking alternate pathways before completing the HSC • implementation of small group programs focusing on study skills, time management, goals setting, study technique, coping with stress, and maintaining balance • support for students around improving attendance and completing assessments <p>The allocation of this funding has resulted in the following impact:</p> <p>(1) The part-funding of a Senior Learning Hub Coordinator (SLHC) to help maximise student outcomes. The SLHC supervised and supported Year 11 and 12 students during study periods, liaised with teachers, offered a range of learning and wellbeing support, helped build students' capacity around study skills and independent learning through leading numerous workshops, and provided mentoring support to resolve N Award Warning letters.</p> <p>(2) The part-funding of a third Deputy Principal position to help lead and manage the school, provide high level intervention and support for identified students, small groups and whole year groups, mentor staff and lead high level numeracy support across the school with a focus on meeting numeracy targets.</p> <p>(3) The part-funding (2 days per week) of a Student Engagement Adviser (SEA) to: collaborate with various stakeholders to meet the needs of identified students; adopt a case management approach to working with students who are disengaged with learning, as identified through the Wellbeing Teams and Sentral data; promote the active engagement and retention of identified students; develop and strengthen partnerships between schools, industry, business, government and non-government organisations to provide authentic opportunities for identified students, including post-school pathways. More than 50 students were directly supported by the SEA, the majority of whom successfully transitioned to apprenticeships, traineeships, full time work or further study.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to fund a third Deputy Principal, Senior Learning Hub Coordinator and Student Engagement Adviser to help support students across the school and meet school improvement targets. The Senior Learning Hub Coordinator's role will be expanded to include engaging student feedback on a range of topics. The Student Engagement Adviser position will be expanded to four days per week to focus on improving student attendance rates and to support senior students through key transition points.</p>
<p>Aboriginal background</p> <p>\$37,108.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warners Bay 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"> • Literacy and Numeracy • Student Wellbeing

<p>Aboriginal background</p> <p>\$37,108.52</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to work as a literacy/numeracy tutor with Aboriginal and/or Torres Strait Islander students • staffing release to support development and implementation of Personalised Learning Plans • participating in relevant professional learning, including courses focusing on Aboriginal cultural education such as Stronger Smarter training and Connecting to Country. • ensuring community consultation and engagement to promote and enable the inclusive development of cultural competence • cultural days for students where students used weaving and painting to engage in cultural activities and discussions • NAIDOC celebrations involving Junior AECG students • staffing release to support the attendance of students at the Aboriginal Numeracy Gala Day • staffing release to support the attendance of students at the Wollotuka Rising From the Embers event at Newcastle University • funding of participation costs for Junior AECG students to participate in the Bangarra Dance program, view the First Nations Exhibition at Sydney Museum, watch Bangarra Dance Company perform at Sydney Opera House <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal students engaging in cultural activities. Tell Them From Me data indicated that 52% of Aboriginal students feel good about their culture, an increase of 10% from 2021; and 40% feel like teachers understand their culture, an increase of 10% from 2021.</p> <p>After evaluation, the next steps to support our students will be: Updating the PLP process to further support our students and provide more effective communication and collaboration with home; increasing literacy and numeracy support for students performing below expected stage level; completing the yarning circle to provide a cultural space for students and community to meet; targeted professional learning for staff to deepen their understanding of Aboriginal and Torres Strait Islander history and culture.</p>
<p>English language proficiency</p> <p>\$4,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warners Bay 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"> • Literacy and Numeracy <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 support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • employing an additional EAL/D teacher to deliver targeted support for EAL/D students implementing an extensive professional learning model involving workshops, collaborative planning and an action research project through which all teachers have improved their knowledge, understanding and application of EAL/D pedagogies • Writing EAL/D reporting statements for parents and carers to understand

<p>English language proficiency</p> <p>\$4,000.00</p>	<p>student growth</p> <p>The allocation of this funding has resulted in the following impact: Student progress showing expected growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 4 Teachers participated in individual professional learning, where the EAL/D teacher guided differentiate assessment using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples against the EAL/D scales.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide intensive assistance to EAL/D students in their most difficult subjects. As new classroom teachers will take EAL/D students next year, differentiation in classwork and assessment will need to be transferred across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum and staff who work a lot with EAL/D students. Personalised and targeted professional development will be provided for these teachers in the form of mentoring and co-teaching with the EAL/D teacher.</p>
<p>Low level adjustment for disability</p> <p>\$256,782.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Warners Bay 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"> • Literacy and Numeracy • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom and playground through the employment of a School Learning Support Officer • engaging Learning and Support Teachers to work with individual students and in a case management role within the classroom • engaging additional teacher or School Learning Support Officer time for disability exam provisions • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students • providing support for targeted students within the classroom • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in areas such as Life Skills, Individual Learning Plans/Profiles, Disability Provisions (HSC/NAPLAN) <p>The allocation of this funding has resulted in the following impact:</p> <ol style="list-style-type: none"> (1) The employment of a full time Learning and Support Teacher. (2) Funding for additional Learning and Support teacher time (0.3) to help support students with identified learning and/or wellbeing needs, particularly with disability provisions for exams and assessment tasks. (3) The employment of a full time School Learning Support Officer to provide direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. This has helped see an increase in students achieving in the middle numeracy and reading NAPLAN bands, all students meeting HSC minimum standard requirements, and greater student engagement with learning (4) Additional SLSO time as needed to support identified students with assessments and exams. <p>After evaluation, the next steps to support our students will be: To continue to provide additional support for identified students through the</p>

<p>Low level adjustment for disability</p> <p>\$256,782.00</p>	<p>employment of School Learning Support Officers and additional Learning and Support Teacher time.</p>
<p>COVID ILSP</p> <p>\$161,070.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • releasing staff to coordinate the program, analyse school and student data: identifying students for small group tuition groups and monitoring progress of student groups. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress towards their personal learning goals. All students showed improvement across targeted literacy/numeracy progressions. Improved engagement occurred with learning both within the intensive learning groups and across their regular classes. Student survey data showed more than 90% of students would recommend the program to their friends, and approximately 75% of students would do the program again if given the opportunity. Participant rankings based on movement in NAPLAN and/or Check In Assessment data improving by an average of 20 rank positions in the targeted literacy or numeracy area.</p> <p>After evaluation, the next steps to support our students will be: Continue to review student engagement in class to identify if further ILSP or alternative Learning and Support Teacher interventions will be most beneficial; continue to review literacy and numeracy data from NAPLAN and Check In Assessments as it becomes available to implement future literacy and numeracy small group tuition.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Warners Bay 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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • individual support for identified students • the implementation of focus groups for identified students • developing evidence-based student wellbeing and anti-bullying strategies • connecting students and their families to community support agencies • supporting data collection processes to evaluate and feedback on school-based wellbeing programs and strategies • strengthening professional relationships with community organisations and interagency meetings • organising professional development for staff • delivering wellbeing lessons to Years 7 and 8 classes. • facilitating student mediation <p>The allocation of this funding has resulted in the following impact: 138 students being supported individually throughout the year. Ten small wellbeing focus group programs were delivered involving 61 students. Students were able to access early intervention to support their mental</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>health and wellbeing. Wellbeing programs enabled identified students to further develop knowledge and skills in emotional regulation, resilience, positive and respectful relationships, healthy communication and interpersonal skills, mental fitness, mindfulness identifying personal strengths, self care, managing stress, building resilience, and conflict resolution.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a fulltime Student Support Officer to work in partnership with the Wellbeing Team and the school counselling service to deliver individual, small group and whole-school evidence-based programs and strategies.</p>
---	---

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	677	663	700	688
Girls	615	638	634	609

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.3	94.8	91.6	87.3
8	92.2	93.0	89.0	83.8
9	92.2	93.1	88.0	82.6
10	90.0	92.5	86.7	83.8
11	92.4	91.0	88.5	84.4
12	92.5	93.7	90.1	85.4
All Years	92.3	93.0	89.0	84.5
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	12	2
Employment	29	68	22
TAFE entry	26	7	2
University Entry	0	1	64
Other	45	12	0
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

19.31% of Year 12 students at Warners Bay High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.2% of all Year 12 students at Warners Bay 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)	15
Classroom Teacher(s)	67.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	19.57
Other Positions	1.2

*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	930,487
Revenue	15,970,121
Appropriation	15,308,468
Sale of Goods and Services	7,271
Grants and contributions	639,947
Investment income	10,198
Other revenue	4,238
Expenses	-16,008,393
Employee related	-14,557,599
Operating expenses	-1,450,795
Surplus / deficit for the year	-38,272
Closing Balance	892,215

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.

Of the closing balance: \$156,600 was tied to HUB funding (an ongoing project between WBHS and the University of Newcastle around pre-service and early career teachers); \$140,000 was set aside to support school facility improvements in 2023; funds were also set aside to help ensure broad curriculum provision in 2023.

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	243,310
Equity Total	440,120
Equity - Aboriginal	37,109
Equity - Socio-economic	143,424
Equity - Language	4,474
Equity - Disability	255,114
Base Total	13,117,935
Base - Per Capita	341,396
Base - Location	0
Base - Other	12,776,540
Other Total	902,781
Grand Total	14,704,147

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

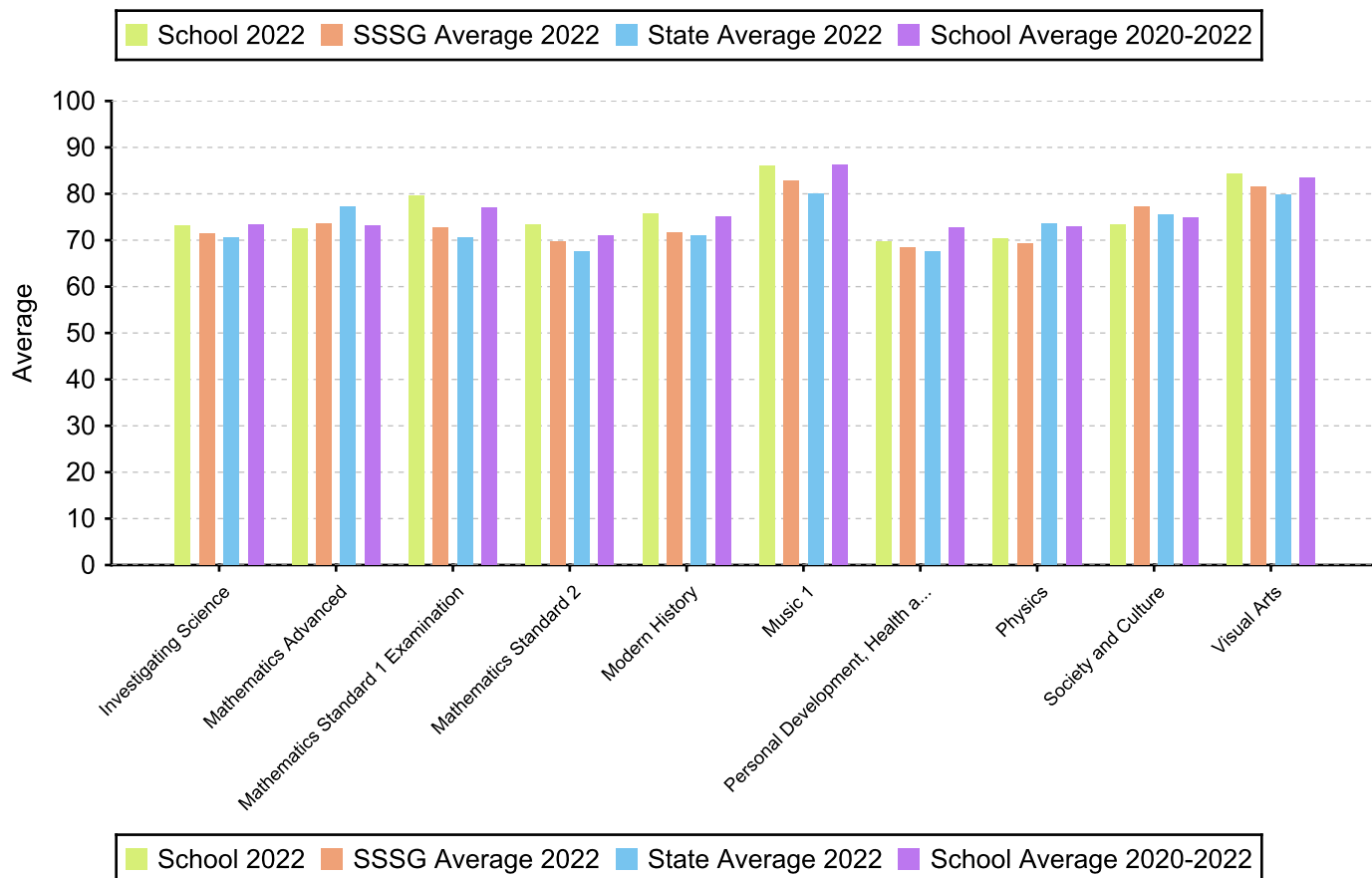
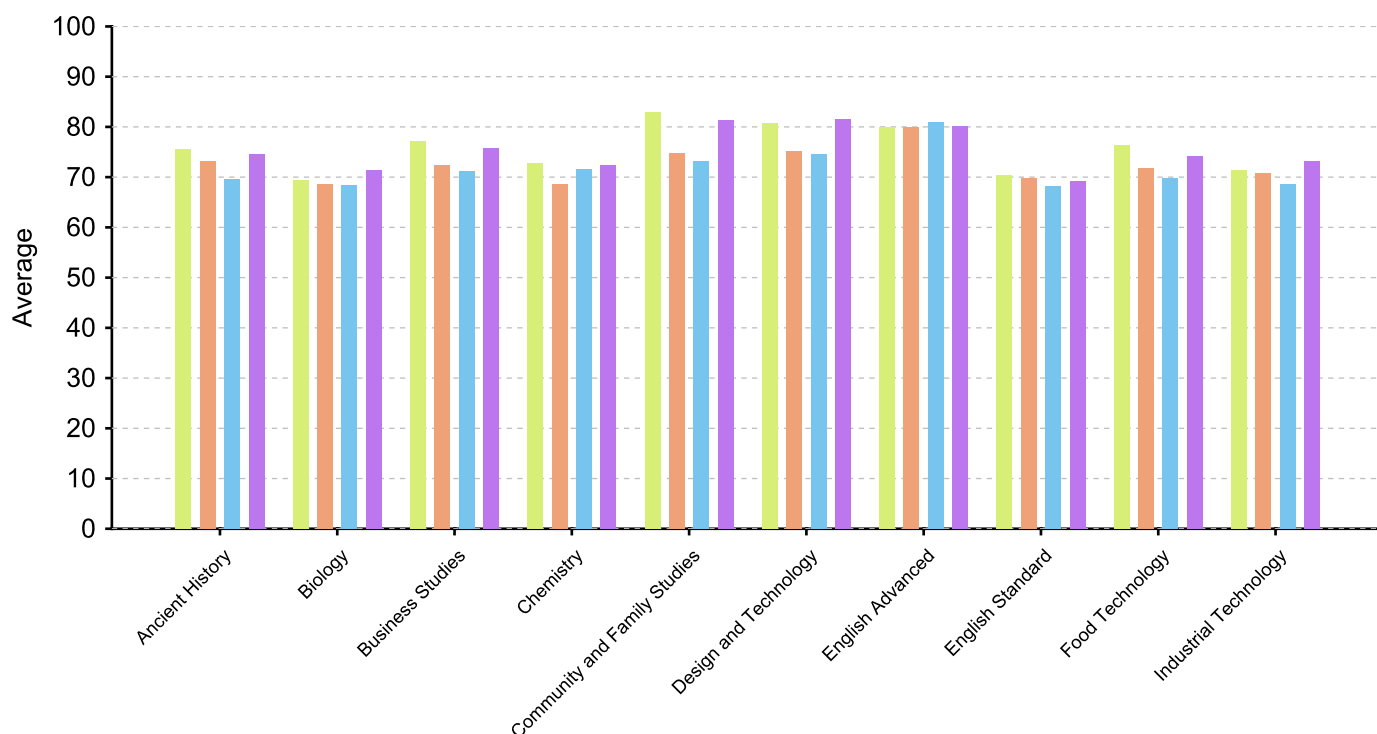
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	75.6	73.2	69.6	74.6
Biology	69.3	68.6	68.5	71.5
Business Studies	77.2	72.5	71.2	75.7
Chemistry	72.8	68.6	71.7	72.4
Community and Family Studies	83.0	74.8	73.2	81.3
Design and Technology	80.7	75.2	74.6	81.4
English Advanced	80.0	80.0	81.0	80.2
English Standard	70.4	69.9	68.1	69.3
Food Technology	76.3	71.7	69.7	74.1
Industrial Technology	71.4	70.7	68.6	73.1
Investigating Science	73.1	71.3	70.6	73.3
Mathematics Advanced	72.4	73.6	77.1	73.2
Mathematics Standard 1 Examination	79.5	72.6	70.5	77.0
Mathematics Standard 2	73.3	69.7	67.6	71.0
Modern History	75.8	71.7	70.9	75.1
Music 1	86.1	82.7	79.9	86.2
Personal Development, Health and Physical Education	69.7	68.4	67.5	72.7
Physics	70.4	69.2	73.5	72.9
Society and Culture	73.4	77.1	75.5	74.9
Visual Arts	84.2	81.5	79.8	83.4

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) student survey was conducted in June and November in 2022. The data below is from the June survey (949 students across Years 7-12).

- School results exceeded the NSW Government norm for positive relationships.
- School results outperformed the NSW Government norm for Academic Outcomes in English, Mathematics and Science.
- School results showed an increase in student participation in extra-curricular activities from the November 2021 TTFM survey (equal to NSW State Govt norm).
- School results for 'Sense of belonging', 'Valuing school outcomes', 'Homework behaviour', 'Positive behaviour at school' and 'Interest and motivation' had improved from the November 2021 TTFM survey.
- 'Communicating with others', 'Working as part of a team' and 'Thinking critically' were rated as the most important skills for their future job or career.
- Science and Writing were rated as the least important skills for their future job or career (23% and 22% of respondents respectively).

Survey data showed that key initiatives in the school's 2021-2025 Strategic Improvement Plan will continue as priority focus areas going forward, particularly a sense of belonging, relevance, and explicit teaching practices and feedback.

211 parents and carers of students across Years 7-12 responded to a survey that was conducted around key areas in the school's Strategic Improvement Plan. Survey data, including comments, will be used to enhance the education experience of our families and support the ongoing review of systems and processes.

- How satisfied are you with the communication you receive from WBHS? 67% satisfied; 24% neither satisfied nor unsatisfied; 9% unsatisfied.
- How satisfied are you with the school's new mobile phone policy? 66% satisfied; 20% neither satisfied nor unsatisfied; 14% unsatisfied.
- How satisfied are you with the semester reports provided by WBHS? 64% satisfied; 15% neither satisfied nor unsatisfied; 6% unsatisfied; 15% not applicable (yet to receive a report).
- Have your child/ren accessed WBHS's learning and/or wellbeing support services? 36% yes; 64% no. For those who responded with 'yes', How satisfied are you with the learning and/or wellbeing support services provided by WBHS? 68% satisfied; 21% neither satisfied nor unsatisfied; 11% unsatisfied.

The People Matter Employee Survey (PMES) asks employees across whole of government sectors about their experience and perceptions of a range of workplace issues and practices, including management and leadership, service delivery, employee engagement, diversity and inclusion, public sector values, and unacceptable conduct. The survey is conducted by the NSW Public Service Commission. At WBHS, categories which showed the highest percentage of positive responses: Risk and innovation, Employee voice, Job purpose and enrichment. Categories which showed the lowest percentage of positive responses: Recruitment, Flexible working, Action on survey results. Responses which showed an improvement in the percentage of positive responses compared with the 2021 PMES survey include:

- my manager communicates effectively with me
- senior managers provide clear direction for the future of the organisation
- my workgroup considers customer needs when planning our work
- people in my organisation take responsibility for their own actions
- people at this organisation are able to bring up problems and tough issues
- my manager encourages and values employee input
- my manager involves my workgroup in decisions about our work
- I can speak up and share a different view to others in my organisation
- my manager provides recognition for the work I do
- I understand what is expected of me to do well in my job
- there is good cooperation between teams across my organisation.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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