

2022 Annual Report

Willyama High School



WILLYAMA
HIGH SCHOOL
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8491

Introduction

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

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

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Ava Cunico - Maari Ma Indigenous Art Prize Entry

School vision

To embed a powerful supportive culture that challenges all students and staff to be higher order thinkers through reflecting on themselves as learners. Staff utilise evidence-based teaching practices to engage 21st century learners, equipping students with the dispositions and technology to be active and informed citizens in a diverse and dynamic society.

School context

Willyama High School is a 7-12 comprehensive high school of 537 students, including 123 Aboriginal students, located in Broken Hill in Far West NSW. Our school prides itself on our banner statement of Connect, Inspire, Excel - Together which drives the way our school goes about its business each day. Connecting with people and building relationships inspiring each other to do our very best in every possible way. Our school is staffed with 49 teachers and 19 administrative and support staff. There is a relatively high turnover of teachers each year. Our school was built as a second high school in Broken Hill in 1974. As the population of Broken Hill has declined, our school has been challenged to come up with innovative approaches to continue to provide a wide range of opportunities and experiences to engage and inspire students. There is curriculum collaboration with Broken Hill High School in the Reaching Across the Secondary Program (RASP) for Stage 6 courses. Our school has three students involved in the virtual selective high school Aurora College for English, Mathematics and Science. Our school maintains strong links with Western Institute of TAFE (Broken Hill campus) who offer courses such as Automotive Studies and Human Services in Stage 6. Our school's key values are respect, responsibility and cooperation. The expectations and behavioural standards of these values are explicitly taught. The priorities in our school plan attempt to address the long term needs of students who live in an isolated rural environment to build their capacity to be successful lifelong learners in an increasingly complex world.

To inform this Strategic Improvement Plan, authentic community consultation with students, staff, parents and our local AECG (Aboriginal Education Consultative Group) has occurred. Our school has completed a situational analysis that has identified three areas of focus.

The high level areas for improvement are:

1. Student Growth and Attainment with a focus on improving the capacity of all staff to explicitly teach and maximise reading skills across the full range of range of abilities through a major whole-school strategy. Data-informed practices and personalised learning will be a focal point to enhance student performance measures in literacy, specifically reading. This includes targeted approaches for equity groups including Aboriginal learners.

2. Evidence-Based Practice (What Works Best) with a focus on improving learning progress and achievement for all students through effective classroom practice. Increased teacher collaboration through high-impact professional learning with peer lesson observations and feedback based on What Works Best research will be a focal point to drive continuous improvement.

3. Technology for Teaching and Learning with a focus on ensuring quality, modern technology is accessible to all students and staff to best support teaching, learning and administrative practices. Constantly upskilling the digital literacy skills of staff and students will be a focal point to maximise learning through using technology to improve curriculum delivery and assessment including differentiation, formative assessment and feedback.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in 'reading' and to build strong foundations for academic success, we will explicitly implement a major whole-school reading strategy and develop and monitor student growth targets. They will be specific, data-driven and responsive to the learning needs of individual students.

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.

- A Whole-School Reading Strategy
- Student Growth Targets (Reading)

Resources allocated to this strategic direction

Summary of progress

During 2022, the focus of this strategic direction was to build student growth and attainment through the continued development of a whole school approach to teaching and improving students' literacy and numeracy. Through the analysis of NAPLAN, Best Start and Check in staff identified the need to build student literacy to assists in their grasp of key concepts regardless of the subject matter.

A school reading team met regularly to plan strategies and create resources to support and build staff engagement across the school with the targeted Reading Strategy and build staff capacity towards the teaching of vocabulary across all subjects. Throughout the year the Reading Team collated a range of scaffolds to assist the teachers and provided a platform for a more consistent delivery approach across all faculties. The school reading team also spent time building a list of targeted vocabulary words designed to be used within a targeted whole school lesson sequence focused on the Tier 2 system to facilitate the cohesive use of a school wide system of language to improve students reading and understanding of vocabulary.

Disruptions caused by the COVID lockdown periods, exacerbated by staff shortages impacted on the whole school delivery of the targeted vocabulary lesson sequences. The loss of the LANSAs also impacted on the teams planning and strategy implementation. The staff shortages and lockdown periods meant that the team was not able to regularly revise and update plans for the direction of the lesson sequences which impacted the delivery of these lessons to the students.

In 2023, the focus will continue to be strengthening and embedding the whole school reading strategy across the school with the implementation of the targeted teaching of Tiered vocabulary system. Faculties in English, HSIE, CAPA and PDHPE will focus on this. Professional learning to build teachers data literacy and knowledge of the Tiered Vocabulary system to ensure that teaching programs and practice are informed by a sound understanding of students' strengths and areas of need will continue to be a priority.

The school has also been identified for strategic school support in numeracy in 2023. An initiative will be dedicated to this and will be focused on by faculties in mathematics, science, TAS and special education.

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
Reading - Top 2 Bands <ul style="list-style-type: none">• Increase the percentage of students achieving in the top 2 bands in reading to 20.2%.	2022 NAPLAN data indicates 6.38% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
Reading - Expected Growth <ul style="list-style-type: none">• Increase the percentage of students achieving expected growth in reading to be above the system-negotiated target	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

lower bound of 59.8%.	
Numeracy - Top 2 Bands <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands in numeracy to 19%. 	2022 NAPLAN data indicates 5.75% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Numeracy - Expected Growth <ul style="list-style-type: none"> • Improve the percentage of students achieving expected growth in reading to be above the system-negotiated target lower bound of 65.5%. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
HSC Achievement- Top 3 Bands <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 3 bands in the HSC to 58%. 	43.65% of students attained results in the top 3 bands in the HSC (2022) indicating the school did not achieve the system negotiated target.
Aboriginal Student Achievement <ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to 30%. 	51% of Year 7 and 22% of Year 9 Aboriginal students achieved in the top 3 NAPLAN bands for reading.

Strategic Direction 2: Evidence-based practice (What Works Best)

Purpose

In order to build staff capacity through a school-wide focus on professional learning and collaboration to maximise quality, evidence-based teaching practices to enhance student performance.

Initiatives

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

- High Impact Professional Learning (What Works Best)
- Collaborative Practice (Lesson Observations)

Resources allocated to this strategic direction

Socio-economic background: \$183,873.60

Summary of progress

Professional learning groups were formed at the beginning of the year with time allocated for the groups to meet fortnightly for the delivery of high impact professional learning. The fortnightly sessions focused on professional learning informed by the What Works Best document. What Works Best is a Department of Education research-based resource specifically supporting teachers to improve their practice. The sessions in Semester 1 were focused on learning intentions and success criteria and how these could be authentically and successfully used in the classroom for instruction and feedback. In Semester 2, teachers collaborated on effective practices around assessment including the use of well-structured marking guidelines and providing feedback processes. Semester 2 professional learning groups were impacted by staffing issues, resulting in the planned differentiation sessions not being covered, these will happen in 2023.

In 2022, teachers participated in two observations, one in each semester. These were also impacted by the teacher shortage. These observations aligned with elements of the What Works Best document with a large focus on learning intentions and success criteria. Majority of teachers found the lesson observations useful, however, a large portion of those said that the written/verbal feedback wasn't valuable or was unhelpful. Staff also identified that the proforma's were not specific to goals they wanted to develop. From the first observation teachers gave feedback that the focus of learning intentions and success criteria did not give the opportunity to provide authentic feedback on the majority of their lesson. The second observation had a wider range of criteria but still a narrow focus and feedback was again that teachers found the feedback unhelpful. Teachers have identified a need to align observations with more personal goals or specific teaching standards. The lesson observation team in 2023 will work towards adopting a more personalised approach to lesson observation proformas.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance <ul style="list-style-type: none">• Increase the percentage of students attending greater than 90% of the time to 61%.	13.5% of students attended greater than 90% of the time indicating the school did not achieve the system negotiated target.
Wellbeing <ul style="list-style-type: none">• Increase the percentage of students reporting expectations for success, advocacy and sense of belonging at school to 66%.	53% of students reporting positive wellbeing outcomes has decreased by 3% across the positive wellbeing measures.
Collaboration <ul style="list-style-type: none">• Increase the school mean for teacher collaboration reported on the TTFM surveys to 7.6.	Tell Them From Me data showed that collaboration improved by 0.4 in 2022 rising to 7.6.

Strategic Direction 3: Technology for Teaching and Learning

Purpose

In order to improve the digital literacy skills of staff and students for more effective use of technology to facilitate and support teaching and learning 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.

- Digital Literacy Skills of Students
- Digital Literacy Expertise of Staff

Resources allocated to this strategic direction

Socio-economic background: \$175,800.00

Location: \$81,087.09

Summary of progress

2022 saw the continuation of the 1:1 device program where all students and staff were provided with a personal device. The digital literacy expertise of staff continued to be a priority for the school's Technology Team as we continued to work towards our goals of developing the capacity of teachers to integrate technology into lessons; as well as differentiate learning activities and provide timely, explicit and specific feedback to students. A challenge for Technology Team in building the digital literacy expertise of staff has been the development of targeted strategies that aim to address skill shortfalls in staff in a more customised manner.

In August, we met with representatives from the Rural Access Gap (RAG) program. This meeting was productive in determining the school's overall direction and priorities, and the support that was accessible to assist in reaching these goals. The first task following this meeting was for the Technology Team to complete the Digital Maturity Survey (DMS). The results of the DMS conducted in September concluded that our Digital Maturity Level was L2 - "Delivering."

The school appointed a Digital Classroom Officer (DCO) late in 2022 which was funded through the RAG program. The DCO will be provided with a 0.2 load allowance in 2023 to evaluate processes and provide targeted and collaborative strategies to improve the digital literacy expertise of staff. The DCO will also work alongside the Technology Team in developing the School's Digital Maturity Planner which identifies goals and professional Learning initiatives to raise our Digital Maturity Level to L3 (Sustaining and Growing) and beyond.

Discussions within the Technology Team around the use of formative assessment practices have suggested that we have improved in this area, however, the team has identified a lack of evidence to support this. The identification and recording of evidence to support our progress statements will continue to be a focus for the Technology team in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Explicit & Timely Feedback Using Technology On the TTFM teacher surveys, increase: <ul style="list-style-type: none">• 'Teachers use technology to give students immediate feedback on their learning' by 0.2• 'Students receive written feedback on their learning activities at least once every week' by 0.6	<ul style="list-style-type: none">• Tell Them From Me data indicated that teachers using technology to give students immediate feedback on their learning increased from 7.4 to 8.1.• Tell Them From Me data indicated that students receiving written feedback on their learning activities at least once every week decreased from 5.2 to 4.8.
Technology	Tell Them From Me surveys indicated that the school mean for teacher

<ul style="list-style-type: none"> • Increase the school mean of for technology use reported on the TTFM teacher surveys to above 7.5. (NSW gov't norm is 6.7) 	<p>technology use increased from 7.3 to 8.0 (6.7).</p>
<p>Self-assessment against the school excellence framework that demonstrates the school is maintaining sustaining and growing in the theme of technology in the element of school resources.</p>	<p>Self-assessment against the school excellence framework indicated that the school improved from 'sustaining and growing' to 'excelling' in the theme of technology in the element of school resources.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$183,227.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Willyama 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"> • Employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: All students being supported enabling them access to the curriculum in mainstream classrooms as well as provide other supports depending on the child's needs.</p> <p>After evaluation, the next steps to support our students will be: To continually evaluate the needs of each child and adjust the use of integration funding throughout the year in response to student ILSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$558,289.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willyama High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning (What Works Best) • Digital Literacy Expertise of Staff • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 1.6 additional teachers being employed as part of the school's staffing entitlement at a cost of \$179,389 to provide release for timetabled professional learning groups. <p>Employment of an ACIP Deputy Principal funded by flexible socioeconomic background funds.</p> <p>1:1 device program for students including charging lockers and devices.</p> <p>The allocation of this funding has resulted in the following impact: The employment of a second deputy principal which has enabled both deputies to focus on instructional leadership rather than just manage behaviour and wellbeing matters. One deputy principal has had an impact on leading and coordinating technology for teaching and learning in our school whilst the other has played a leading role in evidence-based practice and peer lesson observations. Both have had an impact on mentoring faculty leaders. implementing proactive wellbeing programs and structures and programs to improve teacher quality and student engagement. Timetabled teacher release for fortnightly professional learning groups and peer lesson observations.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ an additional deputy principal and fund teacher release for timetabled professional learning periods. To maintain 1:1 device program with all incoming students including year 7 2023.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$162,567.36</p>	<p>needs of Aboriginal students at Willyama 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an Aboriginal Education Officer (AEO) to provide ongoing support to Aboriginal students and their families with learning, attendance and wellbeing. <p>Employment of an Aboriginal SLSO to deliver the Multilit Reading Tutor Program with identified Aboriginal students. Purchase of 1:1 devices for Aboriginal students. Upgrades to ACES Room Facilities for students.</p> <p>The allocation of this funding has resulted in the following impact: Increased engagement of Aboriginal students and their families with education. Reading levels and attendance data. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: To set and monitor reading growth targets for individual Aboriginal students and more closely monitor attendance data.</p>
<p>English language proficiency</p> <p>\$6,112.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willyama 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 equity loading include:</p> <ul style="list-style-type: none"> • Employ SLSO to support students. <p>Provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</p> <p>The allocation of this funding has resulted in the following impact: EAL/D students being able to engage more fully in their learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support through existing learning and support structures and employ SLSO to support.</p>
<p>Low level adjustment for disability</p> <p>\$300,221.86</p>	<p>Low level adjustment for disability equity loading provides support for students at Willyama 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of learning and support teachers (1.8). <p>Employment of school learning support officers to provide additional support in classes to identified mainstream students. Employment of school learning support officers to run Multilit's Reading</p>

<p>Low level adjustment for disability</p> <p>\$300,221.86</p>	<p>Tutor and Macqlit programs with identified students.</p> <p>The allocation of this funding has resulted in the following impact: Supported students being able to engage in mainstream learning and improved reading levels. Due to the sensitive nature of this data we have not publicised percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ school learning support officers to support students with their learning and improve their reading.</p>
<p>Location</p> <p>\$81,087.09</p>	<p>The location funding allocation is provided to Willyama High School to address school needs associated with remoteness and/or isolation.</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"> • Digital Literacy Expertise of Staff <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • A Technology Support Officer being employed to support 1:1 student and staff device programs. <p>The allocation of this funding has resulted in the following impact: 1:1 device programs have been able to operate smoothly within the school due to the expertise in, and time allocated, to this area. This has directly led to improved use of technology in teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a Technology Support Officer to manage roll out, maintenance and repair of all student and staff devices.</p>
<p>Professional learning</p> <p>\$103,394.36</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 Willyama 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"> • Subject-specific professional learning. <p>Whole staff - wellbeing initiatives. Mandatory face to face training.</p> <p>The allocation of this funding has resulted in the following impact: All staff have been able to meet mandatory training requirements and undertake professional learning to upskill in their areas of need. This has led to improved administrative processes, improved wellbeing processes and improved teaching and learning across the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to source and provide opportunities for all staff to professionally develop and upskill in identified areas.</p>
<p>COVID ILSP</p> <p>\$105,600.00</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>

<p>COVID ILSP</p> <p>\$105,600.00</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"> • COVID ILSP Funding returned, unable to employ teaching staff to fill the position. <p>The allocation of this funding has resulted in the following impact: Zero impact as staff could not be sourced to run the program. The funds had to be returned.</p> <p>After evaluation, the next steps to support our students will be: Continue to try to source staff to undertake tutoring.</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 Willyama 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employ Student Support Officer. <p>The allocation of this funding has resulted in the following impact: Improved wellbeing programs and ongoing support for all students through the establishment of the school's Oasis wellbeing centre.</p> <p>After evaluation, the next steps to support our students will be: Continue to source and implement wellbeing programs eg The Resilience Project in 2023 to proactively support the ongoing wellbeing of our students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	224	243	247	266
Girls	252	271	283	284

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.2	86.4	84.9	77.4
8	86.4	82.7	80.4	69.6
9	85.1	81.9	76.1	65.6
10	84.7	79.7	79.8	68.5
11	85.8	86.4	82.5	70.0
12	89.1	90.8	84.8	80.2
All Years	86.2	84.1	81.0	71.1
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	8	6
Employment	7	12	40
TAFE entry	5	0	0
University Entry	0	0	30
Other	2	0	1
Unknown	0	0	17

During 2022 a change in the direction of students post school pathways has become evident due to post pandemic trends in Broken Hill. The pandemic changed the landscape for students finishing school during 2022 with local trade and employment-based options rising due to the changing nature of the workforce.

Of these students 30% accepted an offer from a university, which includes students that deferred to take a gap year. Most of these students are employed during this period but have been included in the University entry/ GAP year categories. The number of students applying for university decreased due to COVID 19 and increased employment opportunities being available locally in Broken Hill. This saw an increase in students leaving school early during Year 10 and 11 to take training opportunities with local businesses.

The number of students seeking employed has risen slightly to 6 %, which can be attributed to the teacher shortage which saw key staff having to be redeployed and less career education being able to be offered.

The use of work experience and industry experiences was cancelled which did not allow students a hands-on experience in the workforce. This group of students have had to have most of their experiences completed virtually which may have impacted the trend of students not attending university. VET placements were able to be completed in 2022.

Overall Willyama has demonstrated excellent post school data and will continue to focus on the areas of preparation and time management for post school options.

Year 12 students undertaking vocational or trade training

18.75% of Year 12 students at Willyama High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

85.4% of all Year 12 students at Willyama 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)	38.5
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,039,409
Revenue	10,217,001
Appropriation	9,897,096
Sale of Goods and Services	229,016
Grants and contributions	79,851
Investment income	9,771
Other revenue	1,267
Expenses	-10,091,901
Employee related	-8,751,804
Operating expenses	-1,340,097
Surplus / deficit for the year	125,100
Closing Balance	1,164,509

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	173,605
Equity Total	1,027,191
Equity - Aboriginal	162,567
Equity - Socio-economic	558,289
Equity - Language	6,112
Equity - Disability	300,222
Base Total	7,569,573
Base - Per Capita	140,172
Base - Location	69,431
Base - Other	7,359,971
Other Total	726,172
Grand Total	9,496,541

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

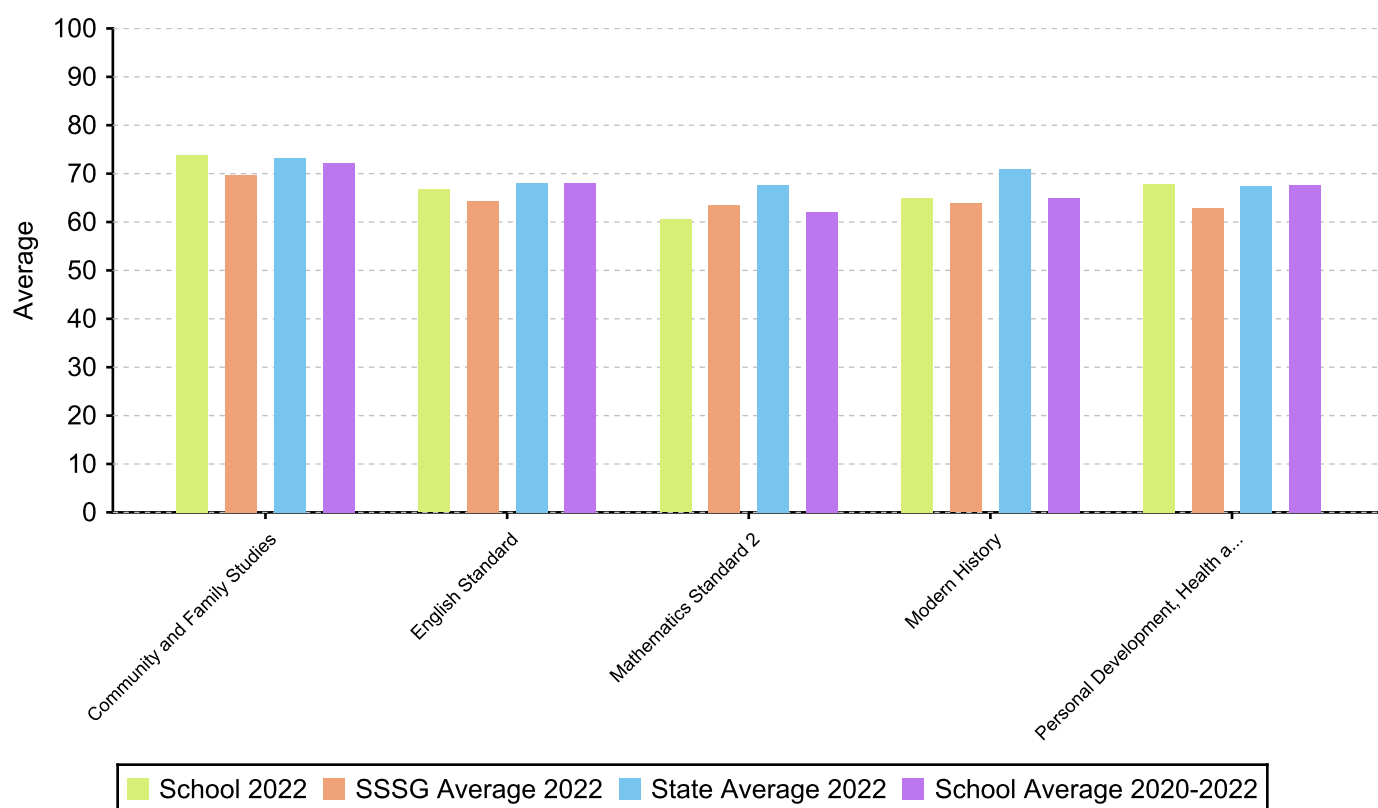
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Community and Family Studies	73.9	69.6	73.2	72.2
English Standard	66.7	64.4	68.1	68.1
Mathematics Standard 2	60.5	63.5	67.6	62.0
Modern History	64.9	63.8	70.9	65.0
Personal Development, Health and Physical Education	67.9	62.8	67.5	67.6

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about our school. In 2022, our school used the respective Tell Them From Me (TTFM) surveys for parents, students and teachers to give opportunities for feedback and opinions from our whole school community.

A summary of parent responses is presented below (34 respondents):

Average scores from parent surveys compared the the NSW Gov't mean (in brackets) included:

- Parents feel welcome 5.8 (7.4)
- Parents are informed 5.2 (6.6)
- School supports learning 5.7 (7.3)
- School supports positive behaviour 5.9 (7.7)
- Safety at school 5.4 (7.4)
- Inclusive school 5.6 (6.7)

It has been determined that some of these results have been impacted by the imposed restrictions on non-essential visitors to our school during the COVID pandemic.

A summary of the students' responses is presented below. Our school mean for:

- *effective learning time* (important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives) was 5.9 (NSW Gov't norm 6.3).
- *relevance* (students find classroom instruction relevant to their daily lives) was 5.1 (NSW Gov't norm 5.8).
- *explicit teaching practices and feedback* (students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn) was 5.8 (NSW Gov't norm 6.4).
- *positive teacher-student relations* (students feel teachers are responsive to their needs and encourage independence with a democratic approach) was 5.7 (NSW Gov't norm 5.6).
- *positive learning climate* (students understand there are clear rules and expectations for classroom behaviour) was 5.4 (NSW Gov't norm 5.6).

A summary of some of the teachers' responses is presented below.

- My school is a welcoming place for all students (strongly agree 57%, agree 39%, strongly disagree 4%).
- My school is a culturally safe place for all students (strongly agree 38%, agree 52%, neither 7%, disagree 3%).
- School leaders in my school are leading improvement and change (strongly agree 23%, agree 60%, neither 7%, disagree 3% , strongly disagree 7%)
- Morale amongst staff at my school is good (strongly agree 20%, agree 60%, neither 10%, disagree 7% , strongly disagree 3%)

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.