

# 2022 Annual Report

## Winmalee High School



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## Introduction

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

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

### School contact details

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Winmalee High School

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## School vision

Winmalee High School is an environmentally conscious, positive education school committed to supporting students holistically; focusing on the wellbeing and learning needs of all students. Within an inclusive and supportive environment, students learn mastery of skills and knowledge and create high-quality work, whilst becoming resilient learners, supporting them to adapt and respond to life's challenges, for now and the future.

Through delivery of quality teaching and learning programs and the fostering of strong, respectful relationships students are inspired to achieve their personal best. Opportunities for students to explore and develop their creative, active and academic abilities whilst enhancing their learning and wellbeing through an array of curricular and co-curricular programs aim to build lifelong skills and character. Held in high regard throughout the community, Winmalee High School values and models mutual respect and acceptance for all.

## School context

Winmalee High School is a Year 7-12 comprehensive secondary school located in the Blue Mountains. The traditional custodians of the land are the Darug and Gundungurra people.

Student enrolment remains around 800 students. Over 90% of the school student population were born in Australia. The vast majority of students have English as their home language and 7% of our students have a language background other than English. Just under 5% of our students identify as having an Aboriginal background.

Our school has a teaching staff of approximately 55 teachers and a team of school administrative officers, regular casuals, temporary teachers and SLSOs. Our executive staff is stable with the majority being here for more than five years. Our annual staff turnover is less than 10%.

Winmalee High is a Positive Education and Positive Behaviour for Learning (PBL) school, focusing on building resilient learners in conjunction with taking pride in being safe, respectful learners. Relationships with our feeder schools and partnerships between staff, students, parents and the community are highly valued.

The school has an active learning and support team that develops plans and programs to support student learning, complemented by the Learning Hub, which provides tailored support for students. The school is committed to continually improving effective classroom practices. Staff professional learning is undertaken to ensure that both literacy and numeracy levels are enhanced through improved data collection and analysis which underpins our belief in individualised and differentiated learning. Individual Student Plans, Personalised Learning Pathways and Student Goals are used to assist teachers to know their students and support their learning.

Winmalee High School has a focus on maintaining and improving Higher School Certificate performance, utilising staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty continues to develop ways of deepening the knowledge base of their students.

The school has a strong reputation for its quality teaching, academic results and leadership programs including; The Student Representative Council, The Duke of Edinburgh program, extensive visual, creative and performing arts programs, including high quality whole school musicals and successful sports programs and participation. Students represent the school across the region and state in music, drama, dance ensembles and a wide range of sporting activities. School resources are used to support the broadening of student skills and leadership opportunities beyond the classroom and in the wider community.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	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

Our purpose is to support students to achieve their own goals and also meet the schools' System Targets in NAPLAN literacy, numeracy, and expected growth and HSC. Our teachers will use internal and external data to assess student progress, provide targeted feedback and support student learning and attainment.

### 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.

- Internal Data Measures

### Resources allocated to this strategic direction

**Socio-economic background:** \$22,984.10

**Professional learning:** \$30,000.00

**Aboriginal background:** \$28,000.00

### Summary of progress

Faculties focused on literacy and numeracy skills which were mapped to Stage 4 KLAs, with a focus on embedding explicit teaching of relevant skills. Faculties were provided with data on student achievement, sample questions and examples for identified areas of need in the NAPLAN item analysis. This work commenced in Term 1, and due to staffing challenges and high rates of absenteeism of both students and staff, tracking of data and student progress did not occur as planned.

HSC data analysis occurred at a course and whole school level, with a focus on engaging an external expert to guide analysis, considering trend data and ATAR contributions of various courses. The data analysis was conducted at a faculty and executive level, with a focus on how the data can be used to change teaching practice and determine a focus on areas in teaching and learning programs. The data packs and professional learning sessions improved executive and teacher understanding of results, both for the current year and results over time. This supported deeper reflection of data to inform practice and allow the school to better support students with their Stage 6 course selections. Some teachers also engaged in the department's HSC Strategy professional learning courses. 100% of Year 12 students attained the HSC Minimum Standards in Writing, Reading and Numeracy. Individual support was provided to students to explicitly teach skills relating to the assessments if they were required to sit the assessment again.

Our Year 12 Aboriginal students achieved excellent results in their HSC, whilst maintaining strong connections to their culture. High level courses were undertaken, with results in Bands 3, 4, 5 and 6.

In 2023, we will continue our focus on building effective internal data measures for literacy and numeracy in Stage 4, and consider meaningful ways to collect data to track student progress for specific skills across KLAs. Our HSC professional learning will continue, with emphasis on data being used to inform practice and target a specific area of teaching and learning programs. The school will continue to target specific supports and programs, both learning and cultural, to ensure that our Aboriginal students attain Year 12 or follow appropriate and meaningful pathways. This will include broadening connection to our community and supporting school staff to increase their confidence in teaching Aboriginal culture and history.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN:</b> The % of students achieving top 2 bands in reading increases from 28.17% (baseline) to 31.97% - 36.9%	25.56% of students achieved in the top 2 bands in NAPLAN reading, indicating an increase of 9.81% from 2021 with progress continuing towards the lower bound target.
<b>NAPLAN:</b> The % of students achieving top 2 bands in numeracy increases from 14.79% (baseline) to 29.40% -	17.32% of students achieved in the top 2 bands in NAPLAN numeracy, indicating an increase of 5.6% from 2021 with progress continuing towards the lower bound target.

34.40%	
<b>HSC:</b> The % of students achieving in the top 3 bands increases from 65.1% (baseline) to 71.40% - 76.40%	62.11% achieved in HSC top 3 bands, demonstrating an increase of 1.43% from 2021 with progress continuing towards the lower bound target.
NAPLAN: The % of students achieving Expected Growth in reading increases by 11.9%, achieving the lower bound target.	Expected Growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN: The % of students achieving Expected Growth in numeracy increases by 6.16%, achieving the lower bound target.	Expected Growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<b>HSC:</b> Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.	100% of Aboriginal students attained their HSC, while maintaining their cultural identity.

## Strategic Direction 2: Quality Teaching and Learning

### Purpose

Our purpose is to ensure that teachers are supported by quality, targeted professional learning to support a high-quality learning environment where all students make measurable learning progress. Through effective instructional leadership, explicit and evidence-based teaching strategies, teachers will evaluate their impact on learning, use assessment data and reflectively adapt their practice to support student learning.

### Initiatives

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

- Professional learning in evidence-based practices

### Resources allocated to this strategic direction

**Professional learning:** \$37,000.00

### Summary of progress

Staff worked in faculty, subject and course specific teams to collaborate and make data driven adjustments to teaching and learning programs. Data was analysed to inform practice and modify specific resources, assessments and lessons to provide explicit instruction and resources for students. This process identified student learning needs, and a range of explicit strategies were applied to explain and break down knowledge. Samples and evidence of this work were collected to demonstrate the range of adjustments, collaboration and planning undertaken by faculties. The impact was evidence of detailed planning and resource development in specific courses to support explicit teaching.

Our work in Quality Teaching Rounds was placed on hold in 2022, due to being unable to release staff. We focused on professional learning support to train new members so that the program can resume in 2023.

In 2023 in this initiative, the school will focus on sharing data analysis, program adjustments, resource development, and engaging in observations and experiences across staff teams. This will support effective methods of explicit teaching being identified, promoted and modelled.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>School Based Target</b> Against the Element of Learning and Development in the School Excellence Framework, the school is focused on the theme of collaborative practice and feedback, moving beyond Delivering.	Self assessment against the Element of Learning and Development, focused on the theme of Collaborative Practice and Feedback was rated by school staff as Sustaining and Growing.
<b>School Based Target</b> Against the Element of Effective Classroom Practice in the School Excellence Framework, the school is focused on the theme of <i>explicit teaching and lesson planning</i> , moving beyond Delivering.	Self assessment against the Element of Effective Classroom Practice, focused on the theme of Explicit Teaching and Lesson Planning was rated by school staff as Sustaining and Growing.

### Purpose

Our purpose is to build upon the school's positive education practices to ensure students feel connected, feel a sense of belonging to the community and are achieving and engaged at school. The school will teach evidence-based skills and strategies to equip students to achieve their goals, increase student advocacy and voice, promote safety and self-care, take responsibility for their own learning and experience success throughout their schooling and at important transition points.

### 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.

- Students are connected and are engaged at school

### Resources allocated to this strategic direction

**Socio-economic background:** \$42,400.00

**Student support officer (SSO):** \$90,000.00

**Per capita:** \$22,900.00

### Summary of progress

The school has focused on increasing communication with families. The communication was committed to reducing unexplained absences, removing barriers for non-attendance, as well as increasing parent and carer knowledge about our school, student achievements, activities and events.

Procedures were revised and implemented for follow up of unexplained absences, which improved communication between school teams, and reduced unexplained absences from the previous year. The Sentral Parent Portal was also introduced, increasing communication relating to school matters, and explaining and monitoring individual student attendance.

The school commenced weekly communication with the community, focusing on sharing events occurring each week at school, highlighting student achievements and giving the community opportunities to give feedback on school directions. Parents and carers were also invited to a P&C session which outlined the school's recent External Validation and parent groups had the opportunity to look at the School Excellence Framework and make judgements about where the school was rated in selected elements. Data highlights that there is an increase in parents feeling welcome at the school, and an increase in them being better informed.

Students and staff have had opportunities to engage with a range of data around student Wellbeing. Student representatives attended the Blue Mountains Council Planet Youth workshop, sharing their feedback with the broader community. Staff viewed Tell Them From Me Data, Stronger Families Alliance survey data and Planet Youth data, providing an insight into the areas of need, and reinforcing the strong meaning and purpose for the work we will continue to focus on as a school in wellbeing and engagement.

Students engaged in goal setting conversations. Stage 4 students worked with Year 11 mentors to support their goal decisions, and Stage 5 and 6 were supported in Roll Call to set personal and learning goals. Goals were recorded centrally for staff to view, which improved our knowledge of student goals. Tracking of progress of goals and individual student reflection did not occur as planned.

All staff participated in professional learning sessions on restorative practices through the Real Schools Partnership, and parents and carers had the opportunity to attend a workshop with the Real Schools coach. Various restorative practices, tools and strategies have been used to support staff, students and families when resolving significant matters. There has been an increase in the active involvement of families when resolving serious conflict between students.

In 2023, the school will continue to focus on systems and communication for reducing unexplained absences and improving individual student attendance. Our high level of communication to engage parents and carers will continue, with a focus on student achievement and whole school priorities. Our work in restorative practices through the Real Schools Partnership will focus on expanding strategies to support and increase positive behaviour, as well as supporting the work of the Positive Behaviour for Learning team. This will include training senior students as peer support mediators to support skills in conflict resolution for students. The use of focus groups to carefully consider student data will form part of our approach to wellbeing and engagement, as will the systematic coordination of specific programs and support for students.



## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Attendance Target:</b> The % of students attending 90% of the time or more increases by 5%, from the baseline.	The number of students attending greater than 90% of the time has decreased, by 17.5%.
Student TTFM data increase in positive sense of belonging by 4.5% from the baseline, to the lower bound target.	Student TTFM data, completed by Years 8 and 10 in 2022, indicates a decrease in positive sense of belonging by 6%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$444,209.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Winmalee High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with funding have been supported in class, and in the school's learning hub where appropriate, to engage in the curriculum, achieve learning outcomes and participate in a range of activities. This funding has supported targeted strategies in student Individual Learning Plans and has created opportunities for success in learning and participation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To review progress and make adjustments to student Individual Learning Plans to ensure funding is used to target student support needs. This will be done in consultation with the learning and support team, students, staff, and parents/carers.</p>
<p>Socio-economic background</p> <p>\$76,652.43</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Winmalee High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal Data Measures</li> <li>• Students are connected and are engaged at school</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Real Schools Partnership, with a focus on building strategies to embed restorative practices</li> <li>• Attendance support by employing additional administrative staff</li> <li>• Release of staff in timetable to provide additional teacher support in the school's Learning Hub</li> <li>• Creation of additional release time for Head Teacher, Teaching and Learning role to support literacy and numeracy targets.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Resourcing for the school's Learning Hub, providing individualised learning support for students. There was release time for staff to work with executive team on data analysis, to target literacy and numeracy skills in KLAs. Professional learning took place for staff around restorative practices. Administration support was targeted to communicate with families to reduce unexplained absences. There was growth towards the targets for students in the top 2 bands for Reading and Numeracy. The number of unexplained absences has reduced from the previous year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue administration support to focus on continued improvement of student attendance and reduce unexplained absences. To focus on expanding evidence based whole school wellbeing programs which are</p>

<p>Socio-economic background</p> <p>\$76,652.43</p>	<p>differentiated to the needs of different cohorts and groups. This will include guest speakers, programs, PBL initiatives, transition and student leadership.</p>
<p>Aboriginal background</p> <p>\$35,049.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Winmalee High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal Data Measures</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• student assistance for excursions, equipment and resources for school</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Development towards an additional outdoor learning space</li> <li>• Mentoring and leadership programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our Aboriginal students are engaging in cultural activities and leadership opportunities. Our data for retention and attainment of HSC is high.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage community members and organisations to work with our students to deepen their connection to culture and history. A focus on continuing PLP conversations and expanding our Aboriginal teaching and learning resources will also be a focus.</p>
<p>English language proficiency</p> <p>\$3,669.82</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Winmalee High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher /SLSO time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD support has resulted in individual students accessing learning support and assessment task support as needed for specific subject areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Target individuals requiring support, and plan for any new students enrolled who require intensive support.</p>
<p>Low level adjustment for disability</p> <p>\$210,009.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Winmalee High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$210,009.72</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has a coordinated and systematic approach to providing learning support for classes, groups and individuals, led by the LaST position in collaboration with the Learning and Support Team. Through the school's learning hub, effective individualised support is provided to students and additional SLSO support reinforces this work.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the work of the Learning and Support Team to refine plans to support targeted students.</p>
<p>Professional learning</p> <p>\$67,854.19</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 Winmalee High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal Data Measures</li> <li>• Professional learning in evidence-based practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Building staff awareness and skills in restorative practices.</li> <li>• Individual teacher professional learning for specific subjects, including HSC professional learning courses.</li> <li>• HSC data analysis professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of teachers to use restorative practices and strategies to support positive relationships. An increased understanding of HSC results data to inform teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further embed successful restorative practices into school systems and procedures. Build upon HSC data analysis and focus on data informing practice. A focus on explicit teaching and the progress of quality teaching rounds.</p>
<p>COVID ILSP</p> <p>\$158,906.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A slight uplift in reading and numeracy results in NAPLAN. An increase in confidence of individuals and groups of students as their reading and numeracy skills have improved throughout the year in class assessments. The students supported in the Year 7 MacqLit program (targeted through Best Start results), improved in letter names, sounds and their final</p>

<p>COVID ILSP</p> <p>\$158,906.00</p>	<p>Cumulative Review showed improvement across all areas. The Year 8 MacqLit group showed significant improvement in initial WARP and final WARP (growth of over 35 points). Students supported with tailored support for the HSC Minimum Standards for Writing benefited from tutoring, and all students supported passed the assessment. Students supported in Numeracy /Mathematics groups showed growth, with 50% of Year 8 students improving their ranking within the year group by an average of 20 places in ongoing internal assessments. In Year 9, all but one student improved in ranking, with one improving their ranking by 60 places.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Consider need and funding available to build a program of support which will effectively support students across our focus areas, including reading, numeracy and writing.</p>
<p>Per capita</p> <p>\$209,233.93</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Winmalee High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Students are connected and are engaged at school</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Co-curricular activities.</li> <li>• Student leadership and student recognition events.</li> <li>• Wellbeing programs and parent and community events.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The successful running of a range of school events, including student leadership activities, parent/carer and community activities, student goal setting, student rewards and recognition activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A large portion of this funding will be allocated to curriculum reform and guaranteed teacher release time in 2023. Remaining funds will also focus on improving resources for students, including additional computers, resources and furniture.</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 Winmalee High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Students are connected and are engaged at school</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Individual and small group support for students.</li> <li>• Individual student and group coaching.</li> <li>• Team coaching with staff to increase confidence, resilience and wellbeing.</li> <li>• Leading workshops to support whole school programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Intensive and personalised support for students tailored to their specific needs. Students feel supported, have an adult to seek advice from, and parents and carers have shared feedback about the high engagement of their children in SSO support programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to refine processes for providing access to students and build year group focused workshops to target areas highlighted in a range of data sets, including TTFM.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	430	433	420	414
Girls	434	419	407	394

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.2	93.7	90.5	88.3
8	90.2	93.1	88.0	83.9
9	87.7	94.1	86.4	81.8
10	87.8	92.6	86.9	81.4
11	86.8	93.9	81.3	84.5
12	87.0	93.0	85.9	82.8
All Years	88.8	93.4	86.6	83.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	6	10	26
TAFE entry	2	3	5
University Entry	0	0	35
Other	1	1	5
Unknown	0	2	27

## Year 12 students undertaking vocational or trade training

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18.18% of Year 12 students at Winmalee High School undertook vocational education and training in 2022.

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

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92.9% of all Year 12 students at Winmalee 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)	9
Classroom Teacher(s)	41.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.48
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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



## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	679,885
<b>Revenue</b>	11,121,208
Appropriation	10,353,842
Sale of Goods and Services	222,434
Grants and contributions	537,210
Investment income	7,722
<b>Expenses</b>	-10,898,681
Employee related	-9,713,751
Operating expenses	-1,184,931
<b>Surplus / deficit for the year</b>	222,527
<b>Closing Balance</b>	902,412

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	444,209
<b>Equity Total</b>	325,382
Equity - Aboriginal	35,050
Equity - Socio-economic	76,652
Equity - Language	3,670
Equity - Disability	210,010
<b>Base Total</b>	8,414,256
Base - Per Capita	209,234
Base - Location	0
Base - Other	8,205,022
<b>Other Total</b>	527,861
<b>Grand Total</b>	9,711,708

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

## School performance - NAPLAN

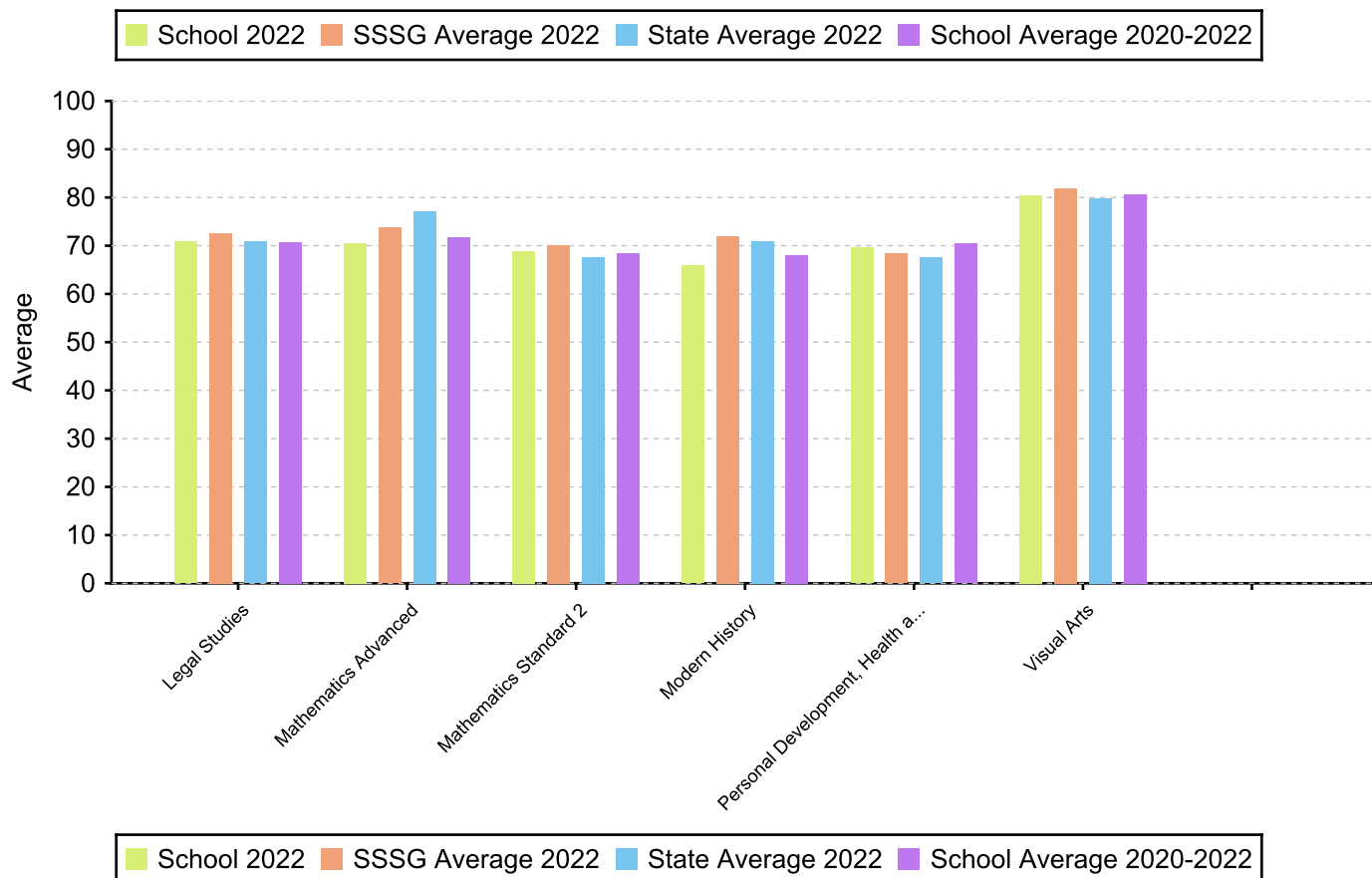
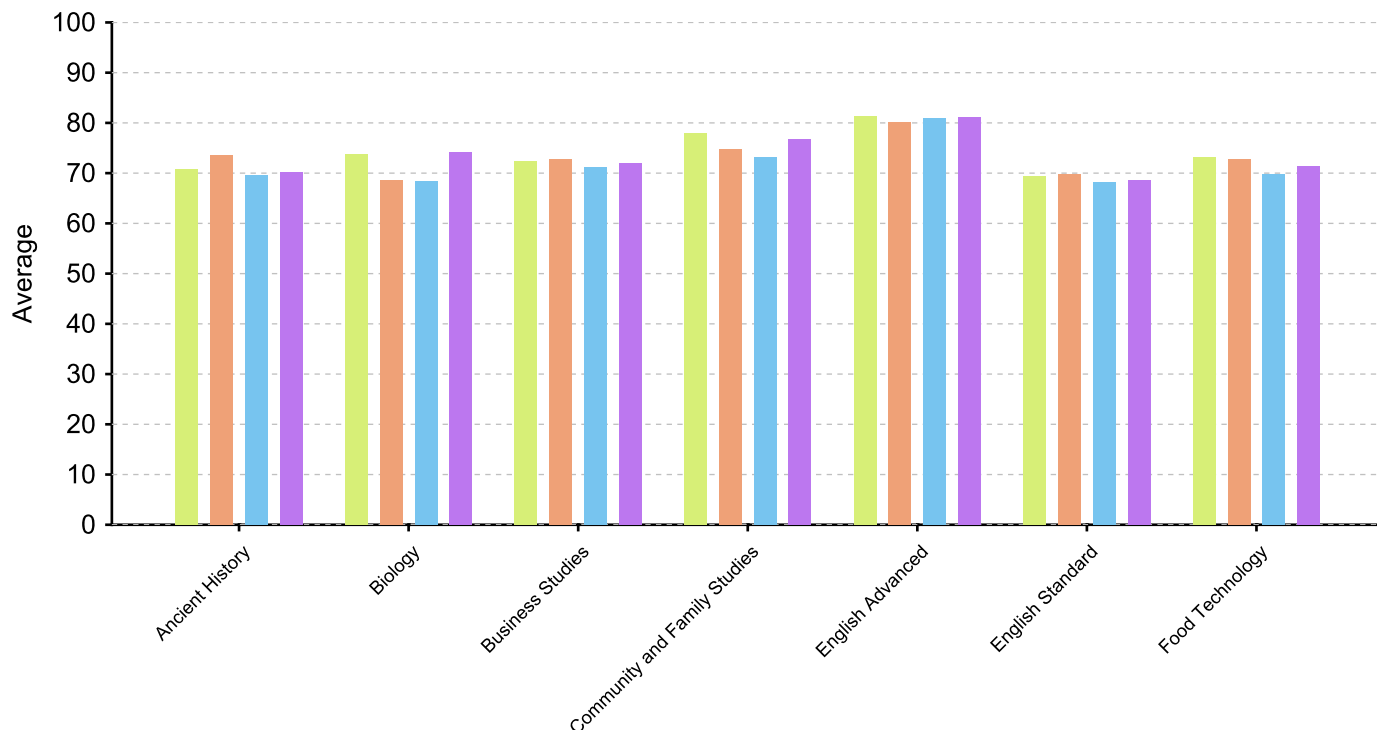
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

## School performance - HSC

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

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



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	70.7	73.6	69.6	70.1
Biology	73.7	68.7	68.5	74.2
Business Studies	72.4	72.8	71.2	72.0
Community and Family Studies	78.0	74.7	73.2	76.7
English Advanced	81.4	80.1	81.0	81.2
English Standard	69.3	69.7	68.1	68.6
Food Technology	73.2	72.8	69.7	71.4
Legal Studies	70.8	72.6	70.8	70.8
Mathematics Advanced	70.5	73.7	77.1	71.8
Mathematics Standard 2	68.9	70.1	67.6	68.4
Modern History	65.9	72.0	70.9	68.0
Personal Development, Health and Physical Education	69.6	68.3	67.5	70.5
Visual Arts	80.4	81.9	79.8	80.7

### Parents and Caregivers

Two way communication with Parents, an area of focus for 2022, saw positive growth. In the Tell Them From Me parent survey, the component, 'Parents feel welcome' grew by 0.4%, and 'Parents are informed' grew by 0.2%. The school's administrative staff support for our families was rated well above state, at 8.4, further reinforcing that our families feel welcomed and supported when they contact the school. Our parents confirm that our communication is written in clear, plain language.

94% of parents either Agree or Strongly Agree that they are satisfied with the general communication from our school.

### Students

Students in Year 8 and 10 completed the Tell Them From Me Survey in 2022. 111 students in Year 8 and 84 students in Year 10 completed the survey.

Students participating in extracurricular activities is overall above state mean for both year groups, but overall the participation rates are higher for female students than male students. Student 'Sense of Belonging' continues to remain below state, and our male students overall report a much higher sense of belonging than females, highlighting the ongoing need to focus on Wellbeing and Belonging at a whole school level.

Students in both year groups report that over 80% of students in our school behave positively at school.

### Teachers

Teachers completed the Tell Them From Me survey in 2022. The data set on Collaboration was a focus for last year, aligning with our Strategic Improvement Plan initiatives and elements of focus within the School Excellence Framework. The average scores of specific sections within Collaboration, including, 'talking with other teachers about strategies that increase student engagement' and 'discussing learning problems of students with other teachers', were rated highly at above 8.

Over 80% of staff agree that our school is a welcoming and culturally safe place for all students. There is a need identified to increase staff knowledge to engage with students on Aboriginal cultures and histories.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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