

# 2022 Annual Report

Wollumbin High School



8596

# Introduction

The Annual Report for 2022 is provided to the community of Wollumbin 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

---

Wollumbin High School  
North Arm Rd  
Murwillumbah, 2484  
<https://wollumbin-h.schools.nsw.gov.au>  
[wollumbin-h.school@det.nsw.edu.au](mailto:wollumbin-h.school@det.nsw.edu.au)  
6672 5121

## Message from the principal

---

Wollumbin High School (WHS), established in 1995, is a small (351 students), comprehensive, rural school situated in Murwillumbah. We expect our students to make learning a priority, to act safely and be respectful within an environment fostered by staff of high expectations, educational excellence and student success. The professional and experienced staff are student focused and dedicated to providing a full range of curricular and extracurricular choices for students from Years 7 to 12. Our small class sizes, the introduction of the Wellbeing Hub and ongoing support for our academically focused students, provide students with the opportunity to succeed in their learning. Aboriginal and Torres Strait Islander students negotiate personalised learning pathways, and are represented in leadership and all levels of achievement within the school. In response to COVID-19, Learning From Home was established and action taken by all staff to meet the needs of learning from home and provide consistency to student classroom experiences. The 2022 floods also placed significant stress on our students and our community. We are very fortunate to have such an amazing community.

The Murwillumbah Education Campus (MEC) has developed via intensive and ongoing collaboration between all four schools (Murwillumbah High School, Wollumbin High School, Murwillumbah East Public School and Murwillumbah Public School). The announcement of the two high schools operating on the Wollumbin High School's site in 2023 focussed the collaboration. The staff, students and community have been significantly involved in the process and this will be ongoing. The close knit community of partner primary schools and the T5 community of high schools continued throughout 2022, however with some limitations due to COVID-19 restrictions. Quality education is further enhanced when the school, parents and community work in partnership to support student learning. Strong parent and community support is evident through the relationships and response to feedback implemented during Learning from Home. The Parent & Citizens Association also worked closely with the school to support all students. I am constantly impressed with the achievements of students, the dedication of staff and the support of parents and the community. We are very fortunate to have such a high quality and committed staff, who are working many extra hours to ensure that every students' education and wellbeing remains the most important factor.

The 2022 Annual Report is testimony to the resilience and determination of our students, the partnerships forged with our community, the challenges faced by the school and our commitment to continuous improvement. I certify that the information in this report is the result of rigorous school self - evaluation processes and is a balanced and genuine account of the school's achievements and areas for development.

Guy Wright

## Message from the students

---

Being the last official captains of Wollumbin High is a position that we were honored to have fulfilled and will continue to fulfill within the new school. We believe that Wollumbin High School is an exceptional space backed by caring and supporting staff. Throughout 2022, the school came together through lockdowns and floods to reinforce the bond between all of our students and the community. This year saw a number of unprecedented challenges that our school worked through exceptionally and came out stronger than ever.

The wellbeing hub was one of the main driving factors behind this excellent support network and was a great addition to our school community. We feel as though the hub brought a wider sense of inclusivity and community to the school. Witnessing friendships grow between grades was extremely pleasing to see. The superb efforts of the staff did not go unnoticed, and we were very grateful to have been given this facility.

It's a bittersweet feeling to think that Wollumbin High as we know it will soon cease to exist. We hope that the spirit and values of our school live up to the legacy that we have left behind. As the captains during this transitional period, we wish to build a positive environment where students of all backgrounds will thrive. We are excited to see what the future holds for the Murwillumbah Learning Community and the opportunities and relationships that will arise due to the new environment that has been created for our community.

## School vision

Our students will be informed, active learners who embrace opportunities and contribute positively to their communities.

## School context

Education has been traditionally about acquiring knowledge. Wollumbin High School (WHS) recognises the importance of core knowledge and skills and explicitly teaches these. We also focus on developing capabilities which prepare students to take their place in a global, complex and competitive world. Thus teaching and learning activities focus on cultivating critical thinking, collaboration, creativity and communication skills through engaging, challenging, and meaningful experiences.

To be future ready our students need to be self-reflective, willing to take ownership of their learning and feel supported so they accept mistakes and challenges as a component of learning. Staff are responsive to the needs of students, and utilise data and research to guide practice within a culture of collaboration.

Close partnerships with parents, our educational community and the broader local community are essential to maximise learning outcomes for students.

At Wollumbin High School we are committed to the provision of high quality educational experiences for every student.

Positive Behaviour for Learning (PBL) is at the core of the school.

A comprehensive situational analysis has been conducted in consultation with community which has led to the development of the 2021-2024 Strategic Improvement Plan. We have identified two main areas for focus. The first is a strong focus on evidence based teaching practices around What Works Best research and a continued focus on wellbeing initiatives, to maintain the strong commitment to the wellbeing of our students.

The 2022 flood event significantly impacted our school community and highlighted the importance of our wellbeing structures in providing important support for students and families.

## 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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure students continually improve in their learning through explicit, evidence-based teaching practices. The school community will continue to strive to maintain a school culture where intellectual, creative, social-emotional and physical growth is supported.

### 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.

- Highly effective teaching practices
- Data Informed Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$34,980.00

### Summary of progress

Wollumbin High School has focused on highly effective teaching practices and data informed practice with a focus to improve student growth and attainment. There has been a focus on evidence-based practice focusing on innovative teaching spaces and practices, as evidenced through our continued discussions and professional learning opportunities with Murwillumbah High School in preparation for the Murwillumbah Education Campus in 2024 and the merging of our two high schools in 2023. As such, a shared professional learning strategy has been collaboratively created and implemented with Murwillumbah High School. Teachers from all KLAs across both schools have been involved in professional learning conversations regarding learning spaces, layout of spaces as well as leveraging future-focused learning spaces to support student growth and attainment in both NAPLAN and HSC. This professional learning strategy will continue into the future. 2022 HSC Results clearly demonstrate that our strategies are working as demonstrated by the increase in percentage of students achieving top 3 bands in HSC.

Each KLA participated in high quality professional learning that we instigated, whereby Bonnyrigg High School and Prairiewood High School staff and students who gained a band 6 result in the subjects of Art, English, Mathematics, Ancient History and Design and Technology led the learning. The skills and strategies passed on to our teachers were exceptional. Our HSC top 3 band results improved by 13.46% when compared to 2021.

We also achieved excellent results in the reading component of NAPLAN as there was a marked improvement in the percentage of students achieving 13.37 points above similar school groups.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 3 bands in the HSC by 6.1% from the baseline system negotiated target.	The percentage of students who achieved in the top 3 bands increased by 13.46% compared to the 2021 cohort indicating the school is on track to achieve the system negotiated target.
Increase the percentage of Aboriginal students completing the HSC by 10% from baseline data.	66% of Aboriginal students completed their HSC in 2022 indicating the school exceeded the system negotiated milestone.
Increase the proportion of students achieving expected growth in NAPLAN reading by 2.8% from the baseline system negotiated target.	Student achievement data is unavailable for this progress measure with the absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN	Student achievement data is unavailable for this progress measure with the absence of comparison data from the 2020 cancellation of NAPLAN.

Numeracy by 2.5% from the baseline system negotiated target.	
<p>At least 80% of staff are confident with setting high expectations for High Potential and Gifted Students in the four domains as outlined in the High Potential and Gifted Education policy.</p> <p>Parents are involved in the development of plans for High Potential and Gifted Students.</p>	<p>Whole school professional learning on High Potential and Gifted Students has ensured all staff are confident in setting high expectations.</p> <p>Big Picture Year 8 students were offered an alternate HSC program "Big Picture" for Year 9 in 2023. Two Big Picture Academy classes were included in the Year 9 Curriculum in 2023. Parents were involved in the consultation and are involved in preparing students for Big Picture classes.</p>
Increase the proportion of students achieving in Top 2 Bands in NAPLAN Reading by 4% from the baseline system negotiated target.	The percentage of students who achieved in the top 2 bands in reading increased by 5.7% compared to the 2021 cohort. The school did not meet the 2022 baseline target.
Increase the proportion of students achieving in Top 2 Bands in NAPLAN Numeracy by 4.4% from the baseline system negotiated target.	The percentage of students who achieved in the top 2 bands decreased by 0.47% compared to the 2021 cohort. This target was not achieved.

## Strategic Direction 2: Digital Literacy and Leadership

### Purpose

Prepare all students to use technology as a tool to support them to become future focussed, lifelong, independent learners.

### 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.

- Strengthened Digital Literacy
- Improved Classroom Usage of Technology

### Resources allocated to this strategic direction

**Socio-economic background:** \$150,793.59

### Summary of progress

Our focus for 2022 was to strengthen digital literacy within our students and staff in order to improve classroom usage of technology. We focused on empowering all teachers with knowledge of current tools and trends within the digital learning space.

Each KLA was allocated laptops to aid in this strategic direction in 2022. 250 extra laptops were purchased . As part of the Rural and Remote Digital strategy all teaching staff received a laptop and each classroom received a Multipurpose Learning Display. This technology is transforming our classrooms and engaging students in their learning. The school has more devices than students. Our staff and students are looking forward to the next stage where our staff will undertake intensive training and support thanks to the Rural and Remote strategy and our strong desire to ensure that all students are prepared for their individual futures.

### 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
Deliver professional learning on how Positive Behaviour for Learning contributes to a positive digital usage.  Reviewed Mobile Device Policy to reflect data collated since implementation in 2019 published.	Positive Behaviour for Learning implemented by 100% of staff to support appropriate phone usage by students in the playground and in the classrooms.  Mobile phone policy was reviewed.
Teachers feel confident to implement new ideas and strategies within their classroom, as evidenced by teacher surveys.  Teachers have an awareness of whole-school technology initiatives and learning management systems.	With the merger with Murwillumbah High School, significant ICT learning for all staff was undertaken throughout 2022. Five key staff were also identified to deliver high level classroom IT instruction for all staff. This was part of the Rural and Remote Strategy. 85% of staff are more confident in using technology. Fulltime employment of Technology Support Officer ensured close to 100% of devices working all the time.
Parent Technology Audit of device ownership and usage at school.  Increased Percentage of students responsibly and confidently bringing and using their devices on a consistent basis. Increase the percentage of students bringing devices from 10% as	Due to the disruption throughout the community during 2022, a focus on the provision of devices by the school became a priority. 250 devices were purchased by the school. The Rural Access Gap initiative also provided a laptop for each teacher as well as some student devices. Digital displays were provided in every teaching space. This target was not achieved due to a change in direction in response to the merge..



part of the bring-you-own-digital device strategy.

## Strategic Direction 3: Wellbeing

### Purpose

Enhance the wellbeing of our learning community in order to ensure that students are known, valued and cared for.

### 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.

- School Community Wellbeing
- Positive Student Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$16,600.00

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

### Summary of progress

Wellbeing is of paramount importance in our school. The employment of a Student Support Officer and the continuing employment of a Head Teacher Wellbeing led to the creation of a Wellbeing committee focusing on student wellbeing. This led to the ongoing running and evaluation of our wellbeing hub. The wellbeing hub has been an important part of the school's wellbeing focus, and this was highlighted during the 2022 flood event.

The positive growth in Wellbeing as measured by the Tell them From Me survey highlights that our wellbeing strategy is working. Both student and staff wellbeing have been crucial during the COVID period and the local flooding events. The importance of the counselling support that was provided to both staff and students during this time cannot be underestimated.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase student Tell Them From Me results in the areas of expectation of success, advocacy and sense of belonging by 4.5%.	Wellbeing as measured by expectations for success using Tell Them From Me Data (TTFM) has improved by 7.14% from 2021 TTFM data..  Wellbeing as measured by Advocacy at School using TTFM data improved by 9.38% from 2021 TTFM data.  Wellbeing as measured by Sense of Belonging using TTFM data improved by 5.88% from 2021 data.
Increase in positive responses to Be You 'Measures of Success' focus questions by 10%.	There have been issues in community which have resulted in working with the Murwillumbah Education Campus project in order to consolidate our wellbeing structures, leading to an adjustment of this annual progress measure. Be You measures of success were not undertaken in 2022.
Move closer to 90% attendance by uplifting by 4.6% from the baseline system negotiated target.	The number of students attending school 90% of the time or more decreased by 14.41% from 2021. This is a reflection on the significant impact of the 2022 flood event and the ongoing impact of COVID-19. This target was not achieved.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$207,132.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wollumbin 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>• additional staffing to assist students with additional learning needs</li> <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> In class support for targeted students resulting in students participating fully in classroom learning. The funding enabled one to one tutorial type interventions for students with significant learning needs. Our teacher knowledge in the differentiation of learning for our targeted students increased through our Learning and Support Teachers working with our staff. Individual student learning was catered through our School Learning Support Officers. The success experienced through our intervention programs has strengthened the relationships between staff, parents and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage our School Learning Support Officers to implement the targeted programs for specific students, thus enhancing student performance in literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$202,373.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wollumbin 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>• Highly effective teaching practices</li> <li>• Strengthened Digital Literacy</li> <li>• School Community Wellbeing</li> <li>• Positive Student Engagement</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>• academic Achievement Centre focussing on student learning.</li> <li>• additional staffing to implement technology and learning within the school.</li> <li>• T5 sharing best practice across schools and learning from schools.</li> <li>• employment of Head Teacher Learning and Technology Support Officer.</li> <li>• purchase of 250 devices and implementation of Rural and Remote technology strategy.</li> <li>• resourcing and staffing a Wellbeing Hub and a Senior Learning Hub.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Multiple programs and initiatives across the school to improve learning culture and environment. Improved usage of data-informed practices to support a wider range of students within our school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to monitor and analyse data to drive decision making at a classroom, KLA and whole-school level in order to provide tailored and individualised learning for students.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$35,959.47</p>	<p>needs of Aboriginal students at Wollumbin 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>• 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 additional staff to deliver personalised support for Aboriginal students</li> <li>• purchase of 10 laptops for exclusive use of Aboriginal students.</li> <li>• support of Aboriginal programs including the Broncos program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students having access to a dedicated Aboriginal Liaison staff member who supports student wellbeing and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the support available for Aboriginal students through the Broncos program. Research, and co-develop a program of support in the merging of our two high schools, ensuring Aboriginal culture and learning is a major part of the new school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wollumbin 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>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students have been supported</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work with students with English language requirements.</p>
<p>Low level adjustment for disability</p> <p>\$174,853.36</p>	<p>Low level adjustment for disability equity loading provides support for students at Wollumbin 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><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning Support Officers</li> <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>• employment of interventionist teacher</li> <li>• employing an interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The targeted support of identified students through the differentiation of</p>

<p>Low level adjustment for disability</p> <p>\$174,853.36</p>	<p>academic programs and targeted intervention delivered by School Learning Support Officers. The Learning and Support Teachers support our students with significant literacy and numeracy needs through small group intervention sessions. The relationships between staff and students has been strengthened through the school introducing a Learning Wellbeing Hub that targets the wellbeing of all students. It has been well received by staff, students and parents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support students in their movement to the new school. We will continue to provide support for our students through the employment of School Learning Support Officers to work with our identified students. Our Learning and Support Teachers will continue to support teaching staff to differentiate their teaching programs and classroom delivery in order to provide success for all students.</p>
<p>COVID ILSP</p> <p>\$158,513.00</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> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• employing/releasing staff to coordinate the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students are re-engaged in their learning, with a 25% increase in the student question regarding engagement within classroom activities. There has been a significant increase in NAPLAN Year 9 Reading scores, scoring 13.37 points more than similar school groups. Students have also responded with significant improvement to achieve, with 76% of students involved in COVID ILSP tutoring seeking additional support for their studies from Academic Achievement Centre or Learning Support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor and support students in need with the continuing program</p>
<p>Professional learning</p> <p>\$49,581.94</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 Wollumbin 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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• HSC Professional Learning zooms and high impact strategies Zoom with Bonnyrigg High School, Prarieewood High School and Woolgoolga High School.</li> <li>• High Impact HSC Professional Learning</li> <li>• Release time for teachers to implement What Works Best practices into programs and teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have had a wide range of opportunities to co develop our new school.</p>

Professional learning  \$49,581.94	with many involved the high quality HSC focused courses.  <b>After evaluation, the next steps to support our students will be:</b> Continue to aim high for academic students and learn and adopt Inclusive, Engaging and Respectful Schools strategies.
Student support officer (SSO)  \$96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Wollumbin High School  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Positive Student Engagement</li> </ul> <b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b> <ul style="list-style-type: none"> <li>• constructing Wellbeing processes within the Wollumbin Wellbeing Hub</li> <li>• coordinating development programs for social-emotional and physical wellbeing of students.</li> <li>• initiating a support network of other SSOs to increase professional learning and sharing around student wellbeing practices.</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> Students are supported in our wellbeing strategy and the Wellbeing hub is working well to support students and cater for HSC students in learning groups.  <b>After evaluation, the next steps to support our students will be:</b> Continue to support the Wellbeing hub and our Academic Achievement Centre

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	194	196	202	190
Girls	210	190	181	161

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.0	90.5	88.5	82.0
8	90.3	89.5	83.3	80.9
9	88.5	87.0	80.7	77.8
10	89.8	86.6	84.3	76.7
11	90.9	90.8	84.3	81.9
12	89.8	88.6	86.3	82.5
All Years	90.1	88.9	84.3	79.9
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	0	2
Employment	1	1	30
TAFE entry	1	1	6
University Entry	0	0	30
Other	0	0	16
Unknown	0	0	16

## Year 12 students undertaking vocational or trade training

---

40.38% of Year 12 students at Wollumbin High School undertook vocational education and training in 2022.

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

---

97.7% of all Year 12 students at Wollumbin 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)	6
Classroom Teacher(s)	24.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	7.88
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	698,899
<b>Revenue</b>	6,833,472
Appropriation	6,708,591
Sale of Goods and Services	14,760
Grants and contributions	102,601
Investment income	7,520
<b>Expenses</b>	-6,592,746
Employee related	-6,024,237
Operating expenses	-568,509
<b>Surplus / deficit for the year</b>	240,726
<b>Closing Balance</b>	939,625

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	207,132
<b>Equity Total</b>	415,586
Equity - Aboriginal	35,959
Equity - Socio-economic	202,374
Equity - Language	2,400
Equity - Disability	174,853
<b>Base Total</b>	5,163,549
Base - Per Capita	96,827
Base - Location	0
Base - Other	5,066,722
<b>Other Total</b>	587,632
<b>Grand Total</b>	6,373,900

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

## School performance - NAPLAN

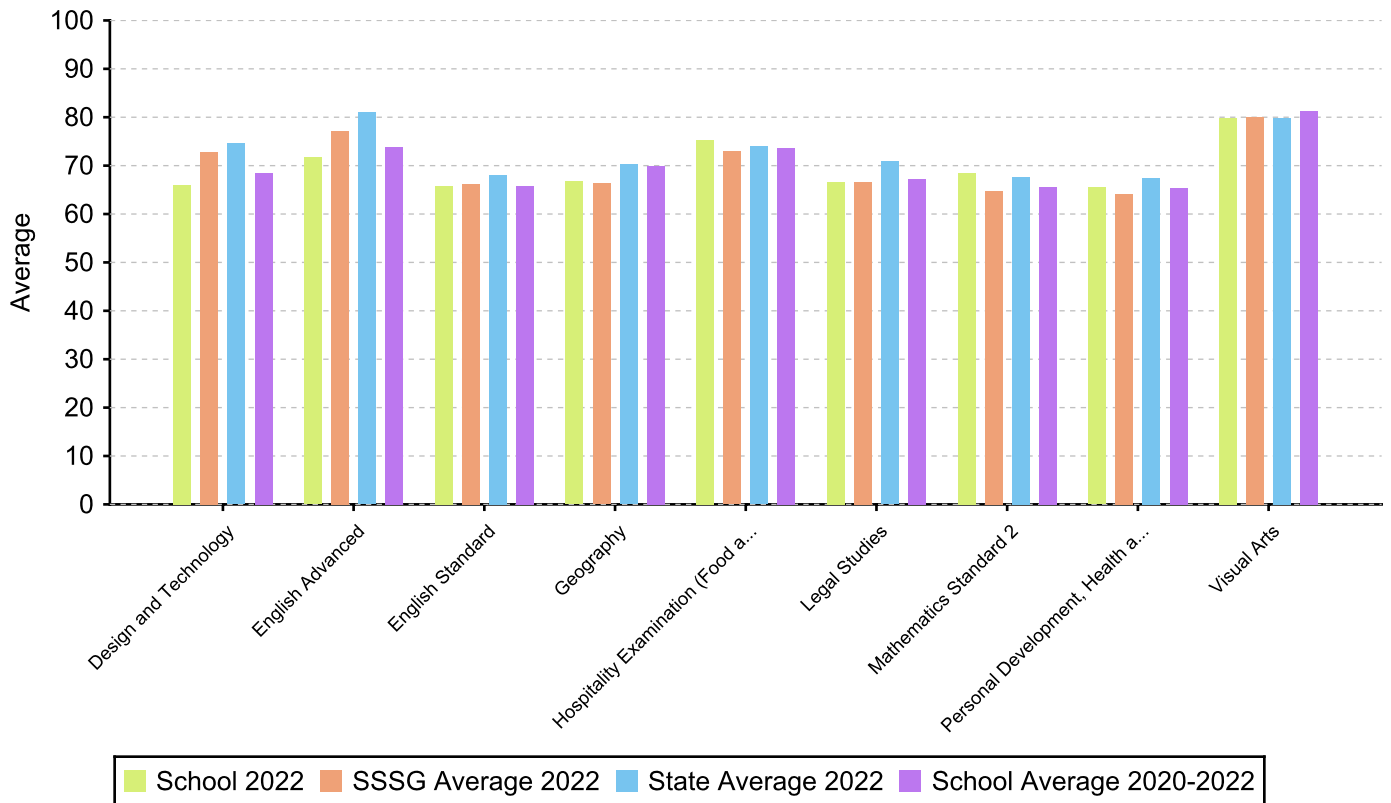
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

## School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Design and Technology	66.0	72.8	74.6	68.4
English Advanced	71.7	77.1	81.0	73.8
English Standard	65.8	66.2	68.1	65.9
Geography	66.7	66.3	70.2	69.9
Hospitality Examination (Food and Beverage)	75.3	72.9	74.0	73.7
Legal Studies	66.6	66.6	70.8	67.2
Mathematics Standard 2	68.4	64.7	67.6	65.6
Personal Development, Health and Physical Education	65.5	64.2	67.5	65.3
Visual Arts	79.8	80.0	79.8	81.3

## Parent/caregiver, student, teacher satisfaction

There was a 3% increase in positive relationships expressed by students in the 2022 Tell Them From Me Survey.

Throughout 2022 there were many opportunities to gain input from parents, students, staff and the community to set a path forward with the merger in 2023 of Wollumbin High School and Murwillumbah High School. Community, parent, staff and student leader meetings were held with both high schools.

There were also meetings that included members of the Murwillumbah Public and Murwillumbah East public school communities.

Feedback from all sources was taken on board to shape our new school.

Many surveys and focus groups also gathered important information that that allowed us to chart the way forward for our merged high school.

Parents were involved in the creation of the Murwillumbah Learning Community vision statement through parental working groups and focus sessions. Parental feedback was instrumental in determining the learning characteristics for the Murwillumbah Learning Community, offering valuable feedback and insight into the characteristics that they believed were paramount for student success. This resulted in the creation of the Murwillumbah Learning Community Learning Characteristics wheel. Parents were actively engaged in discussions about pedagogy and technology within the merger.

# 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.