

2023 Annual Report

Whitebridge High School



8390

Introduction

The Annual Report for 2023 is provided to the community of Whitebridge High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2023 was a successful year for our school with the school realising positive achievement through the final year of implementation of the school's improvement plan and positive affirmation of the school's self-assessment through the external validation process.

In 2023 we have achieved a range of targets which had been set as part of the school's improvement trajectory.

Our graduating class of 2023 achieved strong personalised pathways with all students indicating a preference for university, successfully gaining tertiary entry. Students also achieved direct transition to employment and apprenticeship and others have deferred their plans to undertake travel and global adventure. In 2023 the school elected student leaders as a leadership team independent of gender. The student group elected Finn Allenspach and Lucy Niddrie as Captains, Oliver Morrison and Aziah Jenkins as Vice Captains and Zachary Thompson and Isaac Seward as Executive Prefects. This group of young leaders are to be commended for their passion and enthusiastic leadership and their commitment to student voice in school planning and the implementation of student lead initiatives. The class of 2023 were active in academics, culture, sporting endeavour and the creative arts with strong leadership and representation across all facets of school life. This group of students showed grit and resilience and we admire their efforts in achieving their best throughout their schooling. Special congratulations to Mia Byrne who was awarded Dux of the HSC and was also recognised as a distinguished achiever in (Community and Family Studies and Visual Arts) other distinguished HSC achievers were Finn Allenspach (Music 1), Hayley Carey (Mathematics Standard), Lucy Niddrie (Music 1) and Brianna Harris (Visual Arts).

Our school was proud to receive a Minister's award for an outstanding school initiative at the Public Education awards in 2023. This award celebrated the school's early commencement accelerated Vocational Education and Training program. The school delivered accelerated VET programs across 10 courses of study supporting students from the Year 11 cohort to progress through to completion of the associated HSC examination. Of this group 81% of students achieved an HSC result in the top 3 bands, 40% being a Band 5 or Band 6. Six students were recognised as distinguished achievers through this accelerated program. Congratulations to Eleanor Jefferson (Hospitality) Kienna Klegg (Hospitality), Beau Arthur (Hospitality), Sienna DeVitis (Hospitality) Christian D'Alessandro (Information and Computer Technology) and Cassandra Corder (Live Entertainment Industry).

Our students and staff continue to do well across all VET frameworks undertaking work placement and progressing towards the full range of industry credentials. 49 students achieved a Certificate III and 72 students achieved a Certificate II, 1 student achieved a Certificate 1 and 24 students achieved a statement of Attainment. The school was selected to partner with the Department of Education rural cafe at the Sydney Royal Easter Show and Brina Chong Nee was awarded a very prestigious VET in Secondary Schools Public Education Scholarship to support her ongoing study in her chosen field of study.

The school's ASPIRE program also achieved its positive targets. One Year 10 student undertaking individual course acceleration through the school's HPGE program achieved a Band 6 result in the HSC 2023. Curriculum compacting supported the progression of an additional 8 Year 9 students in preparation for accelerated course progression aligned to their individualised learning plans commencing in 2024. The school's TTFM data confirmed positive outcomes with students reporting significant improvement in their awareness of and access to HPGE programs, better meeting the learning needs of HPGE students. This is further supplemented with the school's development and initiation of student self-reported grades with student reflected reported being issued in accordance with academic reports. The work of our staff in getting to know the learning goals and aspirations of each of our students and working tirelessly to help them achieve through their individual pathways is central to the ongoing learning progress of our students.

The school celebrates a strong connection to the Minimbah AECG and across 2023 the school engaged in an exciting collaboration with the partner primary schools and Aunty Laurel Williams to rename our community of schools to Wiyellai Koa community of schools. Wiyellai Koa (Awabakal for coming together to talk) celebrates the coming together of all schools to enhance communication and student outcomes. Aboriginal and Torres Strait Island students were central to this program and have continued to extend their reach in cultural dance, Didgeridoo, artefact and local cultural knowledge and language by leading activities and workshops for students and members of the community. Particular acknowledgement must go to our growing group of young men and women who lead with confidence and have strengthened understanding, connection and knowledge for all students and staff across the school.

As a large comprehensive high school, our goal is to support all students through the provision of an extensive range of learning opportunities and experiences. This includes quality teaching and learning in our classrooms, extra curricula and extension opportunities, excursions, school sport, cultural programs, leadership, social development, volunteering, community service and many other aspects of our daily practice. I am constantly impressed by our staff team who in addition to outstanding teaching, continually provide an extensive range of opportunities for our students. In valuing and appreciating the vital role of our staff in student achievement and progress, and to recognise the outstanding quality of teaching in our school, the inaugural Whitebridge High School award of teaching excellence was presented in 2023 to Mr. Paul Frost and Mrs. Naomi Hill. In addition to the acknowledgement of staff, the school also celebrated the contribution of and extended our appreciation to Mr Gary Clement. Gary is a wonderful advocate and supporter of our

school having contributed as a long standing member and President of the school P and C. Gary was a regular participant in school and community events, merit selections and consultation forums. Gary has volunteered countless hours of his time in support of our school and we were delighted to recognise his service by presenting him with a community award of excellence in 2023.

In 2023, our school launched our positive behaviour for learning program with clear expectations of positive behaviour across all areas of the school. This initiative was strongly supported by student voice, with student forums and workshops actively contributing to the school's expected behaviours and consistent language included in school signage articulating student behaviour expectations. Positive reward excursions and comprehensive reward and recognition programs were implemented to celebrate positive behaviours.

This year our school completed an incredibly positive external validation and have subsequently undertaken consultation and planning with the community to develop the schools next 4-year plan 2024 - 2027. The engagement of students, staff and community in the consultation process has been appreciated.

I would like to share with you my pride in our school, our students, and our community. We are a kind, inclusive school, working hard to ensure that every student achieves their goals through a personalised learning journey guided by our quality dedicated staff team.

Message from the school community

Throughout 2023 the P&C has appreciated the support of volunteer office bearers and families who take the time to attend P&C Meetings on a quarterly basis. The Whitebridge High School canteen is operated under the P&C banner and all profits from the canteen go directly back into school programs and projects. It is the aim of the P&C to provide a cost effective, healthy menu and efficient and reliable service. We would like to acknowledge the Canteen Manager and Canteen Assistants for their work in maintaining this essential service for the students and staff of the school. In 2023 the P&C sought to ensure the canteen operated in a more self-sustaining way, with additional paid team members, acknowledging the busy lives families lead and the inability to contribute voluntarily to the extent required to operate a business such as the canteen. The transition away from students being able to use mobile devices at school saw an initial down-turn in revenue in early 2023, however the implementation of 'Square' as the online ordering and POS has improved the service provided to our Whitebridge High student and family community with a more user friendly system.

Through canteen revenues, the P&C has recently contributed to the school's award and recognition programs and presentation day awards.

The P&C has undertaken the role of parent representatives on merit selection panels and have appreciated having input into the selection of staff that best meets the needs of the school. The P&C is always looking to grow its membership and engagement from the Whitebridge High School community and we look forward to continued positive relationships with the School Executive, formed from mutual respect for the important, voluntary role the P&C plays in the lives of students at WHS and the school as a whole.

Angie Andresen

President, Whitebridge High School P&C

Message from the students

As a Senior Student Leadership Team, we have had the opportunity to develop our leadership capabilities, representing Whitebridge HS at the Australian of the Year Conference in Sydney, as well as the National Halogen Young Leaders Day Conferences in Darling Harbour. These experiences presented us with opportunities to hear inspirational advice from several guest speakers, coordinate and cooperate with other student leaders in our wider community, ultimately gaining valuable lessons around making mistakes, failure and setbacks in creating our careers as students, individuals and overall as leaders.

As we are growing as leaders, we want to acknowledge and thank the leadership team of 2022-2023 for their contribution and leadership that shaped the current ways of the Whitebridge SRC. Previous student leaders set the foundation for us. They continued to execute strong student voice in our school and community right through until their graduation, and allowed us to follow their path. We hope to continue their work, developing a stronger sense of belonging, and mateship within our school to further encourage all aspects of learning, and continue to inspire the future of student leadership in our school.

The Year 12 class of 2023 achieved excellent levels of academic success through a consistent approach to their study and ongoing hard work and effort. We celebrate their success and wish them well for their chosen pathway beyond the

school. In addition to the 2023 graduating students completing a standard HSC pathway, our Year 11 students also completed an HSC examination as part of the accelerated VET early commencement program. This program saw our school being recognised with a Minister's award for outstanding school initiative. Our Year 11 students completed a certificate II or III in various courses including Hospitality, Construction, Business Services, Information and Digital Technology, Entertainment, Retail, Sport Coaching and Manufacturing. Through these courses our students gained industry experience, which presented possible opportunities for part and full time employment, whilst some of these courses saw students completing an HSC examination whilst in Year 11. Excellent results were achieved through this program, with 6 year 11 students achieving a band 6 in their accelerated course, and several more earning band 5 and 4s.

Across 2023 our school was busy with students engaging in all types of activities. Some of our VET Hospitality students travelled down to the Sydney Royal Easter Show, with the opportunity to gain experience working in the Rural Students' Cafe. Year 7 experienced their first- ever camp with Whitebridge at the start of term 1, whilst years 8, 9, and 10 experienced their bike riding, canoeing and bushwalking camps throughout the year. For our athletes, school, zone, regional and state level sports competitions fill our calendars, whilst our CAPA staff and students were busy getting creative, presenting MADD night, Lizottes concerts, star struck and much more. These events were all huge successes in 2023, as our students immersed themselves into their passions and excelled. We are so excited to continue to strive in 2024, to see what amazing experiences we can have again! In 2024, we aim to create a more supportive school environment, with the help of the Student Representative Council. Our mission so far has been to give back to the community.

Matisse Murray and Kienna Clegg,

2023-2024 School Captains



2023 Senior Student Leadership Team
Front L-R A Jenkins, F Allenspach, L Niddrie, O Morrison
Back L to R I Seward, N Harvey (Principal) Z Thompson.



2023 Dux of the HSC Mia Byrne



Winners of WHS award of teaching excellence - Naomi Hill and Paul Frost

School vision

Whitebridge High School is a future focused educational community committed to values of respect, responsibility and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school nestled in the beautiful surrounds of the Glenrock State Conservation Area, the beaches of Dudley and Redhead and in close proximity to the shores of Lake Macquarie. We offer our 980 students the best educational opportunities, in an inclusive, safe and secure learning environment. The school has an Aboriginal and Torres Strait Islander student population of 8% and a language background other than English of 4%. Additionally, there are two MC classes, three ED classes and one IM class catering to students from Years 7 to 12. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best. The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing. While valuing our past traditions, the school is a leader in addressing the opportunities arising from a rapidly changing world and educational landscape. Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience. The school is comprehensive in its curriculum and inclusiveness. We aim to achieve excellence and equity and incorporate targeted and cohort acceleration programs as well as comprehensive extension and enrichment for gifted and high potential students. Across our school we provide individualised support for students with additional learning needs. Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to develop citizenship and community responsibility. The schools priorities over the next school planning cycle are Student growth and attainment, Inspired learning, Wellbeing and Partnerships and the continued development of Innovation in quality teaching and leadership which have been established through an authentic situational analysis and in consultation with community including the Minimbah AECG.



Aboriginal Yarning Circle



School community market day to celebrate 60 years of WHS.



Group of students playing in the school COLA

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

The school participated in a very successful external validation process in June of 2023. The school's submission of evidence was reviewed by a panel of Principals from schools across NSW. The evidence was comprehensive and clearly demonstrated embedded practices across the school leading to the school achieving and continuing to strive for excellence for all students, staff and community. The panel was impressed with the broad nature of programs and the school's inclusive philosophy with clear and authentic opportunities in place to maximise student progress and achievement. It was recognised that the school had undertaken extensive evaluative practice and sought feedback from staff, students and community, the process of self assessment was rigorous and the team was in fact highly self critical setting extremely high standards for its own indicators of success for the purpose of external validation. The development of the school's evidence sets for external validation were a collaboration across all faculties with staff contributing to the collection of evidence across the full school improvement cycle. A team of teaching and executive staff then collated and curated the evidence which formed the school's final submission. Special acknowledgement must be extended towards the EV team, Nadene Harvey, Jessica Lassam, Louise Smailes, Lisa Murrell and Hannah Frater. The self assessment included in this report, reflects the self assessment undertaken for external validation in Semester 1

2023. The self assessment undertaken in Term 4 2023 shows further progress on the Semester 1 self assessment with the student performance measures assessed as sustaining and growing and additional progress in the areas of curriculum, educational leadership and management practices and processes currently assessed at excelling.

Strategic Direction 1: Student growth and attainment

Purpose

To assist all students to achieve future life goals and pathways beyond school. This is underpinned by a strong foundation in literacy and numeracy and personal learner growth. It is our goal that all learners will achieve personal growth where students are achieving higher than expected growth across the curriculum on internal and external performance measures.

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.

- Stage 6 Learning Skills Development
- Stage 5 Learning Skills Development
- Stage 4 Learning Skills Development

Resources allocated to this strategic direction

Low level adjustment for disability
Aboriginal background
Socio-economic background

Summary of progress

The school's strategic direction focused on enhancing student growth and achievement in literacy and numeracy and individual pathways through HSC and beyond. A range of targeted initiatives were implemented to improve and develop student core learning skills.

1. **Targeted curriculum initiatives: ECV / CTP / HPGE:** The school actively engaged in innovative curriculum design to deliver and enhance personalised pathways for students. This was achieved through the schools Early Commencement VET program, the Careers and Transition Class and the development of comprehensive whole of school HPGE programs. All initiatives were enhanced through professional learning for staff. This effort aimed to align teaching practices with quality classroom delivery and personalised approaches to student learning and skills development
2. **Literacy and numeracy embedded and targeted programs:** Analysis of student performance data and quality teaching and learning programs with embedded literacy and numeracy strategies supported all students to develop in core learning skills. Comprehensive identification processes supported the implementation of targeted intervention groups. This approach helped in identifying areas where students needed additional support and allowed for the implementation of differentiated practices in classrooms to address diverse learning needs.
3. **High Leverage HSC strategies:** Regular collaborative planning and engagement in professional development through the Stage 6 Quality Teaching Collective and teacher engagement in HSC marking supported enhanced practice in stage 6. These sessions provided an opportunity for teachers to focus on professional development, program development, and the integration of specific high leverage strategies along with formative and summative assessment to improve student outcomes.
4. **Resource Allocation:** School resources were strategically managed to employ additional Student Learning Support Officers (SLSOs) for intervention programs. These interventions were tailored to target specific needs, with a particular emphasis on supporting Aboriginal students to reach higher achievement levels. Regular data collections were used to track progress. Further, additional literacy and numeracy periods were allocated to the English and Maths faculties to support further targeted lessons with teacher expertise in areas of specific need.
5. **Data Analysis and triangulation:** The school utilised a data triangulation approach, combining both internal and external data sources to gain a comprehensive understanding of student performance. This analysis indicated some steady growth in writing and numeracy, while also highlighting the need for further exploration of reading pedagogy.

Looking ahead, the school has identified a priority to deepen its focus on personalised learning in the coming year and to enhance teacher expertise through expanding the schools visible learning explicit teaching focus. A focus on student agency and responsibility for goal setting and learning progress will complement the ongoing commitment to high expectations and high-quality Teaching and Learning processes. The goal remains to enhance student growth and attainment across all areas of learning with a core commitment to improving literacy and numeracy through targeted strategies and continued data-informed practices.

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 in the percentage of students achieving in the top 3 bands of the HSC to 69.7% up from 59.9%.	The school's trajectory in HSC top 3 bands has been positive with progress moving from 57.05% in 2021, 54.89% in 2022 and 60.21% in 2023.
An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	<p>The school achieved an improved mean score of 440.5 for Year 9 up from 433.7 in 2022 achieving the schools improvement target in numeracy for Year 9.</p> <p>The school's Year 7 mean score of 412.2 was slightly lower than the mean score of 414.9 in 2022.</p>
An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	<p>The Year 9 mean scaled score for check-in reading 2023 was 439.9 which was an improvement on the 2022 mean scaled score for reading Year 9 of 410.9 achieving the improvement target.</p> <p>The Year 7 mean scaled score for reading was 428.2 which was an improvement on the 2022 mean scaled score for reading of 410.4 achieving the improvement target.</p>
<p>Increase the proportion of Aboriginal Students achieving the HSC by 50%.</p> <p>Increase Aboriginal student retention from 7-12 and achievement of identified pathway in accordance with their Personalised Learning Plan.</p>	<p>In 2023 5 Aboriginal students were enrolled to complete the HSC.</p> <p>5 students achieved an HSC.</p> <p>1 student has progressed to University.</p>



VET Hospitality



3 junior students participating in a science lesson



Senior student engaging in textiles and design



Senior students completing scale model construction project

Strategic Direction 2: Inspired Learners, Wellbeing and Partnerships

Purpose

To provide a supportive environment for all learners, including staff and students, which supports strong school attendance and creates a sense of belonging and resilience. We will build a culture of learning, respect and responsibility which caters to the learning and wellbeing needs of the whole school community.

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.

- Attendance
- Wellbeing structures and supports
- Recognising Individual Learners

Resources allocated to this strategic direction

Student Support Officer

Low level adjustment for disability

Summary of progress

In line with the school's strategic direction 2, the school has been actively engaged in activities aimed at fostering a high-expectations culture school-wide. The following initiatives were undertaken:

1. **Proactive and consistent focus on school attendance:** The school provided opportunities for staff to participate in professional learning sessions centred on the importance of improving school and individual student attendance. These sessions had a strong emphasis on focusing on the individual needs of students and addressing the reasons behind poor student attendance. This strengthened a whole of school proactive approach to attendance with clear and consistent processes and regular communication with families. Reward and recognition was also a key component of a positive attendance strategy.
2. **Evidence of Differentiation:** Through various methods such as classroom observations, teacher programs, 'professional learning exit slips,' the classroom practice continuum, and the school's Professional Development Plan (PDP) process, it has become apparent that differentiation is being effectively implemented across most classrooms. The school's teaching and learning programs, along with the triangulation of both internal and external data, demonstrate commitment to recognising and catering for individual students needs. The school further engaged in strategies to grow the connections and partnerships with the aim of developing a greater emphasis on the shared responsibility for learning between the school, its students and their parents and carers to support positive growth in all learners.
3. **Strengthening Wellbeing Processes:** Within this strategic direction, the school has further fortified its wellbeing processes by continuing programs that provide for regular connection with wellbeing staff and enabling students to have a point of contact to support positive wellbeing. Whole of school, year group and individual wellbeing programs have been developed and implemented across the school year to maintain a positive wellbeing focus. Clear protocols for supporting students were established and the school developed enhanced processes through the school learning support team and wellbeing teams. Resourcing to implement wellbeing lessons for all stage 4 students have had a positive impact on strengthening student connection and engagement with key members of the school wellbeing team.
4. **Wellbeing Scope and Sequence:** The school has thoughtfully developed a weekly wellbeing scope and sequence that explicitly addresses and teaches key aspects, including the Department of Education's Behaviour Code, fostering high expectations within the school culture and environment, and a weekly focus on wellbeing through planned programs that support growth mindset, Zones of Regulation, resilience, and anxiety management. This will be further enhanced in 2024 through a vertically integrated and timetabled mentor period for all students, catering to both pastoral and academic wellbeing.
5. **Quality Learning Environments:** Data from the "Tell Them From Me" survey has demonstrated a notable increase in the sense of belonging among our students, introduction of the schools PBL focus and clearer emphasis on high expectations and expected behaviours in a range of settings across the school has had a positive impact on the the school's quality learning environment.

These efforts reflect commitment to recognising and valuing individual learners and maintaining a high-expectations culture throughout the school that promotes the holistic development and wellbeing of students. In 2024, the school will further develop student, family and school partnerships and strengthen the approach to PBL, school attendance and positive wellbeing for students and staff.

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 in the percentage of students attending school above 90% of the time from 61% to above 72.5%.	The student attendance measure was not achieved however, in 2022 the school had 4740 unexplained student absences and in 2023 the number was 4502, which is a reduction of 238 absences from the previous year. The 2023 average attendance rate was 84.0%.
Increase in student Wellbeing measure as determined through TTFM from 67.5 to 75.2.	TTFM data shows a decrease in overall reported measure for wellbeing. Positive improvement was seen in the measure for expectations for success which was above both SSG and State measures with the school achieving at 59%. Student positive sense of belonging was also above state and reported as consistent with SSG.



Attendance Matters



Students from Aboriginal Dance group



Students participating in the school colour run



Students supporting positive wellbeing initiative Bullying no way

Strategic Direction 3: Innovation in Quality Teaching and Leading

Purpose

Whitebridge HS staff embrace explicit quality teaching inclusive of all, underpinned by high expectations and innovative evidence based teaching practices to enhance student learning.

School leaders build capacity and inspire a culture of continuous improvement that focuses on Visible Learning practices, innovative assessment and quality feedback.

We focus on collaborative practice that enhances professional learning, allowing us to lead opportunities for evolving future pathways.

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.

- Performance Culture and Professional Learning
- Visible Learning
- Evaluative practice and Faculty Reviews

Resources allocated to this strategic direction

Professional learning Beginning teacher support

Summary of progress

The school continues its focus on developing innovative and impactful teaching and learning which is evidence based and grounded in quality teaching practice. Through this focus the school has implemented the following key initiatives to lead school wide improvement.

1. Performance Culture and Professional Learning: Key changes to the allocation and timing of professional learning have supported greater collaboration between colleagues. Implementation of strong processes for observation and staff professional development planning further enhanced the already strong professional culture. Targeted professional learning with clear engagement of the professional teaching standards aligned to all professional development events has been a further area of growth. A commitment in excess of 60 hours of professional development for all teaching staff has provided quality opportunities for staff to grow in accordance with their identified goals. A greater emphasis on staff evaluation of professional learning has further supported clear directions for staff. Further resource allocation as a structural change to the school day will further enhance professional collaboration opportunities for staff to support professional capital.

2. Visible Learning: Visible learning coaches were resourced across all faculties to provide collegial practice and growth coaching in visible learning. Regular support for the implementation of school wide visible learning strategies and processes have seen the practice further embedded across the school. Student data through TTFM report a significant increase in the daily use of learning intentions and success criteria to grow student progress. The nature of feedback provided to students to support self reflection and personalised growth has been a recent focus. As staff maintain their emphasis on visible learning practice, further feedback strategies and exploration of further explicit teaching tools will guide further improvement.

3. Evaluative practice and Faculty Reviews: Staff have actively engaged in data skills and use to inform teaching practice. Systems of data use have been established in faculties and across the school to improve practice. Faculty leaders continue to engage in regular review practices analysing faculty data against targets and reviewing and collating evidence to inform both faculty and school progress. Further refinements of school data expectations and the effective and efficient use of data to guide programming for student improvement will continue to be an area of focus in 2024. Staff will further look to engage parents in better understanding the data for their child to grow student parent collaboration in learning.

The school continues to take steps to strengthen and grow the professional capital of staff to ensure all students are taught by exceptional teachers at the forefront of the profession. Strategic adjustments to the structure of the school day, engagement in higher levels of accreditation and leadership development programs are areas for future direction. In 2024, the school will further develop our visible learning explicit teaching focus, refine the school's engagement with quality teaching rounds and develop innovative and engaging curriculum through the curriculum reform program.

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
17% increase in use of Learning Intentions and Success Criteria evident across all classroom settings.	Through the TTFM survey, 85% of students report that Learning Intentions and Success Criteria are used every lesson to establish challenging learning goals for all students up from 66% in 2022, exceeding the school's improvement target of 17% increase.
Within the Learning Domain of Assessment, staff self assessment in the theme of formative assessment is placed confidently within sustaining and growing with a view to maintaining strong practice.	Evidence collected through the school's external validation process confirmed the staff self assessment confidently within sustaining and growing. External validation supported strong evidence that the school's collective processes in summative assessment at excelling and formative assessment at sustaining and growing were indicative of strong improvement.
5% increase in Student Engagement Report in all TTFM measures.	The student engagement measure did not achieve the expected increase across all TTFM measures. Students with positive attendance and students with positive behaviour at school were reported at 93% and 88% respectively both positively above the NSW government norm. Students with positive homework behaviour, student self reported effort and positive student teacher relationships measures all showed improvement when compared to the 2022 survey results.
Staff self assessment in the area of Data Skills and Use in the target themes of data literacy, and data use in teaching is placed within the schools excellence framework at sustaining and growing. With staff confidence at use of data progressing towards excelling.	Self assessment against the school excellence framework shows the themes of data literacy and data use in teaching at sustaining and growing.



Staff working in small groups in the library undertaking professional development



Staff participating in Aboriginal Cultural awareness training



Staff, students and community engaged in PLP breakfast

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,427.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Whitebridge High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students were effectively supported in classrooms and social environments to engage in learning and activities alongside their peers.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students who have integration funding to access learning alongside their peers. Conduct a review of Student Learning Support Officer skills to ensure ongoing and new needs are met for each cohort of students.</p>
<p>Socio-economic background</p> <p>\$144,830.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Whitebridge High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 4 Learning Skills Development • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through key evidence based programs to support student learning <p>The allocation of this funding has resulted in the following impact: The additional learning needs of students at Whitebridge High School who were experiencing educational disadvantage as a result of their socio-economic background were effectively supported.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be supported to access curriculum with equity.</p>
<p>Aboriginal background</p> <p>\$64,333.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Whitebridge High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 5 Learning Skills Development • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$64,333.48</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Students were supported to access curriculum and make progress in literacy and numeracy through targeted intervention addressing personalised learning goals and area of need. Aboriginal Students demonstrated strength through participation and leadership in cultural programs extending their connection to culture and wellbeing at school.</p> <p>After evaluation, the next steps to support our students will be: Aboriginal and Torres Strait Island students will continue to be supported to develop and extend their literacy and numeracy growth and core learning skills. Students will be offered strong connections with the local community to engage in cultural programs and continue to lead as young Aboriginal leaders within the school and community.</p>
<p>English language proficiency</p> <p>\$6,940.45</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Whitebridge High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Eligible students were supported through additional learning support to meet their language and learning needs.</p> <p>After evaluation, the next steps to support our students will be: To continue to support eligible students through additional learning support and quality interventions as appropriate to meet their language and learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$262,040.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Whitebridge High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 6 Learning Skills Development • Recognising Individual Learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with a range of evidence-based interventions such as the Quick Smart program to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$262,040.03</p>	<p>Students were supported to achieve progress and success in learning outcomes and transition pathways commensurate with their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide relevant and appropriate learning supports to assist students to achieve progress and success in learning outcomes and transition pathways commensurate with their personalised learning goals.</p>
<p>Professional learning</p> <p>\$94,887.14</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 Whitebridge High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Performance Culture and Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Staff completed professional learning to improve pedagogical practice, cultural competence and strategies to meet the learning and wellbeing needs of all students.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to be provided high impact, evidence based professional learning with a particular focus on developing teacher capital and strengthening the expertise of staff to deliver high standards of quality teaching resulting in improved student learning and wellbeing outcomes.</p>
<p>COVID ILSP</p> <p>\$113,633.28</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • leading/providing professional learning for COVID educators • development of resources and planning of small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: Students identified through internal and external measures received targeted literacy and numeracy support through intensive tutor programs. Students involved in the program showed growth from pre test to post test measures.</p> <p>After evaluation, the next steps to support our students will be: Students in need of targeted literacy and numeracy support will continue to receive individualised and small group support through structured evidence based interventions.</p>
<p>Student Support Officer</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Whitebridge High School</p>

\$99,516.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Recognising Individual Learners
- Other funded activities

Overview of activities partially or fully funded with this Staffing - Other include:

- Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.
- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.

The allocation of this funding has resulted in the following impact:

Strategic implementation of targeted wellbeing programs and initiatives has achieved increase in some wellbeing measures as identified in TTFM.

After evaluation, the next steps to support our students will be:

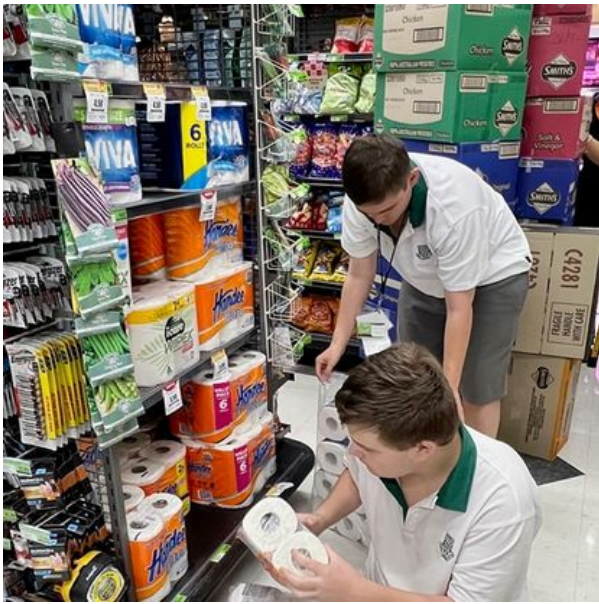
To continue to provide strategic wellbeing supports for students that enhance students positive wellbeing and sense of belonging so they are enabled to connect, succeed and thrive.



School community twilight event hosted from the school's food truck. A joint initiative of the school and P and C.



Local community member Uncle Nolan Simon leading a smoking ceremony for students as part of the school NAIDOC ceremony.



Support unit students engaged in community access at the Whitebridge Food Works store

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	524	507	508	506
Girls	441	416	391	409

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.6	89.5	84.2	89.0
8	88.9	88.1	80.7	83.2
9	86.4	84.6	83.5	81.8
10	83.8	84.6	80.3	85.1
11	85.2	79.7	78.3	82.0
12	88.3	86.9	80.4	86.4
All Years	87.4	85.8	81.6	84.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

The school has implemented a suite of positive attendance initiatives to drive improved student attendance. Strategies have included increased communication and engagement with parents, attendance reward and recognition programs, explicit standards of expected attendance being actively communicated and shared with students and attendance rates and improvements reported regularly through school media, personalised student & parent portals and included on student academic reports. The school has experienced positive attendance improvement when compared to 2022.

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	0
Employment	3	13	34
TAFE entry	3	6	7
University Entry	0	3	59
Other	0	0	0
Unknown	0	0	0

The school has implemented a comprehensive procedure for tracking students post school destinations. There is a whole of school commitment to developing a strong approach to individualised pathways and valuing a wide range of options for students to pursue their goals and passions beyond the school. Students are supported to transition into employment and training options and to pursue curriculum patterns that create and broaden work force options for students. Of the 92 graduating students in 2023, 42 elected to study an ATAR pathway requesting a University admission rank. Students strengthened their post school options through dual credentialing having attained industry recognised Certificate II and Certificate III in VET frameworks. Some students transitioned directly from completion of Certificate III courses into a University pathway at the completion of Year 11. Students are actively supported to develop individual goals and work to achieve them as part of their pathway planning and transition success.

Year 12 students undertaking vocational or trade training

66.11% of Year 12 students at Whitebridge High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Whitebridge High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

The school's approach to dual credentialing of students has ensured positive pathways, where students have the capacity to achieve their HSC and/or a recognised industry credential within the Australian Skills Quality Authority (ASQA). In 2023, 49 students achieved a Certificate III credential. 72 students achieved a Certificate II and 1 student achieved a Certificate I. 24 additional students achieved an industry statement of attainment.



Mia Byrne with class mates in attendance at the Lake Macquarie gallery pictured with Mia's artwork hung as part of the 2023 First Class Art Exhibition



Students at the community ANZAC ceremony at Dudley War Memorial



Students displaying the Minister's award for an outstanding school initiative - VET

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	53
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.37
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.



Staff working in collaborative groups undertaking professional learning



Student supported by a staff member to complete a ropes course



Year 12 students celebrating completion of Year 12 with Year 12 dress as teacher day. 4 students dressed as their art teacher.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	656,643.77
Revenue	13,797,936.93
Appropriation	13,251,285.08
Sale of Goods and Services	8,073.69
Grants and contributions	509,076.52
Investment income	29,401.64
Other revenue	100.00
Expenses	-13,731,345.06
Employee related	-12,417,717.98
Operating expenses	-1,313,627.08
Surplus / deficit for the year	66,591.87
Closing Balance	723,235.64

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.



Parents in attendance at a parent information session to support stage 6 learning.



Group of students working together to complete a NAIDOC art work.



Students in costumes ready to perform at Starstruck.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	199,526
Equity Total	478,144
Equity - Aboriginal	64,333
Equity - Socio-economic	144,830
Equity - Language	6,940
Equity - Disability	262,040
Base Total	11,062,930
Base - Per Capita	245,113
Base - Location	0
Base - Other	10,817,817
Other Total	881,707
Grand Total	12,622,307

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 Values PBL signage



Students representing the school in Netball



Student participating in High Jump at the school athletics carnival

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

The school participated in NAPLAN using the online program for all students in 2023. Prior to 2023 all students completed manual pen and paper responses to NAPLAN. The transition to the online program presented some technical challenges and may have created some consistency measures in the school's data when comparing trend data. In addition all students in Year 7 and 9 undertake NAPLAN inclusive of students enrolled across the school's 7 support classes. My school data is reflective of the entire student group participating in NAPLAN.



Tenzin Yeshe of Year 9 receiving a Minister's Award for Community Languages.



Students participating in a numeracy lesson on measurement in the school COLA

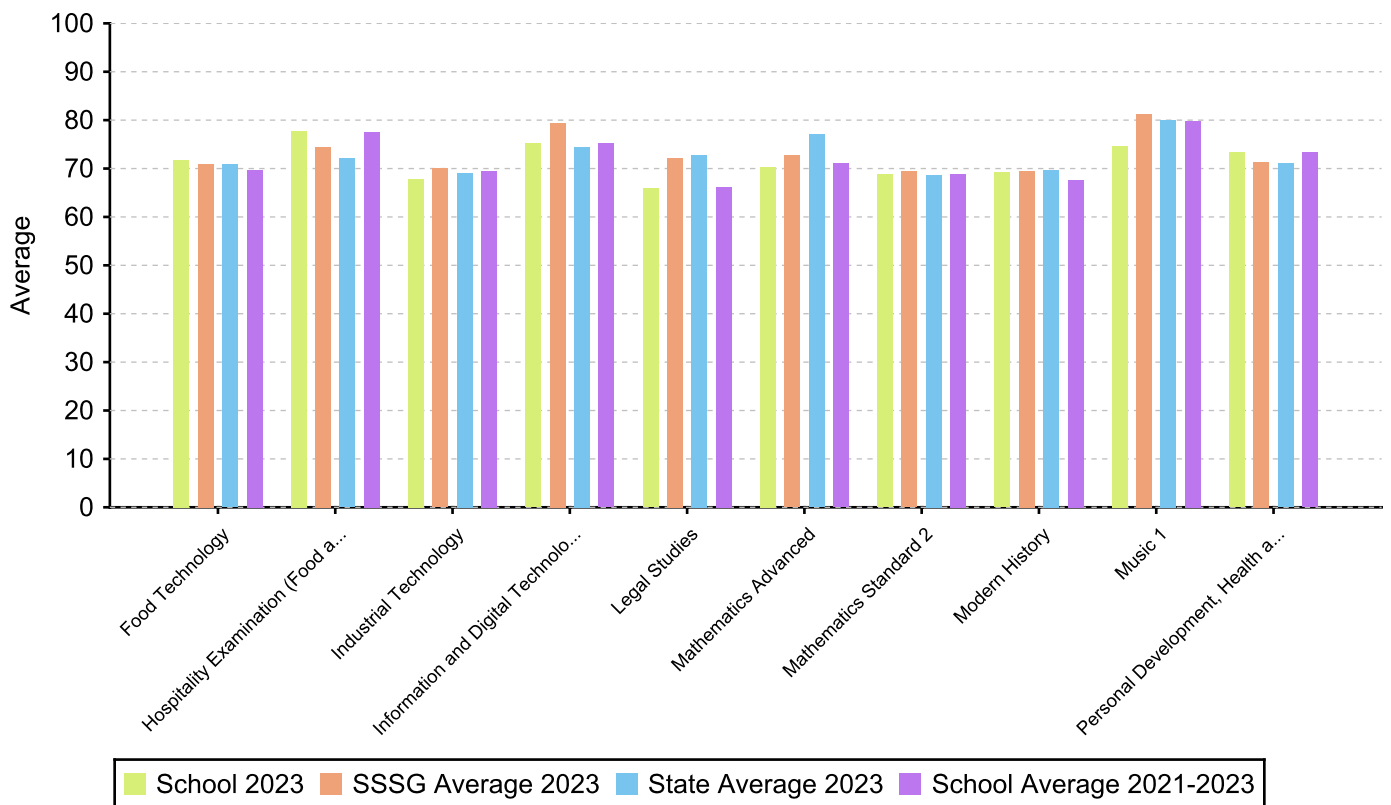
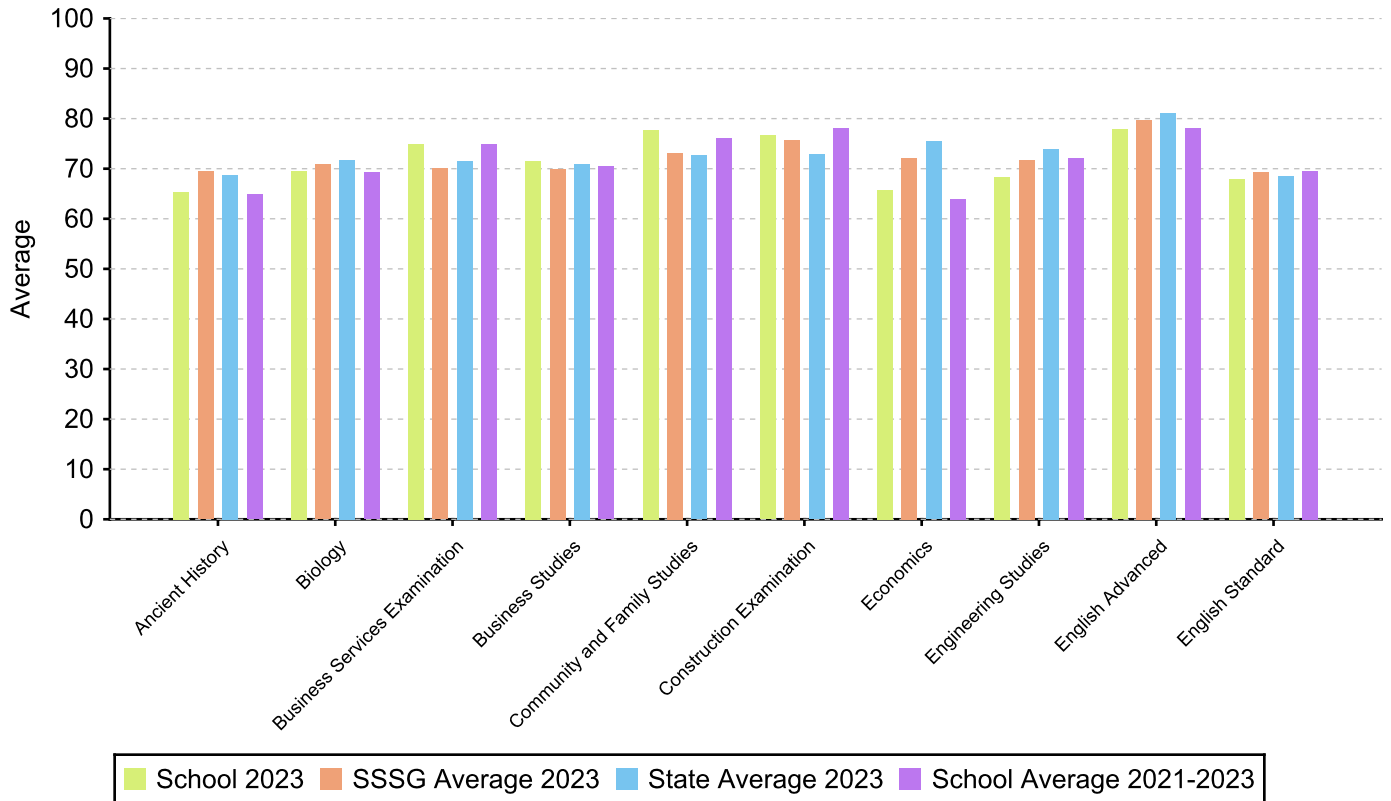


Students participating in learning expo

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 2023	SSSG	State	School Average 2021-2023
Ancient History	65.4	69.4	68.7	64.8
Biology	69.5	70.8	71.8	69.3
Business Services Examination	74.9	70.0	71.6	74.9
Business Studies	71.5	69.9	70.9	70.5
Community and Family Studies	77.7	73.2	72.7	76.1
Construction Examination	76.6	75.7	72.8	78.1
Economics	65.7	72.1	75.5	64.0
Engineering Studies	68.4	71.7	73.9	72.2
English Advanced	77.8	79.7	81.2	78.1
English Standard	68.0	69.3	68.5	69.5
Food Technology	71.8	70.9	70.8	69.7
Hospitality Examination (Food and Beverage)	77.7	74.5	72.1	77.6
Industrial Technology	67.9	70.0	69.1	69.6
Information and Digital Technology Examination	75.2	79.4	74.4	75.2
Legal Studies	65.9	72.1	72.9	66.2
Mathematics Advanced	70.3	72.7	77.0	71.0
Mathematics Standard 2	68.8	69.4	68.7	68.9
Modern History	69.2	69.5	69.6	67.7
Music 1	74.6	81.2	80.0	79.8
Personal Development, Health and Physical Education	73.3	71.4	71.0	73.3



Student leaders with their graduation awards



Year 12 Graduation clap out



Senior students engaging in stage 6 writing strategies.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) student, parent and teacher surveys are designed to capture students' wellbeing and engagement at school, as well as a range of experiences and attitudes of the school community toward school practices and procedures.

Parent Satisfaction

In October 2023 the school conducted the Tell Them From Me 'Partners in Learning' parent survey and had 119 respondents representing less than 10% of the survey's parent distribution. Of the respondents, just over 70% were parents of stage 4 students. The results of this survey may therefore not represent the whole of community perception of the school. A more representative sample of the parent group through TTFM with a balance across all stages of learning will be a key area of development for 2024.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Results on measures are reported below in parenthesis.

Results indicate that Parents report feeling:

- * Welcome (5.7)
- * That the school supports positive behaviour (5.9)
- * That they support learning at home (6.0)

Parents identified that the most useful forms of engagement with the school about their child was phone, email and informal meetings.

85% of respondents were supportive of their child undertaking VET / TAFE studies at school. With 71% confirming that VET studies provide good employment and career opportunities for their child.

81% of respondents had attended a school event, social function or meeting with 88% confirming they had talked with a teacher on one or more occasions. 95% of parents indicated they had not participated in any committees such as the P and C. 10% of parent respondents identified that the school had sought their involvement in school planning, policy and curriculum consultation.

In addition to the TTFM surveys, the school collects parent satisfaction data from alternate sources such as the Year 12 student destination survey, direct emails, parent phone surveys and parent consultation forums. A comprehensive analysis of data shows a positive trend in the focus areas surveyed.

The school continues to work hard to engage parents in the school and develop a range of positive strategies to strengthen communication between families and the school.

A key focus of the school's improvement plan aims to address enhanced community engagement and strengthen parent involvement in school planning, reporting and through collaboration in learning and wellbeing. The school values positive parent engagement and aims to enhance the school community partnership to support strong student outcomes.

Student Satisfaction

The Tell Them From Me (TTFM) Student Survey is designed to provide insights into student perspectives of school. In 2023, this survey was used at two points in time to report on student perceptions of the school climate and their feelings about a variety of measures. Between 05 June 2023 and 27 June 2023, 596 students in this school completed the TTFM survey Years 7-12. Respondents provided a good sample across the year groups in the school with 22% of respondents being in Year 11 and 12 and 78% of respondents in Years 7-10. Results reported below show Whitebridge High School responses as a percentage, with the NSW Government School 'norm' reported in parenthesis.

Results indicate that Students report feeling:

- * Positive Relationships with Friends 82% (NSW Govt Norm = 78%)
- * Positive Behaviours at School 91% (NSW Govt Norm = 87%)
- * Positive homework behaviours 37% (NSW Govt Norm = 54%)

* Effort to Succeed at Learning 54% (NSW Govt Norm = 66%)

The Tell Them From Me (TTFM) Student Survey was completed again toward the end of 2023, between 15 October and 01 November. Due to the impact of HSC examinations being undertaken during this survey window, by Year 11 and 12 students, the sample size was significantly reduced. 260 students in this school were surveyed Years 7-12, with 7% of respondents from Year 11 and 12 and 93% of respondents in Year 7-10. The results indicated below may not be a true indication of the broader student population. Results reported below show Whitebridge High School responses as a percentage, with the NSW Government School 'norm' reported in parenthesis.

Results indicate that Students report feeling:

* Positive Relationships with Friends 77% (NSW Govt Norm = 78%)

* Positive Behaviours at School 88% (NSW Govt Norm = 87%)

* Positive homework behaviours 36% (NSW Govt Norm = 54%)

* Effort to Succeed at Learning 50% (NSW Govt Norm = 66%)

Teacher Satisfaction

The 'Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program, described in John Hattie's book, Visible Learning (Routledge, 2008). This report provides results based on data from 21 respondents in this school who completed the Teacher Survey between 17 Oct 2023 and 02 Nov 2023. Results on measures are reported below in parenthesis.

Results indicate that Staff report feeling:

* Collaboration occurs widely (7.2)

* The learning culture of the school is strong (7.4)

* Data informs practice (7.4)

* They work with school leaders to create a safe and orderly school environment (7.6)

* Technology is embedded in learning (7.4) and

* We are an inclusive school (7.9)

In addition, 70% of respondents indicated that they feel they belong at this school and 73% of staff agreed or strongly agreed that the school is a welcoming place for all students.



Students participating in school camp



Students in Yarning Circle with teacher



Staff participating in wear it purple day



Parents and Staff engaged in parent-teacher interviews to support student learning and progress

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.

Aboriginal Education - School statement

The school has an active junior AECG and has a strong and connected relationship with the Minimbah AECG and the parent and wider community. The junior AECG in 2023 was confidently lead by President Year 11 student Thor Harradine and Vice President Year 12 student Lachlan Elder. The school's Aboriginal Education team works in close collaboration with our partners to develop a range of programs to enhance the learning, cultural connection and participation of both Aboriginal and non Aboriginal students and families in ways that strengthen and celebrate Aboriginal culture and connection in our school.

The junior AECG have led a range of significant events and workshops for students at Whitebridge High School, partner primary schools and community groups. This has involved Aboriginal Dance, Story telling, Art and Didgeridoo. In addition, students have participated in PLPs, Yarn Up events, Sista speak and Bro speak, careers roadshows and tertiary education support through the Wollatuka institute. The engagement of a school learning support officer to provide specific learning and study assistance for Aboriginal Students has supported growth in literacy, numeracy and curriculum specific learning and assessment needs.

The school continues to host an annual NAIDOC award ceremony. In 2023, 37 students and staff were recognised and presented with awards for their commitment to and achievement across a range of award categories.

In 2023 the school collaborated with our 6 partner primary schools and local community member Aunty Laurel Williams to rename the community of schools through a significant Aboriginal cultural program. The school is now part of the Wiyellai Koa (Awabakal for - coming together to talk) community of schools. This involved the development of a story of the Wise Waakan (Crow) that celebrates the connection between each of the schools and the local community through each school's totem. The students of Whitebridge High School have acknowledged the strong presence of the Kookaburra (Weerekata) in our school and have hence nominated the Weerekata as the school's totem. Students have participated in the development and filming of a video telling the story of Wise Waakan and are looking forward to the community launch of this significant project in 2024.

In Term 2 through the committed leadership of Aboriginal Education Coordinator, Dominique Woloschyn, the school developed and led professional learning for the entire Wiyellai Koa community of schools to support the capacity of staff to achieve outcomes for Aboriginal and / or Torres Strait Islander students and increase knowledge and understanding of Aboriginal histories and culture. The school continues to take a central role in leading Aboriginal Education initiatives for students and those within and beyond the Wiyellai Koa Community of schools.

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.

Multicultural and anti-racism education - School Statement

Whitebridge High School showed support for the school's diverse cultural heritage and continued to encourage inclusiveness, respect, and a sense of belonging through teaching and learning across the year and through Harmony Week in March 2023. The theme 'Everyone belongs', allowed for a variety of activities to give students and staff an opportunity to think, talk and reflect on the nation's rich cultural heritage - from the ongoing Custodians of the lands of Australia, to the 45% of Australians who were born overseas or have at least one parent who was. Activities to explore the cultural heritage and inclusiveness were planned throughout the week with lessons delivered in all KLA's with a focus on the diverse cultural heritage in Australia.



Student Aboriginal dance group performing for students during NAIDOC



Aboriginal students participating in a Yarn with Aunty Laurel Williams about the school totem Weerekata



Students acknowledging the importance of belonging and celebrating Harmony Week in the school