

2023 Annual Report

Wingham High School



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Introduction

The Annual Report for 2023 is provided to the community of Wingham 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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School vision

Wingham High School empowers all students to become informed, resilient and productive citizens in a rapidly changing world. At Wingham High School there is a consistent focus on the development of teaching excellence and a relentless commitment to effective practice, wellbeing and student growth within our learning community. Our quality assurance is derived from evidence-based practice and continued evaluation of performance.

School context

Wingham High School (WHS) is a rural comprehensive school located in the picturesque Manning Valley on the Mid North Coast. The school enjoys an active involvement with the Community of Wingham Schools (CoWS) consisting of Wingham Public School, Wingham Brush Public School, Tinonee Public School, Mount George Public School, Elands Public School and Bobin Public School.

Our teaching staff of 54 is made up of beginning teachers, experienced and mid-career teachers. Our Learning and Support team consists of seven experienced staff and one Aboriginal Education Worker. The student body consists of an enrolment of 570. There are 90 Aboriginal and Torres Strait Islander students, comprising eight Torres Strait Islander students and 93 Aboriginal students, making up 16% of our student population.

The school has a very positive connection to Wingham community and is an active participant in local events. The Wingham High School farm consists of 40 acres of rich alluvial pasture and has achieved many awards from its show cattle and beef. Wingham High School draws upon community experience, developing strong partnerships with business and enterprise from which students gain valuable insight and vocational opportunities. Wingham schools are seen as integral to local history and tradition, as well as reflecting the values of the community.

Wingham High School has a broad and challenging curriculum which provides for the comprehensive needs of our students. There is a strong focus on the development of skills for future learning which is reflected in teaching practice. Transition to work programs and Vocational Education Training (VET) courses are a significant part of our curriculum. Our two Trade Training Centres (Construction and Hospitality) continue to play an important role in these programs.

Wingham High School has consulted students, staff, parents and community in its evaluation of the previous School Plan 2018 - 2020 to develop the strategic directions of the School Plan 2021 - 2025. Information sessions were held with the P&C and teaching staff to map our performance against the School Excellence Framework (SEF). Further updates were given at P&C and staff meetings through 2017, 2018 and 2020. On each occasion, strategic directions were discussed and input was provided by those present. Sessions on school development days, executive and staff meetings were devoted to consulting with staff.

The school conducted a Situational Analysis to further develop the strategic directions of the School Improvement Plan 2021 - 2025. This included analysis of data from the Tell Them from Me Survey (TTFM), Higher School Certificate (HSC) and National Assessment Program - Literacy and Numeracy (NAPLAN), Sentral, Scout and parent forums.

The school is committed to effective classroom practices to improve student outcomes. Staff professional learning will ensure that reading, writing and numeracy levels can be uplifted through enhanced data collection and analysis to inform teaching and planning. There will also be a focus on Higher School Certificate performance including staff professional learning around deep analysis and use of data to develop both individual and group support. Staff will have professional learning to deepen their understanding of Aboriginal culture. Every student and every teacher will be challenged to continue to learn and improve every year.

Processes and practices will be reviewed and strengthened to support the wellbeing of all students to ensure every student feels known, valued and cared for, and that the community feels a true sense of belonging.

The majority of the school's equity funding will be used to support initiatives developed in the 2021 - 2025 Strategic Improvement Plan.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Students grow in their learning through explicit, consistent and research-informed teaching. Teachers evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

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.

- Evidence-based practice
- Data skills and use

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Aboriginal background

Summary of progress

Evidence-based Practice

Writing

NAPLAN data analysis indicated a need to focus on Writing as a professional learning priority for the school in the current strategic school plan. The professional learning focused on Years 7 and 8, aiming to increase students' capacity to perform well in both school based and external assessments which rely on strong writing ability to demonstrate learning.

The school's Learning and Support Teacher led the development of professional learning for teachers of Year 7 and 8 classes, including appropriate resources and activities for specifically teaching writing strategies and skills. The school has resourced a number of periods above the required NESA time expectations to provide this more intensive writing focus each fortnight.

Numeracy

External and internal assessment data indicated a need to strengthen teaching practice in numeracy, in order to lift student performance. A Numeracy Mentor was nominated and resourced for 0.2 support of the development of numeracy strategies across the school.

An analysis of NAPLAN and Check-in numeracy data in 2022 determined numeracy focus areas for the school to be **Multiplicative Thinking** and **Measurement and Geometric Reasoning**.

Professional learning was planned, aligned to the identified areas of focus. The implementation of this area of focus targeted Stage 4 (Years 7 and 8) students.

Upskilling of numeracy coordinator and Head Teacher (HT) Mathematics in use of appropriate strategies and resources.

Relevant professional learning was provided for all teaching staff. Faculty sessions collaboratively designed appropriate resources to support teaching strategies aligned to identified focus areas. Ongoing reflection on teaching practice used for evaluation of this work.

Extra lessons were timetabled specifically for literacy and numeracy sessions for Year 7 and year 8 students, in addition to normal NESA requirements. Teachers of these classes were supported by the Numeracy Mentor to implement new strategies designed to increase student performance. Ongoing assessment of the program through school-based assessments linked to the learned content.

Appropriate extra resources were purchased, as relevant to emerging needs for instruction. Additional resources and relevant projects developed and implemented as needed, based on ongoing evaluation of teacher skills development and student learning outcomes.

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
<p>System-negotiated target</p> <p>All students are able to demonstrate growth and achievement in reading over the year, using Check-in Assessments</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 1.3 %.</p>
<p>All students are able to demonstrate growth and achievement in numeracy over the year, using Check-in Assessments.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 2.5%.</p>
<p>Improvement in the % of students achieving expected growth to be above lower bound of 12.0% in NAPLAN 9 in writing.</p>	<p>From 2023, NAPLAN results are reported against 4 proficiency standard levels rather than numerical bands and national minimum standards. This means that the previous 10-band NAPLAN scale and national minimum standards are no longer applicable.</p> <p>The school NAPLAN Writing average score for Year 9 students improved from 503 in 2022 to 526 in 2023.</p>
<p>System-negotiated target</p> <p>Improvement in the % of Higher School Certificate (HSC) course results in the top 3 bands to be at or above the lower bound system-negotiated target of 48.2%.</p>	<p>28.48% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.</p>
<p>System-negotiated target</p> <p>Increase the % of Aboriginal and Torres Strait Islander students attaining the HSC by 50% while maintaining their cultural identity.</p>	<p>No student identifying as Aboriginal sat the HSC in 2023.</p>
<p>School self-assessment and external validation against the SEF continues to improve in the Teaching domain, Data Skills and Use in the theme of Data Use in Teaching, from Delivering to Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Data Use in Teaching to be delivering.</p>

Strategic Direction 2: Instil teacher excellence

Purpose

Creating a quality cycle of Assessment and feedback that drives ongoing improvement of student performance and teaching impact

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.

- Whole School Assessment Practices
- Feedback

Resources allocated to this strategic direction

Professional learning

Summary of progress

Professional learning for all teachers in the interpretation and use of Rap Analysis Package (RAP) was implemented during the year. This was used to triangulate data, using internal assessments and comparing RAP results to improve consistency of judgement. This professional learning also focused on marking guidelines. Collaborative staff meetings were used to devise standardised formats for major assessment tasks to increase consistency in implementing and assessing student responses. This has resulted in increased staff confidence and more consistent findings, supporting higher quality student reporting.

A future professional learning focus on formative assessment will strengthen teaching practice by guiding teachers to use student performance data to provide instruction at point of need. Further learning in data literacy will support this focus area.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School self-assessment and external validation against the SEF improves in the Teaching domain, Professional Standards in the theme of Improvement of Practice, from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence framework shows the theme of Improvement of Practice to be delivering.
School self-assessment against the SEF demonstrates sustaining and growing in the element of Assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Assessment.
School self-assessment against the SEF demonstrates sustaining and growing in the element -Effective Classroom Practice - theme Feedback.	Self-assessment against the School Excellence framework shows the theme of Feedback to be delivering.

Strategic Direction 3: Strengthening wellbeing

Purpose

A strategic and planned approach to wellbeing practices and processes, and effective communication systems that support the wellbeing of the school community so that they can connect, succeed, thrive and learn.

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.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background
Professional learning
New Arrivals Program
English language proficiency
Integration funding support
Low level adjustment for disability
Location
Aboriginal background
Student Support Officer
Per capita

Summary of progress

Wellbeing

The professional learning priority for wellbeing in 2023 was the continued provision of training in Choice Theory and Reality Therapy (CTRT). This training was commenced in 2021, providing intensive in-school training for groups of approximately eight teachings staff, with the aim of ensuring all staff had access to training in the next few years. The CTRT training assists teachers to better understand and cope with student behaviours linked to traumatic experiences.

Eight more staff were trained in 2023. These staff members reported positively about their experience, affirming that the use of the strategies learned through CTRT had provided them with appropriate tools to respond positively to student misbehaviour across the school.

The school has plans in place to train more staff in CTRT in 2024, thereby increasing the number and percentage of staff who had this training.

Attendance

The school maintained a continued focus on the development of effective whole school systems to support and improve student attendance. This was a continuation of work started in 2022. Planned tasks included:

- Employment of an attendance coordinator.
- Increasing parent engagement in support of attendance through promotion and communication.
- Linking attendance into Excellence Assemblies and school celebrations of achievement / progress.
- Revision and update of plan for whole school attendance processes.
- Ongoing whole staff awareness of their role in supporting improved student attendance.
- Implementation of enhanced whole school processes.
- Aboriginal Student Attendance goals and support strategies detailed in PLPs.
- Support as needed from Student Support Officer.
- Support as needed from Aboriginal Education Worker.
- Data monitoring - SCOUT / Sentral.
- Tracking student data.
- Planning with students - attendance goal setting.

Modification of Practice / Outcomes:

Production of whole school documentation to outline what systems and processes are in place to support / track / monitor student attendance. Attendance data made accessible to students and parents through student/ parent portal

and regular Attendance Reports sent to parents twice each term. All staff have been made aware of school attendance targets and the strategies in place to promote positive habits of attendance. All staff share responsibility for promoting and supporting student attendance that is intended to result in higher levels of engagement and attendance. Student attendance data is recorded daily and reviewed every 5 weeks through SCOUT and Sentral.

The data for unexplained absences reveals that these improved practices have been successful. The number of students truanting has decreased significantly. Despite these improved practices, the average attendance rate remains an area for improvement and will be addressed further in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School self-assessment against the SEF demonstrates sustaining and growing in the element of Wellbeing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing.
School self-assessment and external validation against the School Excellence Framework (SEF) improves in the Leading domain, Educational Leadership in the theme of Community Engagement, from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the theme of Community Engagement to be delivering.
<p>System-negotiated target</p> <p>Increased % of students attending school more than 90% of the time to be at or above the upper bound system-negotiated target of 62.6%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 21% from the 2018 baseline, indicating the school has not achieved the system negotiated target of 75%. However, the 2023 attendance of 47% is an improvement of 7% above 2022 student attendance.</p>
<p>System-negotiated target</p> <p>Tell Them From Me (TTFM) Wellbeing data improves to be at or above the upper bound system-negotiated target of 67.6%.</p>	<p>Positive wellbeing outcomes have decreased by 5.2% from baseline of 58.1%, indicating the school has not achieved the system negotiated target.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,903.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wingham 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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrival students were supported to access English language curriculum and connections were made between the family and school to support ongoing education and social relationships.</p> <p>After evaluation, the next steps to support our students will be: Continued support through employment of support staff and an integration focus for the students and their families.</p>
<p>Integration funding support</p> <p>\$436,404.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wingham 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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officers were employed in the school to support students with identified learning or wellbeing needs. • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with learning and wellbeing support needs were enabled to access curriculum and social aspects of schooling. Students experienced increased levels of success in their learning.</p> <p>After evaluation, the next steps to support our students will be: Continue employment of suitable qualified and effected School Learning Support Officers to support students with identified wellbeing and learning needs.</p>
<p>Socio-economic background</p> <p>\$643,606.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingham 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"> • Data skills and use • Evidence-based practice • Wellbeing • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$643,606.13</p>	<ul style="list-style-type: none"> • provision of release time to enable identified staff to support numeracy program implementation. • professional development of staff in analysis of RAP data to support student learning • Employment of work skills support teacher to providing support for targeted students to engage in a range of work skills related activities. • employment of additional Deputy Principal to support student wellbeing and discipline program implementation • employment of attendance coordinator to support attendance program implementation. <p>The allocation of this funding has resulted in the following impact: Increased implementation of numeracy based lessons across various faculties within the school, providing increased access to mathematical thinking and reasoning skills within each Key Learning Area. Reflective discussion of RAP data, providing areas of future focus for teachers of Higher School Certificate (HSC) courses. Increased frequency of students experiencing success in chosen senior pathway choices. Improved engagement of students in classroom lessons and playground behaviour. Increased awareness of the value of school attendance within the school community and students.</p> <p>After evaluation, the next steps to support our students will be: Numeracy support for teachers will continue with further resources being made available for the teaching of numeracy across all Key Learning Areas (KLAs) and stages. Development of school improvement measures for senior pathways to reflect the impact of this resources on student pathway outcomes. Continue strong focus on attendance, striving for reduced unexplained absences and higher overall attendance levels.</p>
<p>Aboriginal background</p> <p>\$100,682.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingham 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"> • Evidence-based practice • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to provide monitoring and follow-up of students with poor attendance • The school maintained a continued focus on the development of effective whole school systems to support and improve student attendance. This was a continuation of work started in 2022. Planned tasks included: <p>Revision and update of plan for whole school attendance processes. Ongoing whole staff awareness of their role in supporting improved student attendance. Implementation of enhanced whole school processes. Aboriginal Student Attendance goals and support strategies detailed in Personal Learning Plans (PLPs) Support as needed from Student Support Officer Support as needed from Aboriginal Education Worker. Modification of Practice / Outcomes:</p> <p>Production of whole school documentation to outline what systems and processes are in place to support / track / monitor student attendance. Attendance data made accessible to students and parents through student/parent portal. All staff have been made aware of school attendance targets and the strategies in place to promote positive habits of attendance. All staff</p>

<p>Aboriginal background</p> <p>\$100,682.63</p>	<p>share responsibility for promoting and supporting student attendance that is intended to result in higher levels of engagement and attendance. Student attendance data is recorded daily and reviewed every 5 weeks through SCOUT and Sentral.</p> <p>The allocation of this funding has resulted in the following impact: The data for unexplained absences reveals that these improved practices have been successful. The number of students truanting has decreased significantly.</p> <p>After evaluation, the next steps to support our students will be: Despite these improved practices, the average attendance rate remains an area for improvement and will be addressed further in 2024.</p>
<p>English language proficiency</p> <p>\$11,922.45</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wingham 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A teacher was employed one day a week to provide release for specialist teachers to provide ongoing English language support for a small group of students with limited English skills. <p>The allocation of this funding has resulted in the following impact: Targeted students benefited from intensive support with developing English language proficiency. Students were enabled to access and engage with the curriculum and to demonstrate improved learning outcomes throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Further support for students with identified needs in achieving appropriate levels of English proficiency will be supported through relevant funding and teacher expertise.</p>
<p>Low level adjustment for disability</p> <p>\$295,709.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Wingham 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"> • Evidence-based practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • The school's Learning and Support Teacher leads the development of professional learning for teachers of Year 7 and 8 classes, including appropriate resources and activities for specifically teaching writing strategies and skills. • The school has resourced a number of periods above the required NESA time expectations to provide this more intensive writing focus each fortnight. • School Learning Support Officers are employed in the school to support students with identified learning or wellbeing needs. <p>The allocation of this funding has resulted in the following impact: Many students increased levels of engagement and academic performance as a result of the extra support provided through this program.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$295,709.87</p>	<p>Continue to identify and target students who require increased levels of learning support.</p>
<p>Location</p> <p>\$9,624.74</p>	<p>The location funding allocation is provided to Wingham High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officers are employed in the school to support students with identified learning or wellbeing needs. <p>The allocation of this funding has resulted in the following impact: Improved engagement with and access to the curriculum, resulting in improved student performance for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify and engage with students with identified extra learning needs.</p>
<p>Professional learning</p> <p>\$66,400.92</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 Wingham 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"> • Whole School Assessment Practices • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Eight more members of staff engaged in Choice Theory training. These staff provided positive feedback in subsequent weeks at school, indicating that they felt more able to manage situations of conflict between students.</p> <p>After evaluation, the next steps to support our students will be: Maintain the planned professional learning schedule to further increase the number of staff trained in Choice Theory.</p>
<p>COVID ILSP</p> <p>\$222,588.25</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"> • COVID Intensive Learning Support Program (ILSP) funding was used to fund the employment of specialist teachers to provide intensive tuition to targeted students in writing, reading and numeracy. • School Learning Support Officer (SLSO) support was also provided to

<p>COVID ILSP</p> <p>\$222,588.25</p>	<p>support the implementation of the small group tutoring program.</p> <p>The allocation of this funding has resulted in the following impact: Initial focus was on Year 10 students who had not achieved Level 3 in HSC Minimum Standards. 30 students were targeted for regular sessions through each week in small groups. 60% of these students achieved the minimum standards requirement. Another 40 students were then targeted with further intensive support in writing and numeracy for the HSC minimum standards testing. 65% of these students did reach the minimum standard in writing by the end of the year.</p> <p>All of the students who attended regularly achieved minimum standards in numeracy.</p> <p>After evaluation, the next steps to support our students will be: Provide ongoing small group tuition support for identified students, to the extent that school funding allows.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wingham 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"> • Attendance <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Student Support Officers (SSOs) contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • Provide support for students and families within the attendance program, ensuring students are well placed to plan for and improve their school attendance. • SSO is a member of the school's wellbeing team, supporting both existing wellbeing programs and initiatives, as well as facilitating universal and small group programs, that align with the strategic direction of the school. <p>Some of these programs include: Luminosity (student leadership Aboriginal students) Pinnacle of Terror (motivation, positive action, teamwork) Lunchtime social groups (inclusive, belonging, self-esteem) Growth-mindset Learner Driver Program through Homebase to help prepare students to gain a driver's licence Other wellbeing activities to support senior students.</p> <p>The allocation of this funding has resulted in the following impact: The data for unexplained absences reveals that these improved practices have been successful. The number of students truanting has decreased significantly. Student engagement in activities supported by the SSO has enhanced student wellbeing and engagement in school activities.</p> <p>After evaluation, the next steps to support our students will be: Continue the employment of the school support officer in 2024, aligning this work to broader wellbeing initiatives across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	264	289	270	270
Girls	252	272	273	264

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.2	88.1	83.1	83.0
8	89.5	83.7	79.3	80.1
9	85.8	81.8	77.9	80.1
10	85.7	76.0	77.6	79.4
11	86.8	76.4	74.6	70.7
12	85.0	80.2	72.8	81.8
All Years	87.7	81.7	78.2	79.2
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

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	5	23
Employment	2	29	10
TAFE entry	5	10	8
University Entry	0	0	42
Other	3	0	2
Unknown	1	7	15

Year 12 students undertaking vocational or trade training

32.76% of Year 12 students at Wingham High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

92.5% of all Year 12 students at Wingham High School expected to complete Year 12 in 2023 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)	7
Classroom Teacher(s)	32.8
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

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	708,217.70
Revenue	9,786,985.14
Appropriation	9,598,156.24
Sale of Goods and Services	-631.58
Grants and contributions	85,507.62
Investment income	15,352.16
Other revenue	88,600.70
Expenses	-9,753,293.77
Employee related	-8,317,268.74
Operating expenses	-1,436,025.03
Surplus / deficit for the year	33,691.37
Closing Balance	741,909.07

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.

	2023 SBAR Adjustments (\$)
Targeted Total	459,332
Equity Total	1,051,921
Equity - Aboriginal	100,683
Equity - Socio-economic	643,606
Equity - Language	11,922
Equity - Disability	295,710
Base Total	6,808,491
Base - Per Capita	142,336
Base - Location	9,625
Base - Other	6,656,530
Other Total	534,113
Grand Total	8,853,857

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

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.

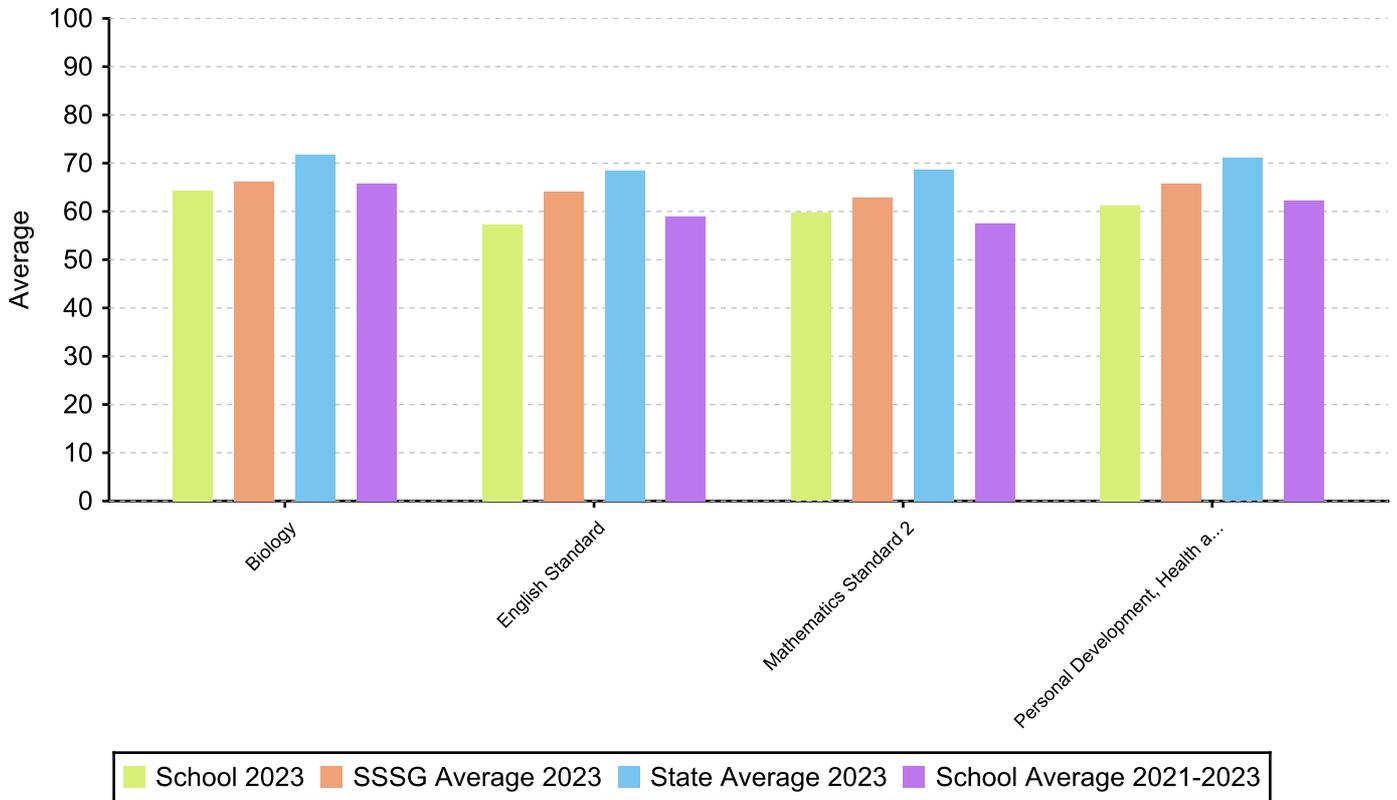
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

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
Biology	64.3	66.2	71.8	65.8
English Standard	57.3	64.1	68.5	59.0
Mathematics Standard 2	59.7	63.0	68.7	57.5
Personal Development, Health and Physical Education	61.3	65.9	71.0	62.3

Parent/caregiver, student, teacher satisfaction

Our school identified a range of targeted support programs in the past year to meet the diverse needs of our students . This progress has been hindered due to the impact of changes of staff in leadership roles and teacher vacancies on the delivery of education at the school.

The Parents and Citizens Federation (P&C) has been an active partner to ensure the school remains a safe, supportive, and inclusive learning environment for all students.

Data from the Teacher Tell Them From Me Survey indicates the staff have the required knowledge to engage with students on Aboriginal cultures and histories, the school is a welcoming place for all students, the school has a strong sense of belonging and is culturally safe for all students.

Students results indicate negative trends in Positive Learning Climate, Advocacy at School, Effective Learning Time and Explicit Teaching Practices and Feedback. These will be a focus for 2024.

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.