

Wollumbin High School Annual Report



2018



8596

Introduction

The Annual Report for **2018** is provided to the community of Wollumbin High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Karen Connell

Principal

School contact details

Wollumbin High School

North Arm Rd

Murwillumbah, 2484

www.wollumbin-h.schools.nsw.edu.au

wollumbin-h.school@det.nsw.edu.au

6672 5121

Message from the Principal

Wollumbin High School (WHS), established in 1995, is a small, comprehensive, rural school situated in Murwillumbah. We expect our students to make learning a priority, to act safely and be respectful within an environment fostered by staff of high expectations, educational excellence and student success. The professional and experienced staff are student focused and dedicated to providing a full range of curriculum and extracurricular choices for students from Years 7 to 12. Our small class sizes, learning support centre and academic extension classes provide students with the opportunity to succeed in their learning. Aboriginal and Torres Strait Islander students negotiate personal learning plans, are represented in leadership and all levels of achievement within the school.

We work closely with our partner primary schools (CoS) and actively with the Tweed (T5) high school network on shared professional practice and opportunities for students. Academic, citizenship, sporting and cultural achievements are acknowledged in the awards structure. Many students achieve at state level in academic, sporting and cultural areas. The Student Representative Council is an active leadership group within the school. The annual MADD concert, animations screening, band, choir, sporting teams, debating, photography club and Korean sister school activities provide additional opportunities for students. Quality education is further enhanced when the school, parents and community work in partnership to support student learning. Strong parent and community support is evident through our volunteer tutor program and the quality portfolio program. The Parent & Citizens Association is an active group who work closely with the school to support all students.

I am constantly impressed with the achievements of students, the dedication of staff and the support of parents and community. During 2018 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2018 Annual Report is further testimony to the achievement of our students, the partnerships forged with our community, the challenges faced by the school and our commitment to continuous improvement.

I certify that the information in this report is the result of rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Karen Connell

School background

School vision statement

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

School context

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

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

Close partnerships with parents, our educational community and the broader local community are essential to maximise learning outcomes for students and continues to be a focus of our school.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture was validated at Excelling as our school culture is strongly focused on high expectations of learning. There is a demonstrated commitment within the school community that all students make learning progress and are supported through successful transitions and regularly analysed attendance patterns. Effective partnerships in learning with parents, students and our educational community support clear improvement aims and planning for learning to enable students to deliver their best.

Wellbeing was validated at excelling due to our strategic and planned approach to develop whole school learning and wellbeing processes that support all students so they can connect, succeed and thrive. The school recognises that student wellbeing and engagement are important conditions for individual learning. Students in the school feel cared for and have a staff member they can confidently turn to for advice or assistance. The evidence-based Positive Behaviour for Learning platform drives a whole school approach for creating a positive safe and supportive school climate where behaviour expectations are explicitly taught and consistently applied.

Curriculum is enhanced by learning alliances with other schools and we monitor and review our curriculum provision to meet changing requirements of the students. We are sustaining and growing in this element as we develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the needs of all students. Teachers differentiate curriculum delivery and our teaching and learning programs describe expected student progression in knowledge, understanding and skill.

Assessment was validated at sustaining and growing as our consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Teachers share criteria for student assessment with students through the provision of rubrics. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts.

Reporting was validated as operating within the sustaining and growing phase of this element. Our reporting is clear, timely and accurate and provides information that supports further progress and achievement utilising explicit processes to collect, analyse and report performance data on a regular basis. Parents are presented with clear information on what and how well their children are learning across the curriculum. Student reports contain personalised information and preview plans for meeting future learning goals.

Student Performance Measure as evidenced by our references to NAPLAN achievement data, SCOUT reports and data analysis from a range of sources was validated as at delivering. Our Value Add trend is positive for Years 7 to 9 and is reflective of the average school for Years 9 to 12, which we are addressing in our current school planning phase. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. Using internal progress and achievement data, internal and external assessments, we assess student progress and achievement against syllabus outcomes.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice indicates our teachers are sustaining and growing in our efforts to identify, understand and implement the most effective explicit teaching methods. Teachers collaborate across faculties, stages and teams to share curriculum knowledge and are skilled at explicit teaching techniques such as questioning. We are working towards a better use of research and collaboration to inform the development of evidence-based programs and lessons which meet the needs of all students. Teachers' explicit and timely feedback supports improved student learning. A school-wide approach to effective and positive classroom management is evident through our integrated Positive Behaviour for Learning (PBL) culture.

Data Skills and Use is validated as sustaining and growing as we use data to effectively evaluate student understanding, with a growing number of staff engaging in professional learning in data concepts, analysis and use of student assessment data and related tools. All teachers contribute to gathering and analysing data and the leadership team comprehensively analyses student progress and achievement data, discussing results with the whole staff. Data is used in teaching to reflect on teaching effectiveness, and in planning to inform future school directions.

Professional Standards validation indicates we are operating within the sustaining and growing phase of this element as our staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Development Plans are supported by a coordinated whole school approach to developing professional practice. We monitor the accreditation status of all staff and teachers use professional standards and PDPs to identify and monitor specific areas for development of continual improvement. All teachers understand and explicitly teach literacy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. Teachers are developing in their proficiency in teaching numeracy with the school providing professional learning that builds teachers' understanding of effective strategies.

Learning and Development was validated as excelling in this element as our professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Teachers collaborate with each other and staff in other schools to share and embed good practice through professional dialogue, classroom observation and evaluative feedback to ensure the ongoing development and improvement of all teachers. The school uses embedded and explicit systems that drive ongoing, school-wide improvement and innovation in teaching practice and student results.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Educational Leadership was validated as the sustaining and growing level of this element as the school leadership team, teaching and non-teaching staff proactively seek to improve their performance. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Parents and community members have the opportunity to engage in a range of school-related activities. The school regularly seeks and addresses feedback on school performance from students, staff, parents and the broader school community.

School Planning, Implementation and Reporting was validated as sustaining and growing in this element as evidenced by the school plan being at the core of continuous improvement efforts. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the strategic directions by staff teams. In the annual report, we report on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic directions.

School Resources was validated as sustaining and growing as evidenced by approaches to staff deployment, financial planning and implementation and use of school resources. Physical learning spaces and technology are used flexibly to enhance learning and meet a broad range of student learning interests and needs. The school is available for community access and use of school facilities. Strategic financial management, including longer-term financial planning, is used to maximise resources and address school strategic priorities.

Management Practices and Processes are operating in line with the excelling descriptors for this element as is evidenced by our administrative systems, structures and processes which underpin ongoing school improvement and the professional effectiveness of school members. We evaluate our administrative systems and processes, measure school community satisfaction, are responsive to community feedback, and make changes when required.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Successful Learners

Purpose

Students with the capacity for independent thinking and problem solving, the ability to be discerning digital citizens and an understanding of wellbeing will be better prepared to meet the challenges of 21st C citizenship.

Overall summary of progress

We have maintained our focus on positive behaviour for learning in classrooms through consistent practices. Maintained our school focus on improving literacy skills of students including strategic process to support students achieve the Minimum HSC Standards for literacy and numeracy. The rock and water program is implemented across all of Year 7. The 8 Ways of Learning strategies are embedded in teaching programs across all KLAs. KLAs have provided an increase in class time to support student completion of assessment tasks. The school has introduced student planners which contain wellbeing components, developed further PBL posters and lessons and trained further peer mediators. A guest speaker from Safe on Social was engaged by the Parents and Citizens (P&C) committee to present workshops for students, staff and parents on cyber safety strategies. Mentoring has been evaluated and the wellbeing focus updated in the 2019 and 2020 programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the incidence of positive engagement in class and school through students meeting WHS expectations.	\$10,400	The incidences of negative behaviours or lack of engagement in learning have reduced by 26%. There has been a substantial increase in positive incidences. Tell Them From Me (TTFM) data for Positive Learning Climate identifies the school mean as 6.2 and the state norm as 5.6.
Improved student understanding of the relationship between school success and a positive future.	\$5,000	A focus on Year 10 indicated the submission rate of TAS major projects rose from 60% in 2017 to 75% in 2018. Science attained a 99% submission rate for learning grids and 100% for Independent Research Projects. There was a 2.6% decrease in non submitted tasks for Mathematics. HSIE and PDHPE issued a reduced number of non-submit warnings.
20% of students in Year 9 will achieve in the top two bands in NAPLAN for Reading, 16% for Numeracy and 10% for Writing.	\$14,500	19% of Year 9 students achieved in the top 2 bands for Reading, 20% for Numeracy and 9% for Writing.

Next Steps

Programs to be purchased which further assist students with reading comprehension and writing in an online environment. Participate in the pilot Year 7 Best Start literacy and numeracy program.

Introduce the Resilient Donut program to staff and students. Run Safe on Social workshops with Year 8, Year 11 and Year 12 students. Review the WHS Awards structure and processes.

Include an introduction to high school program during week 1 for Year 7 to further enhance transition to high school. Continue the focus on the classroom phase of Positive Behaviour for Learning utilising the planning matrix.

Continue the whole school approach to study skills, building independent research skills and embedding the 4Cs strategies in learning activities. Integrate the new life ready program into our senior success program.

Focus on stage 4, Year 10 and male students in general to improve their understanding of the relevance of learning activities.

Strategic Direction 2

Engaging Educational Experiences

Purpose

Students actively involved in deep and authentic learning, critical thinking and mastery through effective, evidence-based teaching within a positive learning environment will achieve progress as learners.

Overall summary of progress

The confident use of data to guide teaching practice is building with staff considering external and internal sources of data. The use of ICT as a learning tool expanded across the KLAs as staff engaged in professional learning. Science and English staff have piloted adjustments to the physical learning environment for enhanced learning. Years 7 to Year 10 students involved in literacy and numeracy activities during mentoring. Activities are targeted based on analysis of data from previous years and from NAPLAN results. Professional learning for STEM and the new Mandatory Technology syllabus in preparation for enhanced STEM learning opportunities in 2019. Executive team and aspiring leaders commenced the Tweed 5 (T5) 4Cs professional learning project. Pilot innovative problem based and inquiry based learning strategies were trialled. Robotics club launched. HSC tutoring for Year 12 students made available. Stage 5 Commerce pop up stalls popular.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Google Suite Apps are utilised by all teaching staff to enhance student learning opportunities and feedback.	\$12,000	Professional Learning opportunities for staff has resulted in 100% staff engaging with some of the apps of Google Suite.
Increase student levels of interest, motivation and understanding of the relevance of learning activities to more closely reflect state norms through high skill and high challenge learning activities.	\$29,000	TTFM data indicates that students are finding their learning more intellectually engaging, interesting, enjoyable and relevant but are still 4% below state norm. English and Science KLAs trialled flexible learning spaces.
All staff demonstrate commitment to improving professional knowledge and practice.	\$50,000	All staff have Professional Development Plans which identify improvement goals for professional practice and knowledge. Staff engage in professional learning which is shared with colleagues. All staff engaged in NES A accreditation processes.

Next Steps

KLA and Team action research projects which focus on engagement, relevance and authentic learning opportunities. Identify high skill, high challenge learning activities for Year 10.

Expand innovative problem based and inquiry based learning strategies trial. Expand the physical learning environment trial for enhanced learning.

Build on use of ICT as a learning tool through further engagement in professional learning. Introduce a Year 8 STEM elective class. Build on resources for the Robotics club, STEM elective and Technology Mandatory syllabus.

Professional learning for staff in utilising data through the SCOUT program. Executive team and aspiring leaders continue the T5 4Cs professional learning project.

Introduce the Entertainment Industry VET course for Year 11 students in 2019. Introduce the CAPA Season of Events to expand student performance opportunities.

Strategic Direction 3

Strengthen Educational Partnerships

Purpose

Engaging in partnerships which are collaborative and sustainable will support enhanced student wellbeing, engagement and achievement.

Overall summary of progress

The Performance and Development Framework and classroom observations engaged staff in reflective professional planning and feedback. Teachers work beyond their classrooms to contribute to broader school, network and community of schools projects. A Tweed 5 school development day enabled collaboration and learning with colleagues from other schools. KLA action research projects and team plans enabled a collaborative approach to meeting school strategic directions. The use of Sentral as a management and communication tool was expanded through the Parent Portal. Facebook and Instagram accounts in addition to upgrading the school's website enhanced communication for parents. The Wellbeing team led professional learning for staff, provided articles to be included in the school newsletter and wellbeing links for the school's Facebook and Instagram accounts. Careers resource package and future teacher's club implemented within the Community of Schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of parents have connected with the school through the parent portal.	\$3,500	In 2018, there were 171 users (53%) registered with the Sentral parent portal, with 135 accessing it during the year. Student reports for semester 2 were published to the parent portal.
CoS engagement continuums build on previous practice.	\$8,000	Tweed 5 4Cs project involving executive and aspiring leaders commenced in term 4 . The Careers Adviser provided a resource box to each partner primary school containing a wide variety of resources on career education to assist student thinking about future career pathways.
Increased parent response rate to feedback processes.	\$4,000	255 bulk messages were emailed via the Sentral parent portal. Daily SMS absence notifications regard were sent on 297 days. There has been a response rate ranging from 40% to 95% on any individual day. We have improved parent responses by seeking feedback on topics at parent teacher evenings and other information evenings.

Next Steps

Further articles on wellbeing will be developed to include in the school newsletter and links for Facebook and Instagram. Subscribe to the Safe on Social Toolkit, upload to the school's website for parent, student and staff access.

Promote positive student achievement through Facebook and Instagram.

Tell Them From Me survey will be conducted with students, parents and staff.

Numeracy progressions professional learning for CoS .

The Department of Education Communications team engaged to work with the school.

Tweed 5 4Cs professional learning program for executive and aspiring leaders terms 1 to 4.

Publish semester 1 student reports to the Parent Portal.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$22,454 • (\$0.00)	<p>In 2018 funding from Aboriginal Background loading enabled significant student support. All Aboriginal and Torres Strait Islander students were supported through Personal Learning Pathways (PLPs) and student profiles that target individual needs.</p> <p>An Indigenous mentor was employed 2 days per week to support Aboriginal and Torres Strait Islander students.</p> <p>During term 4, a tutor was employed for 2 days per week to assist students with Quality Portfolio preparation and interview readiness.</p>
Low level adjustment for disability	\$165,921	<p>Students have been supported through a number of programs including intensive reading and peer tutoring during Mentoring. All students involved in the programs have shown improvement in their reading rate, accuracy and comprehension.</p> <p>Learning and Support Teachers (LaST) and School Learning and Support Officers (SLSO) supported teachers and students through allocated lessons in the learning support room and in-class support across all KLAs. Students showed increased confidence in the completion of tasks and improved outcomes.</p> <p>LaSTs accessed additional relief days to conduct parent meetings, attend student enrolment interviews, work with teachers on modification and adjustments for learning, and compiled student profiles.</p> <p>LaSTs coordinated the community volunteer tutor program. The volunteer tutors contributed an average of 60 hours per fortnight. Students benefited from the additional 1 on 1 support and small group tuition.</p>
Socio-economic background	\$228,134	<p>An additional Learning and Support Teacher employed for 2 days per week.</p> <p>Technology resources including laptop banks for student access in KLAs, software, robotics, Maths on Line and study skills program. Resources and texts for KLA programs and library to enhance learning programs.</p> <p>Transition to high school program to encourage positive engagement with high school.</p> <p>Student wellbeing support through year adviser release and peer mediation training.</p> <p>Head teacher and teacher release to implement KLA action research projects and team plans. Additional staff professional learning and resources.</p>

<p>Socio-economic background</p>	<p>\$228,134</p>	<p>Student support programs such as student assistance (uniforms, footwear, school fees and excursions), senior success program, HSC tutoring, homework help and student planners to enhance equity of educational opportunity.</p> <p>A Technology Support Officer was employed to ensure the technology operates effectively for students and staff.</p>
<p>Support for beginning teachers</p>	<p>\$ 13,000.00</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>One permanent teacher utilised targeted funding for their first year of teaching.</p> <p>Mentor support was provided and support strategies negotiated including timetable concessions, release time for programming, assessment and resource development, and additional professional learning.</p> <p>The teacher engaged with the local beginning teachers' network and attended regular sessions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	216	231	217	215
Girls	244	245	229	227

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.5	93.3	90	91.5
8	91	91.9	90	89.2
9	90.7	91.3	88.1	89.1
10	89.2	89	86.6	88.6
11	91.9	89.1	81	90.5
12	89	93.1	84.3	90.1
All Years	91	91.2	86.9	89.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Rolls for Years 7 to 11 are marked in mentoring each morning in addition to period by period marking by classroom teachers. Year 12 are marked period by period by classroom teachers. Parents are contacted by sms, phone or by letter if absences are not explained promptly. Concern regarding student attendance is raised with parents by the deputy principal and year advisers. The home school liaison officer supports the school with individual cases.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	14
Employment	1	8	22
TAFE entry	5	8	12
University Entry	0	0	32
Other	0	0	4
Unknown	0	0	16

The percentages for Year 10 and Year 11 reflect the students who left during 2018 or at the end of the school year. Some Year 12 students did not respond to our request for post school destination information when contacted at the beginning of 2019.

Year 12 students undertaking vocational or trade training

37% of Year 12 students studied one or more vocational courses, contributing to the successful completion of their HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of our Year 12 students attained HSC or equivalent vocational education qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	27
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	7.28
Other Positions	1

*Full Time Equivalent

4% of the staff at Wollumbin High School are of Aboriginal and Torres Strait Islander heritage.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

The school was allocated \$48,821 for professional learning. Staff were involved in activities within and beyond the school. These included workshops, conferences, training days, program development and T5 collegiate activities. Focus topics included syllabus implementation, Vocational Education Training (VET), implementation of literacy strategies, curriculum focused conferences, quality teaching, technology skills development, leadership opportunities, Positive Behaviour for Learning and workshops to support student welfare. Staff also utilised technology to access professional learning opportunities.

The school development days focused on the introduction of the 4Cs project, numeracy, CPR, anaphylaxis and a combined T5 day built on an evidenced based research platform led by head teachers from across the five high schools for all staff.

The executive team participated in two T5 combined executive afternoons. Head teachers met once per term with other T5 KLA head teachers and focused on student engagement, curriculum development and sharing of best practice.

Additional funds were drawn from the Resource Allocation Model (RAM) equity funding providing additional opportunity for professional learning for staff.

Two early career teachers gained their accreditation at Proficient level and one teacher maintained accreditation at Proficient level of the Australian Professional Standards for Teachers.

Staff ensured any knowledge or strategies gained through professional learning was shared with colleagues. Professional learning contributed to the professional growth of staff and improved student outcomes at Wollumbin High School.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	657,254
Revenue	6,377,499
Appropriation	6,171,347
Sale of Goods and Services	14,758
Grants and Contributions	168,611
Gain and Loss	0
Other Revenue	16,700
Investment Income	6,083
Expenses	-6,170,849
Recurrent Expenses	-6,170,849
Employee Related	-5,577,679
Operating Expenses	-593,170
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	206,650
Balance Carried Forward	863,903

Wollumbin High School follows financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school. An annual school budget is planned to maximise the operation of the school within physical and financial resources, ensures appropriate application of existing resources to identified areas of need including school buildings and grounds, identifies and addresses workplace health and safety needs. The school maintains appropriate records in accordance with Audit requirements. Plans are in place for enhanced expenditure in 2019 to support implementation of whole school strategic directions, Key Learning Area and Team focus areas, grounds and building enhancement and resource acquisition.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	5,123,581
Base Per Capita	86,359
Base Location	0
Other Base	5,037,222
Equity Total	416,514
Equity Aboriginal	22,454
Equity Socio economic	228,138
Equity Language	0
Equity Disability	165,921
Targeted Total	94,990
Other Total	249,208
Grand Total	5,884,292

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our school engaged in NAPLAN Online testing which is engaging for students and gives them a greater opportunity to demonstrate what they know. For students who did the tests online, the information we have about what they can do and what they need to learn is more accurate and detailed than before.

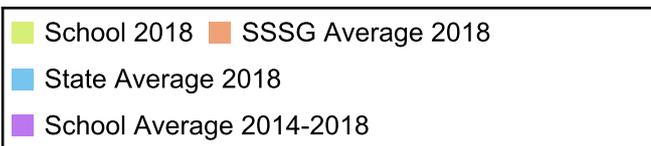
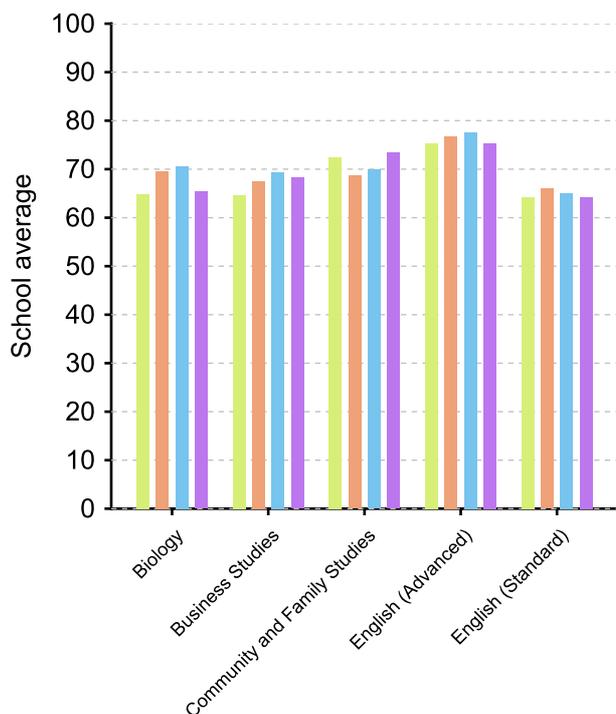
Due to the complexity of data analysis between paper test and online testing for some schools there may be variability in the results this year which is not consistent with the data of previous years. Our NAPLAN results indicated the whole school approach enabled students to maintain consistency of achievement in the new online format.

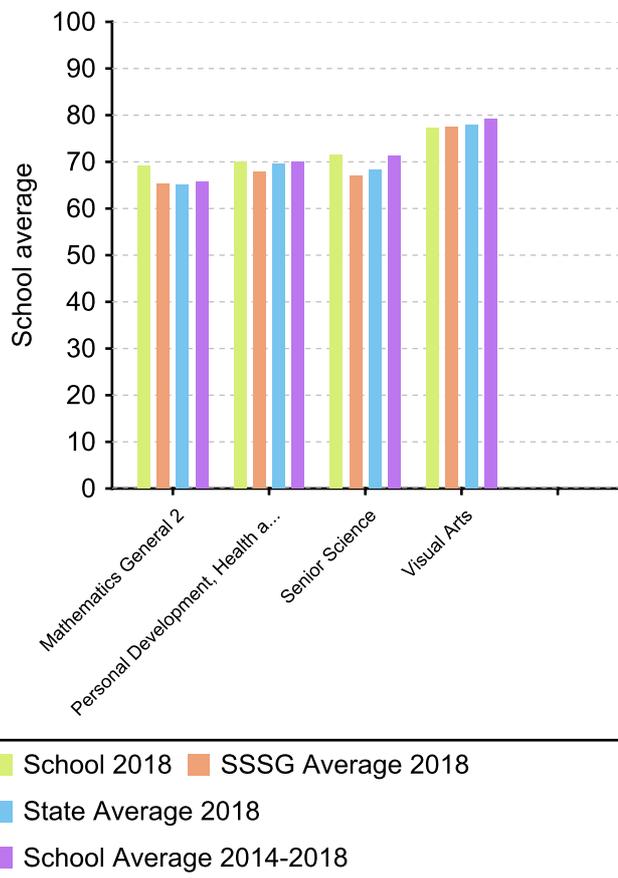
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, 11% of Year 7 students achieved in the top two bands for Numeracy and 16% for Reading. 20% of Year 9 students achieved in the top 2 bands for Numeracy with 18.5% in the top 2 bands for Reading.

Higher School Certificate (HSC)

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





Many of our courses have less than 10 students and are thus not reported on.

Parent/caregiver, student, teacher satisfaction

The school has an explicit process designed to ensure student reports are consistent and teacher comments are of a high quality. The school has been refining the reporting procedures for staff to ensure consistency in the quality of our reports.

Parents were surveyed to gain feedback on the effectiveness of our student academic reports in relaying understandable information about student academic and personal progress. Data from parents of all year groups was captured at parent teacher evening, parent information evenings and via the school website.

The survey results clearly indicated that parents agreed the reports were easy to understand and consistently contained high quality of information across courses. Parents confirmed that they gained a clear understanding of student academic performance in each course studied and areas for student improvement. Parents also appreciated the personal growth information contained in the report.

An overwhelming majority of parents did not wish to see course ranking on student reports.

A small number of parents indicated a wish for more detailed information on how they can assist their student outside of school to improve in their courses.

Policy requirements

Aboriginal education

All staff are responsible for implementing the policy and ensuring their actions comply with it.

We value and acknowledge the identities of Aboriginal and Torres Strait Islander students. All Aboriginal and Torres Strait Islander students are supported through the process of developing personal learning pathways (PLPs) which target their individual needs and are designed to encourage our students to pursue personal excellence, including a commitment to learning.

We provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through inclusion of Aboriginal cross-curriculum content, Aboriginal perspectives in education and culturally inclusive learning environments.

Staff ensure the learning needs of Aboriginal and Torres Strait Islander students are met through an integrated approach to quality teaching, curriculum and assessment. The 8 Ways of Learning strategy has been embedded in the school and clearly identified in teaching programs. The Positive Behaviour for Learning expectations are visibly present in rooms in the form of 8 Ways of Learning symbols.

Staff use data to inform planning and differentiate learning to maximise Aboriginal and Torres Strait

Islander student learning outcomes. The employment of an Indigenous mentor and Stage 6 tutoring was informed by data. Data also informed the Beyond the Broncos program goals for Aboriginal and Torres Strait Islander girls at Wollumbin High School.

The Aboriginal Education Team actively supports students, families and staff to assist Aboriginal and Torres Strait Islander students to access educational opportunities in a range of settings designed to engage and motivate the students for successful participation in education.

The school maintains relationships with Aboriginal people and communities, celebrates and acknowledges Aboriginal cultural events and significant dates to build the knowledge and understanding of all students about Aboriginal histories and cultures. Such activities as the Circular Rhythm workshop, NAIDOC week activities, buddy mentoring program, Beyond Broncos workshops, Connecting to Country professional learning, Bush Tucker Garden enhancement, Sorry Day and AECG membership assists the school to maintain effective, respectful and collaborative relationships with our community.

Multicultural and anti-racism education

Implementation of the Multicultural Education Policy and Anti-racism Policy is a whole school process.

Multicultural education is acknowledged through the ongoing relationship with our sister school, Cheongju Foreign Language High School and video link-up lessons with schools in South Korea. KLAs promote multicultural perspectives through a range of learning opportunities.

Activities to develop understanding of racism and discrimination and the role of the Anti-Racism Contact Officer (ARCO) are incorporated into the mentoring program. The ARCO speaks on assembly, addresses issues promptly and models expected behaviours. Staff commitment and implementation of the positive behaviour for learning program emphasises respectful behaviour.