

Winmalee High School

2019 Annual Report



8573

Introduction

The Annual Report for 2019 is provided to the community of Winmalee High School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Winmalee High School is a Positive Education school which meets the educational, health and wellbeing needs of students from Years 7–12, providing opportunities for students to develop their strengths in a range of areas. The whole child is considered in providing opportunities for students at Winmalee. Students can discover how they are creative and intelligent and enhance their wellbeing through an array of academic and co-curricular programs.

Staff are committed to delivering quality teaching and learning programs and providing a diverse, comprehensive curriculum which responds to student needs and aspirations. Winmalee High School values strong citizenship and community participation, and encourages all students to strive to achieve through consistent effort, continued persistence and deliberate practice.

School context

Winmalee High School is a public co-educational Year 7–12 High School situated in the Blue Mountains. The school has 870 enrolments, with 31 Aboriginal students and 60 students from Language Backgrounds Other Than English. Winmalee High School is a Positive Education school, developing resilient learners and young people prepared for the future. The school implements Positive Behaviour for Learning, encouraging all community members to take pride in being Safe Respectful Learners.

The quality of student and teacher relationships and partnerships with parents and the community are valued. The school has a strong reputation for its quality academic results across a range of key learning areas and courses with a focus on providing differentiated support for all students at all levels.

Winmalee delivers a range of leadership and co-curricular programs such as, The Duke of Edinburgh Award/Program, community service, visual, creative and performing arts and sport programs. The school has a strong learning and support team with a Learning and Homework Hub.

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 school plan and annual report.

Our self-assessment 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/school-excellence>

*The results of our self-assessment against the School Excellence Framework in the domain of **Learning** is as follows:*

Learning Culture:

At Winmalee High School, the focus on learning culture continues both in and out of the classroom to provide students with support to develop their knowledge and skills. The school has rated itself overall in Learning Culture as sustaining and growing. High expectations are communicated through language used in the classroom and by regular feedback on student learning. The continued use of language to promote a growth mindset and grit in learning demonstrates the commitment to learning and improvement. Teacher reflection on data, including the analysis of HSC results and benchmarking of student work samples, supports clear improvement aims and planning to adjust teaching and learning to support high expectations.

Strong transition programs remain in place, with excellent processes in place to support students with atypical enrolment, or with high needs, particularly during important transition points. All students have access to individualised support to ensure the continuity of learning. Attendance data continues to be utilised to target support and resources to students and families to improve attendance and engagement. Strong partnerships with Department personnel and external agencies continue to support students at risk.

Wellbeing

The school has several systems in place to monitor and support student wellbeing. Overall, our assessment of wellbeing is rated as sustaining and growing. The data for support accessed through the learning hub, year adviser interventions, the senior mentor program and case management at a learning support team and senior executive level, demonstrates that students can identify a staff member to seek support. Whole school and year group interventions support a proactive approach to support learning through managing wellbeing effectively. These include guest seminars, year group targeted activities and whole school focus days.

The ongoing registration and evaluation of individual learning plans for students continues to support individual student learning needs. Student progress data is used to identify students requiring specific support and whole school data is reviewed by the school's Positive Behaviour for Learning team to deliver support to cohorts or whole school needs. School data shows that consistency should continue to be supported to ensure that effective conditions for learning is in every classroom. The positive and respectful relationships are an important part of our school culture, and expectations for behaviour are modelled and supported through the regular and explicit teaching at relevant times.

Curriculum:

In considering our performance against the SEF, we have rated ourselves overall in the curriculum domain as sustaining and growing. The school works to provide support for students, particularly in stage 5 and 6, to select curriculum provisions that are engaging and enable continuous improvement. Teaching and learning programs have been revised and demonstrate a range of teaching practices and consistent collection points of data, to inform student progress and teacher planning and adjustments. Teachers know their students and provide adjustments where appropriate to give all students the opportunity to demonstrate achievement. This work is supported closely by the school's learning hub.

Assessment:

Our school continues to assess itself as sustaining and growing, with a range of sources showing that we have

consistent school wide assessment practices in place. Feedback to students on their learning, both through formative and summative assessments continues, with the use of rubrics and criteria to support student achievement.. Teachers use summative data, including internal and external data, to make judgements about the effectiveness of assessment practices. Some key learning areas have outstanding practices in place to support moderation of assessments and it is a focus to expand this and share and grow best practice across the school.

Reporting:

The school has rated itself as sustaining and growing in the area of reporting. The school effectively uses a centralised system for reporting and analysing data on student performance. Assessment and reporting data is used to target students for recognition and further support. Parents are presented with information about their child's progress and there are opportunities to discuss progress. This includes interim reports for important transition years, 7 and 11. The school seeks to gain feedback from the school community about the effectiveness of reports to provide a clear picture of achievements, next steps and improvement measures.

Student Performance Measures:

Our school's value-add data is rated as delivering. The school uses internal and external assessments to evaluate data and make consistent judgements about performance against syllabus standards. Literacy results, particularly reading, show results that are above State average. Numeracy results are below expected growth and specific interventions are planned to target numeracy learning. All students in Year 10, 2019, successfully met the HSC National Minimum Standards.

*The results of our self-assessment against the School Excellence Framework in the domain of **Teaching** is as follows:*

Effective Classroom Practice:

Our school has rated itself as sustaining and growing in the area of effective classroom practice. Examples across faculties show collaboration across teams and information about student achievement is shared. Evidence of teachers modifying tasks, explicit teaching to break down tasks and specific feedback can be seen in meeting minutes, program registrations, task samples with criteria, student work and detailed feedback provided to students. Our school continues to support effective and positive classroom management through data tracking, student behaviour contracts and other school wide Positive Behaviour for Learning systems.

Data Skills and Use:

The use of data to inform teaching demonstrates that our school is rated as sustaining and growing within data skills and use. The school's leadership team reflect on data and guide teachers to use student assessment data and related tools. An example is the individual analysis each HSC teacher conducts using RAP and SCOUT data. This data, along with expertise of various teachers as HSC markers, informs planning and builds the capacity of teachers to make consistent judgements on student performance. Students are targeted for support (LST) and also targeted for recognition by various school teams, to provide reflection on student progress and acknowledge achievement.

Professional Standards:

The school's self-assessment in professional standards is rated as sustaining and growing. Teachers' PDPs clearly link to and support an aspect of the school's directions in teaching and learning. The school has developed systems to develop, deliver, support and track both registered and teacher identified professional learning. This can be seen in the annual overview of professional learning activities, which clearly supports teachers to manage their own accreditation and builds their understanding of how they have demonstrated the teaching standards effectively.

Learning and Development:

Our school has worked systematically to align professional learning with our school plan to support development of teachers to support student learning. Our work in learning and development is rated as sustaining and growing. Time is built in to allow teachers to engage in professional discussions at a buddy, team, faculty and whole school level. This is evident through teacher observations, specifically designed professional learning sessions, school development day sessions and faculty meetings and planning days. Our teachers share with their colleagues, expertise and innovation. This includes experienced senior HSC markers sharing expertise and knowledge, as well as innovative technologies being trialled to engage and support student learning.

*The results of our self-assessment against the School Excellence Framework in the domain of **Leading** is as follows:*

Educational Leadership:

The school leadership team acknowledges that the role of instructional leadership is important and we have completed a self-assessment which is quite varied within all of the themes in educational leadership. Our overall rating of delivering

has been made cautiously, as we believe there are some aspects of delivering which could be more effective. Our team's work in ensuring that the implementation of syllabuses to meet NESA and Department requirements is clear and forms a strong foundation for student learning. The emphasis on developing instructional leadership and building the capacity of leaders needs focus. Whilst the PDP process is undertaken by all staff, the school seeks to build more rigour and consistency in this process. The schools regularly seeks feedback from the community – this is evident in surveys about our communication strategies and other school programs.

School Planning, Implementation and Reporting:

Our self–assessment in this area continues to be rated as sustaining and growing. The school leadership team regularly and proactively supports change and responds to feedback to support our school's directions. Dedicated executive team planning time and a school leadership planning conference which involves a broad range of school staff are used effectively to develop our directions and develop processes to support our plan. Our staff work to support the plan because they have linked it to one of their professional goals and they understand the importance of their own professional learning goals underpinning whole school directions. Our annual report shows evidence of the school planning process in action over the year and this evaluation is made as a team.

School Resources:

Overall, our self–assessment of school resources is rated at sustaining and growing. Within community use of facilities, strong evidence which is seen through the broad range of community use agreements, feedback from community and the funds raised to support the school, we are excelling.

Our leadership team has built in processes to allocate non–educational tasks to appropriate administrative staff to allow staff to focus on leading and managing across the school. This is evidenced through our work within the Learning Hub and Wellbeing faculty. Our management of physical learning spaces includes improving the physical environment in various playground areas, as well as maximising suitable spaces to ensure students with disabilities have access to appropriate learning and recreational spaces.

Budgeting and opportunities for school staff to develop programs for student learning and development are supported through the finance team. This process has ensured equity across faculties and transparency of fund expenditure. This includes the use of technology to enhance learning and school administration. The school also committed to the employment of a school Business Manager for 2019.

Management Practices and Processes:

Our school reflection on this area has seen an overall self–assessment as excelling. We have reviewed several systems, seeking feedback from our school community to evaluate our administrative systems. Community provided feedback on the school–wide use of Skoolbag app as a communication tool and overall communication systems. Our leadership team used this valuable feedback to consolidate systems and make required changes to meet community need. The school also took on and successfully implemented new administrative systems to support the school to effectively manage school practices and process.

Strategic Direction 1

Quality Teaching and Learning

Purpose

To inspire staff to actively build their mastery of teaching, working independently and collaboratively to reflect on their professional practice. Staff deliver engaging, innovative and well-resourced teaching and learning programs, which are inclusive of all; providing opportunities for every student to achieve his/her personal best and improve their literacy and numeracy skills in a challenging and dynamic learning and assessment environment that embraces high expectations and fosters independent learning. To build students' creative, communicative, and collaborative skills to enable them to successfully discover and connect to the community and world around them.

Improvement Measures

Implement whole school processes to support teacher accreditation and maintenance (NESA).

Build teacher capacity in developing teaching and learning programs and assessment practices that are inclusive and meaningful and delivering quality learning opportunities for all students.

Overall summary of progress

In 2019, the school worked to further improve the quality of teaching and learning programs. Cross faculty teams examined scope and sequences, assessment schedules and programs to ensure they met NESA requirements and embedded school based priorities such as ALARM (A Learning and Response Matrix) and other relevant literacy and numeracy strategies. The focus was not simply on compliance, but upon building staff capacity, creating a culture of improvement and developing a school wide understanding of excellence and NESA requirements. Feedback was implemented by faculty teams resulting in high quality teaching and learning programs which, through the inclusion of high efficacy teaching strategies, translated into improved teaching and learning in the classroom. The improvement in writing outcomes, as evidenced through NAPLAN data, is related to the embedding of ALARM across faculties.

The work on quality teaching and learning also involved an examination of assessment in 2019. The Junior Assessment Policy was updated through a collaborative process which led to a greater understanding of outcomes based assessment and uniform assessment practices across the school. In addition, teacher knowledge of formative assessment practices was expanded through professional learning at a whole school and faculty level. Identification of methods to use formative assessment enabled faculties to reduce the amount of summative tasks in the junior years, particularly years 7 and 8. The identification of formative assessment collection points within teaching and learning programs linked this work to the broader goals of improving teaching and learning programs. Furthermore, the focus on formative strategies complemented school wide efforts to encourage students to persist, take on feedback and produce high quality work.

The school's work to improve teaching and learning practices was underpinned by focus on professional learning that was aligned with school and Department priorities and supported teachers to achieve and maintain accreditation.

Progress towards achieving improvement measures

Process 1: Implement whole school processes to support teacher accreditation and maintenance (NESA).

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <ul style="list-style-type: none">– All staff supported to proficiently access ETAMS and log teacher identified professional learning and evaluate registered professional learning.– School professional learning logs maintained to support the tracking of teacher identified professional learning.– Professional learning for teachers to consolidate deeper knowledge and understanding of the Australian Teaching Standards, supporting teachers to articulate how specific professional learning activities demonstrate implementation of the standards.– Professional learning at the school leadership conference to strengthen | \$15,000 |

Progress towards achieving improvement measures

understanding of the important links between the Performance and Development Framework, teacher performance and the teaching standards.

Process 2: Build teacher capacity in developing teaching and learning programs and assessment practices that are inclusive and meaningful and delivering quality learning opportunities for all students.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <ul style="list-style-type: none">– Formative assessment practices built into programs to strengthen professional teacher judgement.– Better balance between formative and summative assessments.– Professional learning for teachers through collaboratively auditing programs and determining data collection points through formative tasks.– Tailored support for students with learning plans to ensure modified tasks were accommodated within teaching and learning programs.– Revision of the 7–10 Assessment Policy to support consistency across KLAS. | \$20,000 |

Next Steps

The school's next steps in this area will focus on:

- Developing tailored and context specific professional learning for staff
- Technology integrated in meaningful ways to support student learning, skills development and continuity of learning for senior students
- Defining and implementing the Stage Coordinator Role to support student goals and the new School Targets
- Improving feedback to students on their learning and progress and increasing opportunities for students to have individual conversations with teachers about their learning
- Supporting Numeracy learning in Stage 4, building in specific numeracy support to assist students to unpack questions and break down numeracy problem solving questions
- Team of teachers trained in Quality Teaching Rounds to support classroom observation and feedback on teaching practice.



Strategic Direction 2

Quality Values and Partnerships

Purpose

To improve communication with the school community, and to provide opportunities for parents and caregivers to engage and participate across the school.

To continue to provide opportunities for all students to participate in school life. To improve student attendance, the cornerstone to school participation and engage students in co-curricular programs in areas of interest and passion. To showcase school wide and individual successes across a range of areas through a range of platforms.

To continue to foster a school community which is founded upon respect for others; embracing inclusivity and a collective sense of belonging. Building on the culture of being an 'upstander' and having a voice on issues that are important in the school, community and beyond the school.

Improvement Measures

Consolidate and improve communication systems to engage with parents/ carers and the school community, seeking more effective ways to maintain strong links with families and communities.

Develop a culture of student participation that recognises the importance of attendance, Growth Mindset, academic and co-curricular achievement.

Overall summary of progress

In 2019, the school focused on improving communication with the school community by utilising various platforms. The school website was migrated to the Department's web service and the site was redesigned and updated to provide current and relevant content for our families. School events and important dates were migrated to the calendar on our website and a survey was completed by families to evaluate the effectiveness of the Skoolbag app. The school has refined its systems of communication and tailored the use of different platforms for different communication purposes, which have been reviewed positively by the community.

Inclusivity of Aboriginal perspectives continued to flourish this year, with broader participation in diversity days, including NAIDOC Week. The number of students supporting events and speaking for diversity, acceptance and respect has increased as students are more confident to participate and be active in school wide activities, including IDAHOT day.

Students continued to engage in co-curricular programs with specialised activities being introduced such as the inter-schools mountains bike event and the inter-schools triathlon. This year's school musical saw wide participation with specialised roles being offered to students, providing collaborative leadership opportunities where students learnt new skills. Our students continue to flourish beyond the classroom and take advantage of the opportunities to connect to their wider school community.

The school's Attendance Matters program continue in 2019, focusing on increasing the attendance rate of students. Home School Liaison Officer support was enhanced and regular contact with students and families worked to increase the number of students attending more than 90%. Improvement in students attending more than 90% increased significantly. Comparing Term 4 2018 to Term 4 2019 data, the results show an increase of: 58.4% to 67.37% for Year 7; 48.4% to 70.1% for Year 8, 49.7% to 69.1% for Year 9; and 36.1% to 60% for Year 10.

Progress towards achieving improvement measures

Process 1: Consolidate and improve communication systems to engage with parents/ carers and the school community, seeking more effective ways to maintain strong links with families and communities.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| –New School Website developed and maintained systematically to remain current for community communication and use. New software to streamline invoicing and payments for families. | \$11,000 |
| – Survey completed by community successfully driving content available on | |

Progress towards achieving improvement measures

different communication platforms.

- Increase in community engagements on school social media site.
- Parent evenings with presentations using expert facilitators; study skills and cyber safety and student wellbeing.

Process 2: Drive inclusivity through professional learning and student activities.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <ul style="list-style-type: none">– Student led presentations for NAIDOC week and IDAHOT day.– Regular professional learning on Aboriginal perspectives built into staff meetings.– Strong and Deadly workshops and AIME program for Aboriginal students.– Increase in specialised co-curricular activities to accommodate student interest. | \$12,000 |

Process 3: Develop a culture of student participation that recognises the importance of attendance, Growth Mindset, academic and co-curricular achievement.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <ul style="list-style-type: none">– Positive Education and Growth Mindset activities and lessons developed and delivered by the Positive Behaviour for Learning Team and the Student Representative Council to consolidate positive education principles.– Embedding of Growth Mindset descriptors being used to acknowledge student achievement in student academic reports; students attending the Recognition of Student Excellence events for growth mindset.– Consolidation of the Attendance Matters program, with Improved student attendance by term in Years 7–10, with a significant improvement in attendance rates comparing Term 4 2018 to Term 4 2019. | \$3,000 |

Next Steps

Our next steps include:

- Continuing and increasing Aboriginal perspectives and professional learning for staff.
- Increasing mentoring opportunities and broaden community links for our Aboriginal students, including commencing the Deadly Dreaming program, supported by Ted Knofts and maximising the support of the AIME program.
- Consolidate the school community strategy and establish clear systems to support families to remain connected with the school and easily find the information they need to support their child and be aware of school events. Initiate a community newsletter.
- Refine attendance systems to make it simpler for families to communicate about attendance and provide absence explanations.



Strategic Direction 3

Positive Education

Purpose

To implement Positive Education across the school and increase wellbeing. This approach will support individuals to realise their own abilities, cope with the normal stresses of life, work productively and make a valuable contribution to their school and community. Positive Education strategies will also provide a safe learning environment in which all students feel included and supported in their learning.

Improvement Measures

Implement a whole school Positive Education approach that includes a focus on Growth Mindset.

Strengthen processes for monitoring, evaluating and supporting students on plans..

Overall summary of progress

In 2019, the school strengthened its implementation of Positive Education and strategies to improve wellbeing and achievement. Surveys conducted at the end of 2018, revealed that while the school community had some understanding of Positive Education and Growth Mindset, less was known about the PERMAH model as the as the guiding framework in the school's approach. Hence this year, strategies were undertaken to broaden knowledge of PERMAH. This involved increasing student understanding of the six dimensions through school wide Positive Behaviour for Learning lessons and workshops conducted by external provider, Unleashing Personal Potential. Staff also participated in professional learning that unpacked the model and identified applications within their own lives. More broadly, the understanding of parents and the community, was increased through greater communication via permission notes, social media and the school website about the ways in which curricular and co-curricular activities related to specific aspects of PERMAH.

Implementation of practical strategies to improve student and staff wellbeing was also a high priority in 2019. After increasing understanding of PERMAH, the school implemented strategies related to the various dimensions such as '3 good things' to help increase positive emotions. This included a continued focus on Growth Mindset, grit, the importance of 'getting in the zone' for engagement, strategies to reframe negative thoughts and other practical methods that helped to enhance wellbeing and achievement at school.

Significant progress was also made in the area of inclusion in 2019, which encompassed support for students on plans. The focus on improving teaching and learning programs as well as assessment methods became an opportunity to increase staff knowledge on ways to modify tasks and cater for all students, including those undertaking Life Skills courses. The number of modified tasks increased substantially from that done previously and 100% of ILP registrations and reviews were completed. This had a very positive outcome for the students involved as reported by them directly and by families.

Progress towards achieving improvement measures

Process 1: Implement a whole school Positive Education approach that includes a focus on Growth Mindset.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <ul style="list-style-type: none">– External agency delivery of workshops to students to promote positive education and growth mindset principles.– Wellbeing team conference mapping PERMAH activities across the school planning for following year, leading implementation of initiatives with relevant school teams.– Effective staff professional learning on positive education and teacher wellbeing.– People Matters survey results show an increase in trust and staff relationships, with an increase from 2018 to 2019 by over 12%. | \$10,000 |

Process 2: Strengthen processes for monitoring, evaluating and supporting students on plans.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <ul style="list-style-type: none">– Additional administration support to enhance systems for tracking student support and plan administration.– Strong links developed with private psychologists to support the individual wellbeing and health needs of the student.– Additional teacher support in the Learning Hub to support students on plans. Increase in engagements in the Learning Hub with 4017 individual student engagements (3,300 in 2018); 1307 for learning support, 1134 for exams and assessments, 1099 for specialised programs and 257 for time out. | \$20,000 |

Next Steps

In 2020, the school will build upon and consolidate gains made in the implementation of Positive Education with additional strategies being undertaken to enhance wellbeing in line with the PERMAH dimensions.

- Engagement and accomplishment with student goal setting being identified as one process to assist this.
- Year based roll call groups being introduced and individual meetings being undertaken to assist students to identify ways to support their own wellbeing and learning.
- Continued support for staff and student wellbeing will remain a priority as will continued strategies to promote a growth mindset in students, increase grit, positive emotions and resilience.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|---|
| Aboriginal background loading | <p>\$19,993</p> <p>Tuition, individual support, AIME program, SLSO support, Learning Support, cultural programs and activities.</p> | <p>Increase in student participation and pride in culture and enthusiasm to share knowledge with the broader school community.</p> <p>Students collaborated to produce a video for whole school NAIDOC week celebrations.</p> <p>Greater engagement with external agencies and opportunities for students to participate in a range of learning experiences, provide students with positive community contacts.</p> |
| English language proficiency | <p>\$3,821</p> <p>Tuition and individual learning support for students.</p> | <p>Students eligible received tailored support for development of writing skills and development of literacy skills to assist with meeting the demands of assessments across KLAs. This included support for a student undertaking their HSC</p> |
| Low level adjustment for disability | <p>\$207,140</p> <p>Operation of the school Learning Hub, including SLSO support, development and implementation of ILPs, transition programs and teacher staffing for tailored support.</p> | <p>Funds are used largely for staffing, both teaching and non-teaching, to support students who require additional learning support. This is implemented on an individual, small group and class cohort level.</p> <p>Additional staff in the school's Learning Hub has allowed for an increased capacity of staff to modify tasks and make reasonable adjustments to learning and assessments. This includes providing disability adjustments for students across all years for examinations.</p> <p>Increased number of students accessing the hub for learning support, with a total of 4017 individual engagements.</p> |
| Socio-economic background | <p>\$56,872</p> <p>Learning Hub additional staff; Student Leadership, study skills support; whole school wellbeing programs.</p> | <p>Increase in specific programs and activities that support the needs of specific year groups and cohorts.</p> <p>Positive feedback from students about the support provided in relation to study skills, wellbeing presenters and leadership programs.</p> <p>Increase in students accessing individualised support from the learning hub for learning support, exams and assessments, specialised programs and wellbeing support.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 431 | 429 | 429 | 430 |
| Girls | 446 | 425 | 445 | 434 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 94.6 | 93.1 | 93.8 | 92.2 |
| 8 | 92 | 91.3 | 90.8 | 90.2 |
| 9 | 90.3 | 90.2 | 88.9 | 87.7 |
| 10 | 91.7 | 89 | 88 | 87.8 |
| 11 | 89.5 | 89.1 | 85.3 | 86.8 |
| 12 | 92.6 | 91 | 89 | 87 |
| All Years | 91.7 | 90.6 | 89.5 | 88.8 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

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 | 15 | 10 |
| Employment | 10 | 41 | 12 |
| TAFE entry | 23 | 17 | 7 |
| University Entry | 0 | 0 | 35 |
| Other | 67 | 10 | 14 |
| Unknown | 0 | 17 | 22 |

Year 12 graduates undertake a survey of their post school destination the following year, when they have confirmed their pathway into further education, training, employment or other opportunities. Not all students could be contacted at the time of this survey. These students are marked as unknown.

Year 12 students undertaking vocational or trade training

40.87% of Year 12 students at Winmalee High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Winmalee High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 43.2 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 10.88 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 963,122 |
| Revenue | 10,356,508 |
| Appropriation | 9,139,636 |
| Sale of Goods and Services | 229,901 |
| Grants and contributions | 902,977 |
| Investment income | 8,354 |
| Other revenue | 75,640 |
| Expenses | -10,531,294 |
| Employee related | -8,880,556 |
| Operating expenses | -1,650,738 |
| Surplus / deficit for the year | -174,786 |

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.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 356,666 |
| Equity Total | 292,640 |
| Equity - Aboriginal | 24,807 |
| Equity - Socio-economic | 56,872 |
| Equity - Language | 3,821 |
| Equity - Disability | 207,140 |
| Base Total | 7,967,523 |
| Base - Per Capita | 204,980 |
| Base - Location | 0 |
| Base - Other | 7,762,543 |
| Other Total | 362,529 |
| Grand Total | 8,979,358 |

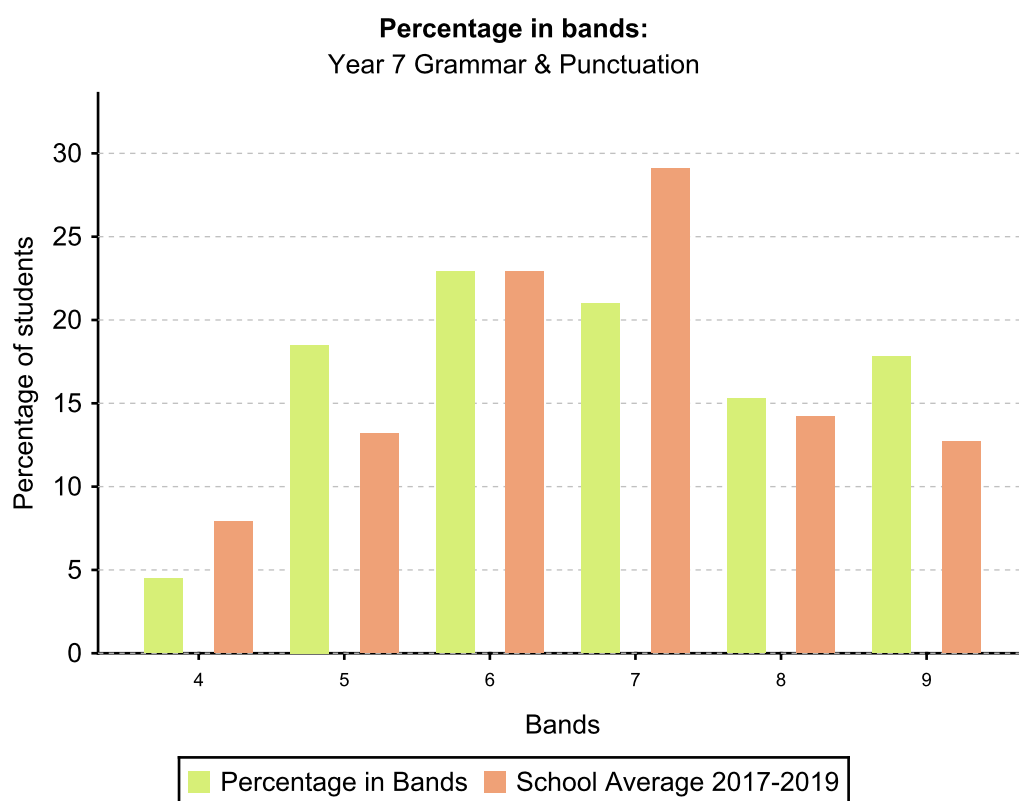
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

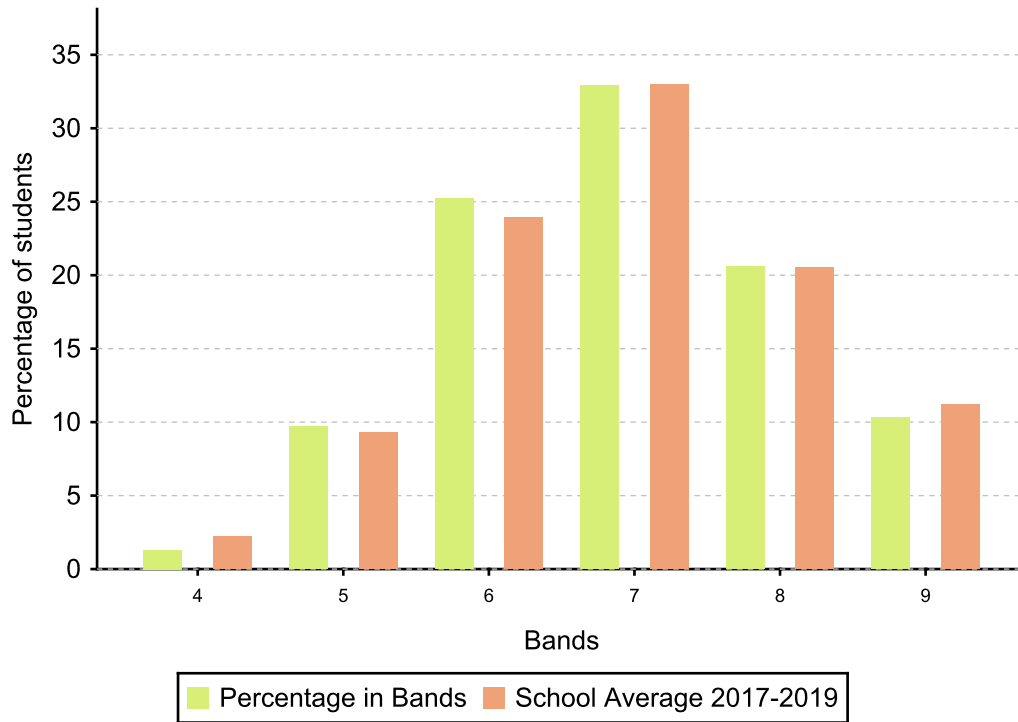
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



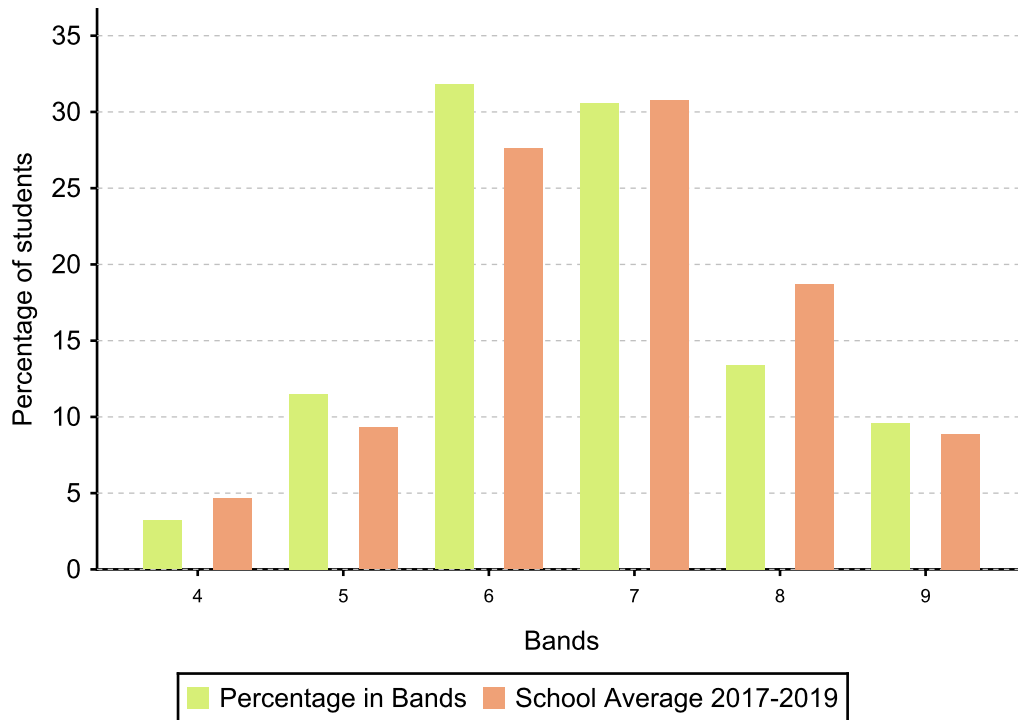
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 4.5 | 18.5 | 22.9 | 21.0 | 15.3 | 17.8 |
| School avg 2017-2019 | 7.9 | 13.2 | 22.9 | 29.1 | 14.2 | 12.7 |

Percentage in bands:
Year 7 Reading



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.3 | 9.7 | 25.2 | 32.9 | 20.6 | 10.3 |
| School avg 2017-2019 | 2.2 | 9.3 | 23.9 | 33 | 20.5 | 11.2 |

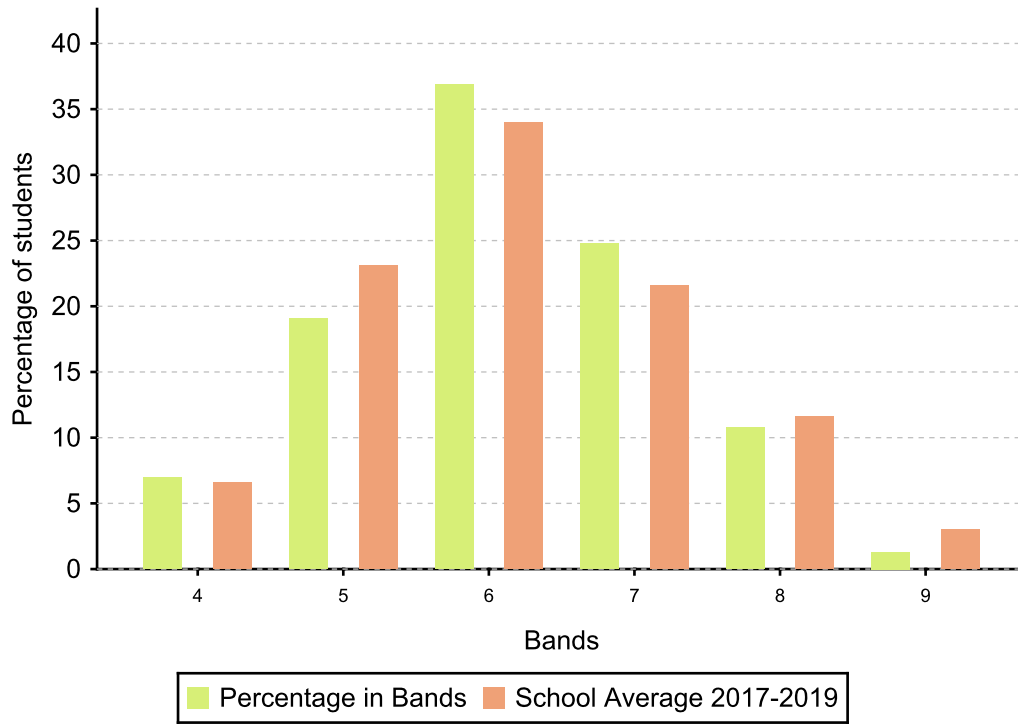
Percentage in bands:
Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.2 | 11.5 | 31.8 | 30.6 | 13.4 | 9.6 |
| School avg 2017-2019 | 4.7 | 9.3 | 27.6 | 30.8 | 18.7 | 8.9 |

Percentage in bands:

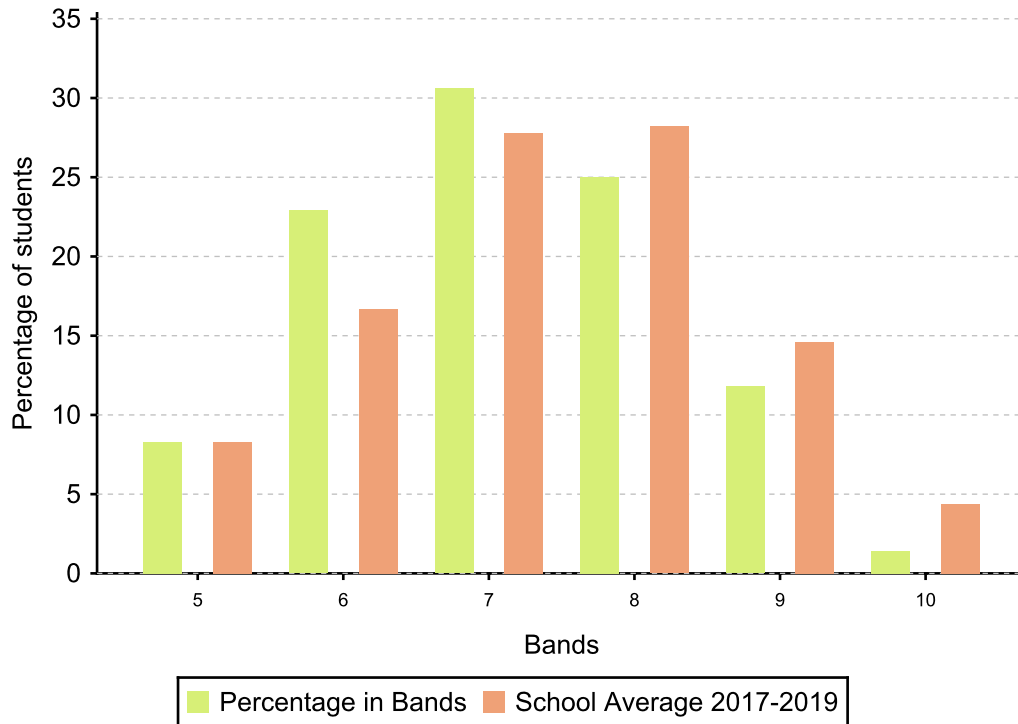
Year 7 Writing



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 7.0 | 19.1 | 36.9 | 24.8 | 10.8 | 1.3 |
| School avg 2017-2019 | 6.6 | 23.1 | 34 | 21.6 | 11.6 | 3 |

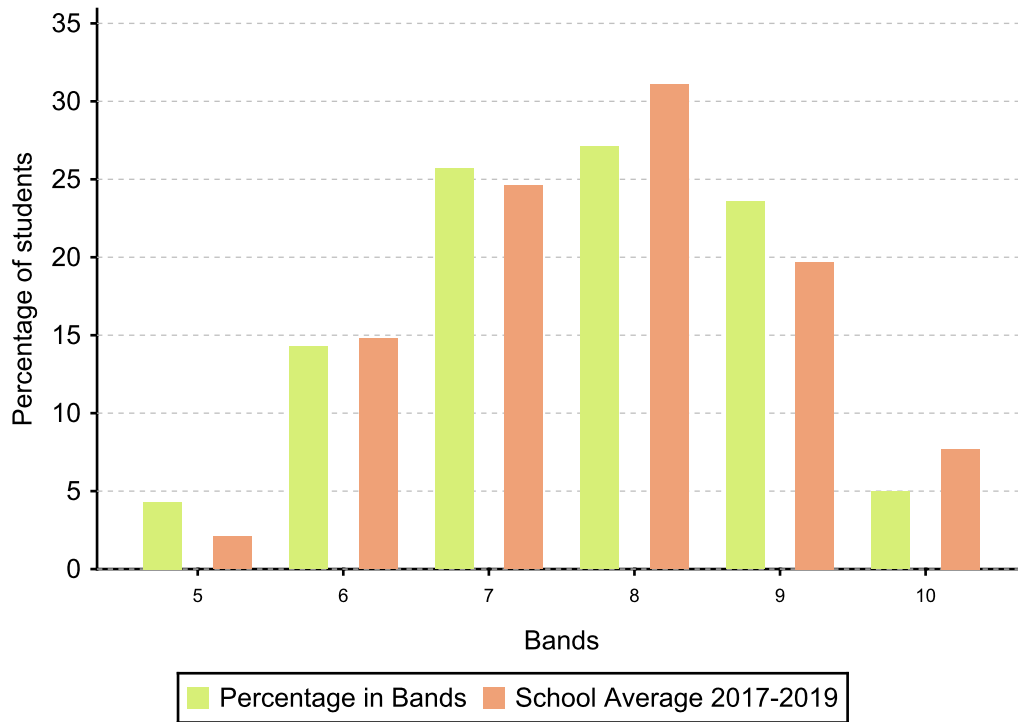
Percentage in bands:

Year 9 Grammar & Punctuation



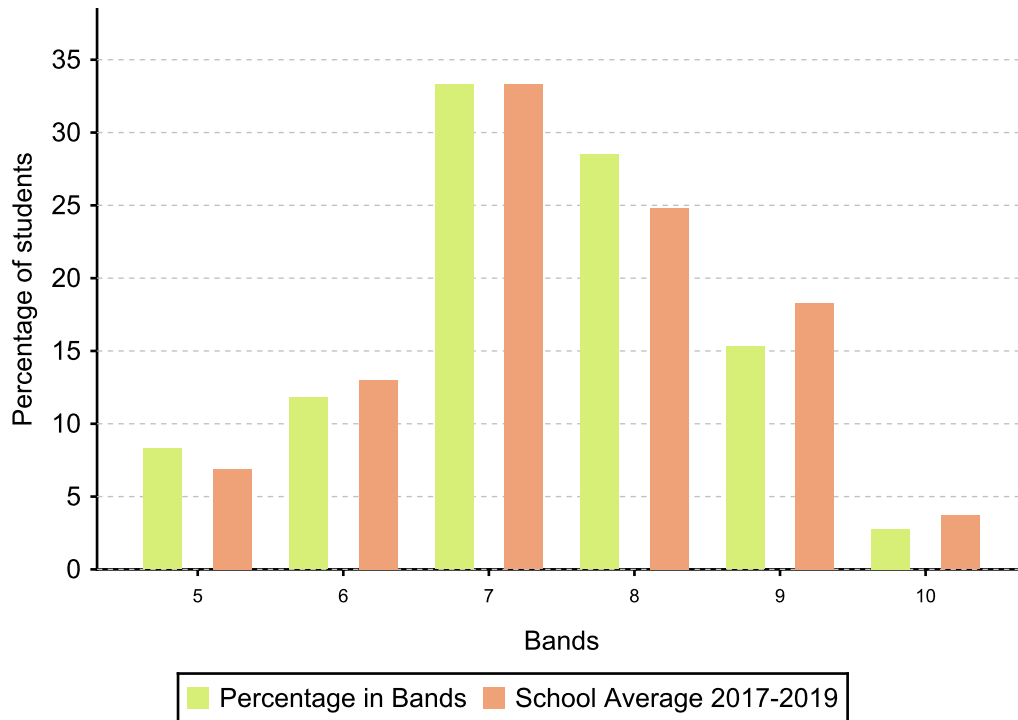
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.3 | 22.9 | 30.6 | 25.0 | 11.8 | 1.4 |
| School avg 2017-2019 | 8.3 | 16.7 | 27.8 | 28.2 | 14.6 | 4.4 |

Percentage in bands:
Year 9 Reading



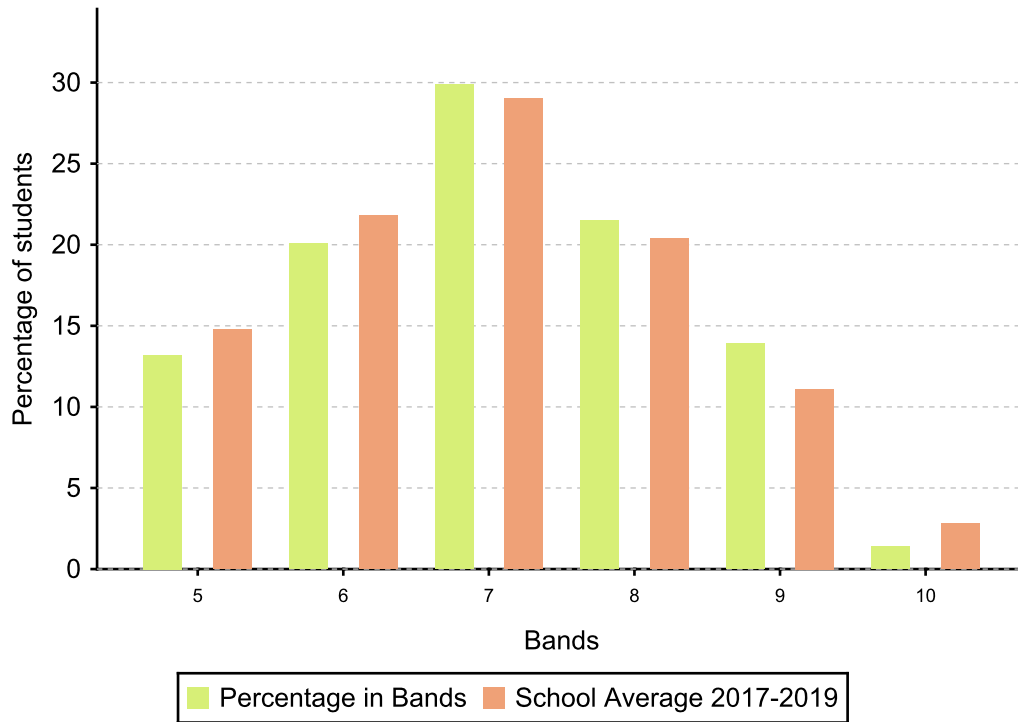
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 4.3 | 14.3 | 25.7 | 27.1 | 23.6 | 5.0 |
| School avg 2017-2019 | 2.1 | 14.8 | 24.6 | 31.1 | 19.7 | 7.7 |

Percentage in bands:
Year 9 Spelling



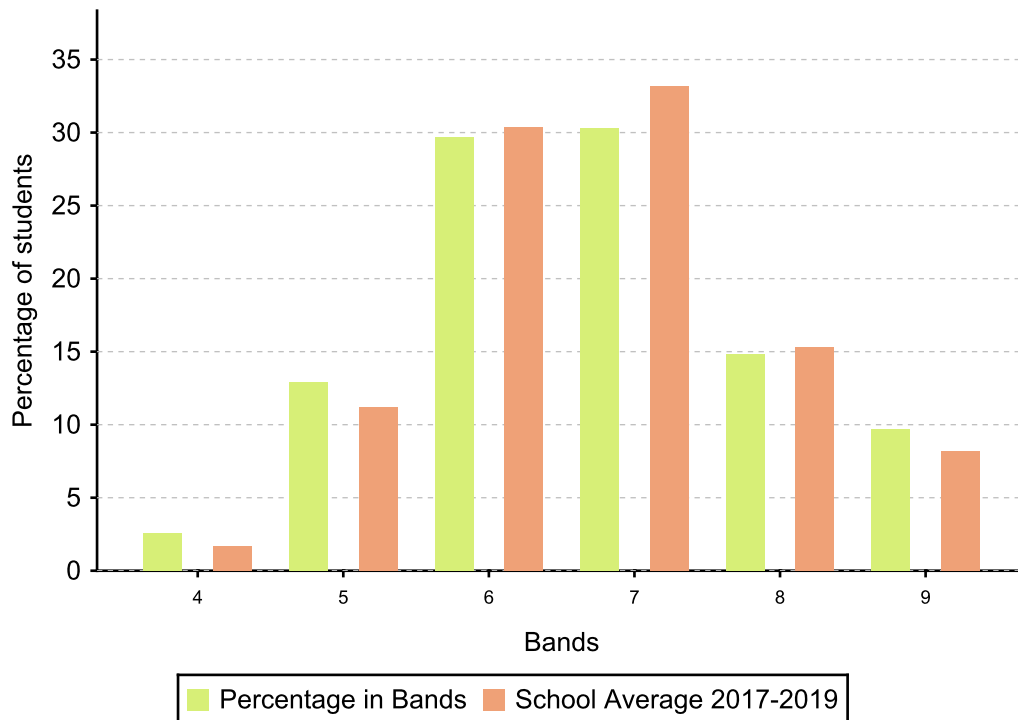
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.3 | 11.8 | 33.3 | 28.5 | 15.3 | 2.8 |
| School avg 2017-2019 | 6.9 | 13 | 33.3 | 24.8 | 18.3 | 3.7 |

Percentage in bands:
Year 9 Writing



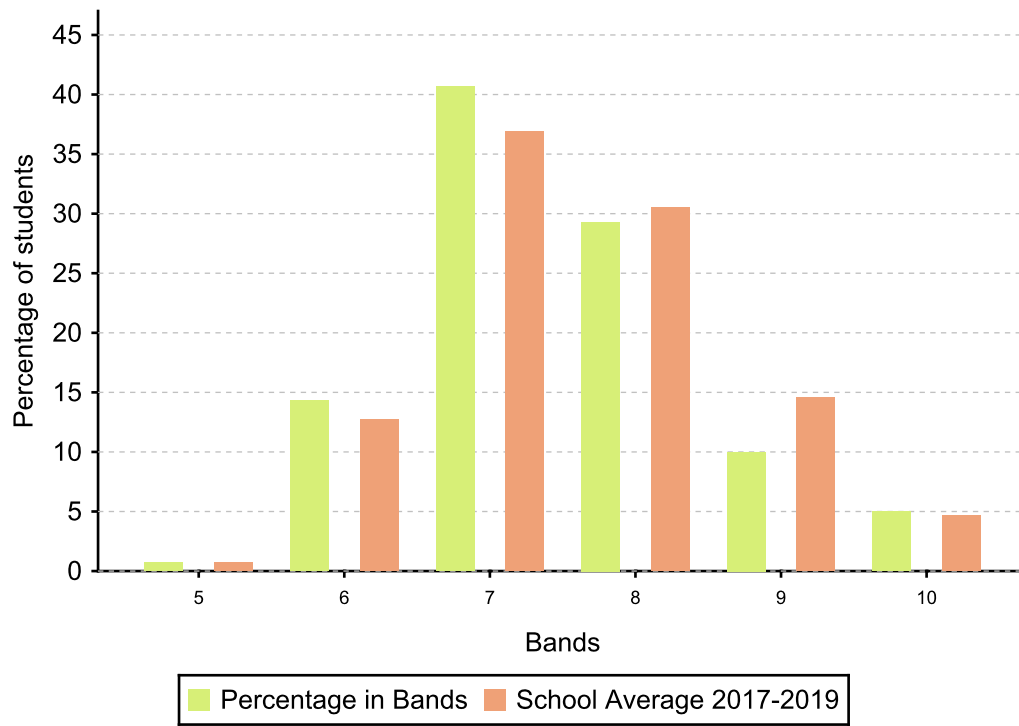
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 13.2 | 20.1 | 29.9 | 21.5 | 13.9 | 1.4 |
| School avg 2017-2019 | 14.8 | 21.8 | 29 | 20.4 | 11.1 | 2.8 |

Percentage in bands:
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.6 | 12.9 | 29.7 | 30.3 | 14.8 | 9.7 |
| School avg 2017-2019 | 1.7 | 11.2 | 30.4 | 33.2 | 15.3 | 8.2 |

Percentage in bands:
Year 9 Numeracy

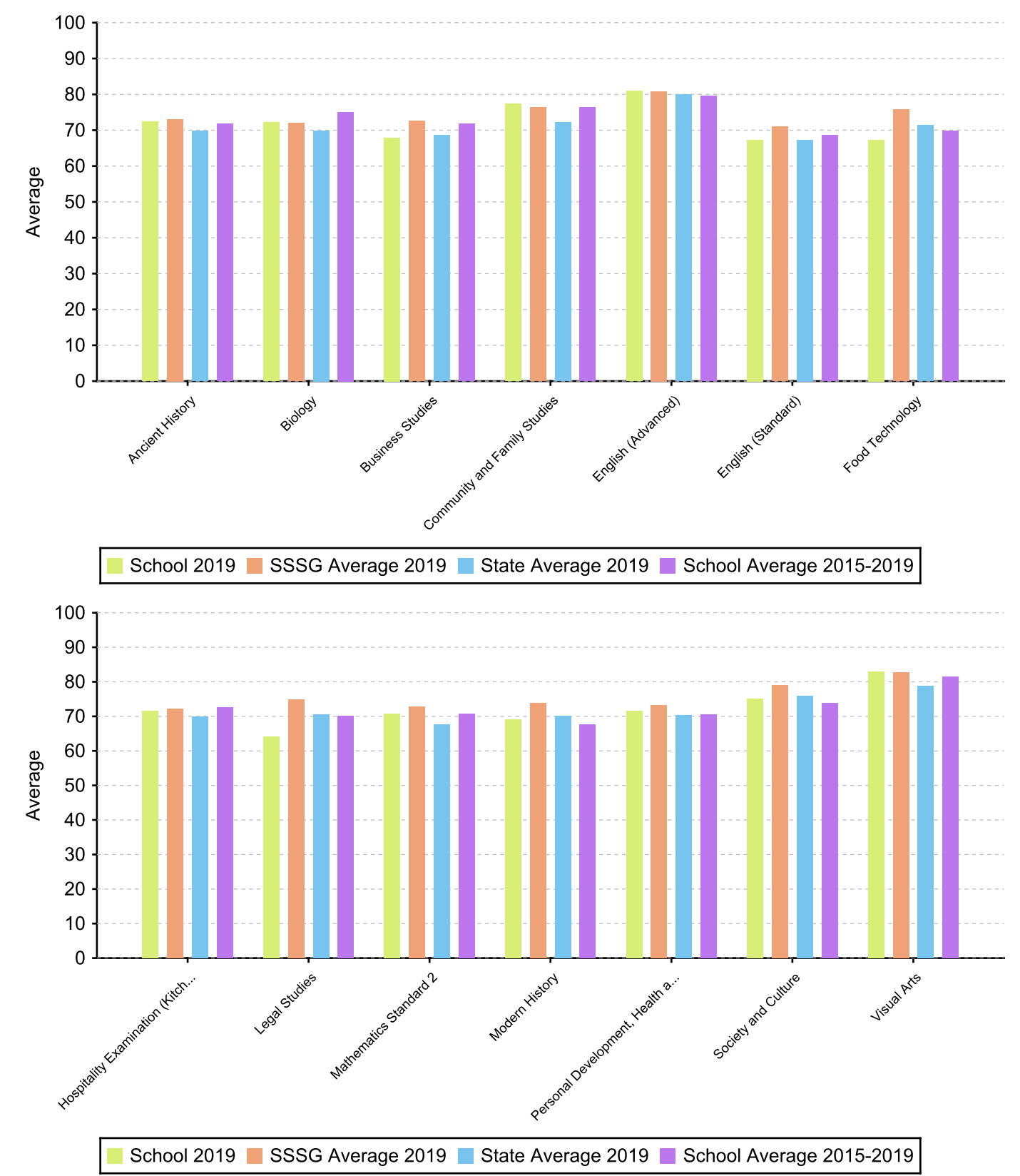


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.7 | 14.3 | 40.7 | 29.3 | 10.0 | 5.0 |
| School avg 2017-2019 | 0.7 | 12.7 | 36.9 | 30.5 | 14.6 | 4.7 |

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 2019 | SSSG | State | School Average 2015-2019 |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 72.4 | 73.1 | 69.9 | 71.7 |
| Biology | 72.2 | 72.0 | 69.9 | 75.1 |
| Business Studies | 67.9 | 72.6 | 68.6 | 71.8 |
| Community and Family Studies | 77.4 | 76.4 | 72.2 | 76.3 |
| English (Advanced) | 81.0 | 80.9 | 80.0 | 79.6 |
| English (Standard) | 67.3 | 71.0 | 67.3 | 68.6 |
| Food Technology | 67.3 | 75.9 | 71.4 | 69.8 |
| Hospitality Examination (Kitchen Operations and Cookery) | 71.6 | 72.2 | 70.0 | 72.6 |
| Legal Studies | 64.1 | 74.9 | 70.6 | 70.2 |
| Mathematics Standard 2 | 70.8 | 72.9 | 67.7 | 70.8 |
| Modern History | 69.2 | 73.9 | 70.2 | 67.7 |
| Personal Development, Health and Physical Education | 71.7 | 73.3 | 70.5 | 70.5 |
| Society and Culture | 75.2 | 79.1 | 75.9 | 73.9 |
| Visual Arts | 82.9 | 82.7 | 78.8 | 81.5 |

Parent/caregiver, student, teacher satisfaction

The focus of the parent/caregiver school survey this year was in relation to whole school communication with families. As part of our Quality Values and Partnerships focus, the school refined its electronic communication platforms, invested in new third party software and updated existing platforms to support effective communication with our community.

Parents and caregivers were asked to rate the platforms used to share information, as well as the effectiveness of these platforms to clearly communicate events, important information and highlight achievements of students.

Results indicated that overall, all platforms were being accessed and had a rating of 3 or higher (ratings out of 5). A 3.1 rating for skoolbag communication, 4.1 for notes and written communication and overall a 3.9 rating for electronic communications with our families. The school's official Facebook page was highlighted as the most effective way to receive information in a timely manner, with 95% of survey respondents accessing this page regularly. The community indicated that they would like to continue to see this social media platform be used to promote what is happening at our school, to highlight student achievements and to receive last minute or urgent notifications relating to the school or events.

For 2020, the school will incorporate the specific feedback provided by families and refine the implementation of the SMS absence notification system.

As part of the Year 12 post destination data collection, students had the opportunity to provide feedback since completing their schooling and graduating. Students indicated a high level of satisfaction on their schooling experience and the support they received from their teachers. The following anonymous comments were made by students:

"So thankful for the lovely teachers I had, they made such a difference and really got me through."

"My time at Winmalee high was a journey of ups and downs, all of the teaching staff were supportive and a very special mention to my deputy principal who without I don't think I would have done very well in school."

"My experience at Winmalee High school was honestly amazing. I had an amazing time and developed great relationships with both staff and have now met some amazing friends. I would recommend Winmalee High School to anyone."

"Moving from a private school to Winmalee High was my best decision. A very open and accepting community where personal setbacks are acknowledged and attempted to be worked around to support the students as much as possible. As always teachers which are passionate in their field with a sense of vigour are the ones who receive the best results and most enjoyable experiences. Most teachers are very understandable and the support staff such as deputy principals, as well as the library staff and the student service ladies are all extremely passionate and caring individuals who wish nothing but the best and success of students and retain strong relationships among the year group."

"Thank you to all the teachers as well as the canteen, front office and both principal and deputy principal and everyone in between."

"I'll miss the school and appreciate the last 6 years of schooling. Thanks for everything and wishing the school all the best."

"Winmalee was a great school and I would highly recommend it!"

""Winmalee high provided a very supportive, encouraging learning environment."

"Winmalee High School is a warm, friendly, supportive school. Winmalee High School allows students to grow into Safe, Respectful Learners."

"Amazing school, loved all the teachers and really enjoyed going there."



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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.