Willyama High School
Annual School Report 2013
School context
Willyama High School is a comprehensive high school located in Broken Hill in Far West NSW. The school services a predominantly low socio-economic community and has a diverse school population with 70 Indigenous students (approximately 13% of the school population).

Principal’s message
Willyama High School is an exciting and rewarding place in which to learn and to teach. We are very fortunate to have a mixture of experienced and young and enthusiastic staff who are highly committed to providing daily quality learning experiences for our students. Most students, when asked what they enjoy about the school, talk about the teachers and the time they devote to ensuring students achieve their personal best in a caring and positive environment.

Also, our school is fortunate to have administrative staff dedicated to supporting both students and staff. We value their work immensely.

The mission statement of Willyama High School is ‘to provide all students with a positive and supportive environment along with equal opportunities to achieve academic, cultural and sporting excellence.’

This positive and supportive environment has been successfully fostered largely due to the incorporation of Positive Behaviour for Learning (PBL) into the school’s systems and practices.

Students have taken advantage of the numerous opportunities made available to them to participate in academic, cultural and sporting pursuits as part of their learning experience and/or to achieve excellence. Many of these experiences and achievements are outlined in more detail inside this Annual School report.

It appears that an increasing number of Willyama High School students are making the most of their educational opportunities to achieve success in their schooling and life after school.

I would like to sincerely thank Willyama High School’s parents, carers and extended families, for their ongoing support in working with us to improve educational outcomes for all of our students.

Grant Shepherd - Principal

P & C message
The past year has proven to be successful for the P&C with the return of our previous canteen manager Chris Boatswain.

We have been able to continue our support of the Willyama High School and our students by donating to the requests we receive.

This has allowed students to attend various sporting events including marathons by the School Running Group and individual representation by a young sportsman to an AFL State Squad.

The P&C make a yearly contribution to the Science Excursion that students attend each year, as well as helping two student representatives gain valuable knowledge and experience at a SRC Leadership Conference in Canberra.

The Brett Murray Workshops that were held at the end of last year were funded by the P&C and we are assisting the school with a donation to their maintenance program.

The P&C strive to be able to offer this support and we thank the parents and staff who attend our meetings.

We are always happy to see new parents at our meetings and P&C involvement is a great way to get to know your school community.

Thank you to everyone for their support over the past year and looking forward to another successful year in 2014.

Maria Robinson – P&C President (Acting) 2013

Student representative’s message
The Willyama High School Student Representative Council (SRC) held, assisted and participated in various activities involving not just our school community but the wider community throughout 2013 including:

- member representation at student leadership inductions of our feeder primary
schools and Broken Hill High School. We also had representatives attend the Western Region SRC Camp and the 2013 Youth Council AGM.

- a morning tea for the Cancer Councils Biggest Morning Tea where we raised over $600 for the Cancer Council.
- participation in the Salvation Army Red Shield Appeal.
- participation in the ANZAC Day March.
- the donation of money to students for sporting and academic endeavours.
- a pyjama day to raise funds for the school.
- the running of the Term 2 School Concert Canteen. Money raised was deposited into the SRC Account.
- a door raffle at the Term 2 School Concert to raise funds for the school.
- a McLeods Pie Drive that raised over $400 to be used for student resources.
- a fundraiser for RRANA, the animal welfare organisation that raised over $200 for their efforts in the Broken Hill Community.
- a premiere movie fundraiser for The Hunger Games-Catching Fire to raise funds for the school.
- Acceptance Week activities that were held for the second year running that raised awareness of social acceptance within our school.
- the very first Colours of Summer Festival and Colour Run that raised well over $2000 for the school. After the success of the 2013 Festival, it was decided we would hold it again in 2014.

The SRC would like to acknowledge the following people for their contributions to the council throughout 2013:

- SRC Advisors Ms Kay Henderson and Miss Megan Harris for their assistance and guidance this year and always, it is greatly appreciated.
- Principal Mr Grant Shepherd for his ongoing support.
- Mrs Christine Boatswain for her assistance during the year and her extra support during the Colours of Summer Festival.
- Mr Mark Leonard for his help with organising the grounds for the Colours of Summer Festival.
- The volunteers who gave us their time to help with the running of the Colours of Summer Festival.
- The P&C for their support with fundraising and other activities.
- Staff who assisted us with any activities in the year.

Ryan Coulter – SRC Secretary 2013

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>302</td>
<td>322</td>
<td>316</td>
<td>323</td>
<td>300</td>
<td>268</td>
<td>276</td>
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<tr>
<td>Female</td>
<td>304</td>
<td>308</td>
<td>300</td>
<td>305</td>
<td>280</td>
<td>275</td>
<td>262</td>
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</table>
Student attendance profile

There was an increase in attendance rates for Years 7, 9, 11 and 12 but a decrease in Years 8 and 10. Total attendance rates have significantly increased from 85.8% in 2012 to 87.1% in 2013. Total attendance rates are below the state and regional average.

Management of non-attendance

The school has adopted rigorous processes to follow up on non-attendance. These include the development of school attendance policy which involves marking rolls electronically both in roll call and by teachers each lesson.

Parents/carers are notified via SMS if their child/ward is absent from school. This is followed up by a letter home should no explanation be received.

Roll teachers also closely monitor student attendance and follow up with phone calls home if a student is absent for three consecutive days.

Year advisers also monitor attendance closely and work with the Deputy Principals to place students on Personal Attendance Plans (PAPs) where appropriate. The Deputy Principals refer to the Home School Liaison Officer (HSLO) for further follow up if required.

Post-school destinations

52 students completed their Higher School Certificate in 2013. Of these students, 18 received university offers, 3 received apprenticeships, 16 moved into employment (mixture of casual, part-time and full-time), 5 moved on to further training/traineeships, 2 joined the defence forces and 8 were seeking employment.

Year 12 students undertaking vocational or trade training

30 students completed vocational or trade courses in the Higher School Certificate. Courses studied at school included Metals, Hospitality and Construction. Courses studied at TAFE included Automotive, Business Services, Electrotechnology, Information Technology, Human Services and Children’s Services.

Year 12 students attaining HSC or equivalent Vocational educational qualification

58% of students attained the HSC or equivalent vocational qualification.
Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>38</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
</tr>
</tbody>
</table>

There are two Aboriginal staff members at Willyama High School. These positions are made up of an Aboriginal Education Officer and an Aboriginal Education Worker. The latter was employed through National Partnership funding.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>96%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>26%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>56%</td>
</tr>
</tbody>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>512922.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>426816.94</td>
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<tr>
<td>School &amp; community sources</td>
<td>104105.32</td>
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<tr>
<td>Interest</td>
<td>20963.14</td>
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<tr>
<td>Trust receipts</td>
<td>82036.05</td>
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<tr>
<td>Total income</td>
<td>1748012.69</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>57715.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>29164.07</td>
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<tr>
<td>Extracurricular dissections</td>
<td>8772.84</td>
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<tr>
<td>Library</td>
<td>7743.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>357744.14</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>67952.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>129512.52</td>
</tr>
<tr>
<td>Utilities</td>
<td>235290.53</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28706.92</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>62699.58</td>
</tr>
<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>986502.71</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>761509.98</td>
</tr>
</tbody>
</table>

School performance 2013

Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 7 - Literacy**

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**Percentage in bands:**

<table>
<thead>
<tr>
<th></th>
<th>Year 7 Reading</th>
<th>School Average 2009-2013</th>
<th>SSG % in Band 2013</th>
<th>State DEC % in Band 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

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**Percentage in bands:**

<table>
<thead>
<tr>
<th></th>
<th>Year 7 Grammar &amp; Punctuation</th>
<th>School Average 2009-2013</th>
<th>SSG % in Band 2013</th>
<th>State DEC % in Band 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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</tbody>
</table>

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**Percentage in bands:**

<table>
<thead>
<tr>
<th></th>
<th>Year 7 Writing</th>
<th>School Average 2011-2013</th>
<th>SSG % in Band 2013</th>
<th>State DEC % in Band 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
NAPLAN Year 9 - Literacy (Grammar & Punctuation)

NAPLAN Year 9 - Numeracy

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Other achievements

Music

Individual and group musical performances are a feature at formal assemblies and at the concert at the end of each term.

Visual Arts

Students demonstrated their artistic skills and have entered artworks in a variety of competitions, at national and state level. HSC students displayed their major works at the regional art gallery in collaboration with Broken Hill High School and TAFE with some outstanding works. Student works are also exhibited around the school, library and front office.

Sport

Years 7-10 undertake compulsory sport on a weekly basis ranging from a number of activities including swimming and aquatic activities, gymnastics, lawn bowls, weights and fitness, archery and Taekwondo, tennis and many assorted team games such as basketball, soccer, cricket, badminton, soccer and volleyball. This program utilises the skills and expertise of the PDHPE staff at Willyama High School along with many community organisations and local sporting venues in Broken Hill.

Willyama High School held annual swimming, athletics and cross country carnivals where many personal best achievements were highlighted for the students at the school. It also gave the student body an opportunity to participate in activities they may not normally achieve in, both individually and as a sporting team. Here, school house spirit was able to be embraced and students were able to experience a true sense of belonging.

Willyama High School students took part in West Darling regional carnivals in swimming, athletics and cross country sports. Willyama High School was the champion school in swimming, athletics and cross country for 2013. It also produced regional sporting age champions and many broken records and personal best achievements.

Ellysia Oldsen met with much success at the NSW Combined High Schools State Swimming Championships in Sydney. She won three silver medals. She then went on to compete and meet with success at the NSW All School Swimming Championships where she won 1 gold, 1 silver and 3 bronze medals and she had the honour of being selected for the State team for the 8th consecutive year. Ellysia represented New South Wales at the School Sport Australia Swimming Championships in Adelaide. Here she won six national medals; 2 gold, 2 silver and 2 bronze. Ellysia earned the honour of being recognised by the NSW state team managers for her outstanding leadership, sportsmanship and results over the past 8 years.

Willyama High School entered teams in the following NSW state competitions; the Alan Davidson Shield Cricket Competition, the Australian Rules Under 15 Swan Shield Competition and Knockout Soccer (Errea Cup).

Many Willyama High School students were members of West Darling Regional Sporting teams for 2013 in boys basketball, boys AFL and girls netball.

Willyama High School competed against other local high school (BHHS) in an interschool competition in boys and girls Australian Rules Football.
Approximately 30 Willyama High School students were part of the Willyama High School Running Group who ran every Tuesday and Thursday mornings before school under the guidance of PDHPE teacher Simeon Kloczko. These students trained for and competed in local event ‘The Living Desert Dash Fun Run’, Adelaide City to Bay and Gold Coast 10km and half marathon.

Willyama High School year 7-10 students participated in the NSW Premiers Sporting Challenge through their compulsory PDHPE lessons to encourage participation levels in adolescents.

Willyama High School students assisted in the coordination of the Rugby League Program in 2013.

Willyama High School year 7 students participated in the Adidas School Fun Run (Swimathon) and raised money for the school to purchase new sporting equipment.

Students also took part in a lunchtime basketball competition organised and run by Year 10 Physical Activity and Sport Studies (PASS) students.

Year 8, 9 and 10 Dance contributed significantly to the 2013 Willyama Annual School Concert with impressive performances.

Rachel Devoy – Head Teacher PDHPE

Significant programs and initiatives

Aboriginal education

Aboriginal students at Willyama High School have been given access to a number of in-school programs to help improve their educational outcomes. The Norta Norta program was run again this year for students in years 7-10 and a School Learning Support Officer (SLSO) was employed through National Partnerships to work with year 11 and 12 students. Students were given support with assessment tasks, assignments, classwork and homework.

There were mixed results for Aboriginal students in NAPLAN for Years 7 and 9 in both Literacy and Numeracy. Unfortunately there is still an over representation of Aboriginal students in the bottom band in both Literacy and Numeracy.

The Aboriginal Education Team (AET) continued to work hard to implement strategies to improve Aboriginal student outcomes.

An Aboriginal Education Worker (AEW) was employed through National Partnerships funding and he worked alongside the Aboriginal Education Officer (AEO) to improve student attendance and engage the Aboriginal community.

The Trumper-Marsh scholarship continued in 2013. This scholarship is given to recognise and honour Willyama High School’s most deserving Indigenous student(s) with the focus on diligence, adherence to core values and the pursuit of a healthy lifestyle. Congratulations to Mai-Sie Crawford-Owers and Sione Huxtable for their awards.

All Aboriginal students were placed on Personalised Learning Plans (PLPs). This enabled students, staff and parents to improve the levels of communication and to focus on working together to improve the outcomes for our students.
Multicultural education
There are a number of staff who have completed Anti-Racism Contact Officer (ARCO) training. As a result they are able to review practices and procedures in the school to support cultural diversity. All teachers have received training in developing scope and sequences so they can adequately incorporate cross-curricular syllabus requirements in relation to multicultural education into their teaching programs. Improved support and monitoring processes have been put in place through the school’s Professional Learning and Support Framework.

National partnerships and significant Commonwealth initiatives

Positive Behaviour for Learning (PBL)
A positive and supportive environment has been successfully fostered largely due to the incorporation of Positive Behaviour for Learning (PBL) into the school’s systems and practices. Strategies utilised include the development of clear expectations in different settings across the school, explicit teaching of expected behaviours and rewarding appropriate behaviours through champ tickets, PBL rewards days and the PBL shop.

The growth and development of the positive school culture is clearly evident through the massive increase in the number of students receiving awards through the school’s merit system during 2013. In 2012, there were 43 Merit awards presented at Presentation Night including 23 Principal’s Medallions. In 2013, there are 112 including 71 Principal’s medallions.

The massive increase appears to indicate that an increasing number of students are taking responsibility for their learning and are contributing to our positive school culture.

Free After-School Tutoring (FAST) Centre
The Free After School Tutoring (FAST) Centre has continued to operate as an important initiative within the school. The centre was open to all students in the school library from 3.30-5.00pm every Monday and Wednesday afternoon.

This was a great opportunity for students across the school to utilise the time after school to complete homework tasks, assessment tasks, study or revise in a safe, fully resourced environment.

The FAST Centre has been well utilised throughout the year and some of our highest achieving HSC students were amongst the most frequent attenders.

Equity Funds
Equity funds were used to primarily support the employment of a teacher to implement the Quicksmart program and provide numeracy support to students who were identified as performing in the bottom 2 bands in Year 7 NAPLAN numeracy. These students participated in the program twice a week and have shown a significant improvement in their numeracy skills.

The school also employed an extra staff member to allow staff extra release time so they could participate in timetabled professional learning in the areas of literacy, numeracy and student engagement strategies.

National Partnerships
Staff employed under the final six months of National Partnership funding included:

Head Teacher Engagement – Simeon Kloczko
Head Teacher Professional Learning – Alison Jones
Aboriginal Education Worker – Darren Bennett
School Administrative Staff – Hayley McClure
Release for professional learning – Danny Melki

In professional learning groups during 2013, the HT Engagement has been responsible for the delivery of the PBL modules to all teachers in preparation for moving PBL into the classroom.

There has been a major focus on developing systems and practices to improve student attendance. The data shows that there has been a corresponding improvement in attendance.

The HT Professional Learning has led and overseen professional learning within the school including focusing on literacy, numeracy,
incorporating ICT and strategies for implementing ESES.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Discussions with members of the school community including members of staff, students, parents and family members.
- Classroom observations
- Surveys (parents, staff and students)
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART2 and analysis of HSC data for 2013.

School planning 2012—2014: progress in 2013

School priority 1

Literacy – Writing and Reading

Outcomes from 2012–2014

- Improve the literacy of all students, particularly Year 7–9 students in reading and writing

2013 Targets to achieve this outcome included:

- For 50% or more of Year 9 students to achieve expected growth in NAPLAN writing in 2013.
- Decrease the percentage of students in the bottom band in NAPLAN reading from 10% in Year 7 2011 to 5% in Year 9 2013.

Evidence of progress towards outcomes in 2013:

- 39% of Year 9 students achieved expected growth in NAPLAN writing in 2013.
- 10% of Year 9 students are in the bottom band for NAPLAN reading in 2013.

Strategies to achieve these outcomes in 2014

- Work with KLAs to implement literacy strategies in programs, units and lessons.
- Form literacy team to implement school-wide literacy strategies.
- Provide professional learning for teachers to implement literacy strategies and increase accountability through school’s Professional Support Framework.
- NAPLAN analysis Year 5 and Year 7.

School priority 2

Numeracy

Outcomes from 2012–2014

- Improve the numeracy performance of all students.

2013 Targets to achieve this outcome included:

- Increase the percentage of Year 9 students achieving expected growth in NAPLAN numeracy from 35.1% in 2011 to 50% in 2013.

Evidence of progress towards outcomes in 2013:

- 39% of Year 9 students achieved expected growth in NAPLAN numeracy in 2013.

Strategies to achieve these outcomes in 2014:

- Re-appointment of Numeracy support person to provide support to students at all levels.
- Work with Mathematics KLA to implement numeracy strategies in programs, units, lessons and assessment.
- Work with other KLAs within the school to assist in embedding numeracy content into teaching programs.
- NAPLAN data accessed and analysed to inform teaching.
- Use of Maths300 teaching resources to engage students in numeracy enrichment groups and in regular classes.
School priority 3

Curriculum and Assessment – Aligning curriculum, assessment and reporting

Outcomes from 2012–2014

- All teachers to participate in ongoing, structured professional learning in allocated periods.
- Teachers align curriculum, pedagogy, assessment and reporting to incorporate Quality Teaching in programming and classroom practice.
- All teachers undertake professional learning to prepare for the implementation of the Australian curriculum.
- Teaching and learning programs to be developed in English, Mathematics, Science and History ready for implementation of the Australian curriculum in years 7 & 9 in 2014.
- Teachers reflect on and improve the effectiveness of their use of ICT in the classroom.

Evidence of progress towards outcomes in 2013:

- All teachers participated in timetabled professional learning groups (PLGs)
- Further consolidation has been undertaken with teachers working in PLGs to critique assessment tasks and marking guidelines. All teachers have undertaken training in examination writing.
- All teachers have undertaken professional learning on Webquests and the use of iPads in the classroom.
- Scope and sequences, programs and assessment tasks have been developed for the Australian curriculum.

Strategies to achieve these outcomes in 2014:

- Continue to professionally develop teachers through timetabled PLGs.
- Upskill new teachers in writing scope and sequences, programming and assessment practices.
- Further expert training in examination writing and reporting.

School priority 4

Engagement and Attainment

Outcomes from 2012–2014

- Improve student attendance in Years 7-12
- Implement Positive Behaviour for Learning (PBL) and embed into whole school practices.
- Better prepare students to enter the workforce.
- Increase the number of band 5 & 6 in all subjects in the HSC 2013.
- Improve value adding for low, middle and high achieving students in all subjects in HSC.
- Continue to support xsel students.
- Establish a framework for the implementation of the Every Student, Every School (ESES) learning and support strategy.
- Build the capabilities of all staff to provide high quality support for students with disability and additional learning and support needs.

2013 Targets to achieve this outcome included:

- Increase student levels of satisfaction, as identified by student survey, across all years from 62% in 2012 to 67% in 2013.

Evidence of progress towards outcomes in 2013:

- Positive Learning Environments Policy developed and implemented.
- Professional learning conducted in PLGs on developing classroom rules and routines.
- Expectations matrix developed with input from all staff for non-classroom settings.
- Professional learning conducted with all teachers on making adjustments to teaching and learning for identified students.

Strategies to achieve these outcomes in 2014:

- Develop expectations and classroom rules for individual subject areas.
Further professional learning associated with implementing ESES Learning Support Framework.
Continue to support xsel students.

School priority 5
Aboriginal Education – Closing the Gap

Outcomes from 2012–2014
- Improve the performance of Aboriginal students in Literacy, particularly reading and writing.
- Improve the performance of Aboriginal students in numeracy.
- Continue to close the gap between Aboriginal students and the rest of school population.
- Maintain 100% of Aboriginal students with Personalised Learning Plans (PLPs) and increase the amount of parental input.
- Improve staff awareness and utilisation of PLPs.

Evidence of progress towards outcomes in 2013:
- PLPs were developed for all Aboriginal students and uploaded to Sentral for easy staff access.
- All year 10 Aboriginal students satisfied the requirements for the completion of a ROSA.

Strategies to achieve these outcomes in 2014:
- Re-appointment of SLSO and Norta Norta tutors.
- NAPLAN data analysis to inform teaching strategies.
- Further 8 Ways of Knowing training to improve the ability of teachers to integrate Aboriginal perspectives into teaching and learning programs.

School priority 6
Leadership and Management – Professional Development and Accountability

Outcomes from 2012–2014
- Develop leadership skills for all staff.
- Improve the management of school resources.

Evidence of progress towards outcomes in 2013:
- Senior Executive teachers completed the Executive Assessment Review Schedule (EARS) training module.
- Head teachers completed the Teacher Assessment Review Schedule (TARS) training module.
- The school’s Professional Learning and Support Framework policy was developed.

Strategies to achieve these outcomes in 2014:
- Implementation of school’s Professional Learning and Support Framework policy to improve teacher capacity and accountability.
- Completion of training modules in leadership development.
- Involvement in proposed implementation of the Learning Management and Business Reform (LMBR) program in Term 4.

Professional learning
There continued to be a significant amount of professional learning undertaken by teachers in 2013. A Head Teacher (Professional Learning) was established through National Partnership funding replacing the previous Deputy Principal (Professional Learning).

The major roles of the Head Teacher (Professional Learning) were to:
- establish a plan for the course of professional learning sessions integrated into the timetable
- source expertise from within the school community to assist with PL sessions
- lead teacher professional learning for staff within the school in PL sessions
- distribute information about professional learning opportunities and process PL applications

A room continues to operate as a Professional Learning Centre (PLC). It is resourced with 6 desktop computers, a smartboard, a whiteboard and tables and chairs. Teachers were allocated one period a fortnight to participate in ongoing, structured professional learning that is aligned with the School Management Plan and other school focuses. Groups were formed with 5-6
teachers across various KLA’s within the school. The groups met to share valuable knowledge and expertise in a variety of areas.

One of the first exercises was the development of an Individual Professional Learning Plan by each teacher, where school and individual focuses were identified and worked towards over the year. The Head Teacher (Professional Learning) was able to be accessed to assist with the completion of tasks and meeting goals in the plan.

Consultants from Agile Mind continued their presence in the school at Staff Development Days, working with teachers to develop quality assessment tasks with marking guidelines. BOS compliant Scope and Sequences and programs were prepared across all stages. All new staff to the school were also trained by Agile Mind.

Some other examples of professional learning undertaken by staff throughout the year included:

- Completion of mandatory training in child protection and anaphylaxis
- First aid and CPR qualifications
- Reading to Learn training by a number of teachers to improve literacy strategies
- Training to analyse SMART data to inform teaching and learning
- Developing and integrating literacy and numeracy strategies into programs in all KLA’s
- Training and hands on practise in the use of ipads in the classroom
- Using technology such as Prezis and WebQuests for teaching and learning
- Training in a variety of PBL modules, including attendance and presenting at “PBL on Show” by PBL team members.
- Participation in virtual faculties in Mathematics
- Student Support Team (SST) members continue to be trained in Mental Health First Aid
- Instruction on Nationally Consistent Collection of Data and completion of online modules
- Training in identification of student needs for program adjustments (ESES)
- Attendance at conferences to provide up to date, subject specific professional learning, especially for the Australian Curriculum implementation
- Online courses in subject and skill specific areas

The average expenditure in 2013 per teacher on professional learning at the school level was $1090 per staff member. A proportion of this funding was additional to the Professional Learning budget and was designated to support implementation of the New Curriculum.

Directions in 2014 include introduction of a new reporting process with training for all teachers conducted by Agile Minds. Teachers will prepare their 2014 IPLP’s and revisit and update these throughout the year. The whole school will be trained in asthma management and will renew their CPR qualifications. The Student Support Team will continue to have members trained in Mental Health First Aid and Peer Support. Current trends in the use of ICT in the classroom will be on the agenda, as well using literacy and numeracy data to inform teaching.

Alison Jones – Head Teacher Professional Learning

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

100% of students surveyed knew the school values.

Student surveys have indicated that 72% of students were satisfied with Willyama High School.

98% of parents surveyed support the school values.

96% of teacher surveyed have taught the school’s behavioural expectations and/or rules to students this year.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Grant Shepherd (Principal)
Rick Sweet (Deputy Principal)
Ross Mackay (Deputy Principal)
Doug Hughes (Careers Adviser)
Rachel Devoy (Head Teacher PDHPE)
Alison Jones (Head Teacher Professional Learning)
Simeon Kloczko (Head Teacher Engagement)
Jim Harvey (Head Teacher TAS)
Maria Robinson (P&C Vice-President)
Ryan Coulter (SRC Secretary)

School contact information

Willyama High School
Murton Street, Broken Hill, NSW, 2880
Ph: 08 80881055
Fax: 08 80873849
Email: willyama-h.school@det.nsw.edu.au
Web: http://www.willyama-h.schools.nsw.edu.au
School Code: 8491

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: