

# Wagga Wagga High School

## Annual Report



2016



8142

## Introduction

The Annual Report for **2016** is provided to the community of **Wagga Wagga 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.

Tania Maddison

Acting Principal

## School contact details

Wagga Wagga High School

Coleman St

Wagga Wagga, 2650

[www.waggawagga-h.schools.nsw.edu.au](http://www.waggawagga-h.schools.nsw.edu.au)

[waggawagga-h.School@det.nsw.edu.au](mailto:waggawagga-h.School@det.nsw.edu.au)

6925 3611

## School background

### School vision statement

We aim to provide our students with educational experiences and opportunities which encourage personal growth and success in an engaging learning environment. We will inspire and nurture students to become positive contributors within the school and wider community.

### School context

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name “the high school on the hill”, in 1917. The school is a large co-educational, inclusive, comprehensive high school situated in a large regional centre. The enrolment for 2015 is 1045 students including an Indigenous population of 70 and an ESL population of over 70 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school. The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing. HOW2Learn is being implemented to further enhance quality teaching practices. The school has excellent facilities with a Trade Training Centre for vocational education, a commercial kitchen which includes a student run café, a ten hectare farm for rural education, assembly hall, sporting facilities including a gymnasium and well landscaped school grounds. The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active and involved Parents & Citizens Association. Close links have been established with partner primary schools, Charles Sturt University, the Riverina Institute of TAFE and the wider community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Teaching

#### Purpose

Our purpose is to continue to foster a culture of professional growth to support all staff to enhance teaching practices aligned with the Professional Teaching Standards.

#### Overall summary of progress

Teaching has seen three areas addressed with success. Peer coaching and peer observation has affected the school through the sharing of ideas, teaching skills and team teaching. The increase in cross faculty sharing has helped to support targeted students by sharing strategies and process to have success in delivering the curriculum.

EAL/D was able to develop a program to support the integration of students back into mainstream classes. TELL has been developed to fit our students then delivered to staff to have all faculties with the skills to able EAL/D students to achieve at Wagga Wagga High School.

HOW2Learn has been a strong focus for a number of years with the majority of staff using the variety of teaching strategies to support student learning. Data has shown students are able to challenge themselves more by understanding the learning cycle which has helped to increase their engagement in the classroom and their educational outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them From Me surveys will indicate a significant rise in student intellectual engagement.	Use of data to address concerns and to enhance teaching practices.	\$2000
Quality classroom instruction that addresses the specific and identified learning needs of students is enhanced by teacher mentoring and Performance Development Plans that strengthen staff performance through collegial feedback.	PDP's in place for all teaching and executive staff.  Executive staff completed training in Peer Coaching.	\$10,000 (TPL)
How 2 Learn is embedded into all teaching and learning programs.	HOW2Learn is embedded in many faculty programs.  Staff training (including facilitator training) in HOW2Learn has continued.	\$8,000 (TPL and resources)

#### Next Steps

The school has developed and reviewed its direction for 2017. The peer-coaching model has been expanded to involve more staff in the process while working in small groups. This will help share the knowledge across the whole school.

EAL/D and HOW2Learn will continue to train staff in TELL and the HOW2Learn program. By the end of 2017 the majority of staff will be implementing these strategies in both their teaching and incorporated into learning programs.

## Strategic Direction 2

### Learning

#### Purpose

Our purpose is to empower all students to be independent and successful learners by providing a meaningful, challenging and supportive environment that promotes lifelong learning. This environment will enable students to become active, informed and respectful citizens who contribute positively to the school and the wider community.

#### Overall summary of progress

Learning has been addressing in three areas in 2016. The ALARM matrix was a focus in our senior school to address the identified extended response data. All faculties had representatives involved in training and the ALARM team developed a positive culture of learning with staff. The impact on student writing has been evident with increased marks in extended response questions in examinations and revision questions.

Aboriginal education developed a leadership team in the school to support and promote Aboriginal culture. PLP's focused on each student by the review of more data to identify strengths and areas for development. Working with our partnership schools, the leadership team supported the transition to High School and NAIDOC activities. The school was able to consolidate 8 Ways to Learning as part of this process.

Peer Assessment and Self-Assessment had potential to have a major impact in the school. This did not happen due to time issues and lack of staff motivation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them From Me surveys will indicate that students are taking responsibility for their own learning as well as indicate a significant rise in student engagement.	HOW2Learn Training completed by staff.  ALARM training completed by staff from all faculties.	
Results from external tests will show that our students are performing at or above state average.	Teaching and executive staff have been trained in the analysis of data from RAP and SMART.  Improvement in some subjects in HSC examinations.  ALARM training completed by staff from all faculties.  \$6 800 (TPL	\$10 800 (TPL)

#### Next Steps

PBL to be strengthened to support staff using common language across the school dealing with discipline issues. Individual Learning Plans will be shared with staff and more support given to enhance staff understanding of these plans and the best strategies to enhance student learning. Mental health will again be an area to continue to develop both for staff and students. The use of outside agencies to support and train staff a requirement.



## Strategic Direction 3

### Community

#### Purpose

Our purpose is to ensure we have a safe and supportive school environment, an environment that further enhances a culture of respect and responsibility and supports the wellbeing of students and staff. We will enhance student learning by further developing positive connections within our school and the wider community.

#### Overall summary of progress

The implementation of Positive Behaviour For Learning (PBL) into all areas of the school has continued. Using data from Sentral, areas for improvement were identified and programs put in place to manage the behaviour of students with behaviour concerns. A summary of the three PBL values (Respect, Responsibility and Challenge) were colour coded and placed in all classrooms.

Regular Learning and Support Meetings were used to develop individual learning plans for students who were identified as requiring a plan to meet their education needs. Staff were given access to these plans and asked to report back on a regular basis to improve the education outcomes for these students. Parents and stakeholders were consulted during the initial process and when the plans were reviewed.

Members of the Wellbeing Team were trained in Mind Matters a three hour professional development session was utilised to up skill all staff in mental health indicators for teenagers.

Tell Them From Me Surveys were conducted twice in 2016. The comparison of the data showed a slight improvement in the students attitudes towards learning, their engagement in class and their overall wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff and students are using PBL both in and out of the classroom.	PBL facilitator training completed.  SRC integrated into PBL team.  PBL committee regularly report to executive.  Analysis of Sentral Data continued.	
Tell Them From Me surveys indicate a significant rise in intellectual engagement with a 50% reduction in the number of behaviour referrals for disobedience.	Using PBL and curriculum adjustments has seen student negative referrals reduce in 2016.	
The school has in place a comprehensive and inclusive framework to support the wellbeing of students and staff.	SLSO's and teaching staff employed to work with Special Education, ATSI, EAL/D, refugee and low SES students.  Welfare Team programs	\$326,846 (Disability)  \$63,543 (Aboriginal)  \$176,441(EAL/D)  \$218,934 (Socio Ec)

#### Next Steps

The implementation of PBL into all areas of Wagga Wagga High School will continue in 2017. The use of common language when communicating with students will be developed and implemented. Further staff will be trained in the PBL model to ensure that all staff are aware of how to implement these strategies in and outside the classroom.

The Learning and Support Team will continue to communicate with parents, stakeholders and staff the specific learning

needs and teaching strategies for students with learning difficulties.

The Wellbeing Team will continue to develop programs with staff to ensure they have an understanding of mental health concerns at school and have the strategies to deal with these concerns.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Students with an Aboriginal background were able to access support with assignments and assessments as well as any other welfare concerns. Individual plans were developed to create a better understanding of the best post school options and pathways for students. This personal information develops a relationship between student and teaching staff which then offers opportunities in employment and tertiary education.</p> <p>In addition to this support Cultural activities were organised through a variety of local identities and Elders. These activities ensured students and their peers were able to better understand the local history and the impact on the greater community. The school was represented at local networks, AECG meetings and events offering input into the future of students and their needs.</p>	\$89,926
<b>English language proficiency</b>	<p>WWHS has over 100 English as an Additional Language or Dialect (EAL/D) students who need varying levels of support, largely dependent on their English language proficiency. Students are assessed as to the level of support they require on their enrolment at the school, and then monitored on a regular basis once at school. Support is provided in mainstream classrooms, as well as in small group and individual withdrawal sessions.</p> <p>In addition the EAL/D staff provide many opportunities beyond the classroom for EAL/D students, including:</p> <ul style="list-style-type: none"> <li>• RAS– the Refugee Action Support Partnership is a joint initiative of the NSW Department of Education and Training, the Australian Literacy and Numeracy Foundation (ALNF) and Charles Sturt University.</li> <li>• Heaps Decent – Heaps Decent is a not for profit company providing skills development in electronic music production for young people.</li> <li>• Work Experience and Placement – A \$133,959 Work Experience Preparation Program for EAL/D students.</li> </ul> <p>CPR Training for students of refugee background – organize with Royal Life Saving &amp; Multicultural Wagga Wagga.</p>	\$221,184
<b>Low level adjustment for disability</b>	<p>During the course of 2016, students with low level disabilities were supported across the whole school setting by School Learning and Support Officers (SLSO) and two Learning and Support Teachers (LaST). SLSO's supported 7S (a school-based resource that targets students with additional learning needs), assisted at school events, excursions and carnivals, supported students and teachers in whole class contexts, the MultiLit program, individual and small group support \$338,762</p>	\$334,771



<b>Low level adjustment for disability</b>	<p>Next Steps during assessment periods, participated in the rostered playground program and the Social Skills group.</p> <p>LaST's organised and/or were an integral part of targeted assessment support, team teaching programs (History Research Skills), Year 8 English Tutorial class, Year 7 Wide Reading program, Numeracy Support Tutorial groups Stage 4, and the organisation and implementation of formal Disability Provisions for NAPLAN, VALID, and Stage 6 examinations. Assessment support was provided to students in the form of small group, individual support and the Catch-up program and documented as required. Referrals to the Learning and Support Team resulted in LaST's working with parents, school counsellor, Student Advisors and outside agencies to form strategies, plans and recommendations to support students with low level disabilities. The LaST's conducted assessments such as functional assessments, YARC and PATMath. The transition program in Term 4 was strongly supported by LaSTs and was an integral part of our process of identifying students with additional needs and determining best class placement for 2017.</p>	<p>\$334,771</p>
<b>Socio-economic background</b>	<p>Case management of students from low socio-economic backgrounds as referred through the HT Welfare, Year Advisers and HT Special Education. The welfare assistance has been given through providing a safe place to self-reflect until they are ready to return to the classroom setting, food, subject fees and school uniforms have also been organised. Support is offered in class as well as with assignments and assessments. Other opportunities that have been offered and provided are programs that are embedded into the mainstream school such as work experience, Smith Family scholarships, Taste of TAFE, POLISH, work readiness, Year 10 Enrichment sessions, Gold Level excursion, First Aid, WHS White Card, CSU Future Moves, ATSI Cultural activities and Riverina Community College courses. It offers students additional opportunities that they would not necessarily access.</p>	<p>\$81,333</p>
<b>Support for beginning teachers</b>	<p>All Beginning Teachers identified a mentor to work with them in their first year of permanent teaching. These teachers were provided with Professional Development opportunities in and outside of school. Mentors observed lessons and gave feedback, working collaboratively to improve and enhance teaching and learning experiences in the classroom. Beginning Teachers were supported to move towards achieving Proficiency with BOSTES.</p>	<p>\$21,539</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Creating Individual Education Programs as required for NAP students</p> <ul style="list-style-type: none"> <li>• Development of Basic Interpersonal</li> </ul>	<p>\$12,555</p>

<b>Targeted student support for refugees and new arrivals</b>	<p>Communication Skills (BICS) language</p> <ul style="list-style-type: none"> <li>• Development of Cognitive Academic Language Proficiency (CALP) language</li> <li>• Developing NAP students' English language competence and improving their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.</li> </ul>	<p>\$12,555</p>
---	--	-----------------

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	514	528	515	541
Girls	506	503	501	505

Of the 1050 students enrolled as at March 2016, 708 students were in Years 7–10 and 342 were enrolled in Years 11–12. In addition there were 39 students in our special education Support Unit and multi-categorical class. Approximately 7% of students are of Aboriginal background and heritage, and 10% are from a language background other than English.

148 in-zone students enrolled in Year 7 at WWHS from our five large partner primary schools (South Wagga PS, Turvey Park PS, North Wagga PS, Wagga Wagga PS and Forest Hill PS), as well as from a number of smaller public schools and non-government schools. There were also incoming Year 7 students whose parents made successful applications for out-of-zone placement at WWHS, giving us a total of 188 students in Year 7.

The enrolment figures and graph below relate to the actual enrolments as at the end of June.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.8	92.9	94.8	94
8	90.4	90.4	90.9	91.2
9	90.6	87.7	89.7	90.6
10	88.2	88.4	88.1	87.7
11	88.4	87.2	88.8	87.5
12	89.7	91.2	92	88
All Years	90.1	89.6	90.7	90
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Attendance has been a target at Wagga Wagga High School. With the introduction of the Sentral welfare program, the school has improve the communication with parents via the SMS communication key. This has proven to have a positive response from parents as it is in actual time. Further changes to the process will include formal letters to parents if replies to SMS are not recieved.

The involvemnt of the Home School Liason Officer, has supported and strengthen our attendance policy and processes. With these positive changes the school in all years has been able to maintain our attendance levels above 90% with the aim to increase this percentage to be at 92% or above in 2017.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			10
Employment	0	0	27
TAFE entry	0	0	9
University Entry	0	0	35
Other	0	0	1
Unknown	0	0	16

### Year 12 students undertaking vocational or trade training

In 2016 38% of Year 12 students studied one or more VET courses or were involved in trade training.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 97% of Year 12 students attained HSC or equivalent vocational educational qualifications. The other 3% are pathways students who will complete their HSC course over 2 years.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	52.7
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	18.17
Other Positions	3

\*Full Time Equivalent

The total non-teacher staff entitlement was 18.172 which included a school administration manager, 10.572 administration staff (office, library, science and food technology assistants), general assistant, farm assistant (0.6) and five Learning Support Officers (special education). A further five School Learning Support Officers (SLSO) were employed by the school using equity funds, funding support and the DoE funded Norta Norta Program, to support our students and the school's Learning Assistance Program to work with Indigenous students and mainstream students with special needs.

The Australian Education Regulation, 2015 requires schools to report on Aboriginal composition of their workforce.

Two members of staff employed at the school in 2016 were of an Indigenous background

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

## Professional learning and teacher accreditation

In 2016 over \$100,000 was spent to support staff with

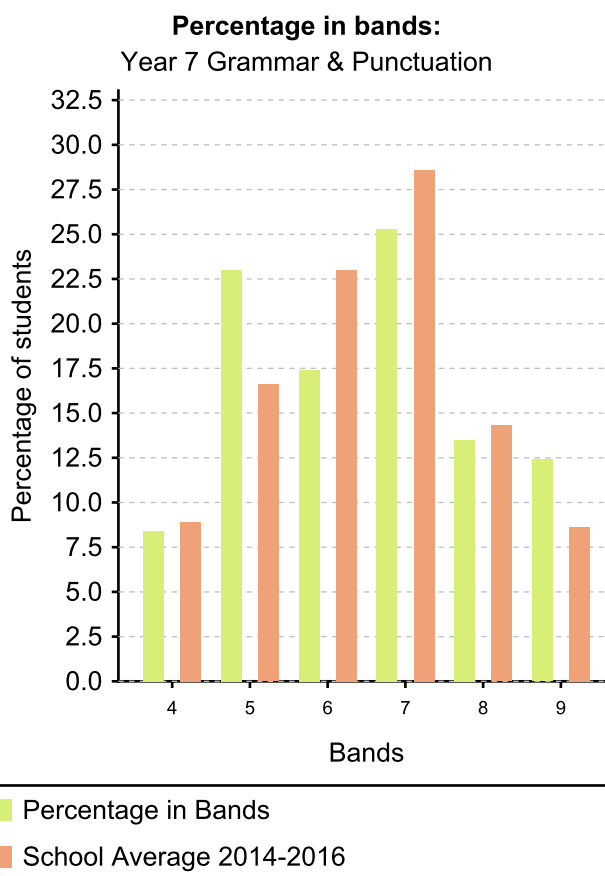
their professional development, learning and accreditation. With the introduction to staff, professional learning evenings presented over four terms 3 hours each session. This opportunity enable the school to target relevant needs identified by the school.

An additional \$125,000 was invested to implement a Head Teacher, Teacher Development to support staff with their accreditation and the introduction of peer observation.

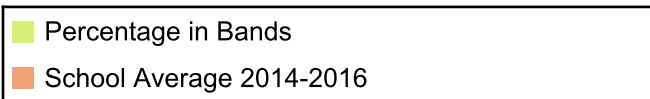
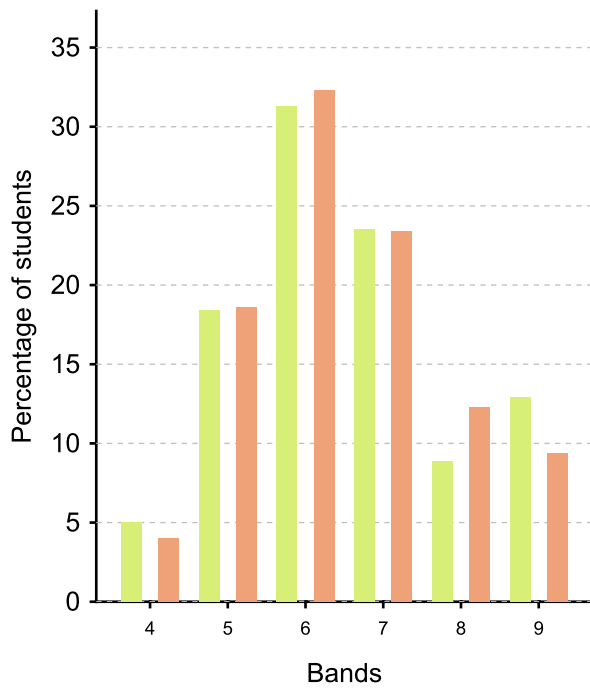
## School performance

### NAPLAN

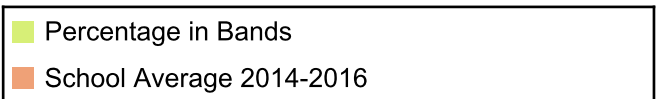
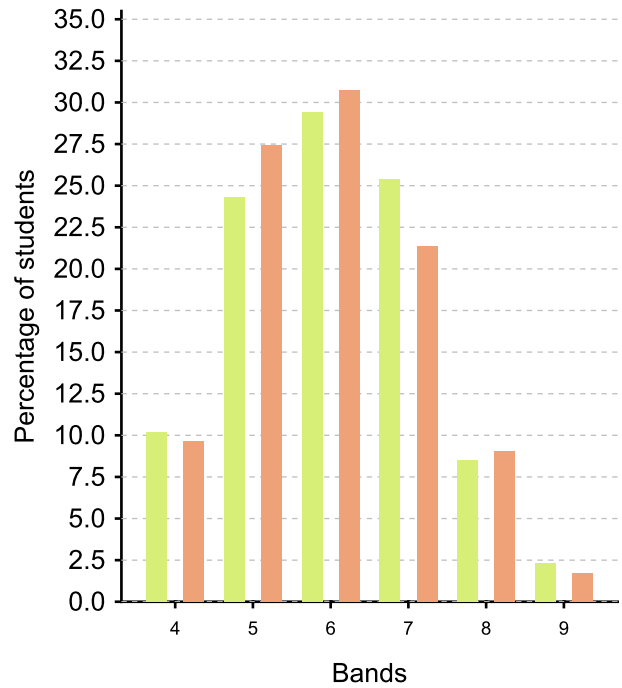
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



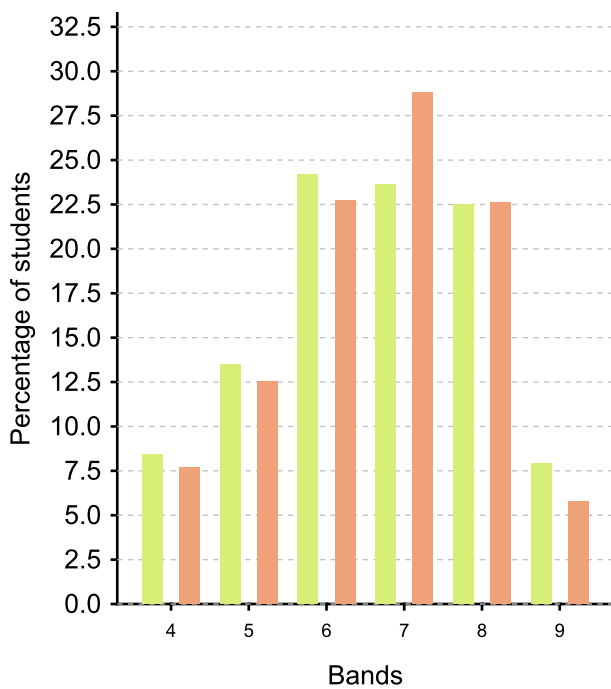
**Percentage in bands:**  
Year 7 Reading



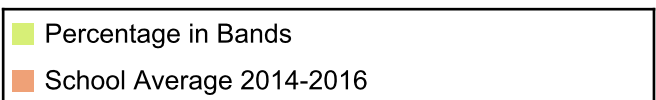
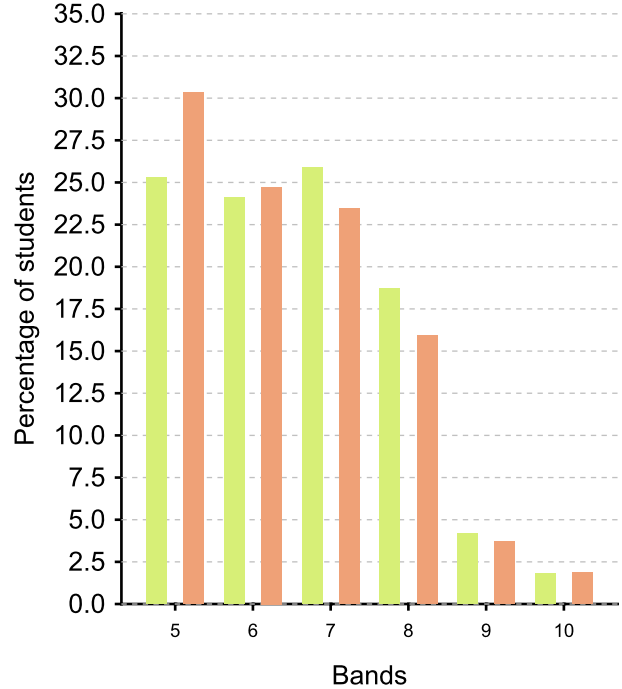
**Percentage in bands:**  
Year 7 Writing



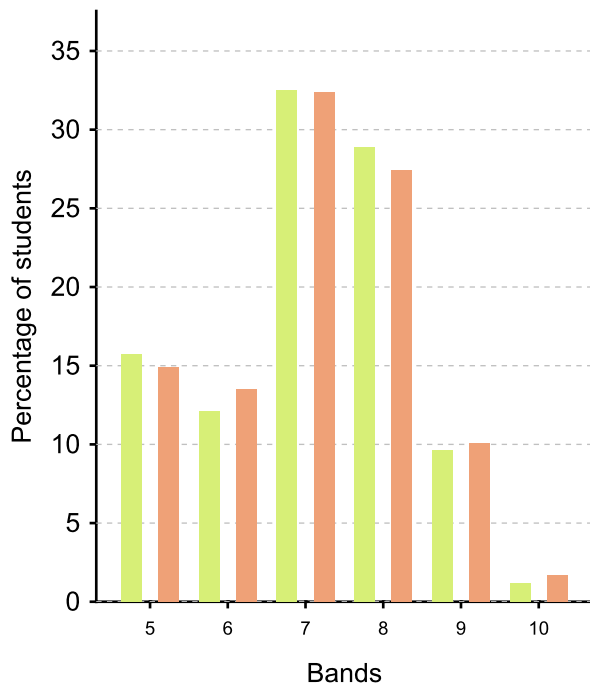
**Percentage in bands:**  
Year 7 Spelling



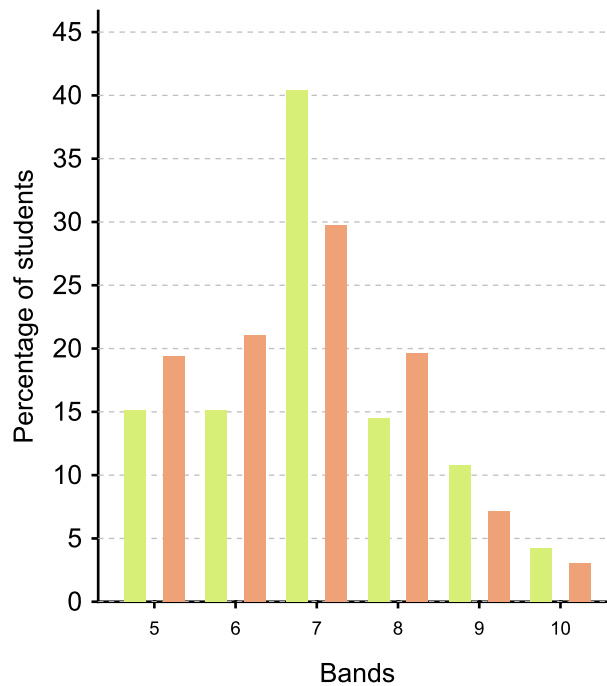
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Spelling



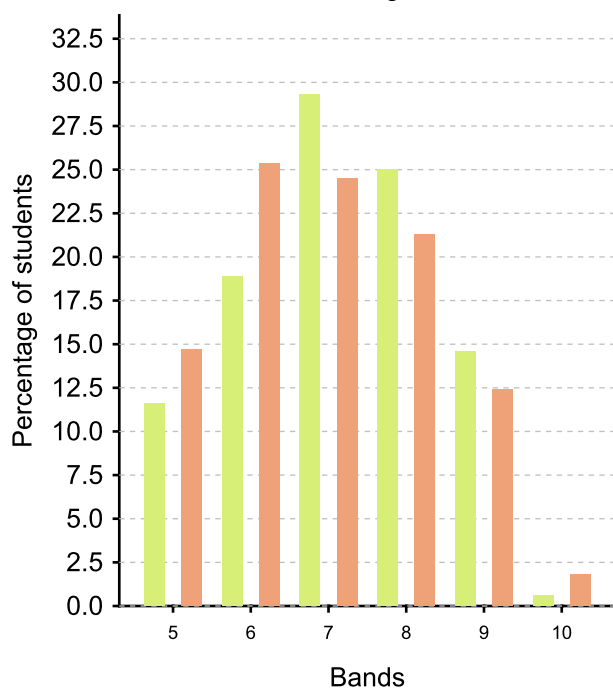
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Reading

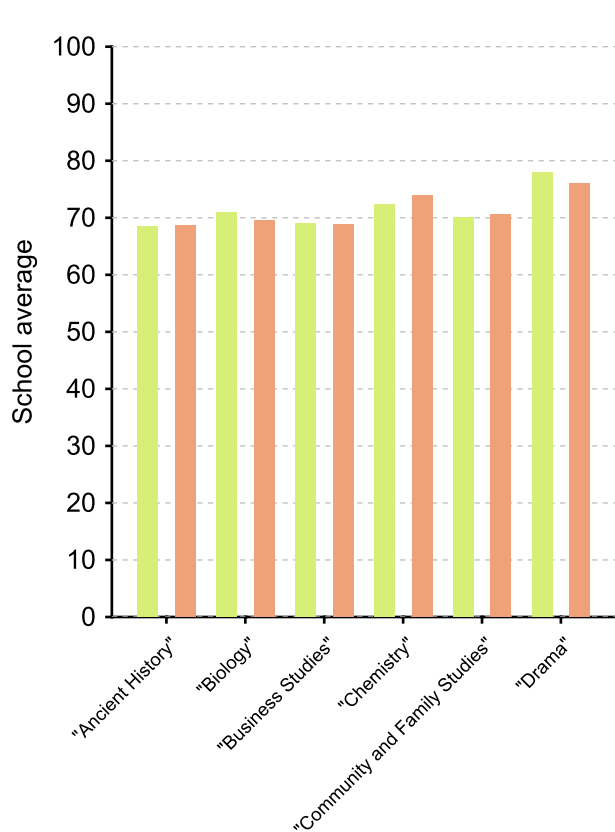


### Higher School Certificate (HSC)

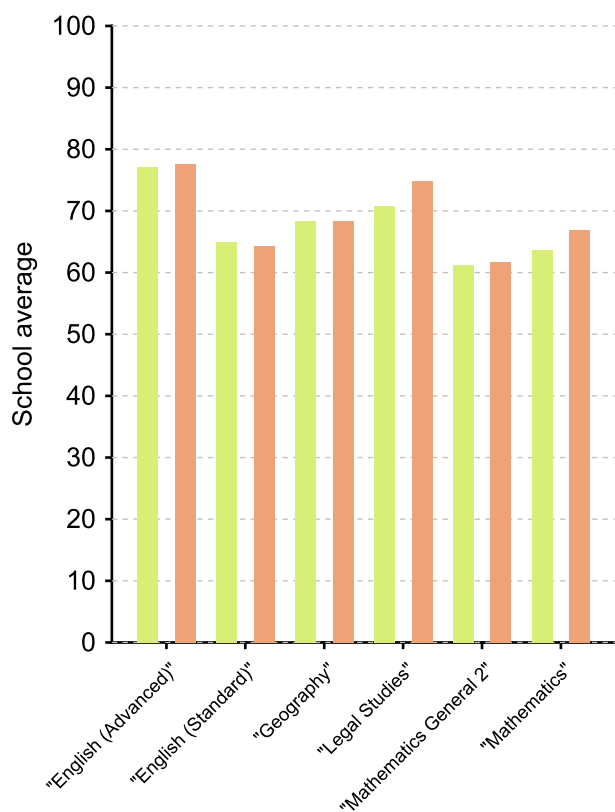
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Percentage in Bands  
School Average 2014-2016

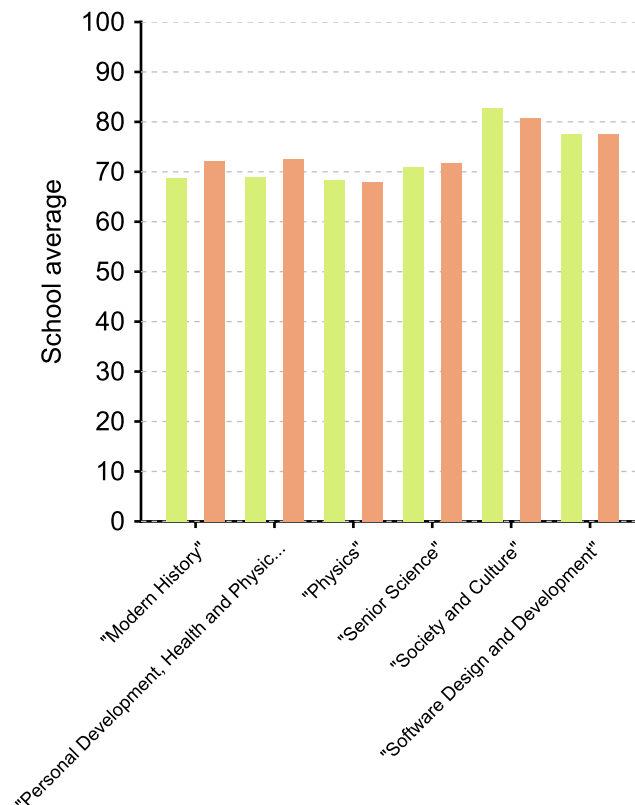




■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

All three groups reported high levels of satisfaction regarding the school's efforts to promote and maintain a positive educational culture that is at once reflective, effective and addresses the needs of the wider school community.

Their responses are presented below.

### Students

All Year 12 students completed an exit survey to seek their views on WWHS. They cited relationships with other students and their teachers as a strength of the school. 96% indicated that WWHS is a happy and welcoming school and most students were positive about the condition of school buildings and grounds.

Students clearly indicated that they felt valued during their 6 years at WWHS and that they were respected by both their teachers and their peers. 97% of students indicated that they had a close group of friends, although 25% indicated that bullying was a concern.

They judged staff highly indicating that they were excellent role models and prepared them well for both their HSC and the world of work. In particular the

service provided by the careers adviser was highly valued. They were also very positive about the diverse curriculum at WWHS as well as the wide range of extracurricular opportunities. Leadership provided by the Principal and the School Executive

was considered a strength and student leaders were highly valued. Students were complimentary about the buildings and grounds although some students felt that canteen food and service could be improved. Overall they indicated that the school was deserving of its reputation in the community.

### Parents/Caregivers

Tell Them from Me survey was sent to all parents to seek their views on various aspects of the school. 76% of respondents indicated that the school newsletter, Wagga Highlights was an effective way to communicate information about the school. The school website was seen to be less effective with 73% of parents agreeing that it is a useful means of communication. 64% of parents agreed that the school's Facebook page was an effective communication tool. Most parents found staff approachable and were happy with the response to concerns raised.

Most parents said that the school has high academic expectations for its students. 86% of respondents indicated they were happy with the range of elective subjects offered, while a clear majority felt that the academic needs of their children were being met by the school. 75% of parents were happy with the state of the school grounds while some commented that there should be more gluten free options in the canteen.

76% of parents indicated that the school set high standards for student behavior and a clear majority said that discipline procedures were clear and fairly implemented.

85% of parents indicated that school reports gave a clear indication of student progress and 88% valued student adviser comments. Parents indicated that parent teacher interviews were valuable although some wanted them longer. The online booking system for these interviews was received positively although it appears that some parents are still not aware of this system. Parents indicated that Mondays and Tuesdays were the most suitable days for parent teacher interviews.

### Staff

A *Survey Monkey* survey was sent to all staff to seek their views on various aspects of the school. Staff overwhelmingly indicated that the school's credibility and reputation in the community was high and said the school had high expectations for all students. A clear majority of staff indicated that student achievement was regularly recognised and that students with special needs were well supported.

Teachers indicated that the school discipline code was effective but raised concerns about its consistent

application. 85% of staff indicated that they understood the purpose of Positive Behaviour for Learning (PBL) but several commented that the implementation of PBL needs to be more consistent. 98% of staff said that Student Advisers performed a vital role in the school although some expressed concern that they were overworked.

80% of staff indicated that their Performance and Development Plan had helped them to reflect upon their teaching practice. A clear majority of staff indicated that professional learning in 2016 had made a difference in their classroom. Other staff commented that all staff need to consistently work together to improve the behaviour of some students, both in and out of the classroom.

## Policy requirements

### Aboriginal education

Following the success of last year's inaugural Stage 4 Aboriginal Languages: Wiradjuri course, the program was again delivered by Stacey Cox in Semester 1. Previous students continued their association with Wiradjuri language by returning to the class to share their knowledge. A range of cultural and leadership opportunities were organised for ATSI students. The Aboriginal Education team met regularly, team members were whole-school professional learning regarding Aboriginal education was delivered and ATSI students were engaged in a widerange of academic, cultural, leadership, sporting and citizenship pursuits, including Dooley Whitton completing his service as the first Aboriginal and Torres Strait Islander school captain of Wagga Wagga High School.

ATSI students were able to access a range of vocational and careers opportunities co-ordinated by Learning Support Officers Janelle Lamotte and Kathy Harpley. Personalised Individual Learning Plans were created for all Year 7 students and new enrolments; PLP's for other students have been updated through the year

A large number of students were provided with welfare and individual support. The allocation of tutorial support was co-ordinated by Janelle, Kathy and Stacey using NAPLAN and other data, in conjunction with the Learning Support Team, collaborating with parents and caregivers as appropriate, with an appropriate response devised and provided.

Year 11 and 12 students were provided with individual tutoring by Melanie Lucas through the Norta Norta individual sponsorship program. Student feedback reflected the value of this Australian government initiative in increasing student capacity to manage workload, unpack assignments and compose extended responses and it is unfortunate that Norta Norta funding will no longer be received from 2017, with all equity programs being funded from the school's RAM.

Students' academic, cultural, leadership and sporting achievements were recognised with nominations for and attendance at the Proud and Deadly Riverina

Aboriginal Student Awards in November.

Early in Term 1, all students attended a seminar at the school, "The Enemy Within", delivered by Joe Williams. Following a Welcome to Country provided by Auntie Gayle Manderson, Joe talked about poor choices he made in the past as a young NRL player, regarding drugs and alcohol, disrespectful treatment of others and relationship breakdowns, leading to his making an attempt to end his own life. While accepting responsibility for his own actions, Joe said that, like many others, he has had a daily battle with depression and bipolar that he has sought help to overcome; with support, he has then stuck to his action plan in order to "rise above". Turning negatives into positives, helping others, living cleanly and being in charge of your own thoughts, not allowing anyone to impact on your own mental space and wellbeing, were the significant strategies that Joe continues to use to battle "the enemy within".

The Wiradjuri Language Program again ran in Semester 1. 2015 graduates Shanae Pope and Claire Junck (Year 9) returned as teachers, visiting Year 8 to share knowledge and teaching students to count in Wiradjuri.

A Welcome morning tea was held for all ATSI students on the School Grounds terrace, with catering supplied by the School Grounds Coffee Shop and enjoyed by all.

In collaboration with the Department of Education and Bangarra Dance, students in March were offered the opportunity to attend a one-day workshop with leading artists. Participants were taught a contemporary dance, highlighting the importance of culture and developing dance skills. Molly Lenon (Year 10) and Nicole Fretwell (Year 11) were both successful in being identified as having exceptional talent and were shortlisted from the event and were then successful in the next level of the program, performing at the NSW Schools' Spectacular in November.

The Aboriginal and Torres Strait Islander student leadership group was introduced to the school during Assembly in Week 11 Term 1. Lloyd Dolan, Course Coordinator of the Wiradjuri Language and Culture Course at CSU, presented each student leader with a certificate acknowledging their willingness to challenge themselves and step up to a leadership role. Responsibilities of the leadership include performing Acknowledgement of Country at formal assemblies, greeting ATSI visitors to the school and making them feel welcome, contributing an Indigenous student perspective to different activities in school or even speaking to the media. Most of all, the leadership group are responsible for being proud ambassadors for Aboriginal and Torres Strait Islander culture at WWHS and the wider community, wearing a WWHS uniform shirt embroidered with the Aboriginal Flag and motif identifying them as Aboriginal leaders in the school.

The RECOGNISE Road Crew visited WWHS in April, speaking to 10SSS History, Year 11 Society and Culture and the ATSI Leadership Group in a special presentation. The team outlined how Aboriginal

Australians are not currently recognised in our Constitution and are raising awareness of the process of constitutional change to enable recognition to take place. Uncle Steve also shared some of his story about the impact of the policy of Assimilation on his own life, with family members being removed from their families and bearing the aftermath of being members of the Stolen Generations for the rest of their lives.

Stories of Indigenous war service was the focus of Year 9 History classes in Term 1, following a combined high schools' History teachers' workshop held at WWHS, writing teaching programs to support the Black Anzacs iBook. 9HIB completed a comprehensive unit on Black Anzacs instigated by History teacher Melanie Lucas, while the story of William Williams, the Indigenous man who enlisted in the AIF to serve in the Great War, who is the subject of the iBook, was shared with the school community during the WWHS Anzac Assembly at the end of Term 1.

9ACE History students Mitchell Downing and Declan Holt shaped the script, using the Black Anzacs iBook. The Acknowledgement of Country was provided by Dylan Lyons (Year 11). 9ACE students took responsibility for telling part of the William's story, which was represented by a boomerang that progressed along the line of story tellers to finally return "home", with Mitchell providing wider context on the significance of Anzac and Lily Crocker reading a poem she composed especially for the morning. Descendants of William Williams were special guests for the ceremony and found the occasion to be very emotional, but also felt elated that William's story was reaching an appreciative audience. The presentation led the audience to reflect on William's service and sacrifice as well as his resilience in overcoming the particular challenges of being an Aboriginal man at a time when basic rights and freedoms were dictated by government policies of the day.

While preparing the Year 9 presentation, Mitchell Downing and Lily Crocker were invited to speak on 2AAA radio about the project. Mitchell spoke about his perspective on his research, as a young Aboriginal person, while Lily contributed her perspective that inspired her to write a poem about Black Anzacs, which concluded the Year 9 presentation at the Anzac Assembly.

In June, the Year 8 Wiradjuri Language class combined with graduates of the 2015 class visited Wagga Wagga Public School to present a lesson on the Wiradjuri number system to two Year 4 classes.

Mitchell Downing (Year 9) and Jared Ellis (Year 8) each delivered the Acknowledgement of Country to their classes. Kali Main (Year 8) and Claire Junck (Year 9) then read the poem, "Kooris Come in All Colours" by Carol Kendall.

While Stacey Cox led the teaching of one class, the other class was delivered by Claire, who showed great classroom skills in leading her students through a "last one standing" numbers game followed by Fish, where

students are only allowed to ask for cards in Wiradjuri.

Connor Parkin (Year 8), Wade Thompson (Year 8) and Tiger Cox (Year 7) showed excellent teamwork and leadership, with the high school students impressed by how quickly and confidently the primary school kids were using Wiradjuri numbers to try and win the game. CSU Student Teacher, Benjamin Colenso, on placement in the WWHS History Faculty, assisted in the classrooms.

In June, making and cooking Johnny Cakes, spear and boomerang throwing at emu and kangaroo-shaped targets and constructing winter shelters from materials on hand were the activities named as having the most impact by Year 7 and 8 ATSI and Wiradjuri Language students on the Cultural Day held at the Riverina Environmental Education Centre (REEC), Kapooka.

The group began the day with a hands-on examination of traditional materials, tools, weapons and instruments in the warmth of the REEC Classroom. Jared Ellis (Year 8) revealed his didgeridoo playing skills and was soon joined by other boys who are working towards being able to sustain a tune. As is customary on Wiradjuri country, girls did not play the instruments.

The group was led through a consideration of the meaning of country to Aboriginal people by teacher Darron Watt, followed by an activity in cultural landscaping steered by Relieving Principal Thelmerie Rudd. Thelmerie also shared her personal experiences in the importance of politely correcting assumptions she has encountered regarding race and identity.

During the day, Mitchell Downing filmed student responses to questions about language, identity and culture, to be made into a short video which was played for teachers at the Community of Local Schools Staff Development Day at WWHS on Day 1 Term 3.

WWHS students returned to WWPS to help students connect with Aboriginal culture at the end of Term 2, as part of the WWPS NAIDOC Week activities. Tiger Cox-Smith (Year 7) presented the Acknowledgement of Country, in Wiradjuri, at the special assembly, followed by Nikki Fretwell and Dylan Lyons addressing the assembly about what their culture means to them. Teachers, parents and children commented on how meaningful they found the Indigenous Student Leaders' words. Leila Miles (Year 8), Kali Main (Year 8), Erin Lenon (Year 7) and Makaylee Little (Year 7) led Years 5 and 6 in painting a large artwork, consisting of six canvases that together form a representation of map of the area of Wagga inhabited by our two schools. Tiger and Jaden Newbigging (Year 7) led Years 2–3 in a "Head and Shoulders, Knees and Toes" game in Wiradjuri, while Nikki and Dylan led sessions on dreaming stories, sharing stories as well as other elements of their culture such as symbols seen in paintings.

Term 3 commenced with Mitchell's completed film being very warmly received at the Community of Local Schools Staff Development Day at WWHS, as was the

short film showing the programs and activities of ATSI students at WWHS

Aunty Gail Manderson opened WWHS NAIDOC Assembly early in Term 3 with the Welcome to Country in both Wiradjuri and English. Aboriginal Leadership Group member Charlie Cheesley (Year 11) was proud to speak to the school about the importance of making the most of opportunities and stepping outside of our comfort zone to achieve our best. Then, the spectacular artwork completed together by WWPS and WWHS was ceremonially divided between the schools. Six painted panels, together, form a representation of Wagga Wagga, indicating the Murrumbidgee River and Wollundry Lagoon. WWPS Students accepted their three panels, with three to be retained at WWHS, representing the journey of students from WWPS to the "high school on the hill". Aunty Gail Clark presented a meaningful and moving lesson on the dreaming, reflecting the NAIDOC theme of Songlines.

Professional learning was provided to all WWHS staff in the Term 3 Evening PL session. Thelmerie Rudd providing the historical context of the current NSW Department of Education Aboriginal Education policies and procedures and the issues arising regarding effective ATSI consultation and engagement. WWHS teacher Melanie Lucas gave an overview of using 8 Ways in daily planning and program delivery. Kerrie Gale (Wagga Wagga Education Office) provided resources to assist all teachers to re-evaluate a current teaching unit and implement one or more strategies from the 8 Ways in that program. Evaluation data received from participants indicate the value of this evening in assisting staff to effectively differentiate their approach to acknowledge and engage all learners.

A cultural program was held for Year 9 and 10 ATSI students in Term 3, with boys preparing didgeridoos and girls preparing coolamons and clapsticks, upon which they will tell their stories with artwork or burned images and symbols, under the guidance of Tony Rudd (Aboriginal Community Liaison Officer) and Darron Watt (Riverina Environmental Education Centre).

Nine Wagga High ASTI students from Years 7, 8 and 9 immersed themselves in Science, Technology, Engineering and Mathematics (STEM) for three days at a Camp organised by the NSW AECG (Aboriginal Education Consultative Group). While the hands-on STEM activities, guided by high-achieving University personnel, strongly engaged Camp attendees at the Borambola Sport and Recreation Centre, the day trip to Canberra, inspecting Questacon, the Telstra Black Mountain Tower and NASA – The Canberra Deep Space Communication Complex, really opened students' eyes as to the possibilities of pursuing education and career opportunities in science and technology.

### Future Directions

- Expand opportunities for leadership and participation by ATSI student leadership group
- Continue strengthening community consultation regarding ATSI programs
- Pursue opportunities to develop Year 9 Aboriginal

- Revisit whole-school strategy to embed "8 Ways" across KLAS

## Multicultural and anti-racism education

In addition, all EAL/D staff participate in mandatory professional development days, courses, staff meeting and faculty meetings at WWHS. In addition, 'in-house' EAL/D professional learning takes place e.g. ESL Scales, ESL Learning progression, Maintain ERN, Annual EAL/D Survey and NAP Surveys.

### Projects & additional funding for 2016

- Leading EAL/D Education course (24hrs Registered PL) – the WWHS team, T. Maddison (DP & Acting P), A. Lamb (HTA) and D. Anscombe (EAL/D specialist) participated in this course which involved examining current school-based EAL/D education practices against best practice benchmarks and implementing applied learning projects to achieve improved EAL/D teaching and learning, or whole school processes and practices to support the learning and wellbeing of EAL/D learners. The main aim of the research project undertaken at WWHS was to build understanding and capacity of teachers to better teach and support our students of refugee and EAL/D background. This was carried out through a two-prong approach – whole school EAL/D PL and more intensive EAL/D PL to a smaller group of teachers from each faculty, so they in turn could become the 'experts' within their faculties. Funding – \$5000 from Multicultural Education DoE and \$5000 from WWHS. This funding & additional funding was used to implement the programs outlined below.
- Whole school EAL/D professional learning – (3hrs Non-Registered) Factors affecting learning for students from a refugee background and strategies to support the student
- Whole school EAL/D professional learning – (3hrs Non-Registered) ALARM – A Learning & Responding Matrix to develop & move students in spoken & written language from BICS to CALP.
- Teaching English Language Learners (TELL) (24hrs Registered PL) 13 teachers from WWHS successfully completed this course and presented their learning in the Faculty meetings. This PL was also facilitated by a staff member of WWHS. The TELL program is made up of 6 workshops, each of 2 hrs duration. Participants complete five between-module tasks culminating in a short

presentation of one final rich task. The between-module tasks have been designed to enable teachers to implement what they have learnt. An end task requires participants to identify a question or issue of concern (relating to ESL teaching and learning) and present a presentation demonstrating how the TELL program and the application of principles of ESL pedagogy have assisted them to respond to this question or issue.

- Funding – \$5000 from Multicultural Education Coaching/Mentoring of Teaching English Language Participants (6hrs Non-Registered per participant) This project provided one to one mentoring and coaching to TELL participants (15 in all), to further deepen and apply their knowledge and learning to the set Between Module Tasks. This mentoring and coaching was provided by experienced EAL/D teachers and also resulted in building the capacity of the EAL/D staff involved in mentoring colleagues. The funding was used to provide staff release.

### Funding – \$6000

- STARTTS Accidental Counselling/Supporting Students from Refugee Backgrounds – NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (6hrs Non-Registered) 1 day workshop that was designed to build capacity of teachers, both EAL/D and mainstream, and SLSOs to recognise and deal with the difficult behaviours of trauma in students of refugee background. Topics covered included: Accidental Counselling, the Complexity of the Refugee Experience, the Multi-Level Impact of Torture & Trauma, Supporting Recovery at School and Self-Care and Limits. Funding – \$1300 from Multicultural Education Tab 4 for the delivery of the program. Other funds provided release time to allow staff members to participate.
- Space for Learning – Trauma Informed Practice in Schools – Australian Childhood Foundation – (6hrs Non-Registered)
- Ready Arrive Work (RAW) work readiness program. A 3-day program delivered with the assistance of JobQuest, assisted of students of refugee background to gain important employment related skills, and a greater understanding of employer expectations and the Australian workplace culture. MAHS was invited to have their eligible students participate in the program at WWHS.

### Curriculum development & programming – EAL/D

- Individual Education Program as required for NAP students

- Implementing EAL Pedagogy – Controlled/modeled,guided/joint and Independent

– Scaffolding –  
planned & contingent

- Development of Basic Interpersonal Communication Skills (BICS) language
- Development of Cognitive Academic Language Proficiency (CALP) language
- Developing EAL/D students' English language competence and improving their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.
- Reorganizing of staffing & support groups each time our funding has changed
- Support given through – Intensive groups, Year Groups, in-class support & individual tutoring
- Consultation with KLA teachers
- Presentation to staff re new EAL/D students & how to support them – information for staff throughout the year
- Gathering of data & completion of NAPEAL/D Annual Surveys
- Maintaining information on Maintain EAL/D
- Assisting with enrolments of new EAL/D students
- Completion & submission of NAP & SLSO-E applications
- Orientation, assessment & welfare support of new students

#### Assessment & reporting – EAL/D

- ESL Scales Assessment each semester for NAP students
- Written reports for NAP students learning English as an additional language, in the skill areas of Oral, Reading & Writing proficiency in English
- Assessment of all students listed on Maintain ESL (ERN) against the English as an Additional Language/Dialect Learning Progression (EAL/D) Learning Progression and recorded on ERN

- Referral to counsellors for testing & assessment for Support Unit classes
- Supporting parents to understand the educational system in NSW
- Advice to Head Teachers and staff re reporting on NAP students

#### Organisation & administration – EAL/D

- Modes of delivery used: – Withdrawal support; In-class support; Collaborative planning & tutorial support to Yr11 & 12 students
- Application for New Arrival Program (NAP) funding for each new EAL student who fits the criteria
- Application for SLSO–Ethnic funding
- Finding & interviewing appropriate SLSOs
- Orientation & supervision of SLSOs
- Completion of NAP Survey 1 & 2 & the ESL Annual Survey
- Keeping Maintain EAL/D up-to-date on ERN
- Support and exemptions, as translated documents, for NAPLAN and ESSA for NAP students
- Coordination of Refugee Action Support Program – Withdrawal & In-class support of EAL/D students by RAS tutors
- Supervision of a trainee SLSO Certificate III 100 hours. This was such a positive placement that trainee SLSO volunteered 4hrs per week for the rest of the year after completing her 100hrs.

#### Resources purchased/developed– EAL/D

- Stationary, resources & furniture for the student learning spaces
- ESL Teacher resources & ESL materials to support to mainstream teachers with EAL/D students in their classes
- Production of teaching & learning resources

#### Events, Miscellaneous success & achievements

- RAS– the Refugee Action Support Partnership is a joint initiative of the NSW Department of Education and Training, the Australian Literacy and Numeracy Foundation (ALNF) and Charles Sturt University. University student tutors provided



in-school assistance to refugee students to develop their literacy skills. This program is in its 8th year at WWHS, with a new cohort of RAS tutors each semester.

for a new edition of Australian Cultural Orientation Handbook – produced & delivered by International Organisation for Migration for the Australian Department of Immigration & Citizenship.

- **Heaps Decent** – is a not for profit company providing skills development in electronic music production for young people. The team that comes to WWHS consists of two professional musicians and producers who are working in contemporary music and media. The project is funded through the DIAC Diversity and Social Cohesion Program. Music-based activities are used as a catalyst for promoting harmony between young people of different cultural backgrounds. The students explore the notion of 'belonging', by articulating their own experiences through song writing, composition, singing, music production and performance. Up to 10 male students of refugee background have participated in 4 workshops, run at no cost to the participants or WWHS.
- **Harmony Day Celebration–PPT presentation at Assembly, backed with music & lyrics “We got to respect one another” composed by the Heaps Decent Crew 2015 as backing. Linked with T.Henderson’s history class to complete the sentences Diversity is...as part of Library display. Chalk Art in the Top Quad around the theme of Harmony & Belonging. Momtaz taking photographs of the chalk art & for the diversity posters**
- **Refugee Week Assembly– V1 & 2 of National Anthem, With courage let us all combine – theme, Zahra Shirzadi telling the story of her refugee journey, Friends of Zainab Scholarship presented to Ja Ing Sumlang by Michelle Stanhope, General manager of Public Education Foundation NSW, also attended by three members of the NSW Refugee Counsellor Team & followed by morning tea for guests, WWHS Executive, our students of refugee background & their parents.**
- **Scholarships:** In 2016, for 2017 – EAL staff assisted a number of students apply for Public Education Foundation Scholarships, targeted scholarships for refugee students, in Learning for Life Scholarships – Smith Family & other scholarships. Aqsa Mohammad Sharif & Momtaz Nader Ali were both successful in being awarded Friends of Zainab Scholarships for 2017/18. Ja Sumlang’s FZS continues in 2017 from 2016.
- Participation in community multicultural events by WWHS students and staff – students of refugee background participated & performed in Wagga Wagga’s community **Harmony Week & Refugee Week** celebrations, **Fusion**, and the **Welcome Walk**
- **Working with and strengthening links with community agencies to support our EAL/D students such as Multicultural Council Wagga Wagga, Red Cross, STARTTS & Smith Family. MCWW e.g. Multicultural Girls’ Day, Gala Sports Day, assisting with photographs**