

Wee Waa High School

Annual Report



2016



8270

Introduction

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

Ms Annabel Doust

Principal

School contact details

Wee Waa High School

Purcell Ave

Wee Waa, 2388

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

weewaa-h.School@det.nsw.edu.au

6795 4477

School background

School vision statement

At Wee Waa High School we maintain a culture of respect, integrity, commitment and honesty in a happy, inviting environment, while embodying our school motto – “Strive for Excellence” – in all areas. We are a dynamic school community that is committed to delivering rich, broad learning in a nurturing environment, enabling each student to achieve their personal best and fulfill their many and diverse ambitions. We are a school of choice for parents because we hold high expectations and provide quality educational experiences and opportunities that engage and motivate students to learn, critically analyse their knowledge and become successful, informed future citizens.

School context

Wee Waa High School is a small, co-educational, comprehensive rural secondary school in North-West NSW that services students from the town of Wee Waa, Burren Junction and Pilliga. Approximately 40% of the students at Wee Waa High School are Indigenous and the school is committed to promoting its cultural diversity through a strong educational program for Aboriginal students. The school has a dynamic teaching, administrative and executive staff with a range of experience. Teachers are committed to quality teaching and professional learning around Visible Learning to develop common, research-supported pedagogical practices. Wee Waa High School offers a broad curriculum choice, a strong and supportive welfare structure and a variety of extra-curricular activities including sport, the creative arts and several programs unique to our school. Every Aboriginal student has a Personalised Learning Plan, developed in direct consultation with each student and their parents/carers. Several innovative literacy and numeracy programs operate at Wee Waa High School, including Quicksmart, “Grow and Learn” and timetabled, cross-school literacy/numeracy lessons. Extension programs and an after-school homework centre also operate. Wee Waa High School operates a trade training centre in Hospitality and offers strong and successful programs in Agriculture, Metals and Engineering and Primary Industries. We plan to continue offering a diverse range of vocational education programs to meet the needs of our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of Learning, our efforts have mainly focused on the continued implementation of the Australian Curriculum, particularly in phase 2 subjects including Geography. Our strong emphasis on differentiation for individual student needs was expanded and a staff team directed planning and professional learning to support differentiation for higher ability students. The school’s Learning and Support Team structures were implemented and subsequently evaluated, allowing a more streamlined and time-efficient use of the Learning Support team’s time and resources. In addition, the Student Wellbeing Team has been reformed and is in the process of developing roles, responsibilities and guidelines for the effective delivery of Wellbeing programs to all students. Both high-need and gifted and talented students have been identified earlier, and more successful teaching-learning strategies have been implemented which have addressed their learning and issues and improved their engagement. PLPs have now been developed for Aboriginal, learning support, and gifted and talented students. An external provider has delivered professional learning on Literacy to the whole staff, enabling the evaluation of the current literacy programs to be informed, and a new structure to be planned.

In the domain of Leading, our priorities have been on developing collaborative practice providing professional learning and support for current and aspiring leaders. A combined staff development day with another high school focussed on collaborative practice and the skills of giving and accepting feedback. Individual faculty Head Teachers were provided with support and development by an external provider, in addition to their participation in Department network activities. The senior executive also participated in induction and leadership programs. This approach recognises that strong leadership is fundamental to school improvement and the focus on improved management practices and processes will continue. We have also continued our strong focus on improving the school resources and effective learning spaces by refurbishing several areas and purchasing new technology to improve the flexible options for the use of technology in student learning. This will ensure that our resources and facilities continue to be well-maintained and provide a safe,

professional environment that supports learning.

Our major focus in the domain of Teaching has been on effective classroom practice via the continued implementation of the Performance Development Framework, and by continuing to develop our school-wide approach to pedagogy. A structured schedule to guide the school PDP process has been implemented and trialled, and all staff have developed an annual PDP. Teachers are actively engaged in professional learning to facilitate improvement in their teaching practice. Senior executive have investigated the most current, evidence-based teaching practice and provided professional learning to staff. As a result, the school has committed to participating in a 3-year collaborative program aimed at developing and implementing high-impact teaching practices in classrooms. A teacher-mentor was engaged who provided regular, intensive support to teachers involved in the accreditation and maintenance process, and further professional learning was accessed by staff involved in higher levels accreditation.

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

Learning

Purpose

To maintain a community of engaged learners, providing a learning environment that empowers all students to become motivated, self-directed learners who set and reflect upon their own learning goals, with a focus on:

- Australian Curriculum
- Student Wellbeing Framework
- Literacy and Numeracy programs

Overall summary of progress

Australian Curriculum – teaching–learning programs, scope and sequences, learning tasks developed for all phase 1 and 2 KLAs. Targeted professional support for faculty head teachers has occurred. Senior executive implemented a 'snapshot' process to monitor faculty processes and procedures and support head teachers in the implementation.

Student wellbeing – Learning support team resources have been significantly improved and the team structures and processes implemented and evaluated.

Literacy/numeracy – programs across the school were evaluated and new teaching resources purchased. Staff teams were established for differentiation and for literacy/numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All KLAs develop new programs, scope and sequences and learning tasks based on the national curriculum syllabi.	Teaching and learning programs, scope and sequences have been developed for every KLA. Professional learning supported programming and will continue in some areas, particularly the English/HSIE faculty, which received additional support from an external professional learning provider. Program feedback from teachers occurs via faculty registration processes and faculty meetings. There is an established, documented process enabling the senior executive to observe, discuss and monitor faculty processes, including programming, registration and student work units. As a result, the Australian Curriculum is being implemented according to the required timeline in all relevant subject areas and students are benefitting from engaging, differentiated learning activities.	Professional Learning in literacy, numeracy, differentiation and specific curriculum areas \$5000
95% of students achieve above a 90% attendance rate.	<p>The school's attendance policy has continued to undergo a review process, including training for new and relieving SASS attendance officers. Regular phone calls and home visits have been ongoing to ensure parents and students are encouraged to maintain a strong focus on the importance of good attendance. The school's overall attendance figures have improved by over 6% over several years and the vast majority of students exhibit 90% or better attendance rates.</p> <p>Several targeted school initiatives continue to improve student engagement and attendance, for example: Grow and Learn, Brospeak, Girls Groups, Breakfast club etc.</p>	<p>Support from HSLO and external agencies \$0</p> <p>Additional SASS hours on occasions when required \$3000</p> <p>Student programs \$10000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Register and samples of completed and reviewed student Personal Learning Plans for Aboriginal, GAT and Learning Support students	All Aboriginal, Gifted & Talented and Learning Support students have a Personal Learning Plan; and the process of developing student PLPs has been evaluated, adjusted and documented to enable further expansion of the program in 2017. Students, parents, the AEO and many teachers participated in PLP interviews, some of which were conducted during home visits.	Aboriginal background loading (\$2000.00)
<p>NAPLAN results show growth at state level from Year 7 2015 to year 9 2017</p> <p>Premier's Target</p> <ul style="list-style-type: none"> • Increase the proportion of students in the top two bands by 8% in Reading and Literacy • Increase the proportion of ATSI students in the top two NAPLAN bands by 30% in Reading and Numeracy 	<p>The Quicksmart literacy/numeracy program continued to operate as it has for several years, and the student results demonstrate that it has an extremely positive impact on student learning.</p> <p>For our whole-school literacy/numeracy lessons, student data (both from internal and external assessments) has been analysed and new class lists proposed to best suit student learning needs.</p>	Quicksmart tutor wages approx \$30000

Next Steps

Australian curriculum – further development of assessment tasks and evaluation and improvement of new teaching programs, including ongoing intensive support for faculty head teachers as required.

Student wellbeing – New Wellbeing Team to be formed; roles, responsibilities and annual Wellbeing scope and sequences to be developed.

Literacy/numeracy – expand staff capacity to collect and use data to inform improved practice

Strategic Direction 2

Leading

Purpose

To develop a school-wide culture of high expectations and leaders who are committed to a shared responsibility for student engagement, learning, development and success, with a focus on:

- School Excellence Framework
- Leadership learning
- Learning environments

Overall summary of progress

Leadership learning – Professional learning has continued to increase the capacity of the school executive and the whole school has received professional learning to develop their collaborative skills. Intensive support for current and aspiring leaders was delivered by external providers and staff members continue to lead strategic direction teams in the school.

Learning environments – Community engagement and communications officer was employed and has significantly raised the school profile in the community while increasing community involvement in school educational programs. Several rooms and buildings have been repaired or refurbished and new technology has been purchased to allow students access to current learning practices and effective learning environments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly Accomplished Teacher Accreditation will be sought by highly skilled staff members.	Two teachers expressed an interest in gaining accreditation at Highly Accomplished level. They were supported by regional staff, connected with a network of current and aspiring Highly Accomplished Teachers and attended several professional learning activities, both externally and via videoconference. One of those teachers subsequently made a formal application to participate and has been progressing through the process throughout the year. This will continue in 2017.	Professional learning and relief costs.
Role statements will be developed for Executive staff	There has been some analysis of current roles and formal role statements will be evaluated and finalised in 2017. With 50% of Head Teachers in an Acting role there has been a strong focus on targeted professional learning to support those faculties in particular, build capacity as head teachers and ensure full awareness of their responsibilities.	Professional learning from external providers and casual relief for Head Teachers new to, or acting in, their position.
Teachers will seek internal and external leadership opportunities	Executive has increased leadership capacity as evidenced by increasing experience in leading teams and relieving in higher positions. A strong focus on professional leadership learning has seen the executive attend network meetings and leadership development courses, enabling significant development and professional dialogue to occur with colleagues in other schools.	Professional learning and casual relief costs.
The school learning environments will reflect a culture of excellence and support students to improve their educational outcomes.	Community engagement and communications officer engaged and school profile significantly raised due to publicity and promotion in local community. School-community partnerships have been strongly reinforced, and there has been	Salary from school funds including on costs approx \$80000 Buildings, refurbishment,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school learning environments will reflect a culture of excellence and support students to improve their educational outcomes.	significant contribution of resources and expertise to support student educational experiences in the school. Electronic school sign installed and used to communicate daily events and recognise student accomplishments. School bus shed paid for and planning underway. New student laptops and storage trolley purchased.	signage and furniture approx \$100000

Next Steps

Leadership learning – a partnership program involving intensive leadership support and development by external providers will operate for the duration of 2017, directly and individually targeting the school executive and senior executive.

Learning environments – Learning spaces targeted for improvement include the library and classrooms. A community engagement and communications officer will continue to strengthen school–community–business partnerships to facilitate high–impact educational programs.

Strategic Direction 3

Teaching

Purpose

To build a strong culture of professional practice by developing teachers' professional knowledge in partnership with colleagues. We aim to build staff capacity through focused professional learning and development around the Australian Professional Standards, "creating a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level." (Public Schools NSW Strategic Directions 2015–2017). We will focus on:

- Performance Development Framework
- Evidenced-based Pedagogy

Overall summary of progress

Performance Development Framework – All teaching staff members have collaboratively developed their own PDP, aligned with the school strategic directions and professional teaching standards. An annual schedule was developed and trialled.

Whole-school pedagogy – Professional learning has broadened teacher knowledge of a range of literacy strategies, and developed their capacity to present them to students in an effective and engaging way. Analysis of staff needs and student data inspired further investigation into best practice which led to the school's initial involvement in the Visible Learning program.

Accreditation – A teacher-mentor was engaged to provide professional support to all staff in their accreditation journey. The school participates in a local Proficient Teacher Accreditation Panel to evaluate submissions and support Principals as TAAs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will use a PDP to plan and evaluate their professional development through embedded, school-wide implementation of the Performance and Development Framework.	The Performance and Development Framework is embedded into school practice and guides the continuous improvement of teaching practice, leading to improved student outcomes. All teaching staff have developed a PDP developed collaboratively with supervisors and colleagues and are using the Teaching Standards to drive their practice. A formal schedule and timeline to assist staff and supervisors in the PDP process has been developed and trialled. An improved version will be implemented in 2017, ensuring all staff are supported in the development and attainment of their teaching goals, engaging in professional dialogue with colleagues and supervisors and collecting evidence to support their plan.	\$0
All teachers will evidence current school directions in evidence-based strategies in their classroom practice in all classrooms	All staff evaluated their practice using the AITSL learning tool and participated in professional Learning based on the Classroom Practice Continuum. Staff were able to collaboratively (in strategic direction teams) determine their professional learning needs. Significant professional learning took place and included the employment of an external provider, who delivered sustained, intensive professional learning to individuals, teams and the whole staff, including, but not limited to: * English faculty support with programming, teaching and learning units * Student leadership * Teaching literacy * SLSO training to	\$20 000 Professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will evidence current school directions in evidence-based strategies in their classroom practice in all classrooms	support students to learn more effectively in the classroom * Staff planning and delivery of student wellbeing programs * Assisting teachers preparing submissions for accreditation * Classroom management skills * The Crossroads Education plan * Senior students study skills programming and delivery. The school has joined with numerous others across the Tamworth network in the Visible Learning Collaborative Impact Program – a 3-year, evidence-based program based on the research of John Hattie that aims to implement high-impact teaching practices to improve student outcomes. Data collection via staff and executive surveys began in Term 4 2016, and the program will get fully underway in 2017.	
Teachers will implement the Australian Professional Standards for Teachers procedures and practices to adhere to accreditation and maintenance requirements.	<p>Beginning teachers have been supported with release from face-to-face teaching, support from a supervisor and mentor and a draft induction program.</p> <p>All staff have been able to access the support of a teacher-mentor at least one day per month in the school and at other times externally, ensuring full understanding of the teaching standards and the requirements of the accreditation processes.</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$13378.00)

Next Steps

Performance Development Framework – new annual schedule to be evaluated, refined and re-implemented in 2017

Whole-school pedagogy – commitment to the Visible Learning Collaborative Impact program, based on the research of Professor John Hattie, will see the school participate in a sustained, 3-year program of professional learning to guide the implementation of high-impact teaching practices across the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Employment of AEO, SLSO, and Senior Study teacher. Programs to improve student outcomes, engagement and cultural understanding, including: Grow and Learn; BroSpeak; Breakfast Club; Homework Centre; NAIDOC activities; Elders luncheon. Teacher relief to conduct PLP conversations. These initiatives increased student engagement and attendance. Students readily seek and accept assistance from the SLSOs and senior study teacher, and completion and submission of assessment tasks was notably increased.	• Aboriginal background loading (\$123 579.00)
Low level adjustment for disability	Employment of Learning Support Teacher 5 days per week, including 4 days staffing entitlement with the additional day provided by Flexible funding. This has enabled a strong focus on supporting students with disabilities and learning support needs. These students have benefited from individual and small-group, intensive assistance with literacy and numeracy skills, assessment of their needs, adjustment of work and applications for funding, special provisions or support from external agencies. The benefits to students are reflected in their significantly improved outcomes, behaviour and wellbeing.	• Low level adjustment for disability (\$107 431.00)
Socio-economic background	This funding includes a staffing entitlement of 0.5 teachers. Employment of Quicksmart literacy and numeracy tutors allowed targeted students to show significant improvement in student achievements. Additional funds were allocated to professional learning and student study skills and leadership programs. Additional SLSOs were employed to provide student support, particularly in Stage classes. Release for Deputy to be non-teaching – this position targeted the professional learning of staff around our key initiatives. Subsidies and resources for student learning experiences such as excursions; robotics program; agriculture show team; School improvements including installation of electronic sign; upgrades to agriculture and other learning spaces, library and seminar rooms. Technology purchases including new student desktops and laptops for classroom	• Socio-economic background (\$234 380.00)
Support for beginning teachers	Beginning teachers were given the equivalent of 2 hours release per fortnight. Additionally they were supported by a beginning teacher program. Teachers completing their accreditation were given release time and were supported by a teacher mentor and a local panel.	• Support for beginning teachers (\$13 378.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	83	83	79	85
Girls	77	75	76	78

Student attendance profile

School				
Year	2013	2014	2015	2016
7	88.8	84	88.5	88.2
8	87.9	80.9	82	88
9	83.9	84.2	79.1	86.7
10	77.3	83.1	78	84.3
11	72.1	69.7	76.7	88.8
12	85.5	83	83.1	80.6
All Years	82.4	80.7	81.8	86.5
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

The school's overall attendance rate has gradually increased over the last few years, except for Year 12 students, who remain an area of focus for improvement.

Rolls are marked daily and during each lesson. Documented procedures are in place in the school to inform students, teachers and parents of their obligations. The importance of regular attendance is emphasised at school assemblies, year meetings, individual student interviews and in school newsletters. Direct contact concerning students with poor attendance patterns is made with parents/caregivers via daily and weekly phone calls, formal letters home or home visits, which involve the AEO, year advisors and/or a member of the executive. Students with ongoing attendance concerns are referred to the Home School Liaison Officer for further

support. Students with excellent attendance patterns are presented with awards at formal assemblies. Other measures which encourage students to attend regularly include the school breakfast program, student assistance for uniforms and targeted engagement and work experience programs to cater for individual needs.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	18	57
TAFE entry	0	18	35
University Entry	0	0	43
Other	0	0	9
Unknown	0	3	0

In 2016, 23 students completed the HSC. Of these students, 39% were female and 61% were male. 35% were Aboriginal. Ten students (43%) received a university offer. Six (60% of students receiving an offer) were Aboriginal students. Areas of study include Primary Teaching, Communication, Agriculture, Science, Zoology, Business, Accounting, Zoology, Sports Science and Arts. All students accepted their offers, however, 6 students (60%) of those students receiving an offer deferred for one year due to the cost of leaving home to study.

Students who have deferred their studies have either found casual or permanent work for 2017. 57% of students will be in employment including 35% taking up apprenticeships. Occupations include Retail, Hospitality, Agriculture, Metal and Engineering, Automotive, Child Care and Business. Two students have been employed in the Army under general entry.

All students completing Year 12 in 2016 are either employed in permanent or casual work, attending university, taking up positions in the Defence Forces or undertaking an Apprenticeship or Traineeship in 2017.

Year 12 students undertaking vocational or trade training

87% of Year 12 students studied at least one VET or TVET subject for the HSC. Of these students, 61% took up further training or work in an occupation relating to their VET or TVET subject. Three students undertook school-based traineeships in Business, Agriculture and Metal and Engineering during Years 11 and 12. All of these students have been offered permanent work with the company following the HSC with two students being offered apprenticeships and one a cadetship.

Out of the 6 students leaving school in Year 11, 4 of these students were offered apprenticeships in automotive light vehicle and heavy vehicle and engineering. One student has taken up work in agriculture and another in retail. One student has left the area and her destination is unknown.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students (23) at Wee Waa High School attained the HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	8.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration & Support Staff	6.38
Other Positions	4.1

*Full Time Equivalent

In 2016 there were 4 staff members of Aboriginaldescent, including the AEO and 3 Student Learning Support Officers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

The focus of our professional learning has been to further develop staff capacity in several areas of their classroom teaching practice. This has involved two main components. The first section involved the further

development and reinforcement of existing skills in differentiating the classroom. The second component involved the development of the of the most effective strategies and skills involved in the teaching and developing of Literacy skills in students.

Other professional learning was provided to target specific needs identified within the school. These included training for the Wellbeing Team and the development of the skills involved in the explicit teaching of study skills. The English faculty received extensive support in the development of programs and units of work in preparation for the implementation of the new English syllabus.

The entire school staff have access to professional learning and the teaching staff are encouraged to report back to the appropriate group(faculties, executive etc.) to distribute information about the learning they had undertaken. Teacher professional learning covered a wide range of topics, but focussed on quality teaching and syllabus implementation and delivery. The SASS staff undertook a variety of courses ranging from mandatory first aid and CPR to core financial literacy and using Adobe software. SLSOs were also provided with training centred on improving their efficiency and effectiveness in supporting teachers and students in the classroom.

For the Term 2 Staff Development Day the entire staff of Wee Waa High, along with Narrabri high School, attended a presentation on collaborative processes within schools.

Wee Waa High School had 1 teacher begin the proficient teacher accreditation process as a beginning teacher. We had 3 teachers complete their first period of maintenance at the proficient teacher level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	681 792.99
Revenue	3 595 652.88
(2a) Appropriation	3 477 887.27
(2b) Sale of Goods and Services	21 653.96
(2c) Grants and Contributions	85 895.03
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	10 216.62
Expenses	-3 697 854.80
Recurrent Expenses	-3 697 854.80
(3a) Employee Related	-3 254 482.01
(3b) Operating Expenses	-443 372.79
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-102 201.92
Balance Carried Forward	579 591.07

The school's financial management is monitored regularly by the Principal in consultation with the School Administrative Manager. The finance committee also involves the school executive. Significant purchases in 2016 included major refurbishments and renovations to the school Ag Farm building, foyer, library and seminar rooms. The long-awaited school bus shed project was finalised and paid for, although building will not start until 2017, and significant funds were spent on teacher professional learning. Further major refurbishments of teaching-learning spaces and purchase of new technology is planned, which contributes towards the higher than usual balance carried forward.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 773 149.20
Base Per Capita	10 420.23
Base Location	32 542.86
Other Base	2 730 186.10
Equity Total	465 390.14
Equity Aboriginal	123 578.76
Equity Socio economic	234 380.34
Equity Language	0.00
Equity Disability	107 431.04
Targeted Total	177 466.68
Other Total	40 246.63
Grand Total	3 456 252.65

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

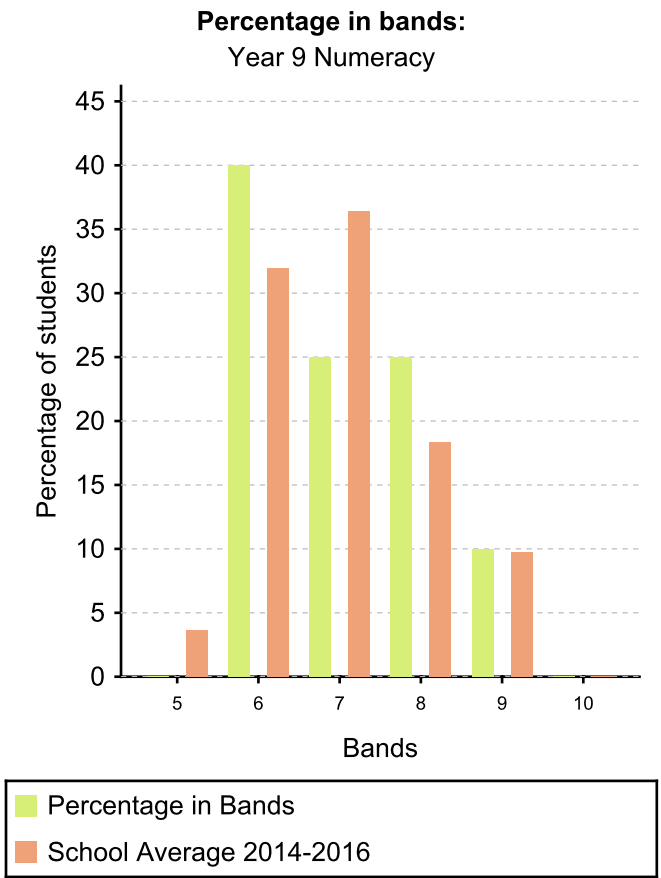
School performance

NAPLAN

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

In year 9 since 2013 the number of students in the lowest band has been reduced by 20% or more in reading, writing, grammar and punctuation. In Spelling, the number of students in the top 3 bands has increased and only one student scored in the lowest band which shows a pleasing improvement. Year 7 literacy results have declined in the top two bands since 2013, however the number of students scoring in the lowest band has also been reduced.

In Year 9 numeracy there were no students in the lowest band – an improvement of 17%. In 2013, 60% of students scored in the lowest 2 bands in "Number, Patterns and Algebra" – this figure has been reduced to just 25%, none of whom were placed in the lowest band. No Year 7 students attained a Band 9 result in 2016.



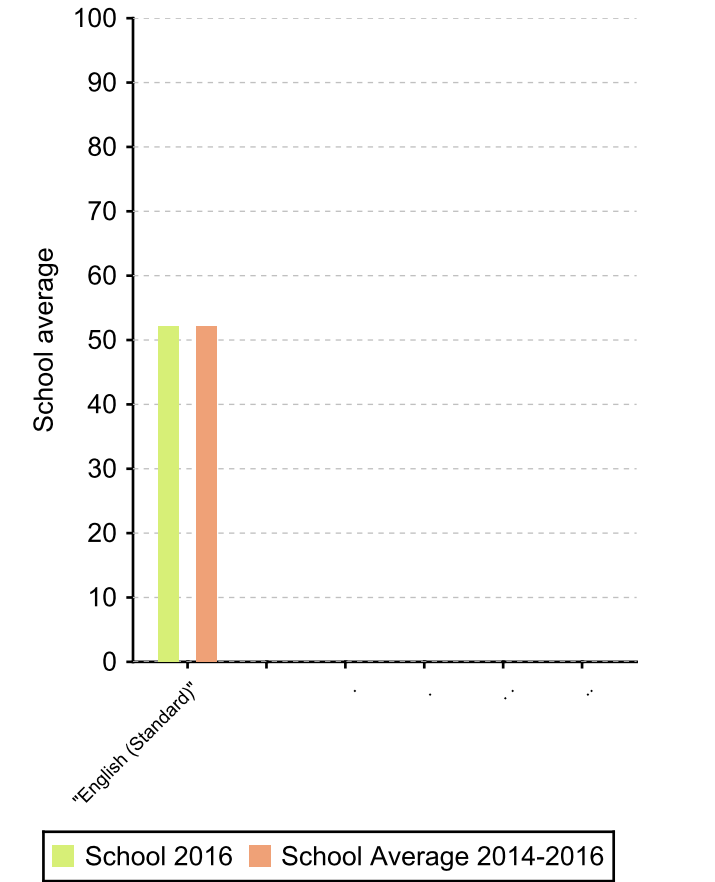
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

and insert the school name in the Find a school and select GO to access the school data.

In Year 9 numeracy this year 10% of WWHS students were in the top two bands, compared with 6.5% in 2015. In other areas the percentage of students in the top two bands has not increased over the last year. There were no ATSI students in the top two bands in any category.

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

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

In 2016 the school sought the opinions of parents, students and teachers about aspects of school life. Independent external surveys of parents, students and staff were conducted through the Tell Them From Me external survey. The Tell Them From Me student results were compared with the average results from other government schools from across NSW.

Staff agreed that the learning environment at the school was positive and our strengths include:

- leaders in the school work to create a safe and orderly school environment.
- staff had the ability to collaborate with other teachers to discuss cross-curricular learning goals of students, and the benefit of using a variety of teaching strategies in the classroom environment.
- data on student progress must be gathered from a variety of sources and feedback given to students and parents.
- Wee Waa High School is an inclusive school that provides opportunities for students from a variety of backgrounds to succeed

The main strengths from the parent survey concluded that parents feel

- the school provides a safe environment
- welcome at the school
- the school supports positive behaviour

Students responded that strengths of Wee Waa High School include:

- a positive sense of belonging
- feeling safe in the school environment
- a variety of reasons why they succeed in school

their HSC. School funds provided a Senior Study tutor who provided tutoring, study skills and support to Aboriginal and non-Aboriginal students in the senior school. Personal Learning Plans for each Aboriginal student were completed collaboratively with staff, parents and students.

In the NAIDOC theme of “Songlines” we listened to stories from Aunty Stella Lamb and held an activity day where students participated in making clap sticks, Aboriginal identity, johnny cakes, dance, basket weaving, and constructing tools.

Male Aboriginal students from years 9 and 10 were involved in Bro Speak, building students’ relationship with their culture, cultural identity and self-confidence. Elder Darryl Ferguson from Lightning Ridge taught about identifying sacred trees, making coolamons and clap sticks. A storyline on Wee Waa will be displayed in the shape of a black snake in Binaalba Office. Girls Group visited Weeronga Aged Hostel monthly where they engaged with residents and worked on shared projects of crafts, storytelling, music and cooking. This program has enhanced the connectedness and understanding between the two groups and built student’s communication skills, cultural awareness and appreciation of traditional ways and skills.

Multicultural and anti-racism education

Wee Waa High School incorporates multicultural perspectives across all learning areas. In particular, Languages Other Than English (LOTE), History and Food Technology classes were at the forefront of exposing students to different cultural experiences. The school has a trained Anti-racism coordinator (ARCO) who is available to address concerns of students or staff. There were no occasions warranting their involvement in 2016.

Policy requirements

Aboriginal education

An SLSO employed with Aboriginal and Low SES funding supported student learning and teachers with resources. The Executive monitored KLA implementation of syllabus requirements. Staff development activities developed cultural awareness included visits to traditional sites and sharing of stories of Aboriginal culture and current perspectives. The incorporation of Aboriginal language in some classes and investigation of further staff training is ongoing. Acknowledgement of country is spoken in traditional language by a student to the whole school at each weekly school assembly.

Funded by the Nura Gili Indigenous Program Unit, 2 students attended the UNSW Indigenous Winter School to taste university life; 5 Aboriginal students were awarded a Scholarship to assist their year 12 studies and 7 Aboriginal students were successful in attaining