

Walgett Community College - High School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Walgett Community College** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

This vision statement recognises the Partnership Agreement between the NSW AECG and the NSW DoE.

It is based on the principles of genuine and mutual respect, commitment, consultation, collaboration, openness and accountability in order to improve the educational learning experiences for all. It recognises the achievements of Aboriginal people and the ongoing need for Aboriginal people to have a voice in determining their educational future.

Our vision is to create a strong and sustainable learning environment across both Walgett Community College sites. An environment where students are provided with quality learning experiences that include social, emotional, and cultural learning. An environment where quality teaching is the priority and where community engagement is genuine, positive and productive. In this environment, leadership is proactive and focuses on developing a culture of capacity building and continuous improvement, which supports the positive growth of students, staff and community members.

School context

Walgett Community College is a Connected Communities School located 290 km north-west of Dubbo. The College has a combined P-12 enrolment of 250 students, including approximately 97% Aboriginal and Torres Strait Islander students, across two campuses. The college is in a remote, rural location allowing learning opportunities to occur in unique environments. Facilities at the college include a pre-school and two trade training centres offering courses including hospitality, metal and engineering and construction. The Arthur Street campus was extensively upgraded during 2015-2016.

As an Early Action for Success (EaFS) school, an instructional leader and an interventionist have been appointed, with additional resources allocated, to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 2. The college is supported by an active Walgett Local Aboriginal Education Consultative Group and the Walgett Community College School Reference Group. These organisations are working in partnership with the college to ensure better educational outcomes for the 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The School Excellence Framework supports schools 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 school focused on the element of Learning Culture, Wellbeing and Curriculum and Learning.

Learning Culture

Within this element a strong focus on the implementation of positive behaviour for learning lessons which explicitly focused on teaching explicit behaviour expectations in a variety of school settings.

The teaching programs had a strong emphasis on differentiation to meet the needs of all students and an attendance action plan and policy are also being implemented.

In the element of Wellbeing, the school is encouraging students to recognise and respect culture with many aspects of culture being embedded in programs.

In the elements of Curriculum and Learning there has been an emphasis on the provision of extra curricular activities

around themes of NAIDOC, Harmony Day, Song Lines and the School Spectacular.

In the domain of *Teaching*, our school focused on the elements of Effective Classroom practice, data skills and use and collaborative practice.

Teachers regularly review and revise teaching and learning programs, and teachers are analysing and using student data to understand the learning needs of student. This data analysis informs the schools learning goals and teachers are working together to improve teaching and learning in their stages and faculty areas.

In the domain of *Leadership* our direction has been in the communication of the school priorities and practices and creating an organisational structure that enables the school to work effectively.

Our self-assessment process will further 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>

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 public school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domains of Learning, Teaching and Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation 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:

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Strategic Direction 1

Quality Teaching, Learning and Leadership

Purpose

To improve student learning outcomes through the development of high quality teaching practice in all areas of the curriculum

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan.

Our school focused on Positive Behaviour for Learning program, Attendance, Literacy and Numeracy during the year with explicit focus on reading. An attendance action plan has been implemented across the college with a focus on attendance every day and an explicit reward system has been implemented. Reading has been a strong focus with whole college engagement in a reading program, differentiated to meet the needs of the students. Spelling mastery has also been implemented in the primary school and Seven Steps to Writing professional development for staff has started.

Positive Behaviour for Learning is gaining momentum across the college and behaviour expectations are explicitly taught.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of 10% of students in the middle two bands	There has been an increase in students at or above national minimum standards in year 3 in reading, and in year 5 in writing. In years 5, 7 and 9 all students showed student growth in reading.	\$35 000
30% Aboriginal students into the top two NAPLAN bands	Aboriginal students are showing growth from years 5 to 7 and 7 to year 9.	\$36 000
Increased student attendance from 71% to 80% P-12	The primary school regularly has attendance levels above 85 % and the secondary school regularly has attendance levels above 52%.	\$45 200
Evidence of sustaining and growing in the Learning and Teaching elements of the School Excellence Framework	The college is working towards delivering in the Learning and Teaching elements of the School Excellence Framework.	\$25 000

Next Steps

Our next steps include participation in Quality Teaching Rounds with peers for all teaching staff around identified areas for improvement.

The whole college professional learning focus of – "Reading at WCC" will be developed as an induction to all new staff and there will be a focus on the further development of Assessment for Learning.

Professional Development Plans will be collaboratively developed so that they link with school priorities, strategic directions and the Australian Professional Teaching Standards and include processes to support beginning and newly appointed teachers to gain accreditation and provide a sense of belonging.

Strategic Direction 2

Positive Behaviors for Learning

Purpose

To develop a positive social and emotional resilient culture across the college based on Safe, Respectful, Happy Learners.

Overall summary of progress

There has been significant progress with the development of the Wellbeing Framework and the embedding of PBL language and PBL matrix across the College. Both sites are explicitly teaching expectations for positive behaviour resulting in less need for long suspensions. Cultural programs such as Sista Speak and Bro Speak, PCYC REAL program, drumbeat and breakfast club all support positive behaviours and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of delivery level performance within the Teaching, Leadership and Learning Wellbeing elements of the School Excellence Framework.	The primary school participated in an external validation which identified that the school was working at the delivery level. The self assessment of the secondary school identified that the school was working towards or at delivery level.	\$10 600
Suspension centre implemented and operational, with a range of internal and external practices aligned to reducing long suspensions.	The suspension centre is operational and staffed daily.	\$3 200
Positive, engaging wellbeing programs are in place at a whole school level.	Sista Speak has been implemented at both sites and Bro speak has been implemented in the primary school. PCYC, Drumbeat, Breakfast Club are a part of the positive wellbeing gains this year.	\$16 392
Staff retention is increased.	A number of permanent staff have been appointed this year.	

Next Steps

We will continue to develop the Wellbeing Framework including school operational guidelines and the embedding of PBL language and PBL matrix across the College and work closely with interagency groups within the community to provide a more coordinated holistic approach to support students and families.

As a college we will continue to engage students in the development of individual attendance goals incorporated into students personal learning pathways and review personalised learning plans (PLP's) with a greater focus on cultural perspectives.

Strategic Direction 3

School and Community Engagement

Purpose

To establish and build community partnerships where parents, families and community organisations collaborate to improve student outcomes.

Overall summary of progress

Transition programs have enabled smooth transitions from preschool to Kindergarten and from Primary to Secondary. Increased enrolments into both primary and secondary can be attributed to the increase in positive perception of the school and its program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student transition plans and structures in place, and increasing students utilising these structures as alternative to traditional school pathways.	A comprehensive transition plan is in place for transition from primary to secondary with students accessing high school specialist lessons on a regular basis. Transition from school to work or further learning have been further developed.	\$3 600
Community delivered cultural learning opportunities for students and staff are regular, embedded practice.	Cultural programs and Aboriginal Language is implemented from preschool to year 7.	\$12 000
School perception surveys show increased positive responses.	Tell Them From Me surveys indicated that students are positive about their school.	
Increased positive interactions between WCC and the community.	Facebook is a platform that has increased communication of positive achievements to the community. Positive stories are published in the local paper.	

Next Steps

Our next steps will be to continue to develop the cultural programs across the college, in particular the Healthy Culture Healthy Country program in the primary school. Continue to develop our communication systems and communication platforms through website, Facebook, Story Park and an SMS messaging system.

Transition programs at each of the junctures and will be further developed within the personalised learning pathways and career programs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Effective delivery of curriculum specifically targeting the learning needs of Aboriginal students.</p> <p>Learning, Attendance and Behaviour targets are discussed and reviewed as part of the personalised learning plans developed with teachers, students and carers.</p> <p>A Healthy culture Healthy Curriculum is being developed.</p> <p>Sista Speak and Bro Speak have been implemented.</p> <p>Aboriginal Cultural groups, elders and guest speakers are invited to the school for talks/performances through various the partnership with AECG.</p>	<p>\$273 302</p> <ul style="list-style-type: none"> Aboriginal background loading (\$0.00)
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>The Learning Support Team meet fortnightly to look at the specific learning needs of students in the school.</p> <p>Additional SLSO's were employed to work with target students .</p>	<p>\$ 95 921</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$0.00)
Socio-economic background	<p>Feedback on the speech and occupational therapy have indicated that these programs assist students in their language development and fine & gross motor skills.</p> <p>Strategies have focussed on the Literacy Continuum (Phonemic Awareness and aspects of Speaking)</p> <p>Additional SLSOs have been employed to support a range of programs catering for student's individualised learning needs.</p> <p>The two additional Classroom teachers have enabled greater student engagement as class sizes are smaller.</p> <p>Equity funding was accessed to support student welfare, improved attendance and outcomes in literacy and numeracy.</p>	<p>\$241 534</p> <ul style="list-style-type: none"> Socio-economic background (\$0.00)
Support for beginning teachers	<p>Professional growth monitored through the application of the professional development plan (PDP).</p> <p>Teacher strengths and areas for development identified and addressed through PDP and Professional Learning.</p> <p>Regular formal/informal feedback during student progress meetings.</p> <p>coaching and mentoring provided by the instructional leader and head teachers.</p>	<p>\$29 700</p> <ul style="list-style-type: none"> Support for beginning teachers (\$0.00)

Support for beginning teachers	Deputy Principal Program delivered ongoing accreditation support.	\$29 700 • Support for beginning teachers (\$0.00)
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	38	47	41
Girls	56	57	60	51

Student attendance profile

School				
Year	2013	2014	2015	2016
7	78.3	81.3	63.9	80.8
8	77.1	66.2	69.7	59.7
9	65.3	65	57.4	67
10	59.8	51.2	53.3	44.1
11	71.1	60.7	51.3	56
12	51.7	64.4	50.7	43.3
All Years	68.9	64.6	58.5	59.5
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	3.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	8.88
Other Positions	5

*Full Time Equivalent

Aboriginal staff contribute to 36% of the composition of the workforce at the secondary site.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

Professional Learning at Walgett Community college included a focus on Positive Behaviour for Learning, Professional Standards for Teachers, Personalised Learning Plans for students, Aboriginal Education, Connecting to Country, Healthy Culture Healthy Country, Trauma Informed Education, Essential Skills for Classroom Management.

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.

Students in years 3 to 5 and years 5 to 7 and years 7 to

9 showed steady improvement in numeracy.

Students in years 3 to 5 and years 5 to 7 and years 7 to 9 showed steady improvement in reading.

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.>

Identification of students requiring specific intervention and extension in both literacy and numeracy has been implemented to improve Aboriginal students educational outcomes and an increase in the number of students in the top two bands of NAPLAN.

Higher School Certificate (HSC)

There was a decrease in the number of students who achieved a band one and an increase in the number of students who achieved band 2.

Policy requirements

Aboriginal education

A range of Aboriginal perspectives have been embedded in curriculum programs. Students learn about Aboriginal history and cultures in a variety of ways including guest speakers, AECG curriculum framework and local knowledge from Aboriginal elders.

Multicultural and anti-racism education

Walgett community college celebrates the diversity of Australia and ensures teaching practices that value the backgrounds of all students and promotes tolerance and intercultural understanding.