

Wagga Wagga High School

Annual Report



2017



8142

Introduction

The Annual Report for **2017** 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.

Mr Chris Davies

Principal

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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

This year, our 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 process that Wagga Wagga High school has undertaken to review and reflect on its progress, has given the teaching body a better understanding of the Excellence Framework and its relationship with education. With each faculty rating their progress, they can now see areas of strengths and opportunities. Using our peer observation process and cross faculty sharing we will be able to address areas that are below expectation. Our continued increase in sharing with the other DoE high schools in Wagga, will help the school to gain greater knowledge of areas that need development. This information will now be used to support the writing and planning of the next school plan. Data, consultation with the school community and whole staff input will see comprehensive and targeted programs to improve areas of opportunity. Printed

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me surveys will indicate a significant rise in student intellectual engagement.	\$880 Casual relief	Tell Them From Me surveys has allowed the school to access data from a variety of sources. Student engagement has been improving by using this data.
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.	\$20,000 Casual Relief	Using ILP's and PLP's has helped staff with addressing the needs of each targeted student. Strengthening peer observation methods in the school has increased the sharing of ideas and strategies between staff and faculties.
How 2 Learn is embedded into all teaching and learning programs.	\$2000, Casual relief	How2Learn has been used by a small percentage of the staff. The program when used has had a positive impact on the students involved.

Next Steps

The school has developed and reviewed its direction for 2018 in the new planning cycle. The peer-coaching model has been expanded by employing an extra staff member to allow release time for all in be involved with the process. 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. As a school we now selecting areas of How2Learn to target with all staff based on an identified need.

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 2017. 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, school based assessments 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 has been used by a small number of staff to enhance their teaching and planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$880 Casual Relief	Data used from this survey helps drive our planning within the school. Also using data from Sentral and addressing attendance issues has seen an increase in student engagement.
Results from external tests will show that our students are performing at or above state average.		Naplan results show an improvement with literacy within the school. Numeracy is more of a challenge with results below expectation. Numeracy is an area the school will need to address in the following years.

Next Steps

PBL has been strengthened to support staff using a 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 strengthening 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.

Tell Them From Me Surveys were conducted in 2017. 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)	Funds Expended (Resources)	Progress achieved this year
100% of staff and students are using PBL both in and out of the classroom.	\$2000 Staff training and support	PBL is embedded within the school with staff, students and our community have a good understanding of the schools expectations.
Tell Them From Me surveys indicate a significant rise in intellectual engagement with a 50% reduction in the number of behaviour referrals for disobedience.		The use of PBL and an increase in whole school expectation on behaviour has seen referrals decrease. The number of issues are down as well as the number of students involved.
The school has in place a comprehensive and inclusive framework to support the wellbeing of students and staff.	\$100,000 Employment of Family Referral Service in the school 4 days a week and staff professional learning.	The school has been developing a range of strategies to address the increasing wellbeing issues within the school. Continually improving our connections to community support agencies as well as improving processes at school has seen better support offered to all students. Targeted programs have also had a major impact on student wellbeing.

Next Steps

The continuation of PBL into all areas of Wagga Wagga High School will continue in 2018. 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$89,926	<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. 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>
English language proficiency	\$211,748	<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"> • 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. • Heaps Decent – Heaps Decent is a not for profit company providing skills development in electronic music production for young people. • Work Experience and Placement Work Experience Preparation Program for EAL/D students.
Low level adjustment for disability	\$326,846	<p>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 \$326,846</p> <p>Next Steps</p> <p>during assessment periods, participated in the rostered playground program and the Social Skills group.</p> <p>LaSTs 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</p>

Low level adjustment for disability	\$326,846	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 LaSTs working with parents, school counsellor, Student Advisors and outside agencies to form strategies, plans and recommendations to support students with low level disabilities. The LaSTs 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.
Socio-economic background	\$81,333	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.
Support for beginning teachers	\$21,539	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.
Targeted student support for refugees and new arrivals	\$13,813	Creating Individual Education Programs as required for NAP students. <ul style="list-style-type: none"> • Development of Basic Interpersonal Communication Skills (BICS) language. • Development of Cognitive Academic Language Proficiency (CALP) language. • 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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	527	514	541	557
Girls	498	498	503	515

Of the 1072 students enrolled as at March 2017, 769 students were in Years 7–10 and 303 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.

144 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 168 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	2014	2015	2016	2017
7	92.9	94.8	94	93.1
8	90.4	90.9	91.2	92
9	87.7	89.7	90.6	89.1
10	88.4	88.1	87.7	86.5
11	87.2	88.8	87.5	88.3
12	91.2	92	88	88.4
All Years	89.6	90.7	90	89.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

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 improved 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 received.

The involvement of the Home School Liaison Officer, has supported and strengthened 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 2018.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment			
TAFE entry	0	0	9
University Entry	0	0	29
Other	0	0	4
Unknown	0	0	18

The number of students who have been successful in gaining university entry is stable but this year has seen an increase in these students taking a gap year to raise funds for their university course.

Year 12 students undertaking vocational or trade training

In 2017 41% 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 2017 98% of Year 12 students attained HSC or equivalent vocational educational qualifications. The other 2% are pathways students who will complete their HSC course over 2 years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	55.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	18.17
Other Positions	1

*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 2017 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	0

Professional learning and teacher accreditation

In 2017 over \$90,000 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. Professional learning was restricted due to the lack of casual teachers to replace staff on TPL.

An additional \$103,000 was invested to implement peer observation.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	817,598
Revenue	11,869,469
Appropriation	11,270,593
Sale of Goods and Services	33,786
Grants and Contributions	552,222
Gain and Loss	0
Other Revenue	0
Investment Income	12,869
Expenses	-11,370,640
Recurrent Expenses	-11,422,060
Employee Related	-10,157,076
Operating Expenses	-1,264,984
Capital Expenses	51,420
Employee Related	0
Operating Expenses	51,420
SURPLUS / DEFICIT FOR THE YEAR	498,829
Balance Carried Forward	1,316,427

The school was able to implement structural improvements this year to continue the plan for the school. The school's roll over figure is larger than expected due to the lack of casual teachers to be employed which affected the professional learning access of staff and their replacement in the school. Other contributing factors include waiting for capital works programs to be started. In 2018 extra support staff will be employed to support students and staff in the classroom.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	8,837,386
Base Per Capita	165,071
Base Location	1,881
Other Base	8,670,434
Equity Total	785,774
Equity Aboriginal	63,553
Equity Socio economic	218,934
Equity Language	176,441
Equity Disability	326,846
Targeted Total	1,196,743
Other Total	202,571
Grand Total	11,022,474

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

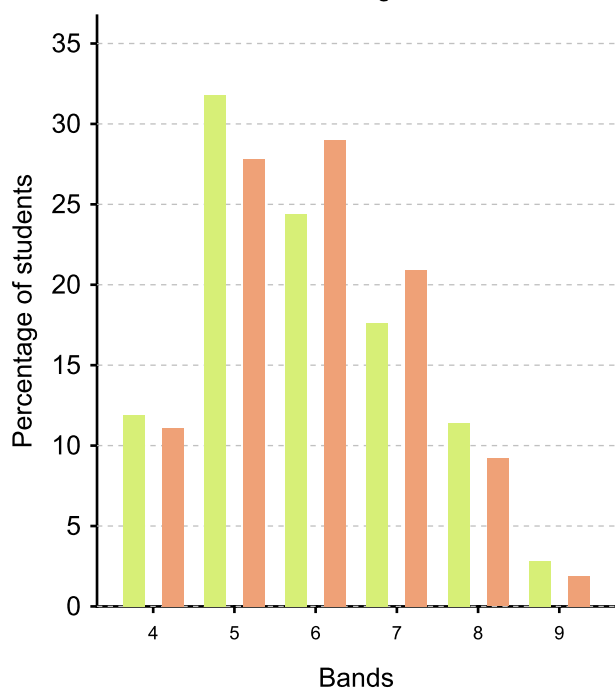
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

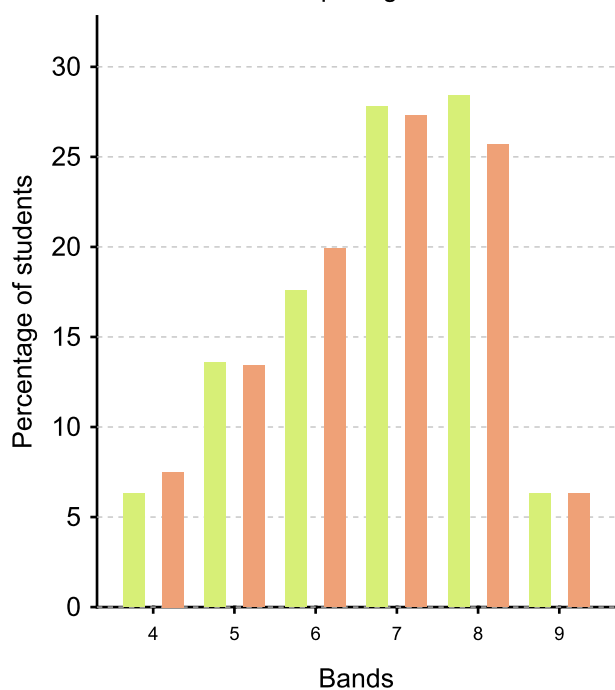
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	11.9	31.8	24.4	17.6	11.4	2.8
School avg 2015-2017	11.1	27.8	29.0	20.9	9.2	1.9

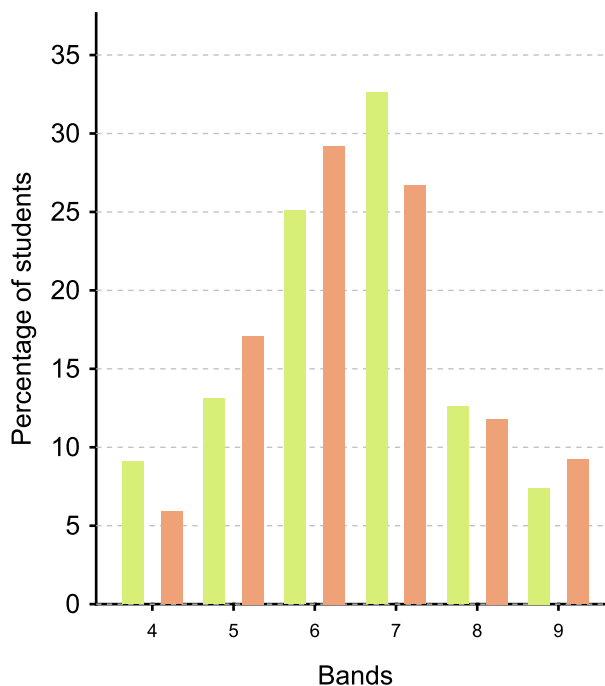
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	6.3	13.6	17.6	27.8	28.4	6.3
School avg 2015-2017	7.5	13.4	19.9	27.3	25.7	6.3

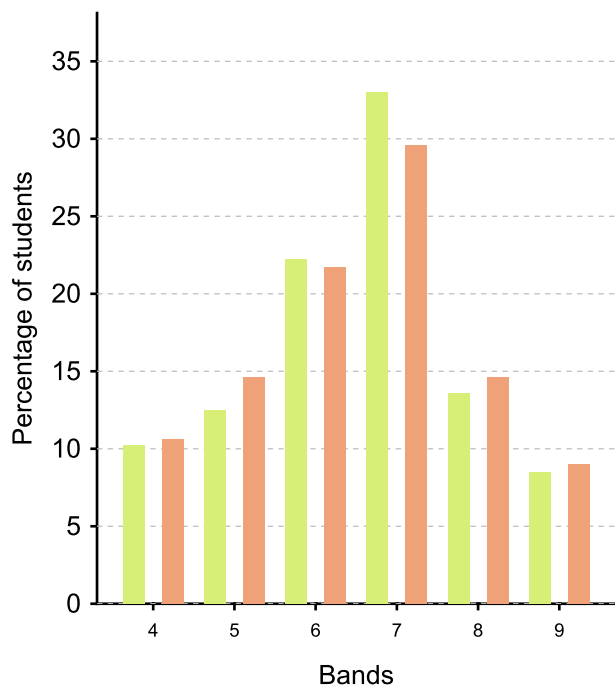
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	9.1	13.1	25.1	32.6	12.6	7.4
School avg 2015-2017	5.9	17.1	29.2	26.7	11.8	9.2

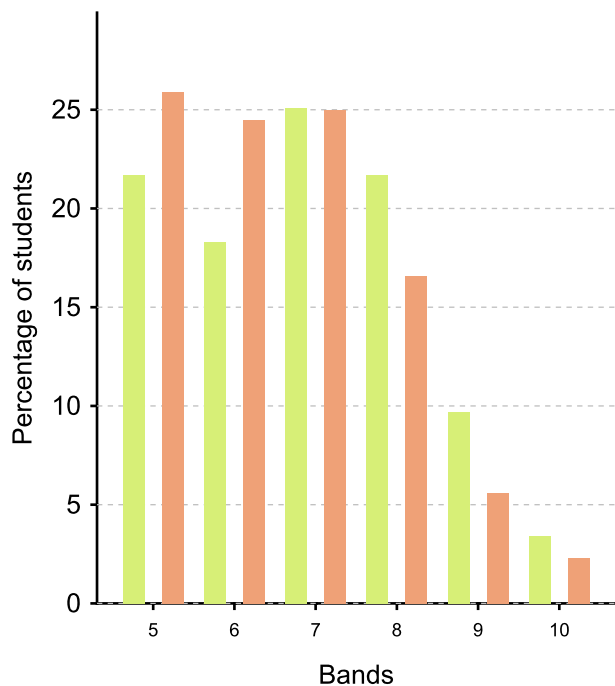
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	10.2	12.5	22.2	33.0	13.6	8.5
School avg 2015-2017	10.6	14.6	21.7	29.6	14.6	9.0

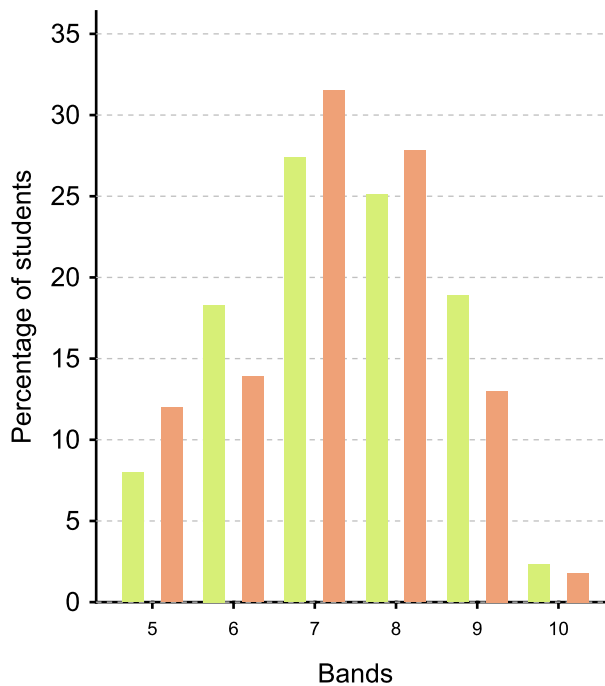
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	21.7	18.3	25.1	21.7	9.7	3.4
School avg 2015-2017	25.9	24.5	25.0	16.6	5.6	2.3

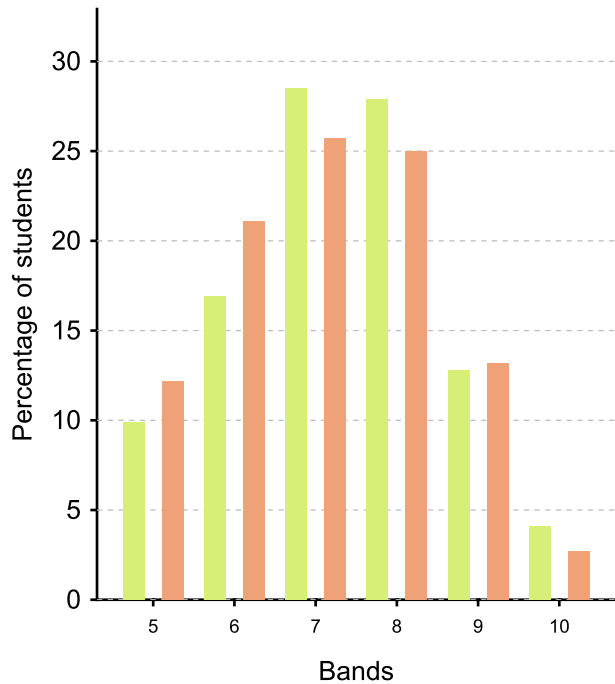
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	8.0	18.3	27.4	25.1	18.9	2.3
School avg 2015-2017	12.0	13.9	31.5	27.8	13.0	1.8

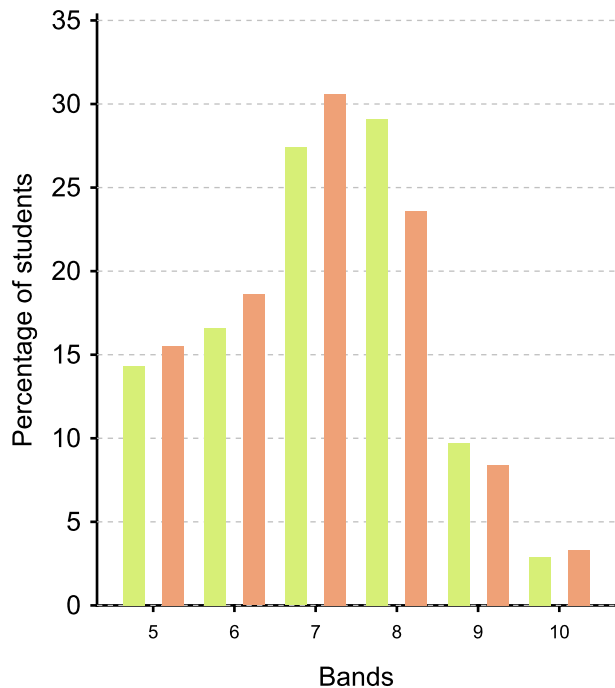
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	9.9	16.9	28.5	27.9	12.8	4.1
School avg 2015-2017	12.2	21.1	25.7	25.0	13.2	2.7

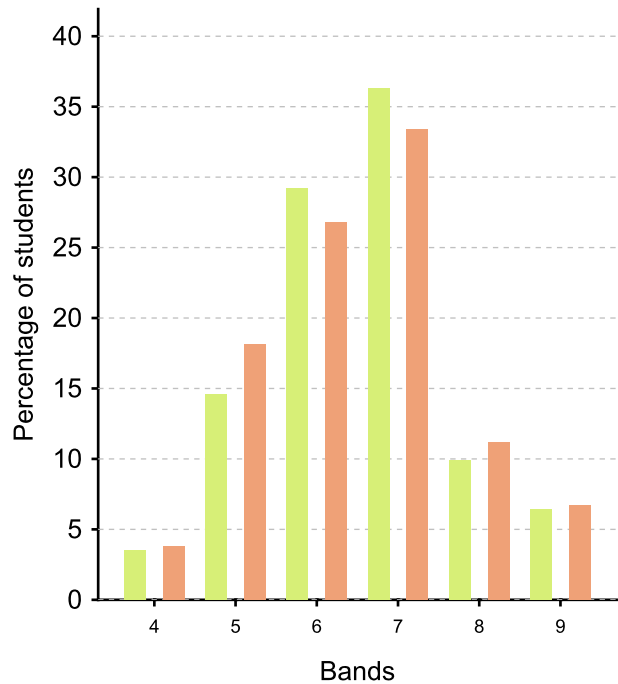
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	14.3	16.6	27.4	29.1	9.7	2.9
School avg 2015-2017	15.5	18.6	30.6	23.6	8.4	3.3

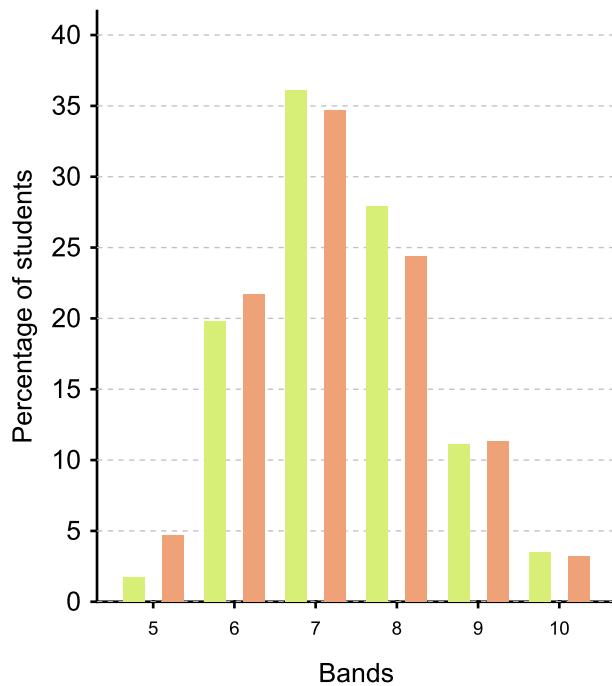
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	3.5	14.6	29.2	36.3	9.9	6.4
School avg 2015-2017	3.8	18.1	26.8	33.4	11.2	6.7

Percentage in bands:
Year 9 Numeracy

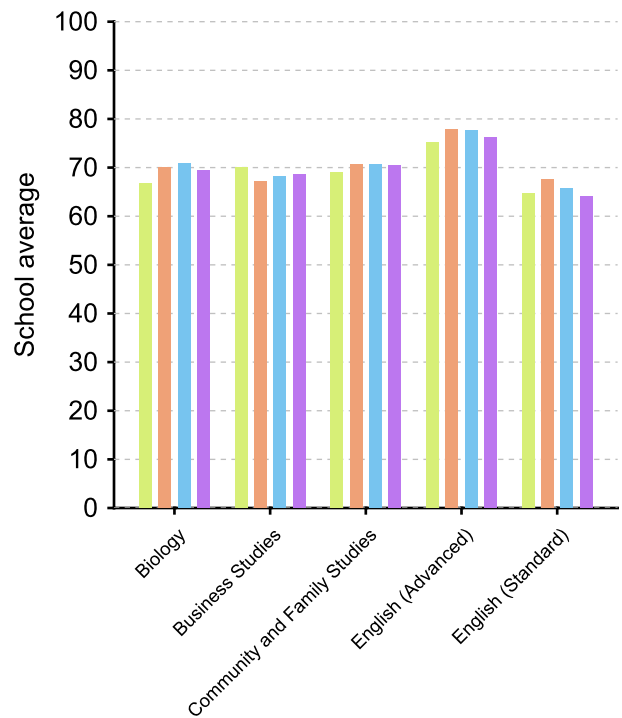


■ Percentage in Bands
■ School Average 2015-2017

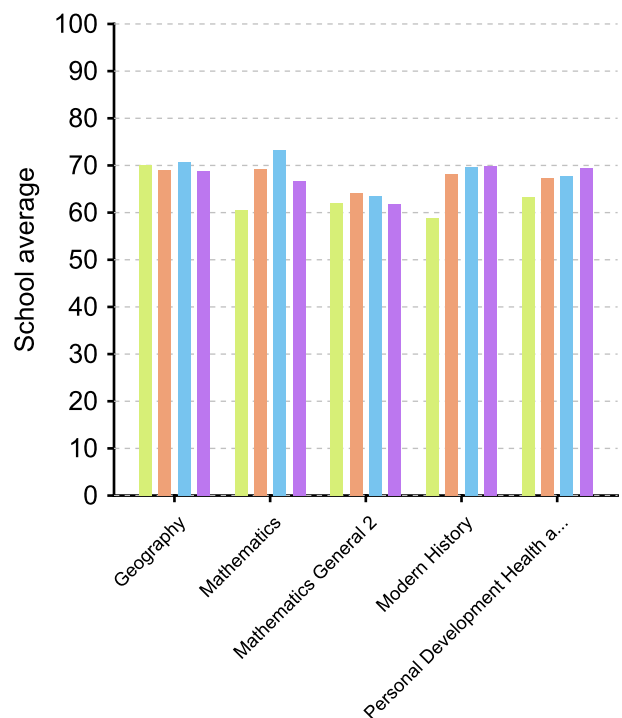
Band	5	6	7	8	9	10
Percentage of students	1.7	19.8	36.1	27.9	11.1	3.5
School avg 2015-2017	4.7	21.7	34.7	24.4	11.3	3.2

Higher School Certificate (HSC)

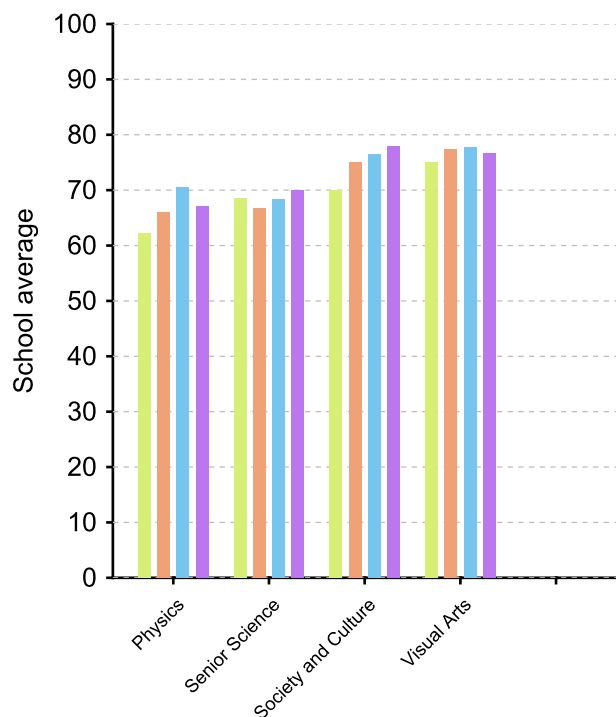
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017



■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017



HSC performance was below expectations. The school in 2018 is addressing the culture in relation to rigour and high expectations. Staff are having the opportunity to engage in professional readings as well as targeted professional learning linked to the school plan.

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

■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	66.7	70.0	70.9	69.4
Business Studies	70.0	67.0	68.2	68.7
Community and Family Studies	69.0	70.7	70.7	70.4
English (Advanced)	75.2	77.8	77.6	76.3
English (Standard)	64.6	67.6	65.6	64.0
Geography	70.1	69.0	70.7	68.8
Mathematics	60.5	69.2	73.2	66.7
Mathematics General 2	62.0	64.2	63.6	61.8
Modern History	58.9	68.2	69.6	69.9
Personal Development Health and Physical Education	63.4	67.3	67.7	69.5
Physics	62.2	66.1	70.4	67.2
Senior Science	68.6	66.8	68.3	69.9
Society and Culture	69.9	75.0	76.4	77.9
Visual Arts	75.1	77.4	77.7	76.6

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

Aboriginal Education 2017

Our Wiradjuri Language and Culture Program continued in 2017 with Wiradjuri teacher Stacey Cox facilitating the Year 8 elective students' appropriate understanding of the Wiradjuri number system, kinship, colours, animals and respectful relationships. The program is part of the current revival of Wiradjuri language being undertaken by passionate and committed community members and teachers on Wiradjuri country and continues with the knowledge and support of the School of Indigenous Australian Studies at Charles Sturt University, Wagga Wagga.

Our Welcome Morning Tea and the formation of the Aboriginal Student Leadership Team took place in Term 1. Aboriginal Student Leaders wear a special uniform shirt embroidered with the Aboriginal Flag and are on standby to help out when an extra pair of hands is needed, welcoming guests to the school and by being proud to identify themselves and their culture.

Tutorial support for Year 11, 12 and even some Year 10 students was provided by teacher Cameron Grainger, with students accessing the opportunity to work with Mr Grainger on pack assignments, draft and re-draft responses and ensure formatting requirements were being correctly addressed.

Access to career opportunities was provided by Careers Advisor Anne Fellows and Learning Support Officer Kathy Harpley, including University and TAFE information sessions, personalised careers and further education counselling as well as participation in School Based Traineeships.

Personalised Learning Pathways were completed by Learning Support Officer Janelle Lamott then teachers Monique Eldridge and Stacey Cox when Janelle accepted positions with CSU and Relationships Australia. The Aboriginal Education Team is grateful for the enormous contribution of Janelle to ATSI education at Wagga Wagga High School and her absence has been felt by students and staff. WWHS is also feeling the absence of Stacey Cox, who accepted a temporary position at Wagga Wagga Education Office as Aboriginal Education Advisor. Stacey continues to be strongly involved in WWHS planning for, and implementation of, ATSI education initiatives.

WWHS ATSI Education team members maintain active participation in the Wagga Wagga Local Aboriginal Education Consultative Group, often with several members attending and contributing to meetings.

NAIDOC is a major feature on the WWHS ATSI Calendar. This year teacher Cassy Jolliffe co-ordinated our students' contribution to Wagga Wagga Public School's NAIDOC Celebrations. Our students spoke at the WWPS NAIDOC Assembly, led cultural workshops in *Dreaming Stories* and creating artworks as well as conducting a Wiradjuri Language workshop with WWPS students learning "Head and Shoulders, Knees and Toes" and Numbers.

The inaugural NAIDOC Touch challenge was held on

the WWHS Oval with strongly contested matches between WWHS and Koorringal High School Junior and Open boys' and girls' teams. WWHS prevailed and is again looking forward to hosting the competition in 2018.

A highlight of the year was the success of our NAIDOC Debating Challenge Team, under the guidance of teacher Melle Lucas. Our team of Connor Higgins, Tiger Cox-Smith, Makenna Lucas, Matilda O'Connor and Lachlan Stephens won the Wagga Wagga and Regional rounds to compete in the State Final at Dubbo, with the NAIDOC theme of "Languages Matter". Our team won the preliminary final then the Grand Final to win the State title— an enormous achievement, deserving of the WWHS Sporting Team of the Year Award on our Presentation Night.

ATSIEducation at WWHS was spotlighted with a two-day audit by the Snapshot team, with consultants interviewing students, staff and parents as well as analysing attendance and NAPLAN data. Our school was found to be culturally welcoming with several faculties strongly incorporating Aboriginal perspectives into teaching and learning activities. Further training and development will be provided for staff to strengthen these skills in 2018; an Aboriginal Education Officer will also be sought.

Our students have been active in community participation, attending Wagga Wagga City Council's Sorry Day, while Tiger Cox-Smith and Connor Higgins accepting invitations to provide an Acknowledgement to Country, in Wiradjuri, at Wagga Wagga Education Office events.

ATSI students and parents participated in our visit to the former Cootamundra Aboriginal Girls' Training Home (Bimbadeen) in Term 4 where we were met by Wiradjuri elder Aunty Isabel Reid. After morning tea, Aunty Isabel walked us through the place where she was taken when she was removed from her parents with her brother and sister as a very young girl in Dubbo. These memories continue to be traumatic for members of the Stolen Generations and their families today, however, Aunty Isabel shared a positive message for young people today about the power of forgiveness and being appreciative of the positives her life has had.

Year 10 students, with contributions from others in Year 9, completed two beautiful art installations during Enrichment Week in Term 4. Wiradjuri artist David Dunn worked with our students to develop their ideas for these pieces. Our "Welcome Poles" at the Currie Hall entrance contain the words Yammadumerang (Hello and Welcome), Yindyamarra (Respect— Tread Softly), Ngadhuri-Nya (to tend or care or take responsibility for) and Bidirbang (I am not afraid of you! I challenge you!) reflecting our welcome to all who enter our gates and our Wiradjuri interpretation of the school PBL Core Values of Respect, Responsible, Challenge. Students discussed the words they felt best reflected these values and were pleased when the Wiradjuri words provided even more guidance than the English ones. Our large mural consisting of five large panels depicting the Murrumbidgee River replaced the work formerly

adorning the Mitchelmore Street/EBlock entrance to the school, which had outlived its useful life and was unable to be restored.

A large number of ATSI students were acknowledged for academic, cultural, and sporting achievements as well as community service at the Riverina Proud and Deadly Awards in Term 4. Connor Higgins won the prestigious Deadly Award, having been nominated for his achievements in all areas.

Future Directions

- Develop cultural competence as well as expertise in staff to confidently incorporate Aboriginal perspectives in teaching and learning programs including 8 Ways across KLAS
- Expand visibility of Wiradjuri language across the school using appropriate protocols and permissions
- Enhance relationship with School of Indigenous Australian Studies at Charles Sturt University, Wagga Wagga.

Multicultural and anti-racism education

2017 has been a very challenging year for the EAL/D Faculty, with a large number of new students enrolled of refugee background, who have experienced significant & long-term trauma. Despite the challenges, there have been many positive outcomes, with the greater majority of these students settling well into WWHS & progressing positively with their education.

The vast majority of Refugee and English Proficiency flexible funding was spent employing SLSOs to support our students. Throughout the year, as newly arrived students of refugee and EAL/D background were enrolled, there was additional NAP allocation for EAL/D teachers and/or SLSOs – Bilingual allocated to WWHS. By the end of 2017, the NAP staffing allocation had risen to 3.0.

Throughout 2017, we have worked with MCWW and the Yazidi community, to secure a person with appropriate Kurmanji and English language skills to support our Yazidi students and their families. It is hoped that Siham Bibou will commence this position in 2018 for 1 or 2 days per week. Although it would have been far preferable to have a Kurmanji speaking SLSO earlier, WWHS has managed remarkably well using TIS & the support & cooperation of our Yazidi students.

EAL/D Staff professional learning Participation in the EAL/D & refugee professional learning is in addition to the required Child Protection, Anaphylaxis, Emergency care, First Aid & Staff Development Days. In addition, all EAL/D staff participate in staff meetings and faculty meetings at WWHS & 'in-house' EAL/D professional learning takes place e.g. ESL Scales, ESL Learning progression, Maintain ERN, Annual EAL/D Survey and NAP Surveys.