

# Wauchope High School Annual Report



2017



8173

## Introduction

The Annual Report for **2017** is provided to the community of **Wauchope 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.

Glen Sawle

Principal

### School contact details

Wauchope High School

Nelson St

Wauchope, 2446

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

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

6585 1400

## School background

### School vision statement

Wauchope High School is a comprehensive, co-educational school and a proud member of the Bago Community of Schools. We are focussed on providing outstanding opportunities and educational experiences for all students irrespective of the diverse educational pathway they may choose.

Students can access multiple pathways to their learning and are able to pursue, with equal ease and quality an academic, vocational or multifaceted pathway to future success and employment.

The school provides opportunity for students to develop their sporting, cultural and social skills in an environment that that provides excellent student wellbeing support and builds creative, resilient and productive individuals.

### School context

Wauchope High School is a rural school located in the Hastings Valley, west of Port Macquarie. The school has, since 2009 seen a gradual decline in student numbers due to pressure from the breadth of schooling options available within the area.

Wauchope High School has always demonstrated strength in the sporting arena and continues to provide a diverse and rich sports program. It also has a strong link to TAFE and provides a wide range of vocational pathways for its students.

A significant number of students are achieving educational success at a level that was not realised by their parents or can be readily supported by family members. At the same time many of our students suffer from the tyranny of rural isolation, poor literacy skills and all the benefits and challenges that come with being part of a small, close-knit rural community.

## 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.

Wauchope High School demonstrates a commitment within the school community to strengthen and deliver on school learning priorities. There is particular emphasis on addressing and monitoring student-learning needs in the area of Literacy and Numeracy skill.

The school has specifically focussed on improved teaching methods in literacy and numeracy across all Key Learning Areas, with professional learning activities focused on building teachers' understandings of effective strategies in these areas and the use of consistent language across the school. Students, staff and the broader school community have worked together to build a deeper understanding of the impact of attendance on student behaviours, attitudes and performance.

The school has developed and refined both its attendance and wellbeing strategies in line the Departments policy leading to an improved sense of student attitude, wellbeing and belonging. The school's targeted and strategic professional learning strategy builds teacher skills in the analysis, interpretation and use of student performance data. This has enable the school to focus its professional learning to meet specific needs within the school. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. They also provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

The school has developed and nurtured a range of productive relationships with external agencies such as universities, business, industry and community organisations to support and enhance the educational opportunities for our students. A number of these relationships also support students beyond the school setting and through pathways to further study and employment.

Our self-assessment 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

### Student Engagement

#### Purpose

In order for students to be successful 21st Century learners they need to attend school regularly, and be fully engaged in the teaching and learning taking place in every lesson.

For students to achieve academic success in high school, they need to master content knowledge in a wide variety of subjects. To achieve this students in secondary school must be able to: read and understand large amounts of text, often on unfamiliar topics; learn specialised and technical vocabulary; master knowledge of the various text structures that are used to organise subject material; and make meaning from the texts that are used by teachers as the basis of instruction.

#### Overall summary of progress

Over the past two years there has been a focus on building the capacity of staff to implement consistent, high quality literacy strategies to students. In 2017 while this work continued there was also initial work done on building a structure to support teaching rounds. A select number of staff trialled protocols and the practice of teaching rounds. This will form the basis for the implementation of teaching rounds in 2018 and 2019 with an emphasis on staff sharing quality practice with other staff. The development of collegial groups and relationships is also key with increased willingness for staff to share ideas and practice.

Students continue to develop their understanding and acceptance of the importance of regular attendance. Students have support from key personnel to assist them in their time management where necessary.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 5% reduction in the number of students in Year 7 and Year 9 at or below national minimum standards (NMS) based on NAPLAN data	In achieving these outcomes the school has drawn significantly on equity funding from the area of :  Socio-economic background:  \$607,403	Over the 3 years of this school plan the percentage of students in Year 9 at or below the National Minimum Standard in the key focus area of writing has decreased by 18% as opposed to a reduction in the state average of 5%.  Significant reductions in the percentage of students at or below minimum standard in other key areas of NAPLAN is also evident of this 3 year period.
A 5% increase in the number of students in Year 7 and Year 9 achieving at the proficient level based on NAPLAN data	In achieving these outcomes the school has drawn significantly on equity funding from the area of :  Socio-economic background:  \$607,403	Over the 3 Years of this school plan the percentage of students at the proficient level in the key focus area of writing has increased by 6% as opposed to a state average increase of 3%.
An increase in average attendance rates to greater than the state average	In achieving these outcomes the school has drawn significantly on equity funding from the area of :  Socio-economic background:  \$607,403	The average attendance rates at the school have remained fairly steady over the 3 year period and continue to fall below state average.  This appears to be driven predominately by a small number of school refusers whose attendance rates continue to skew the data.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 25% decrease in the number of N–Award warning letters issued to students in Years 11 and 12	<p>In achieving these outcomes the school has drawn significantly on equity funding from the area of :</p> <p>Socio–economic background:</p> <p>\$607,403</p>	<p>The establishment and maintenance of the Senior Preparation Room has resulted in a some reduction in the number N–Awards being issued.</p> <p>However, there has been a significant improvement in the number of N–Awards that are now resolved by the student rather than remaining incomplete.</p> <p>This is a significant improvement and results in greater certainty for students in their satisfactory completion of course outcomes.</p>

## Next Steps

In 2018 a cross KLA team, comprising of the KLA Head Teachers and highly accomplished classroom teachers will engage in a series of teaching rounds with a focus on the explicit and systematic teaching of quality literacy strategies. This will also involve the critical analysis of teaching learning programs to ensure that the quality teaching of literacy is embedded into teaching programs across all KLAs Years 7–12.

They will use the experience of being deeply involved in teaching rounds to build their capacity to lead cross KLA teaching rounds in 2019 –20 that will involve all staff.

They will also use this experience to develop a set of resources and protocols that will guide and support the implementation of the teaching rounds in 2019–20.

## Strategic Direction 2

### Quality Teaching

#### Purpose

It is critical that all teaching staff have the capacity to expertly address the literacy demands of their subject and to ensure that students have the literacy skills necessary to engage fully and be successful users of language to learn across the stages of schooling and within all domains.

Building strong relationships based on high expectations and high levels of support and feedback is critical to students realising their full potential and to maximise their outcomes from their time at Wauchope High School.

#### Overall summary of progress

Over the period of this 3 year strategic plan all staff at Wauchope High School have engaged in extensive Literacy professional learning.

Every member of staff was engaged in some form of literacy learning action research within their classrooms. All staff attended regular school based professional learning with a focus on transferable skills in the classroom and based on the quality teaching model. Staff have developed the capacity to implement supportive literacy strategies within the classroom such as TEEC paragraphing.

All staff have developed a deeper understanding of the Literacy continuum and how it applies to students within their KLA.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Within individual teacher Performance and Development Plans, each staff member has completed and evaluated a Literacy Action Research Project linked to the LLS outlined in the school plan	Teacher release time for observations and reflection enabled teachers to implement an effective program of teaching rounds.  Socio-economic background (\$15000)	The action research projects completed in 2016 have formed the benchmark and background for the initial trial and implementation of teaching rounds in 2017
All staff have undertaken professional learning to build capacity to develop strong, positive relationships with students	Focused professional learning through staff development days and programs.  Teacher release for pd and mentoring.	A key focus in the professional learning provided to all staff throughout 2017 has been on the importance of quality relationships between staff and students aligned to John Hatties work on effect size.
All teaching and learning programs and assessment programs explicitly articulate high expectations of students	Staff time	All staff have engaged in professional development relating to differentiation between Assessment of, for and as learning. Extending from this has been the building of capacity in relation to quality feedback and its role in building relationships with students.

#### Next Steps

In 2018 all of the executive team and a selection of potential school leaders will undertake an extensive program of teaching rounds.

Quality Teaching Rounds (Bowe & Gore, 2011) is based on objective observations of school and classroom practice by a Professional Learning Community (PLC) which is comprised of four or more teaching staff, utilising the Quality Teaching

model, to inform and improve decision-making about student learning.

Key to this is the use of the Quality Teaching model to facilitate a common understanding and a common language of productive teaching and learning practices used across all our school contexts. Using PLCs and incorporating representatives from across all school contexts allows for a shared understanding of leadership and a concerted approach to build consistency of productive practice across all educational settings.

Many of the teachers who were interviewed reported that QTR gave them a greater sense of 'awareness' of their teaching and helped them think about their work on a deeper level and in different ways, which in turn brought to light new possibilities for their teaching practice. The use of the QT framework to facilitate more effective analysis, planning, and reflection was also greatly valued.

## Strategic Direction 3

### Productive Partnerships

#### Purpose

The school provides ongoing support for the welfare of all students and provides engaging and motivating educational experiences, however, we can only achieve the high levels of student engagement required for success in partnership with students, parents and community.

The development of an agreed and shared vision for student engagement and success will produce a creative, inclusive school environment reflecting a safe, positive and productive culture of learning.

#### Overall summary of progress

In 2017 the school employed a Head Teacher Student Wellbeing, above establishment, to lead the development of the school student wellbeing strategies and to build capacity of the leadership team to support student needs. In 2017 the school also employed a full-time social worker and established a safe place for student to meet, called the tree-house. A key focus of this work has been on building student resilience and emotional capacity to enable them to cope with school and peer pressures.

The school has engaged in extensive consultation with students, parents and staff to reaffirm and refine its core PBL goals and to effectively align these to the schools wellbeing procedures and practices. The PBL team reinforced these goals across the school and initiated signage and a lesson structure to ensure that all staff and students understood the core goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of parent engagement and involvement in school –community activities and events.	Aboriginal background loading (\$85000.00)	The school employed an Aboriginal Educational Worker (AEW) to work with individual Aboriginal students and groups of students across the school. The AEW also built relationships with the local Aboriginal Community and ran a series of culturally inclusive events to draw the Aboriginal community into the school and to openly celebrate Aboriginal culture with all students.
High levels of satisfaction as measured through TTFM and school based surveys and consultation.	In achieving these outcomes the school has drawn on equity funding from the area of :  Socio-economic background:  \$607,403	The school has managed to achieve a significant increase in the level of engagement by students, staff and parents in the Tell Them From Me satisfaction surveys.  The results from these surveys will now form a valid and reliable benchmark for assessing the impact of work as we move forward into the next 3 year plan.
Assessment for learning strategies are clearly articulated and embedded into all teaching and learning programs across the school.	Staff Development Days have been the main opportunity for this work in 2017.	During 2017 all stage engaged in a series of professional learning activities which focussed on Assessment for, of and as learning as defined by NESA.  This foundation work will form the basis for Key Learning Areas embedding the explicit and systematic use of assessment as an effective learning tool over the next three year cycle.

#### Next Steps

During 2018–2020 the school will focus on building a strong sense of collaboration within the school across Key Learning Areas (KLA's). There will be a particular emphasis on building whole school culture and productive partnerships between teachers from differing KLA's through the teaching rounds as they expand to all staff. There will also be a growth of

cross-KLA collaboration and partnerships through the development of common focus areas for specific teaching and learning topics and teaching sequences.

The school will also work with Departmental officers and support structures to build collaboration and partnerships between the High school and its partner Primary schools. The school will also work to strengthen its communication with community to ensure that we are meeting the needs and expectations of our parents and students.

Wauchope High School aims to position itself as the preferred educational provider for students and parents within the Wauchope community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background \$83,796	<p>The school employed an Aboriginal Educational Worker (AEW) who provided extensive support to individual Aboriginal students and groups of students across the school.</p> <p>The AEW worked closely with students and parents to ensure that each student had an individualised learning plan.</p> <p>A number of students were provided with opportunities to develop leadership skills and/or engage in external cultural activities.</p> <p>The AEW also built relationships with the local Aboriginal Community and ran a series of culturally inclusive events to draw the Aboriginal community into the school and to openly celebrate Aboriginal culture with all students.</p>
<b>Low level adjustment for disability</b>	Low Level Adjustment for Disability \$247,868	<p>The school supports students with disability through the employment of SLSO's who work both one-on-one and in whole class scenarios with students.</p> <p>The school also supports students through a fulltime social workers and the establishment of the treehouse – a safe place when students are suffering anxiety and stress.</p>
<b>Socio-economic background</b>	Socio-economic Background \$607,403	<p>The school has provided additional teacher time to enable students courses with small class sizes and not be disadvantaged in not being able undertake course of intrese4t due class size.</p> <p>The school supports senior students through the Senior Preparation room and access to full time teacher support.</p> <p>The school Literacy Leader and the professional development of staff supports students to be competent and skilled users of literacy and to realise success in their learning.</p>
<b>Support for beginning teachers</b>	Beginning Teacher Support \$21,576	Teacher release time was provided to enable Beginning Teachers to attend identified professional learning, to shadow staff and also to engage in teaching rounds and professional dialogue with other teachers.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	308	304	301	298
Girls	328	325	314	319

The school has seen fluctuating student numbers starting in Year 7 over the past three years. This fluctuation does not appear to follow any specific pattern and creates a level of uncertainty for the school in its curriculum planning for each new cohort and the rest of the school.

Contrary to this pattern in Year 7 the school has seen an increase and a stability in the number of students continuing onto Year 11 from Year 10. The establishment of the Senior Preparation Area and the delivery of a student focussed pattern of elective subjects has contributed to the growth and stability.

A key focus for the continued success of Wauchope High School has been in the re-positioning of the school as the preferred destination for students in the local area. The school has demonstrated its capacity to deliver quality teaching and learning, particularly in the Senior years.

Wauchope High School will continue to clearly articulate to the local community, the fine work being done at the school and the many successes that students are achieving.

## Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.1	91.6	91.5	89.7
8	88	87.7	89.4	87.5
9	88	86.7	87.3	87.7
10	84	88.4	85.3	83.7
11	87.7	81.6	84.4	82.4
12	86.6	89.1	86	85.5
All Years	87.7	87.5	87.3	85.9
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 data shows that the school attendance rate continues to remain slightly below the state average as it has done for the past 7 years. This pattern is driven in part by a small number of students who regularly refuse to attend school and by a number of students who are regularly late to school or who miss lessons because they are often signed out early.

The importance of regular attendance is constantly reinforced with students and with their parents – however – attendance patterns for a portion of the school remain unchanged or well below expectations.

The school continues to work with parents to raise awareness of the significant impact of excessive absenteeism on student success. The school continues to fund a school based engagement and attendance strategy and works closely with local agencies and support personnel to try and improve attendance patterns and overall school rates.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	4
Employment	0	3	36
TAFE entry	0	2	20
University Entry	0	0	38
Other	0	0	2
Unknown	0	1	0

At the end of 2017 we saw a significant number of students move into further education at TAFE or apprenticeships within the local community. This is a very successful outcome for those students, however, it has had a significant impact on the number of students continuing on to undertake their Preliminary HSC in 2018.

In 2017 the school also saw a significant number of students moving to a local non-government trade school on an apparent advertised guarantee of an apprenticeship or employment at the end of Year 12. In previous years we have lost less students to this unrealistic offer and have also been able to cater for their return to Wauchope High School after experiencing this alternate offering.

## Year 12 students undertaking vocational or trade training

Of the Wauchope High School students who undertook the HSC in 2017, a significant proportion studied a vocational (VET) course. There was a roughly even distribution of students who undertook a VET course at Wauchope High, compared to students completing a VET course at TAFE (TVET).

Students studying a VET course were equally divided by gender and a number of indigenous students completing a VET course in 2017. This resulted in the vast majority achieving Certificate 2 qualifications alongside their HSC.

There were a number of students who completed School Based Traineeships (SBAT's) in Business, Aged Care and Hospitality.

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

Of the students who undertook their HSC in 2017, all but one achieved a HSC qualification. This student received a Record of Achievement.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	36.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	12.48
Other Positions	1

\*Full Time Equivalent

The staff at Wauchope High School is composed of a mix of experienced staff and teachers new to the profession. The staff bring a diverse range of interests and skills to the school which they use to enhance the learning opportunities and environment provided to the students.

In 2017 Wauchope High School employed a full time Aboriginal Education Worker of Aboriginal background who has supported students and liaised with the local aboriginal community. We have also employed local Aboriginal community members for projects such as the Artist in Residence program.

The school also employed:

- a second DP above establishment
- an Instructional Leader – Literacy
- 3 additional HT positions – Wellbeing, Engagement and Attendance and CAPA
- a Senior Preparation Teacher
- a Technical Support Officer
- a Social Worker

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

## Professional learning and teacher accreditation

All teaching staff at Wauchope High School developed Professional Learning and Development plans in 2017 which guided their individual professional learning goals for the year. Teachers were supported in achieving their goals through school based professional learning or through attendance at externally run professional learning activities.

During 2017 the school also supported the professional development of 10 new scheme teachers working towards NSW Education Standards Authority (NESA) accreditation.

The school also supported 6 new scheme teachers in maintaining their accreditation at the proficient standard of accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school continues to receive a very small percentage of voluntary school contributes and often struggles to be fully reimbursed for compulsory subject fees in the elective subject areas.

This places the school in a position where it is highly depended on core funding to enable subject to run and be taught fully resourced.

Receipts	\$
<b>Balance brought forward</b>	<b>220,930</b>
Global funds	756,055
Tied funds	1,002,150
School & community sources	98,915
Interest	5,721
Trust receipts	101,343
Canteen	0
<b>Total Receipts</b>	<b>1,964,183</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	65,593
Excursions	22,021
Extracurricular dissections	53,192
Library	433
Training & Development	0
Tied Funds Payments	820,141
Short Term Relief	220,411
Administration & Office	77,406
Canteen Payments	0
Utilities	65,046
Maintenance	47,303
Trust Payments	89,171
Capital Programs	0
<b>Total Payments</b>	<b>1,460,718</b>
<b>Balance carried forward</b>	<b>724,395</b>

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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	821,941
Appropriation	722,885
Sale of Goods and Services	205
Grants and Contributions	98,758
Gain and Loss	0
Other Revenue	0
Investment Income	94
<b>Expenses</b>	-726,867
Recurrent Expenses	-726,867
Employee Related	-467,349
Operating Expenses	-259,518
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	95,074
<b>Balance Carried Forward</b>	95,074

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	5,999,184
Base Per Capita	96,657
Base Location	12,773
Other Base	5,889,755
<b>Equity Total</b>	939,066
Equity Aboriginal	83,796
Equity Socio economic	607,403
Equity Language	0
Equity Disability	247,868
<b>Targeted Total</b>	729,598
<b>Other Total</b>	145,703
<b>Grand Total</b>	7,813,551

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.

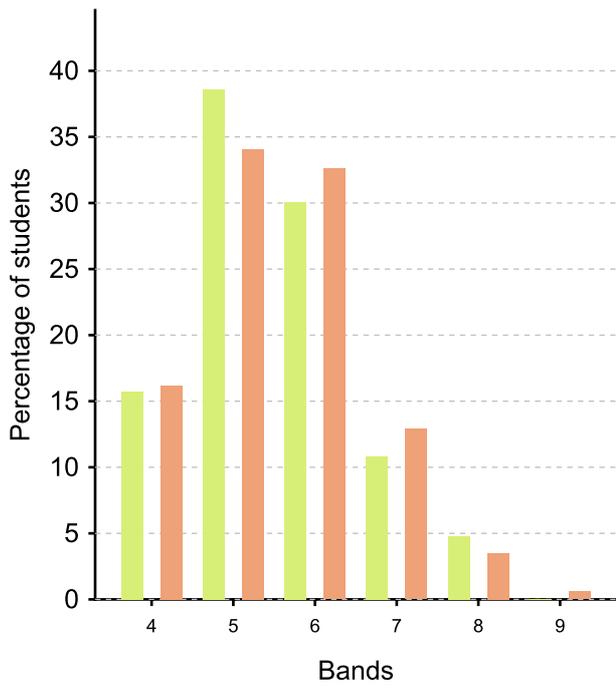
## School performance

### NAPLAN

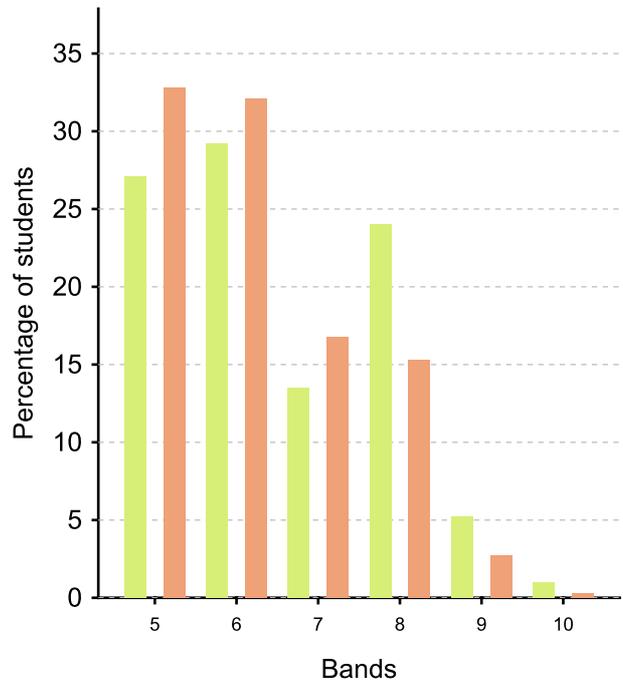
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Growth over time in the Literacy areas of Reading and Writing are indicated in the graphs provided at the end of the NAPLAN data. For growth in Writing, shown by the green line in the second of the two graphs, student performance is at its highest point in 5 years with consistent growth occurring over the 3 year period of the school plan.

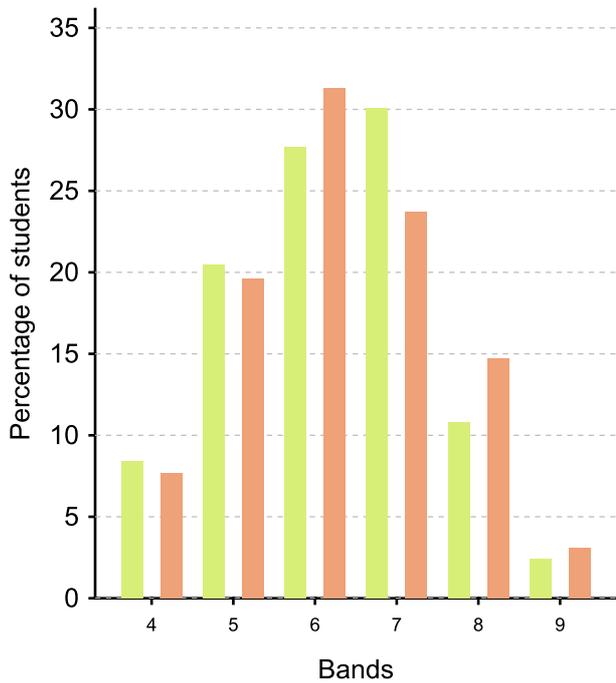
**Percentage in bands:**  
Year 7 Writing



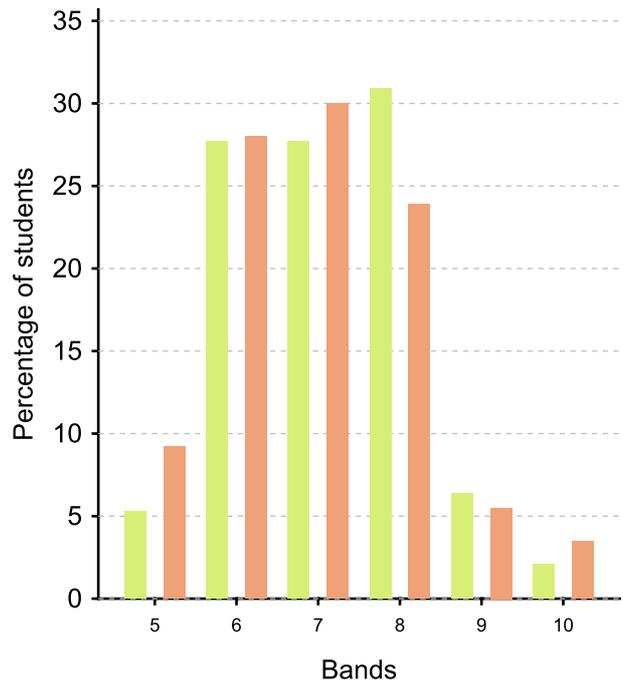
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 7 Reading

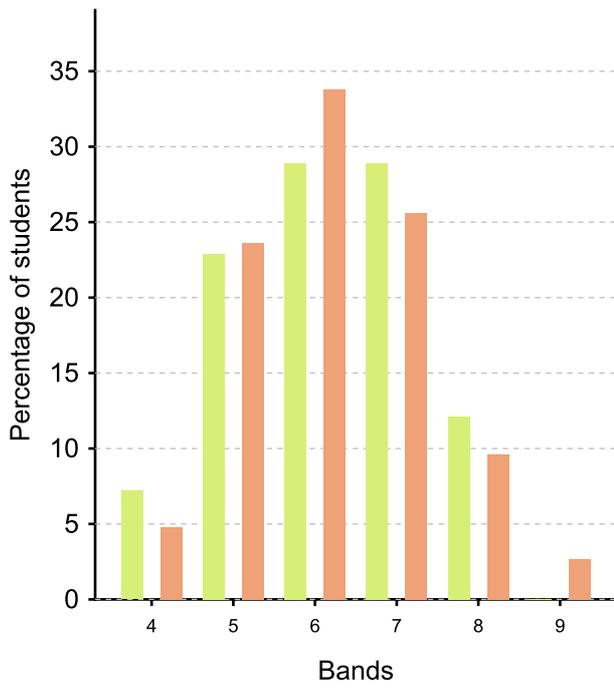


**Percentage in bands:**  
Year 9 Reading

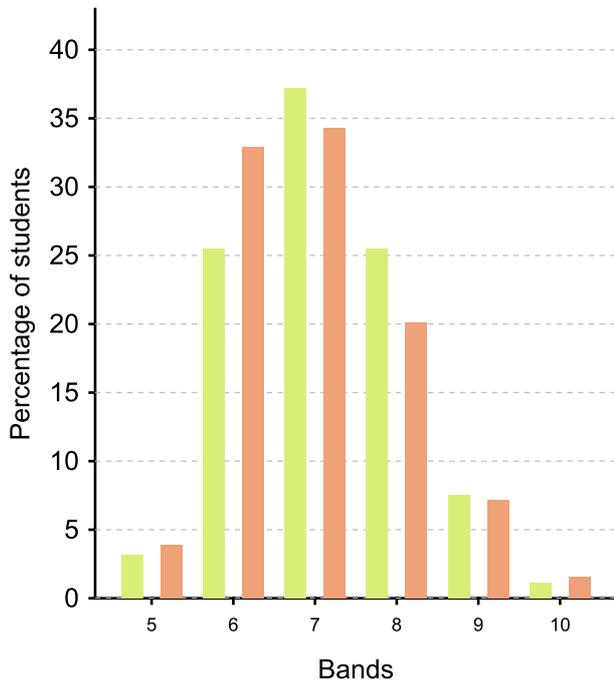


The school has seen considerable growth in Numeracy particularly in the area of Number, Patterns and Algebra.

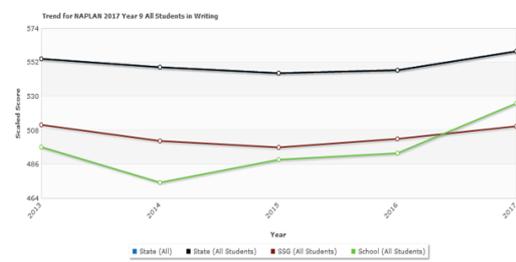
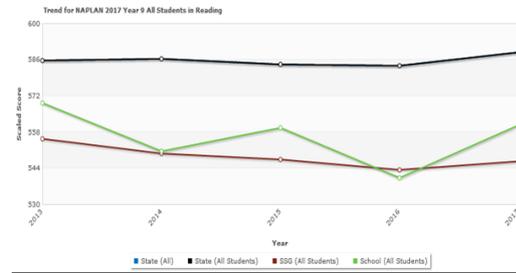
**Percentage in bands:  
Year 7 Numeracy**



**Percentage in bands:  
Year 9 Numeracy**

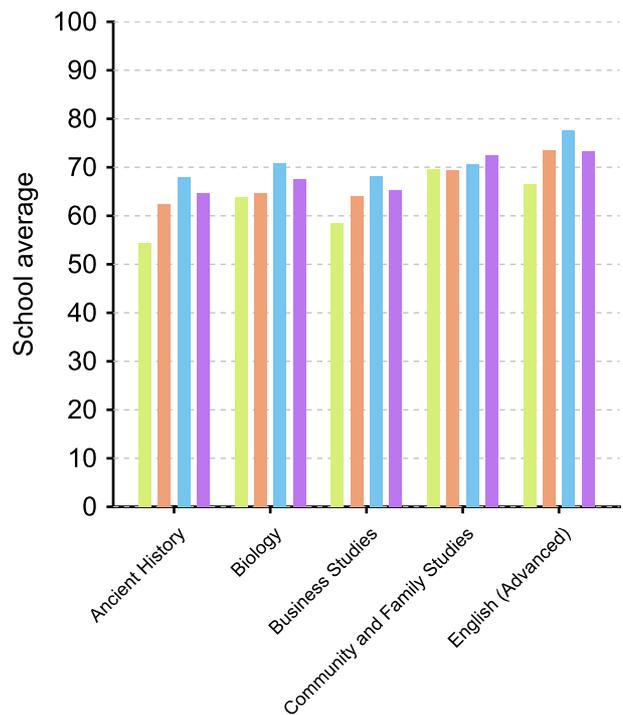


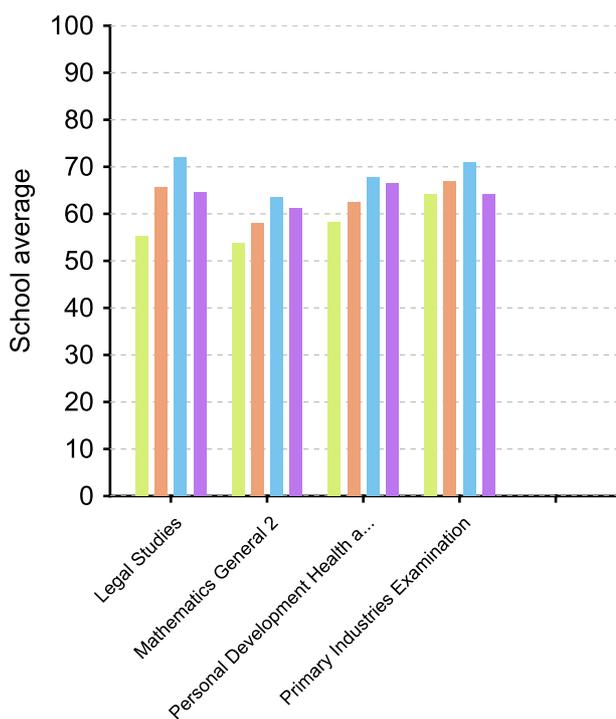
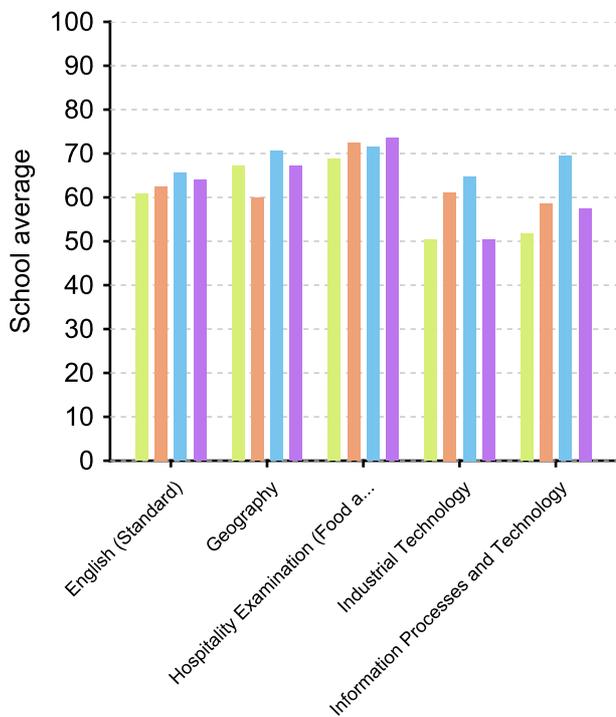
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



**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

### Student Satisfaction:

Levels of student engagement at Wauchope High School continue to be a matter of concern for the

school. Staff are using the information from the Tell Them From Me Survey to identify areas for improvement in 2018 and beyond.

While we know that the onus to succeed at school rests with the student, we also know that peers, families, and school staff play an important role in shaping student engagement. The staff at Wauchope High School are taking concrete steps towards increasing student engagement wherever possible.

### Parent Satisfaction:

The TTFM survey provides feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This information is based on a small cohort of parents who engage with and complete the survey. The school know that to be successful we must foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

The school will continue to explore strategies to improve its relationship and engagement with parents across these seven elements. The following diagram shows over parent perspective: This perspective varies depending on whether the parent has children in Years 7 – 10 or Years 11 and 12.

## Policy requirements

### Aboriginal education

During 2017 the school provided significant opportunity for students from an Aboriginal background to access and participate in educational experiences beyond those normally available to students.

The school has employed an Aboriginal SLSO/Education Worker to support junior students in being successful in the classroom. They also provided significant individualised support for students in completing work and following up on attendance concerns. The Aboriginal Education Worker also worked with Aboriginal students and their parents in establishing individualised learning plans.

The school ran a number of significant Aboriginal cultural events to promote Aboriginal culture and to celebrate diversity and culture within the school. These involved a combination of all students in some events and specifically Aboriginal students in others.

The attendance pattern of Aboriginal students continued to be a significant focus for the school in 2017. The attendance pattern for many Aboriginal students now surpasses that of a significant number of non-Aboriginal students within the school.

During 2017 the school utilised funds to enable a number of staff to undertake 'Connecting to Country' training. This has helped staff develop a deeper

understanding of Aboriginal culture and to develop more culturally inclusive teaching and learning strategies.

### **Multicultural and anti-racism education**

Multicultural Education and Anti-racism is In line with the Department policy, the school continually reviews its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded.

Further to this our programs foster student's understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

A key program in the school continues to be the Wauchope – Cumberland High School Inter-school visit which happens each year. This provides students with an opportunity to meet with and compete against a cohort of students from a significantly difference cultural background to their own.

The school also celebrates diversity through events such as Harmony Day and a range of culturally diverse activities often coordinated through the SRC. The school continued its African Drumming activity and provided an opportunity for all students in the Support Unit to become immersed in the music and cultural heritage of this country.

The Anti-Racism Contact Officer (ARCO) was available throughout the year to work with parents, teachers and students to build understanding of cultural diversity in the school community or to assist if any issues or concerns were raised.