

Wee Waa High School

Annual Report



2017



8270

Introduction

The Annual Report for **2017** provided to the community of **Wee Waa High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed act 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

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have continued to focus on the implementation of the Australian Curriculum, particularly in Stage 6 Science, Mathematics and English. Staff have engaged with a variety of professional development opportunities to support the development of teaching and learning programs that allow for differentiation to meet the needs of our students. The school has continued to develop approaches to literacy and numeracy to embed practices across all KLAs. Reporting. As part of the Visible Learning project, staff implemented foundation concepts and collated data in relation to students understanding of a visible learner and baseline data to allow for consistent reporting and analysis in the future.

In the domain of Leading, our priorities have been on developing collaborative practice by ensuring that Executive staff engage in the leadership development opportunities as part of the CIN Applied Leadership Program. Executive are embedding the concepts of Evidence Based Classroom Practice in faculties using a consistent and agreed approach to implementation.

Our major focus in the domain of Teaching has been on effective classroom practice via the Performance Development Framework, and by continuing to develop our school-wide approach to pedagogy of EBCP and Visible learning.. All staff developed and reviewed their PPDs. Teachers are actively engaged in professional learning to facilitate improvement in their teaching practice.

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:

Strategic Direction 1

Learning

Purpose

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

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

Overall summary of progress

Australian Curriculum : Faculties have completed and implemented teaching and learning programs, scope and sequences and assessment tasks in the associated KLAs. Head teachers and school leaders implemented a review process to ensure compliance and consistent implementation according to procedures. English, Maths and Science staff attended professional development activities.

Student Wellbeing Framework: Team structures were formalised and processes and policies put in place to provide targeted support.

Literacy and Numeracy programs: Evaluation of the Literacy and Numeracy across the curriculum occurred. Staff evaluated data from a variety of sources to inform on student outcomes and implemented intervention strategies across the school. Year 9 (Numeracy) NAPLAN results indicate that 77.8% of Year 9 students achieved greater than or equal to expected growth in Numeracy, this was an increase of 36.6% from 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All KLAs develop new programs, scope and sequences and learning tasks based on the national curriculum syllabi.	Professional Learning undertaken by staff	<p>Teaching and learning programs and scope and sequences and been developed for new syllabi and implemented.</p> <p>English/HSIE faculty staff participated in professional development provided by an external provider to ensure consistent programs and a streamlined scope and sequence across stages.</p> <p>Staff participated in Mesh development activities and provided other staff with feedback on developing programs and assessments.</p> <p>Monitoring of programs, scope and sequences and tasks is a whole school priority, with Head Teachers documenting and monitoring faulty process using registration, samples of student work, faulty feedback sessions and monitoring folders.</p>
95% of students achieve above a 90% attendance rate.	Attendance support in conjunction with the HSLO Student Programs	<p>The schools Attendance Policy was reviewed and implementation led by the Head Teacher Wellbeing. The school maintains communication with parents regarding attendance using phone calls and home visits to follow up on poor student attendance. The school places a priority on the importance of attendance in all communications with families.</p> <p>The school has continued initiatives that have assisted in supporting attendance figures, including Grow and Learn, Girls Group and the Breakfast</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of students achieve above a 90% attendance rate.		club.
Register and samples of completed and reviewed student Personal Learning Plans for Aboriginal, GAT and Learning Support students	Teacher release	<p>All Aboriginal and Torres Strait Islander students have a Personal Learning Plan.</p> <p>The Personal Learning Plan process and procedures were reviewed and a new process implemented for Aboriginal students to increase engagement between families, year advisers and the AEO.</p>
<p>NAPLAN results show growth at state level from Year 7 2015 to year 9 2017</p> <p>Premier's Target</p> <ul style="list-style-type: none"> • Increase the proportion of students in the top two bands by 8% in Reading and Literacy • Increase the proportion of ATSI students in the top two NAPLAN bands by 30% in Reading and Numeracy 	Quicksmart tutor \$ 30 000	<p>A number of strategies continued to be implemented including Quicksmart, Fast Forward and MultiLit to targeted students to focus on improving literacy and Numeracy outcomes.</p> <p>NAPLAN data was analysed to measure effect size and to measure individual student outcomes from Year 7 to 9. Staff used this data to implement strategies to improve outcomes for students in relevant areas.</p>

Next Steps

Australian Curriculum: Annual evaluations and review of programs, scope and sequences and assessments to evaluate effectiveness and areas for improvement will focus on improving learning outcomes for students across the school.

Student Wellbeing Framework: Finalisation of the whole school Wellbeing Strategy, with a schedule of events for implementation throughout the school year including, but not limited to: Generation Next Wellbeing and Leadership Program, Girls with a Purpose Group – Self Esteem, BroSpeak, Whole School Wellbeing day and continuation of liaising and links to support agencies offering group and individual support sessions.

Literacy and Numeracy programs: Formation of a whole school Literacy and Numeracy Team to coordinate the implementation of a whole school strategy. This will include inclusion of literacy and numeracy into all KLA programs, along with a revised program of study in dedicated Literacy and Numeracy classes. Processes and procedures will also be developed to target students requiring targeted intervention.

Strategic Direction 2

Leading

Purpose

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

- School Excellence Framework
- Leadership learning
- Learning environments

Overall summary of progress

Leadership – Staff participated in a variety of professional learning opportunities provided both internally and externally. The school Executive will engaged in development activities as part of the CIN Leadership program to support them in implementing Evidenced Based Classroom Practices and the schools strategic priorities.

Learning environments– The profile of the school within the community has continued to evolve with the employment of the Community Engagement Officer and growing links with local businesses and community organisations. New technologies were expanded, with the purchase of mobile laptop banks that allow increased access to technology in all our classrooms.. The environment team maintain momentum on improving the school's physical environment with a number of classrooms repainted, curtains replaced and furniture installed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Highly Accomplished Teacher Accreditation will be sought by highly skilled staff members.	Professional learning and casual relief costs associated with TPL attendance.	One staff member has continued to progress through the Highly Accomplished level process. Two other staff expressed an interest and attended a one day workshop with an external consultant on gaining accreditation.
Role statements will be developed for Executive staff	Professional Learning	With new staff filling Head Teacher positions permanently or in a relieving capacity, the senior executive focused on providing support and professional learning opportunities to expand individuals leadership capacity. An evaluation of current roles of Executive occurred and role statements were evaluated.
Teachers will seek internal and external leadership opportunities	Professional learning and casual relief cost	The leadership focus of the school continued to expand through staff engagement and involvement in both the CIN Leadership and Visible Learning programs.
The school learning environments will reflect a culture of excellence and support students to improve their educational outcomes.	Learning Resources Library refurbishment	The continued employment of a community engagement and communications officer has built on the profile of the school in the community .Partnerships have been expanded and new ones initiated throughout the year. These have contributed to the learning opportunities that our students have engaged in. Upgrades to computer trolleys occurred and refurbishment projects in the library commenced.

Next Steps

Leadership – Staff will continue to develop leadership skills as we move into the second phase of the CIN Leadership

and Visible Learning Programs.

Learning environments—Positive relationships will be widened and promoted across the school and wider community, to support students in all areas of their schooling.

Strategic Direction 3

Teaching

Purpose

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

- Performance Development Framework
- Evidenced-based Pedagogy

Overall summary of progress

Performance Development Framework – A revised PDP annual plan and process was implemented with all staff developing their PDP in collaboration with their line manager. The PDP was aligned with the school strategic directions and professional teaching standards.

Whole-school pedagogy – Staff had the opportunity to undertake a variety of professional learning opportunities to develop their capacity to implement Evidenced Based Classroom Practices. Analysis of staff needs and student data inspired further investigation into best practice which led to the school's initial involvement in the Visible Learning program.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will use a PDP to plan and evaluate their professional development through embedded, school-wide implementation of the Performance and Development Framework.	Teachers and AEO relief to undertake PDPs	All teaching staff have a PDP developed collaboratively with supervisors and are using the Australian standards to drive their practice. The revised school PDP schedule and timeline was implemented during the year. This provided greater structure and support to achieve teaching goals, engaging in professional dialogue and collecting evidence to support their plan.
All teachers will evidence current school directions in evidence-based strategies in their classroom practice in all classrooms	Visible Learning \$30 000 CIN Applied Learning Project \$30 000	<p>Staff engaged in the Visible Learning and CIN programs throughout the year. The school participated in a variety of professional learning and evidence gathering activities as part of the Visible Learning Collaborative Impact and CIN Leadership programs.</p> <p>Visible Learning is an evidence-based program based on the research of John Hattie that aims to implement high-impact teaching practices to improve student outcomes. Evidence was gathered for staff and students and used to formulate a school plan for the first impact cycle to be implemented in 2018.</p> <p>The CIN Leadership Program focuses on staff using Evidenced Based Classroom Practices to inform their learning and assessment strategies in the classroom. The program aims for a consistent approach for all staff in all classrooms. Faculties</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will evidence current school directions in evidence-based strategies in their classroom practice in all classrooms		determined a focus EBCP and formulated descriptors that were implemented and data collected on the impact of the EBCP in their classrooms.
Teachers will implement the Australian Professional Standards for Teachers procedures and practices to adhere to accreditation and maintenance requirements.	Mentor	All staff have been able to access the support of a teacher-mentor at least one day per month in the school, ensuring full understanding of the teaching standards and the requirements of the accreditation processes. Staff working towards gaining proficient status where allocated time with the teacher-mentor and released from lessons as required.

Next Steps

Performance Development Framework– In revising the PDP process, all staff will ensure that their PD includes a whole school, faculty and personal goal that aligns to the School Plan and the Australian teaching Standards.

Whole-school pedagogy– Continuing into the second phase of Visible Learning and the CIN Leadership program, staff will continue to implement evidence based practices to improve their teaching and hence lead to better learning outcomes for students.

Accreditation – Staff will be supported by the Deputy Principal in their accreditation journey to ensure they are able to comply with NESA requirements

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$106 308	<p>The school employed an AEO, SLSO and senior study tutor to support students in achieving learning outcomes. Students were given opportunities to participate in a variety of culturally based programs that included Girls Group, Grow and Learn and NAIDOC activities. These programs support engagement and attendance during the year.</p> <p>A revised PLP process was implemented with an increased focus on Year Advisor involvement with the AEO, students and their families. This resulted in greater student engagement in the process.</p>
Low level adjustment for disability	\$107 631	<p>Employment of a Learning and Support Teacher 5 days a week continued, with a staffing entitlement for 4 days and school funded position for the additional day. Class teachers have developed their skills in differentiating learning and assessment materials, making necessary adjustments to ensure all students can access the curriculum.</p> <p>Students with disabilities were supported using SLSO and small group intensive programs to focus on life skills, literacy and numeracy. Students undertook supported work experience in local businesses on a weekly basis throughout the year. The benefit of this program saw attendance improve and significant benefits in relation to learning outcomes and general wellbeing.</p>
Socio-economic background	\$288 487	<p>A staffing entitlement of 0.5 was allocated to the school. In addition, the school employed a variety of staff to provide intensive support to students. Quiksmart Literacy and Numeracy tutors worked with targeted students throughout the year on a weekly timetable.. Additional SLOS's, collaborated with class teachers, to provide support to students in the classroom.</p> <p>The school provided subsidies to students to enable attendance at Robotics and Agricultural competitions across NSW and the Year 7 excursion to Coffs Harbour and Stage 5 excursion to Perisher.</p> <p>Technology purchases to assist students with access included two mobile laptop trolleys.</p>
Support for beginning teachers	\$4 063	<p>Beginning teachers were supported via a beginning teacher program. All received support in developing their PDP with a member of the executive. Further, they were supported with access to an external mentor and release time to work towards their accreditation at Proficient level. Two staff successfully gained proficient accreditation during the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	83	78	85	85
Girls	75	75	78	83

Student attendance profile

School				
Year	2014	2015	2016	2017
7	84	88.5	88.2	87
8	80.9	82	88	88.7
9	84.2	79.1	86.7	87.7
10	83.1	78	84.3	77.5
11	69.7	76.7	88.8	81.3
12	83	83.1	80.6	81.6
All Years	80.7	81.8	86.5	84.5
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

The school notifies all parents of their responsibilities under the Education Act to ensure their children attend school regularly.

Rolls are marked each day at the commencement of the day and then in each lesson throughout the day. The school has procedures in place to inform students, staff and parents of their obligations in relation to attendance. This information is communicated to students at Year meetings, school assemblies and in individual meetings. Parents are informed of their obligations in the school newsletter and in individual meetings with year Advisers, Deputy Principal and Principal.

Students with poor attendance patterns receive direct communication from the school. In the first instance, by phone, which is then supported with face to face

meetings, formal letters and on occasions home visits. A variety of staff are involved in supporting these students, including, the Year Adviser, AEO, LAST and a member of the Executive. If the attendance pattern is ongoing, the Head Teacher Welfare, liaises with the Home School Liaison Officer to refer students of concern.

To support regular attendance, the school offers a variety of programs to target engagement of students including: Breakfast Club, financial assistance with uniforms, and equipment, wellbeing programs and work experience opportunities.

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	13	3	31
TAFE entry	0	0	21
University Entry	0	0	31
Other	1	0	2
Unknown	0	0	10

For the Year 12 cohort of 2017, their post school destinations were varied. Students accepted entry to a number of Universities and are studying a variety of degrees in including Science and Maths. Students obtained apprenticeship in Mechanics and Carpentry. One student was successful in obtaining a cadetship in Accountancy. A number of students gained employment in local businesses including farming and research occupations.

Year 12 students undertaking vocational or trade training

In 2017, Wee Waa High School had HSC students studying the following Vocational or Trade qualifications:

Hospitality VET: 2

Retail Operations VET:

Primary Industries VET: 9

Metal & Engineering VET: 3

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, a cohort of 19 students completed the

requirements to attain a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	11.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.38
Other Positions	1

*Full Time Equivalent

Wee Waa High School has an Executive that comprises 2 members who are of Aboriginal background. The school employs an AEO and additional SLSO that is of Aboriginal 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	80
Postgraduate degree	20

Professional learning and teacher accreditation

Professional Learning

In 2017 all staff engaged regularly with professional learning to complete:

- Child Wellbeing and Protection
- Code of Conduct
- Anaphylaxis, asthma, First Aid/CPR and emergency care training
- Significant amounts of Professional learning in

relation to the CIN Leadership and Visible learning programs.

Teacher Accreditation

During 2017, two teachers completed the requirements for accreditation at proficiency and four teachers continued their maintenance cycle at the proficient standard. The remaining teaching staff are pre-2004 and will move onto the NESA accreditation cycle in 2018.

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	579,591
Revenue	3,662,072
Appropriation	3,592,592
Sale of Goods and Services	16,437
Grants and Contributions	44,148
Gain and Loss	0
Other Revenue	0
Investment Income	8,895
Expenses	-3,864,294
Recurrent Expenses	-3,864,294
Employee Related	-3,142,912
Operating Expenses	-721,381
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-202,222
Balance Carried Forward	377,369

To ensure that Wee Waa High School operates with financial transparency, a Finance Committee comprising of the Senior Executive meets on a regular basis. This provides the school with financial management processes and governance to meet financial policy requirements. The school was audited in 2017 and a number of improvement measures were outlined to improve a variety of financial processes in the school during 2018.

Significant purchases in 2017, included learning environment improvements, a new horse float, mobile laptop units and professional learning for teaching staff.

Funds held over will be used for further refurbishment of learning spaces, additional technology items and professional development in Visible Learning and CIN Applied Learning Project.

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	2,820,978
Base Per Capita	24,850
Base Location	34,939
Other Base	2,761,189
Equity Total	502,424
Equity Aboriginal	106,306
Equity Socio economic	288,487
Equity Language	0
Equity Disability	107,631
Targeted Total	180,554
Other Total	40,611
Grand Total	3,544,567

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.

Year 9 had an increase of 16% and 3% of students in the top three bands in writing and spelling respectively.

Year 7 had an increase of 9% and 30% of students in

the top three bands in writing and grammar & punctuation respectively.

Year 7 numeracy there were mixed results across the cohort of students. All students were able to identify the smallest decimal on the list and this question was 7 % above state average. The ten lowest performing questions included 80% relating to Number, 10% Time, and 10% Translation on a number line. The two questions relating to Time in the paper were below the state average, this was a decline from the year 7 2016. Students performed below state average in questions relating to decoding.

Year 9 students performed achieved above state average in three questions. In the questions relating to time, student were below state average, this was a decline from 2016. Decimal, Fractions ad Percentage questions are prominently below state average. All non-calculator questions were below the state average.

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

In 2017 the percentage of students in the top two bands included:

Year 9 Reading 3.3% increase

Year 9 Writing 3.2% increase

Year 7 Numeracy 4% increase

Year 7 Writing 4.7 % increase.

There were no ATSI students in the top two bands in any category.

Higher School Certificate (HSC)

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

Parent/caregiver, student, teacher satisfaction

In 2017 Wee Waa High School sought the opinions of staff, students and parents about aspects of school life.

Staff were surveyed on information based around the eight "drivers of student learning". Staff responses of satisfaction indicated that the school

- is inclusive and staff strive to understand the learning needs of students with special learning

needs.

- has school leaders that help in establish challenging and visible learning goals for students and to create new learning opportunities for students.
- staff engage in professional discussions regarding strategies to increase student engagement.
- encourages a learning culture has high expectations for student learning.
- supports staff to use data to effectively inform learning and assessment practice.
- identify's unproductive learning strategies early and adapting to the student cohort.
- encourages staff to use a variety of interactive technologies in the classroom environment.
- supports parent and community involvement to ensure the best outcomes are achieved by students.

Students responded that the strengths of Wee Waa High School included:

- a feeling of optimism and happiness.
- that they had access to someone at school who they could seek advise and guidance from.
- teachers were responsive to their needs and encouraged their independence.
- an understanding of expectations in relation to behaviour and expectation's for success.

The school has a trained Anti–Racism Contact Officer (ARCO) who is available for staff and students to raise concerns relating to racism.

Key learning areas include multicultural perspectives into all teaching programs and students are exposed to other cultures in Hospitality, Food Technology, LOTE and History classes in particular.

Policy requirements

Aboriginal education

Wee Waa High School resides on the lands of the Kamilaroi/Gamilaraay nation. The school provides a variety of opportunities for all students to engage in opportunities to broaden their understanding of Aboriginal culture and its significance to our school and the community.

The Aboriginal Education Officer, worked closely with the an SLAO to support students and teachers. Personal Learning Plans were completed in collaboration between the AEO, Year Advisors, families and the student.

As part of NAIDOC theme of "Our Languages Matter", the whole school participated in a week of activities focusing on the importance of language in communication culture through song and stories. This culminated in a whole day where students rotated through a variety of activities including song, dance, language, cooking, weaving and tool making. An extension activity involved a project with the Department of Heritage to design and paint a traditional mural about the story of Wee Waa and its people.

Students had the opportunity to participate in in a variety of programs throughout the year that connected with the wider community including: elders joining students for a breakfast club, Girls Group and students attending the Nura Gili Indigenous Winter School Program at the UNSW.

Multicultural and anti-racism education