

Wade High School Annual Report



2017



8470

Introduction

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

Johanna Brain

Relieving Principal

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Message from the Principal

Wade High School's prime focus is our students and this has certainly been evident this year with the huge number of activities that our students have participated in, with the support of our highly professional staff.

Year Advisers have taken Year 7 to Lake Burrendong, Year 9 to the coast and Year 10 and Year 11 to Melbourne for overnight trips. While these are certainly an added responsibility to teaching staff, it allowed year groups to bond and Year advisers to get to know their Year groups even better. Reward excursions were organised to recognise those students who are Respectful Responsible Learners at Wade High School including treats on the front lawn, A1 excursions, Silver morning teas and Gold award lunches. Our Year advisers are a great support to students and are always there for student wellbeing and I thank them for their work.

There were many subject based activities including the Year 12 Sydney Dance and Drama excursion, Riverina Dance camp, various subject study days and guest speakers that supported our Senior students in their studies. Our careers staff organised white card courses, industry visits, Careers expo's and the University of Wollongong excursion all to aid students in deciding the career and study pathways for their future. This was also evident in the support the Careers advisers gave Year 10 in their work experience opportunities in terms 2 and 4.

Our sporting students shone in various different sports this year with the support of dedicated staff coaches. Some of our main achievements included: 10 sporting teams finishing inside the Top 10 of NSW with 4 of these finishing in the Top 4 including the Open Boys Touch finishing 3rd in NSW, the 9/10 Girls Netball – 2nd in NSW and the 9/10 Boys Netball – 4th in NSW. We had 70 students representing the Riverina in 2017, 5 representing NSW and Blake Argus included in an Australian Team. Isaac Piva won a silver medal in Shot Put and Jawad Fayazi won a bronze medal in Long Jump at NSW athletics. Wade High School was the Zone champion school in cross country and athletics. Outstanding achievements from our students.

Under the guidance of Mrs Mary Casey our students cooked over 1000 meals for Carevan this year, ensuring local people could access a hot, nutritious meal when they might not have been able to otherwise. Our students have led Harmony Day, participated in Zumba fundraisers, attended the International Women's day breakfast, celebrated NAIDOC week and raised money to support local charities.

We had various guest speakers attend Wade High School to address our students including an Online safety presentation to give students a clear understanding of how to protect themselves and behave responsibly on social media and the local Police liaison officer about respectful relationships. The Happiness mission visited to speak to Wade High School girls about resilience; gratitude; work / life balance and personal organisation. All valuable and important messages.

Our students have participated in Lion's Youth of the Year and performed at Education week. The annual MADD night

was a great success and showcased the talent of our students in the areas of Music, Art, Drama and Dance.

The Clontarf Academy opened at the end of term 2 to support our indigenous male students and have made an impact on their engagement in school. Mick Montague and Heath Northy are a welcome addition to our school.

NAPLAN results showed Wade High School is value adding to the Literacy and Numeracy of our students. For the first time Year 9 students had the added incentive to meet the minimum HSC standards early, by achieving a band 8 or higher in the reading, writing and numeracy tests – which was met by many of our students.

32 of our HSC students were offered early entry to university, several being offered more than one placement. I am quite sure Wade High School has prepared our students for whatever direction they are headed.

Several of our students were recognised for their outstanding work in their practical subjects including Brendon Andrezza and Nathan Barnes being shortlisted for the Higher School Certificate Shape exhibition in Industrial Technology Metal and Dance student Tegan Cerillo being nominated for Callback for Dance.

I thank Mrs Kim Dixon for her work at Wade High School over the past 3 years. Mrs Dixon is currently working with the Director, Mr David Lamb, and will continue in this role for next year. I will be remaining in the Relieving Principal role for 2018. I look forward to leading Wade High School and working with our fantastic staff and students.

When I reflect on Wade High School for 2017 the main theme that comes through for me is change!

It has certainly been a year of change for Wade High School. Staff moving on and others arriving, and of course the news that Wade High and Griffith High School were joining under the unique one school two sites model!

While the news of the merge of the High Schools raised many questions when it was first announced, the process of consultation through the working parties has been a fantastic opportunity for all stakeholders: staff, students and parents; to be a part of building the basis of the new school. It has given the platform to explore the opportunities available and how the school can meet the needs of all the students of Griffith. It is a very exciting prospect. I would like to acknowledge the work of Mrs Maree Angus, Director of the Griffith Secondary Education Strategy. Her leadership of these working groups was very much appreciated as was her support of staff, students and parents during this process. She has provided a wealth of knowledge and experience that has proved invaluable as we move towards this new and unique model of school structure.

The appointment of Mr Peter King as the Principal of the new school and his arrival in Griffith from Byron Bay High School in term four has certainly moved this process forward. His extremely motivating vision and ideas for the school have inspired staff. Mr King's focus on students and their learning is very evident. He is a strong advocate for innovative learning and public education. I am really looking forward to working with Mr King next year and beyond.

The future of Wade High School and the future school we will become is extremely bright. It is a very exciting time in education in Griffith and I know it is to the benefit of all students. We are truly working towards a better world.

Johanna Brain

Relieving Principal

School background

School vision statement

Wade High School students are Respectful, Responsible Learners who aspire to be insightful, innovative, intelligent and influential people. At Wade High School we strive to promote and produce young people who adapt to, and thrive in, a constantly changing social, cultural, technological and economic world environment.

School context

Wade High School is a comprehensive co-educational secondary school, servicing the larger, regional Griffith Community. Enrolment in 2017 is 725, with 8% Aboriginal students. Students come from a range of ethnic and socio-economic backgrounds including Aboriginal and Torres Strait Islander, Indian, Italian, Pacifica, Anglo, Turkish, and Afghani. The school also caters for a significant group of students with learning and physical disabilities through its Support Unit, consisting of a behaviour class, two multi-categorical class and a tutorial centre. Students participate with distinction in a wide variety of academic, creative and performing and sporting activities. Quality Teaching and Learning forms the basis of excellent educational programs, evidenced by traditionally strong Higher School Certificate (HSC) performance across all curriculum areas and over 60% of candidates consistently achieving University entrance. Wade High School has adopted innovative approaches to curriculum development and delivery, supported by flexible structures, with a focus on technology, 21st Century Learning and values collaborative, consultative decision making. Our Middle Schooling program is highly regarded in the community. Our partnership schools include Griffith East, Beelbanger, Yenda and Rankins Springs. The school enjoys outstanding community support.

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, Wade High School is sustaining and growing its focus on supporting student attendance, caring for students during their time at the school and their transition into and out of our school. The school continues to focus on communicating clear behaviour expectations through the Positive Behavior for Learning procedures.

Our major focus in the domain of TEACHING has been the utilisation of data to inform teaching and learning. Head Teachers participated in Professional Learning to aid their access and understanding of data reports and some attended the "Using data with confidence" course. Wade High School continues to be sustaining and growing our use of feedback to support improved student learning outcomes. Early career teachers have been supported through a Beginning Teacher mentoring program to build capacity.

In relation to LEADING, students have been provided with opportunities to take on leadership roles through the Student Representative Council. We have focused on increasing communication and engagement with our community and have seen success with this project.

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

Quality Learning

Purpose

Teaching and Learning is seen as 'core business' for our school. We aim to achieve best practice by developing 21st Century Learners. This is achievable through a range of whole school programs and opportunities that both engage and challenge our students. Students will be able to think deeply and logically and have opportunities to be creative, work collaboratively and communicate their ideas to make sense of the world.

Overall summary of progress

During 2017, progress was made in the area of Quality Learning at Wade High School. Staff successfully implemented ALARM into assessment tasks across the school to provide a clear scaffold to students. This, along with a focus on effective feedback, provided a platform for students to understand the requirements of their tasks. Accelerated reader continued to show advancement of students reading and comprehension skills in year 7, but was not the case in Year 8. Student personalised learning plans were completed for all ASTI students to provide clear pathways and support options to increase their engagement with school.

Wade High School HSC results maintained the strong standing of previous years – with an outstanding result in German Beginners where every student earned a Band 6 including a student being first in the course.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvements in national testing results including NAPLAN, ESSA, HSC	\$2700 in staffing to support students with literacy.	A significant increase in Year 9 students obtaining results in the top two bands of NAPLAN in reading. An increase in Year 9 numeracy, but more improvement is needed. HSC results included first in the State in German Beginners and 19 Band sixes.
Teaching programs and assessment reviewed and in place, demonstrated by the number of students completing set tasks.	Staff release time \$8000	Staff released to focus on reviewing and updating teaching programs and assessment. ALARM ebbed into assessments across all KLA's
Tell Them From Me student surveys will indicate an improvement in the number of students recognising and appreciating the connections between what they study at school and their future employment or study	Staff release time \$500	74% of students believe schooling is useful in their everyday life and has a strong bearing on their future, which is just below the average of 75%.

Next Steps

As we move towards the new school we are committed to continually improving the learning culture of secondary education in Griffith. We will create a school ethos of high expectations and a commitment to excellence in teaching and learning. Quality learning experiences will contribute to an aspirational learning culture which enriches and cultivates students academic, creative, social and personal development.

Strategic Direction 2

Quality Practice

Purpose

Teachers need to know how to maximise their impact in the classroom. We want all teachers to know the impact they have on learning based on research and the evaluation of data. All staff are responsible for student learning, development, engagement and success. The development of leadership skills in staff and students is critical to ensure a self-sustaining and self-improving school community. Wade High School will develop the expertise and professional capabilities of leaders and teachers to deliver quality education for children and young people, and lead improvement in outcomes.

Overall summary of progress

High turnover in leadership positions within Wade High School with a range of staff taking on roles new to them, made the focus on leadership within the school a priority. This did not support the opportunities for executive staff to formally participate in coaching and mentoring programs within the school, although informal practices remain in place.

A focus on increasing student leadership opportunities occurred in 2017 with our SRC students attending the GRIP leadership conference in Albury. These students have gone on to run school assemblies, school events and take on leadership roles within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All executive staff participate in coaching and/or mentoring activities	nil	While executive staff have not participated in formal coaching or mentoring activities all work with their staff in an informal manner.
All staff lead ongoing evaluation of best practice	Staff release time \$8000	The PDP process provided staff with the opportunity to look at their own practice while program evaluation and registration focussed on faculty processes.

Next Steps

As we move towards the new school we are committed to creating a positive collaborative culture that develops and sustains highly skilled and passionate teachers. Our staff are innovative, dynamic and provide the pedagogy that ignites learning. Our staff inspire and engage all students to reach their potential.



Strategic Direction 3

Quality Systems

Purpose

Teachers need to develop and implement systems to ensure practices are monitored and maintained. These procedures ensure all students are given the opportunity to attain personal and academic excellence. Our systems are sustainable, consistent, adaptable, manageable, accessible and enable all staff to work effectively to make a difference for our students, our corporate identity and within our own learning community and that of the wider community.

Overall summary of progress

A focus on communicating with our community saw an increase in the number of stories published on the school website and Facebook page. This in turn saw increased numbers of community members engaging with the school, including more parents joining the P&C. A change to a more frequent publication of the school newsletter, The Wade Way, supported this communication.

Positive Behaviour for Learning is being actively utilised by the school to teach students behaviour expectations. It included new signage being placed around the school and a review of our progress by an external source.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in positive feedback received by the school for the activities and initiatives, evident in Facebook likes and website hits	NIL	Numbers of parents and students logging into the parent portal increased by 15% from 2016 – 2017.
4 Prioritised policies reviewed and published each year	NIL	Policies, including the Unsatisfactory Progress in Learning process, were reviewed and rationalised by the Deputy Principals. They were published and discussed at an Executive level then disseminated to staff via whole school and faculty meetings. Final copies updated on the school server
Increased understanding and compliance with DoE and HS policy	\$4350 spent to relieve WH&S staff.	Code of Conduct and Child Wellbeing Policy updates undertaken by all staff. H&S policy and procedures are explained to staff each year.
Improved attendance overall (1.1%) and repeat / aboriginal students respectively	NIL	Explained absences improved and overall attendance rates improved to 88.82% (from 88.48% in 2015). Aboriginal student attendance up to 79.76% Attendance concerns raised at LST regularly and followed up by appropriate staff

Next Steps

As we move towards the new school we will continue to create the strategic partnerships with our parents and community that provide our students with numerous pathways to post school success. We will develop our students sense of belonging to our school and wider community by celebrating respect and understanding of each other's culture, ethnicity, age, gender, sexuality, religion and ability.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff release for PLP plans – \$856</p> <p>Aboriginal Education Officer 3 days/week – \$20112</p> <p>Sistaspeak training – \$1000</p> <p>Staff release to support programs – \$2250</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 250.00) 	<p>All ASTI students had a personalised learning plan in place. An AEO was employed three days a week. They were also trained in Sistaspeak to support students.</p> <p>Staff supported students in attending Clontarf excursions, the Proud and Deadly awards, NAIDOC week activities and Aboriginal Dance events.</p>
English language proficiency	<p>EAL/D teacher time – \$20000</p>	<p>Students were successfully engaged in their learning and showed successful completion of learning tasks across the year.</p>
Low level adjustment for disability	<p>SLSO's – \$151500</p> <p>Staff training – \$1000</p> <p>Required equipment – \$10000</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 000.00) 	<p>SLSO support for students with disabilities. SLSO staff training in health care procedures and manual handling.</p> <p>Equipment purchased including change table, sling head support, bathroom facilities to meet student requirements.</p>
Socio-economic background	<p>Funding support – \$2180</p> <p>School bus – \$2500</p> <ul style="list-style-type: none"> • Socio-economic background (\$2 500.00) 	<p>Provision of student assistance funds for supporting students to be in uniform and attending school excursions.</p> <p>The use of the school bus has reduced the costs of excursions to families.</p>
Support for beginning teachers	<p>Reduced teaching loads – \$55094</p> <p>Professional learning – \$15660</p>	<p>Reduced Beginning Teacher loads and release for the Mentor was provided. Staff valued the time and effort put into the induction and beginning teacher program by the mentor. It supported their classroom practice and well being.</p>
Targeted student support for refugees and new arrivals	<p>\$2000</p>	<p>Staff time and resources such as dictionaries and grammar booklets have enabled students to complete coursework and have demonstrate competencies in relevant outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	410	377	381	370
Girls	376	363	365	355

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.2	94.6	92.9	92.1
8	89.3	89.7	90.4	89.6
9	89.7	88.3	86.9	91.3
10	83.7	88	86.3	85.9
11	90.6	87.6	90.5	85.7
12	92.1	88	92.3	92.3
All Years	89.2	89.4	89.9	89.7
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

Wade High School monitors attendance weekly. The school has a process in place to identify non-attenders and support their attendance at school. While led by a Deputy Principal, Year Advisers lead the processes of identifying welfare concerns and supporting students attending school through personal interviews and contact with parents. Attendance issues and concerns are discussed at the weekly Learning Support Team meetings. Attendance checks are completed twice a term by the HSLO's to review process and consider referrals.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	11	5
Employment	6	18	34
TAFE entry	2	7	11
University Entry	0	0	46
Other	0	0	0
Unknown	0	0	4

32 of our HSC students (30%) were offered early entry to university, several being offered more than one placement.

Year 12 students undertaking vocational or trade training

Wade High School offers students vocational courses within our curriculum offerings. In 2017 the school offered:

- Hospitality
- Primary industries

Students were also able to access vocational education opportunities in TAFE courses and vocational courses offered at Griffith High School.

24% of our 2017 Year 12 cohort undertook a vocational course.

8 Students completed a School Based Traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

107 Wade High School students completed the Higher School Certificate at in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	10
Classroom Teacher(s)	43.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1.8
School Administration & Support Staff	15.08
Other Positions	1.33

*Full Time Equivalent

Wade High School has one teaching staff member who identifies as Aboriginal.

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	17

Professional learning and teacher accreditation

The school's Professional Learning Team coordinates the professional learning for all staff across the school.

The mission of the Professional Learning Team is to offer valuable learning experiences and opportunities that empower all staff members to maximize performance and achieve their full potential. All professional learning is aligned with the Australian Professional Standards for teachers and is linked to the individual staff member's Professional Development Plan (PDP). The learning goals are linked to Wade High School's 3-year strategic plan.

Professional focuses for 2017 included: implementation

of new NSW syllabuses in various subjects; 21st Century learning including Project Based Learning and the integration of technology in the classroom; Learning adjustments and Differentiating Curriculum; Gifted and Talented Education and Data Analysis to inform teaching.

The focus of professional learning during Staff Development Days and extended PL afternoons related to identified professional learning needs of a majority of staff. These included sessions on: Effective Behaviour Management; Staying Safe on Social Media; Consistent Teacher Judgement and Grading (NESA) and mandatory CPR/Anaphylaxis training.

All members of the school's executive also attended Leadership and Career Development workshops in preparation for the school's planned merger with another high school (in 2019).

Teachers also engaged in professional learning in the following areas –

- Syllabus Implementation – teachers from the core KLAs and teachers of technology(mandatory).
- Beginning Teacher Support.
- Welfare and Equity.
- Literacy and Numeracy.
- Boys and Girls Education
- Evaluation and modification of existing teaching programs.
- Implementation of LMBR (SASS staff and members of the executive).

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.

Receipts	\$
Balance brought forward	1,073,934
Global funds	489,009
Tied funds	454,208
School & community sources	158,565
Interest	11,599
Trust receipts	11,215
Canteen	0
Total Receipts	1,124,596
Payments	
Teaching & learning	
Key Learning Areas	113,709
Excursions	58,322
Extracurricular dissections	33,379
Library	4,775
Training & Development	4,736
Tied Funds Payments	444,994
Short Term Relief	98,355
Administration & Office	90,457
Canteen Payments	0
Utilities	86,738
Maintenance	41,710
Trust Payments	14,321
Capital Programs	55,000
Total Payments	1,046,495
Balance carried forward	1,152,035

	2017 Actual (\$)
Opening Balance	0
Revenue	2,120,832
Appropriation	1,935,750
Sale of Goods and Services	7,962
Grants and Contributions	175,661
Gain and Loss	0
Other Revenue	0
Investment Income	1,459
Expenses	-728,440
Recurrent Expenses	-668,861
Employee Related	-224,063
Operating Expenses	-444,798
Capital Expenses	-59,579
Employee Related	0
Operating Expenses	-59,579
SURPLUS / DEFICIT FOR THE YEAR	1,392,392
Balance Carried Forward	1,392,392

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.

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 (\$)
Base Total	7,282,001
Base Per Capita	115,586
Base Location	85,700
Other Base	7,080,715
Equity Total	661,911
Equity Aboriginal	60,533
Equity Socio economic	305,936
Equity Language	21,057
Equity Disability	274,384
Targeted Total	1,046,856
Other Total	406,264
Grand Total	9,397,031

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.

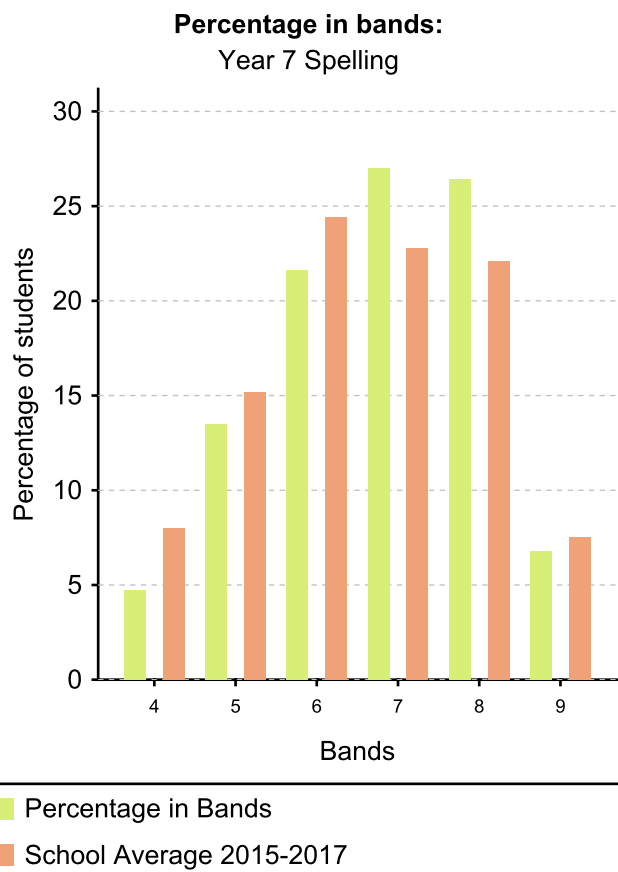
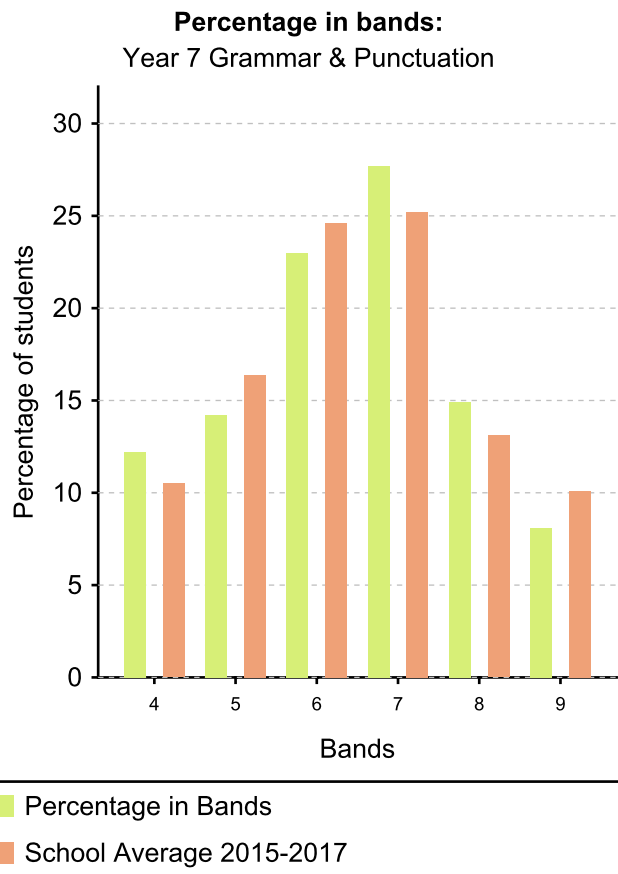
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

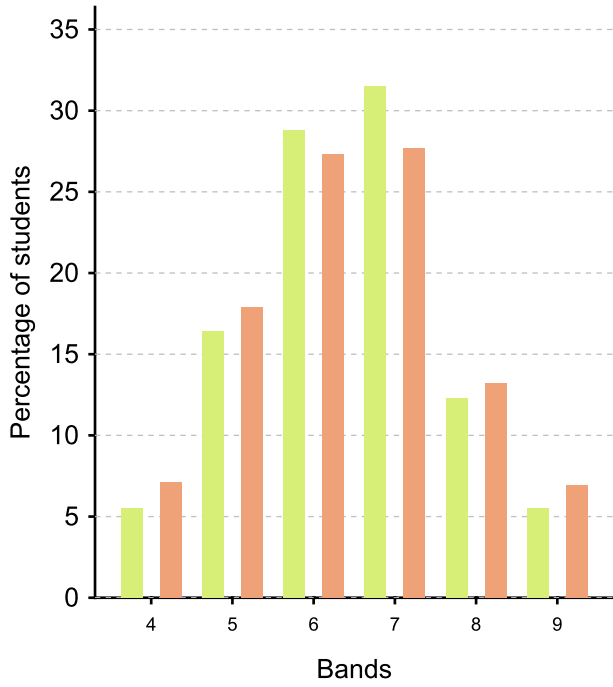
NAPLAN

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.

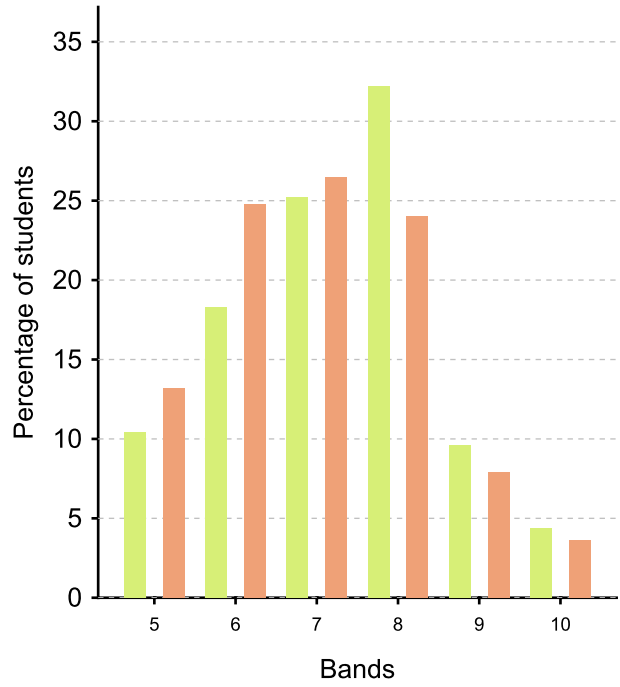
Wade High Schools results in literacy in 2017 showed improvement on 2016 data. 43.6% of students in Year 7 achieved results in the top two bands. The improvements were more visible in the year 9 cohort with 41.4% of students achieving in the top two bands – an increase of 20% from last year.



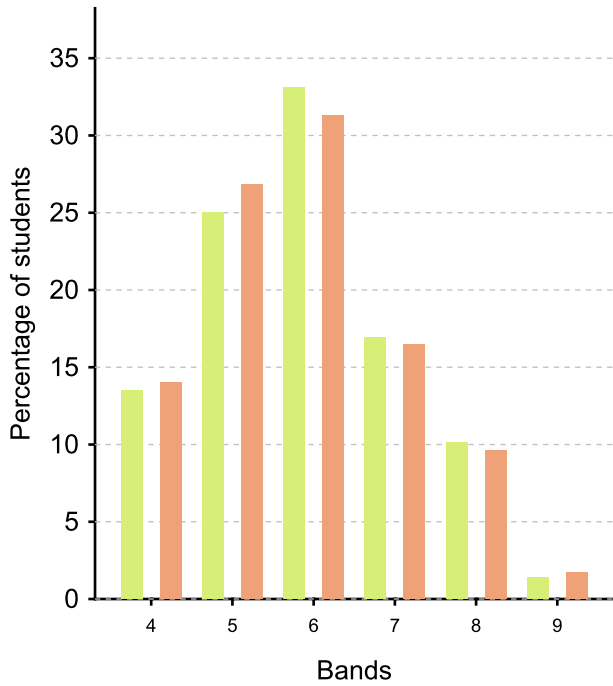
Percentage in bands:
Year 7 Reading



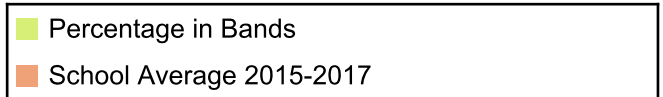
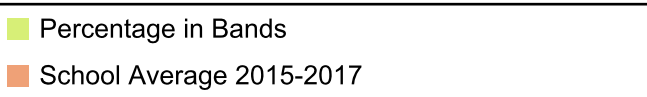
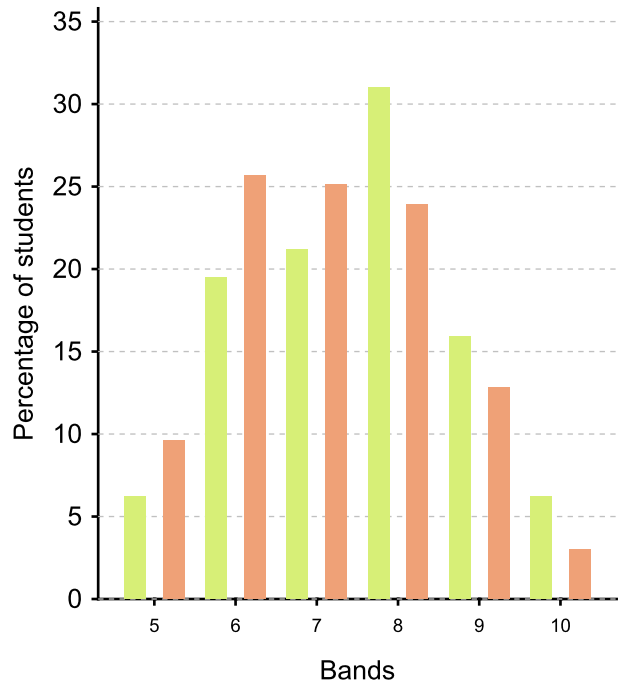
Percentage in bands:
Year 9 Grammar & Punctuation



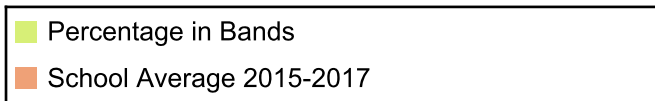
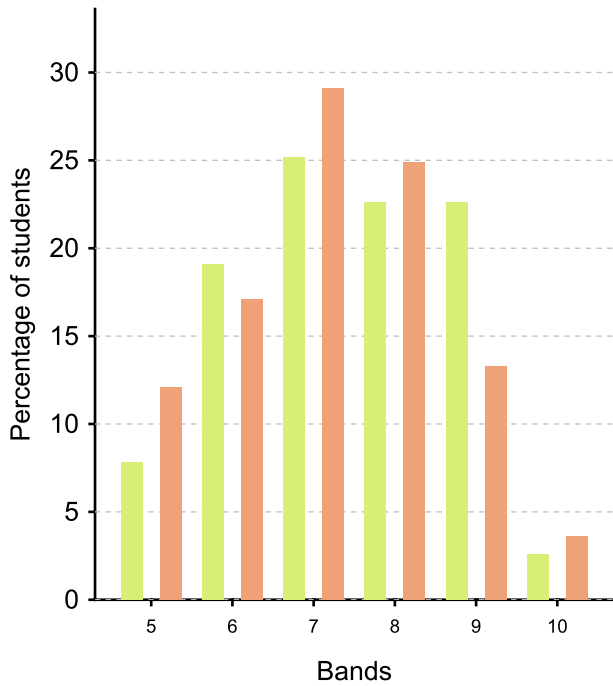
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading



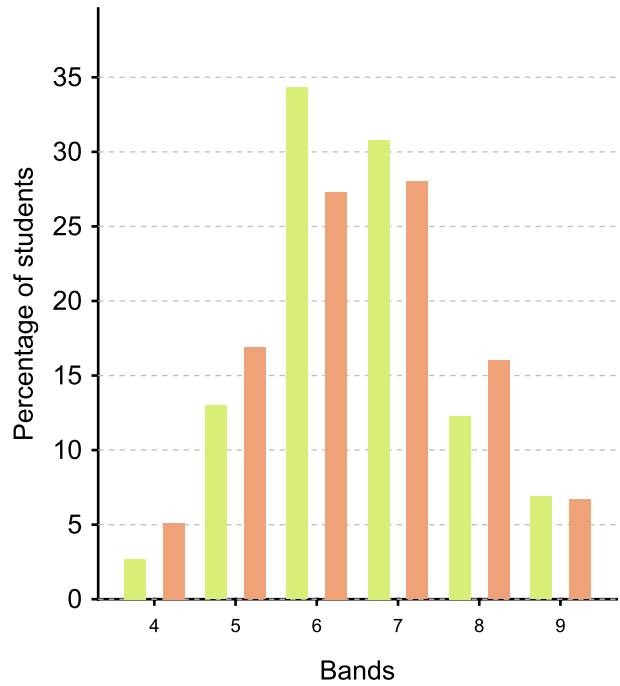
Percentage in bands:
Year 9 Spelling



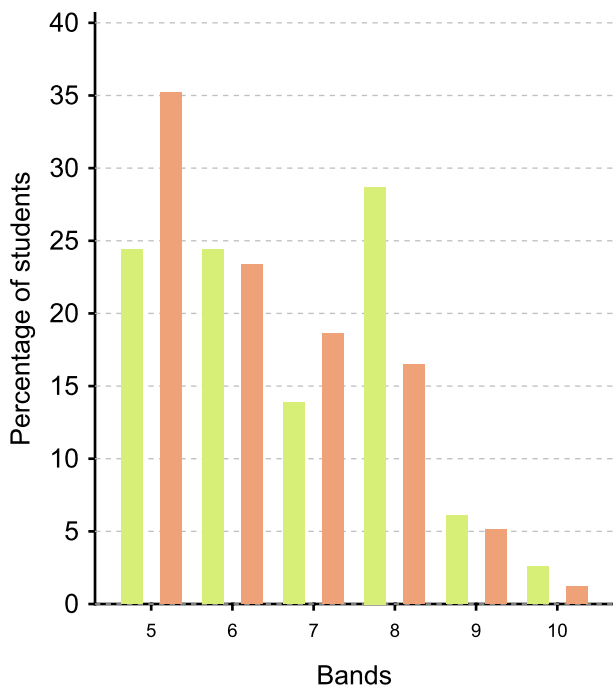
While Year 7 numeracy results saw a decrease in the number of students in the bottom 2 bands, we did not see an increase in the top two bands. Year 9 Numeracy saw a significant drop in the number of students in the bottom two bands, but only a small increase in the top two bands.

Strategies to support students in the middle two bands to move them into the top bands will need to be further investigated next year.

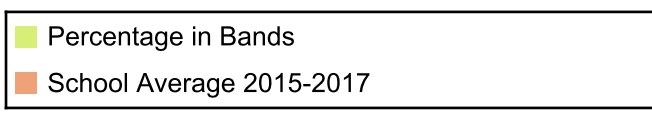
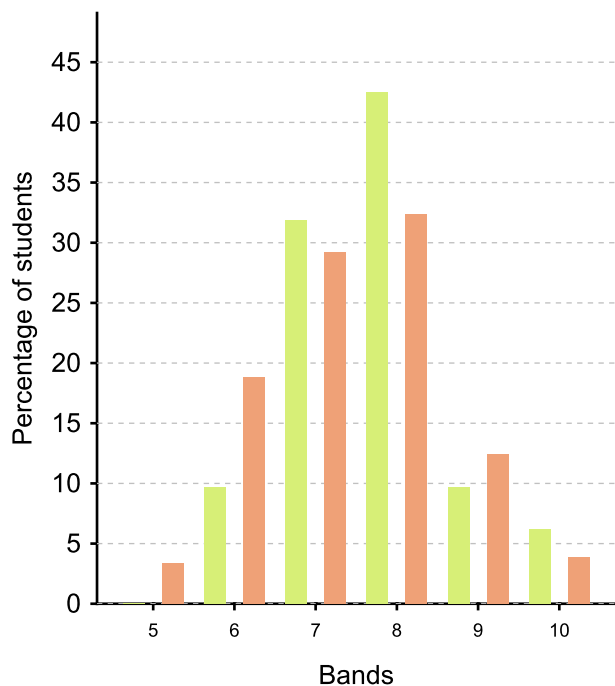
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



**Percentage in bands:
Year 9 Numeracy**



Legal Studies	69.5	69.4	72.1	67.6
Mathematics General 2	63.1	61.3	63.6	65.3
Personal Development Health and Physical Education	74.1	66.0	67.7	72.4
Society and Culture	75.9	72.7	76.4	70.9

2017 HSC students gained some very pleasing results. Mr Roach's entire German Beginners class earned Band 6's with Andrea DeWaal placing first in the state in this course.

Overall our students earned 21 band 6's and 94 band 5's.

Parent/caregiver, student, teacher satisfaction

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

Wade High uses the "Tell them from me" surveys to gather information about parent, student and teacher views on the school.

Some of the student responses included:

- 81% of our students have a positive relationship with their peers, compared to 79% for other government schools.
- 86% of our students do not get into trouble at school for disruptive and inappropriate behaviour, equivalent to other government schools..
- Effective classroom learning time – where important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives was rated 6.3 out of ten, equivalent to other government schools..
- Students rated positive teacher relationships 6 out of 10, compared to 5.6 out of 10 for other government schools.

Some of the parents responses included: (ratings are out of ten)

- Reports are written in terms they understand, rated 7.1.
- Parents and caregivers encourage their children to do well at school, rated 7.3.
- Teachers expect my child to work hard, rated 6.8.
- My child is clear about the rules for school behaviour, rated 8.1.
- My child feels safe going to and from school, rated 7.6.

Some of the teacher responses included: (ratings are out of ten)

- Staff work with school leaders to create a safe and orderly school environment, rated 7.1.
- Staff talk with other teachers about strategies that

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).

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	70.7	67.9	70.9	70.7
Business Studies	63.8	65.0	68.2	66.2
Community and Family Studies	72.1	69.5	70.7	70.7
Drama	64.9	72.9	75.5	69.3
English (Advanced)	78.3	74.9	77.6	75.5
English (Standard)	65.1	64.7	65.6	64.2
Industrial Technology	64.2	65.7	64.8	64.9
Italian Beginners	67.0	0.0	64.9	65.0

increase student engagement, rated 8.0.

- Staff set high expectations for student learning, rated 8.5.
- Staff give students feedback on how to improve their performance on formal assessment tasks, rated 8.0.
- When staff present a new concept they try and link it to previously mastered skills and knowledge, rated 8.3.
- Staff establish clear rules for classroom behaviour, rated 9.1.
- Staff strive to understand the learning needs of students with special learning needs, rated 8.2.

Policy requirements

Aboriginal education

Wade High School received dedicated funding to support Aboriginal students in 2017. This funding was utilised to employ an Aboriginal Education worker for three days a week. She was trained in Sistaspeak and ran this program with a group of female students. All Aboriginal students were given the opportunity to have a PLP to support their learning at school.

Our partnership with Clontarf to support our Aboriginal young men has seen great success. The work of Mick and Heath with our boys has seen an improvement in engagement at school.

The school was involved in dedicated learning experiences and celebrations during NAIDOC week.

Multicultural and anti-racism education

Multicultural education relates to the programs and initiatives undertaken to develop a close understanding of the values of harmony and of embracing racial and cultural difference. Programs in all key learning areas include multicultural education outcomes.

The school has an Anti-Racism Contact Officer (ARCO) whose role is to make recommendations and to facilitate outcomes in situations where there may be perceptions of racist behaviour.

Students and staff at Wade High School celebrate diversity, taking part in activities associated with Harmony Day and similar events that turn our focus to the richness of cultural differences.