

# Walgett Community College - High School Annual Report



2017



8475

## Introduction

The Annual Report for **2017** is provided to the community of **Walgett Community College – 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.

Nada Dukic

Executive Principal

### School contact details

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## School background

### School vision statement

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

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

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

### School context

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of *Learning*, our school focused on the element of Learning Culture, Wellbeing, Curriculum and Assessment.

Within the element of Learning Culture and Assessment a strong focus on the implementation of positive behaviour for learning lessons which explicitly focused on high teacher and student expectations in a variety of school settings. Preschool to Kinder, Year 6–7 and Year 12 transitions were reviewed and modified.

The teaching programs had a strong emphasis on differentiation and formative assessment strategies to meet the needs of all students and an attendance action plan and policy have also been implemented.

In the element of Wellbeing, the school is encouraging students to recognise and respect culture with many aspects of culture being embedded in programs and the school plans for and monitors a whole school approach to wellbeing. Nominated staff support identified students to offer advice and assistance as required.

In the elements of Curriculum there has been an emphasis on the provision of extra curricular activities around themes of NAIDOC, Harmony Day, Our Languages Matter and the School Spectacular.

In the domain of *Teaching*, our school focused on the elements of Effective Classroom practice, Data Skills and Use and Collaborative Practice.

Within the element of Effective Classroom Practice, teachers regularly review and revise teaching and learning programs to ensure explicit teaching strategies are implemented and meet NESARA requirements.

Within Data Skills and Use, executive staff support teachers to analyse and use student data to understand the learning needs of students. This data analysis drives the school's learning goals, and teachers work together to improve teaching and learning in their stages and faculty areas.

Professional Standards and Learning and Development drive literacy and numeracy across the college with particular focus through Early Action for Success and coaching and mentoring.

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

Within School Planning, Implementation and Reporting, staff, students, parents and the broader community engaged in the development of the priorities and strategic directions of the 2018–2020 school plan.

Facilities and Technology have been focuses within School Resources, ensuring technology is accessible to staff and students and classrooms, the library and computer lab were refurbished as part of a facilities upgrade.

Our self–assessment process will further assist the school to refine the strategic priorities of our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

## Strategic Direction 1

Quality Teaching, Learning and Leadership

### Purpose

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

### Overall summary of progress

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

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

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of 10% of students in the middle two bands	TPL for Corrective Reading and inclusion of this program as a pilot in year 7–8  Provision of additional SLSO	There has been an increase in Year 7 spelling by 39% at or above NMS, as well as a Year 9 increase by 43% in reading at or above NMS.
30% Aboriginal students into the top two NAPLAN bands	TPL for Corrective Reading and inclusion of this program as a pilot in year 7–8  Provision of additional SLSO	Increase in year 7 Spelling of 5.3% in Upper 2 Bands
Increased student attendance from 71% to 80% P–12	Additional increase in attendance acknowledgement and reward.  Implementation of year supervisors as an additional level of absentee communication, notification and support.	Attendance for K–12 increased from 73.35% to 75.15%
Evidence of sustaining and growing in the Learning and Teaching elements of the School Excellence Framework	A TPL focus on explicit instruction strategies, visible learning, assessment and feedback.  Refocused supervision and line management driving accountability of implementation Lit/Num	The college is delivering in many aspects of the Learning and Teaching elements of the School Excellence Framework, with additional evidence of sustaining and growing in the Teaching domain.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of sustaining and growing in the Learning and Teaching elements of the School Excellence Framework	Plan	The college is delivering in many aspects of the Learning and Teaching elements of the School Excellence Framework, with additional evidence of sustaining and growing in the Teaching domain.

## Next Steps

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

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

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

## Strategic Direction 2

### Positive Behaviors for Learning

#### Purpose

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

#### Overall summary of progress

There has been significant progress with the development of the Wellbeing Framework and the embedding of PBL language and PBL matrix across the College. Both sites are explicitly teaching expectations for positive behaviour resulting in less need for long suspensions. Cultural programs such as Sista Speak and Bro Speak, PCYC REAL program, drumbeat and breakfast club all support positive behaviours and learning. The review of the suspension policy has resulted in a draft wellbeing and discipline policy to be presented to AECG and SRG.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of delivery level performance within the Teaching, Leadership and Learning Wellbeing elements of the School Excellence Framework.	TPL focusing on the Quality Teaching Framework, 3 PBL Internal coaches, PBL Reload training	Approximately 40% of elements within the Teaching and Learning domains were assessed at delivering or above in the SEF-SAS  Approximately 80% of elements within the Leading domain were assessed at delivering or above in the SEF-SAS
Suspension centre implemented and operational, with a range of internal and external practices aligned to reducing long suspensions.	Employment of HT student engagement	The suspension centre is operational and staffed daily.
Positive, engaging wellbeing programs are in place at a whole school level.	TPL – PBL, Bro Speak,	Sista Speak has been implemented at both sites and Bro Speak is to be introduced into High School.  PCYC, Drumbeat, Breakfast Club are a part of the positive wellbeing gains this year
Staff retention is increased.	Beginning teacher funding	highly stable workforce between 2017 and 2018

#### Next Steps

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

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

Implementation of a transition centre at the high school site to support disengaging students and provide an inclusive are for students returning early from suspension.



## Strategic Direction 3

### School and Community Engagement

#### Purpose

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

#### Overall summary of progress

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

Increased communication through newsletter, school sign and Facebook of community events such as assemblies, recognitions of significant dates and parent information sessions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student transition plans and structures in place, and increasing students utilising these structures as alternative to traditional school pathways.	Deputy Principal Programs working collaboratively with public and catholic schools and transition team.	A comprehensive transition plan is in place for transition from primary to secondary with students accessing high school specialist lessons on a regular basis. Transition from school to work or further learning have been further developed.
Community delivered cultural learning opportunities for students and staff are regular, embedded practice.	Senior Leader Community Engagement and Language and Culture Committee sourcing Aboriginal knowledge holders.  Dedicated staff working with Show Me The Way and local Aboriginal Organisations to support the short film production. (\$13,000)	Connecting to Country days are implemented. TPL days include local guests to teach language and culture to staff.  8 short films were produced by students in partnership with Show Me The Way and the Australian Museum.
School perception surveys show increased positive responses.	AEO's utilised to engage community in survey and provide appropriate support.	In the TTFM survey conducted in 2017, students reported having a positive sense of belonging at a result higher than the state average. It was also recorded that students had a high level of happiness on average 9% more than the state level.
Increased positive interactions between WCC and the community.	AEO's and Aboriginal staff liaised with community members and engaged majority of families.	WCC engaged the community through multiple consultation processes within the 2018–2020 School Plan development, leading to increased community involvement and a shared strategic direction.

#### Next Steps

Our next steps will be to continue to develop the cultural programs across the college, in particular the implementation of a language and culture curriculum in Stage 4. The college will continue to develop our communication systems and communication platforms through the website, Facebook, Story Park and an SMS messaging system. The college will continue its partnership with Show Me The Way, producing further short films showcasing traditional knowledge holders in the Gamilaraay Nation.



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

In 2018, staff will engage in professional learning of local language and culture provided by the school in partnership with TAFE to assist in a greater sense of the students and community combining and working together for improved student outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Wages for 3 SLSO's \$146,796</p> <p>Senior Leader Community Engagement developing links with community</p> <p>Sista Speak</p> <p>Bro Speak</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$0.00)</li> </ul>	<p>Effective delivery of curriculum specifically targeting the learning needs of Aboriginal students.</p> <p>Learning, Attendance and Behaviour targets are discussed and reviewed as part of the personalised learning plans developed with teachers, students and carers.</p> <p>A Healthy culture Healthy Curriculum is being developed.</p> <p>Sista Speak and Bro Speak have been implemented.</p> <p>Aboriginal Cultural groups, elders and guest speakers are invited to the school for talks/performances through various the partnership with AECG.</p>
<b>Low level adjustment for disability</b>	<p>Learning and Support Teacher assisting with individual, small group and classes.</p> <p>ACER \$752.50</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$0.00)</li> </ul>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>The Learning Support Team meet fortnightly to look at the specific learning needs of students in the school.</p> <p>Additional SLSO's were employed to work with target students .</p>
<b>Socio-economic background</b>	<p>Wages for additional 2 teachers \$145,812</p> <p>Positive Behaviour for Learning \$15,000</p> <p>Corrective Reading</p> <p>7 Steps to Writing \$400</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$0.00)</li> </ul>	<p>Feedback on the speech and occupational therapy have indicated that these programs assist students in their language development and fine &amp; gross motor skills.</p> <p>Strategies have focussed on the Literacy Continuum (Phonemic Awareness and aspects of Speaking)</p> <p>Additional SLSOs have been employed to support a range of programs catering for student's individualised learning needs.</p> <p>The two additional Classroom teachers have enabled greater student engagement as class sizes are smaller.</p> <p>Equity funding was accessed to support student welfare, improved attendance and outcomes in literacy and numeracy.</p>
<b>Support for beginning teachers</b>	<p>PDP and Professional Learning programs</p> <p>Support provided by Deputy Principal for accreditation</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>	<p>Professional growth monitored through the application of the professional development plan (PDP).</p> <p>Teacher strengths and areas for development identified and addressed through PDP and Professional Learning.</p> <p>Regular formal/informal feedback during student progress meetings.</p> <p>Coaching and mentoring provided by the instructional leader and head teachers.</p>

<p><b>Support for beginning teachers</b></p>	<p>PDP and Professional Learning programs</p> <p>Support provided by Deputy Principal for accreditation</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>	<p>Deputy Principal Program delivered ongoing accreditation support.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	38	47	41	48
Girls	57	60	51	50

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	81.3	63.9	80.8	84.4
8	66.2	69.7	59.7	71.9
9	65	57.4	67	59.9
10	51.2	53.3	44.1	59.6
11	60.7	51.3	56	45.6
12	64.4	50.7	43.3	56.7
All Years	64.6	58.5	59.5	63.5
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

Non-attendance is managed in line with Departmental and school-based policies and the school works with community, the Department and external agencies to focus on student attendance. Period by period roll marking is conducted for accurate data on absenteeism. Support staff and Aboriginal Education Officers liaise with families to offer support and identify welfare risks based on this data, reporting to and collaborating with other school based staff and Home School Liaison Officers (HSLO). Daily external support through the Remote School Attendance Strategy (RSAS) team further supports school community partnerships for improved attendance.

Attendance at the high school increased from 59.50% in 2016 to 63.50% in 2017, with improvement of attendance of Year 7 increasing by 3.6%, Year 10 by 15.5%, and Year 12 by 13.4%.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5.9
Employment	25	53.8	58.8
TAFE entry	0	0	0
University Entry	0	0	0
Other	25	7.7	0
Unknown	50	38.5	35.3

### Year 12 students undertaking vocational or trade training

In 2017 students were offered vocational training in the following areas: Hospitality, Construction, Civil Construction, Traineeships through the shire council, Beauty, Work Experience, Automotive Individual Support and Photography.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	9.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	9.38
Other Positions	1

\*Full Time Equivalent

The High School employs 13 staff from Aboriginal backgrounds. 5 of those positions are Aboriginal Designated positions.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Professional Learning at Walgett Community College included a focus on Positive Behaviour for Learning, Personalised Learning Pathways for students, Aboriginal Education, Connecting to Country, Healthy Culture Healthy Country, Corrective Reading, Spelling Mastery, and Trauma Informed Education.

Teacher accreditation has focused around the NSW Professional Standards for Teachers.

## 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	\$
<b>Balance brought forward</b>	<b>514,574</b>
Global funds	346,403
Tied funds	796,324
School & community sources	24,104
Interest	9,325
Trust receipts	17,790
Canteen	59,176
<b>Total Receipts</b>	<b>1,253,122</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	37,779
Excursions	3,433
Extracurricular dissections	2,051
Library	229
Training & Development	0
Tied Funds Payments	475,365
Short Term Relief	2,089
Administration & Office	115,162
Canteen Payments	39,774
Utilities	90,711
Maintenance	67,701
Trust Payments	19,382
Capital Programs	67,841
<b>Total Payments</b>	<b>921,516</b>
<b>Balance carried forward</b>	<b>846,179</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>	961,267
Appropriation	937,747
Sale of Goods and Services	14,167
Grants and Contributions	9,353
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-198,506
Recurrent Expenses	-198,506
Employee Related	-93,359
Operating Expenses	-105,147
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	762,762
<b>Balance Carried Forward</b>	762,762

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>	2,216,510
Base Per Capita	15,637
Base Location	51,103
Other Base	2,149,770
<b>Equity Total</b>	672,335
Equity Aboriginal	331,946
Equity Socio economic	232,196
Equity Language	13,829
Equity Disability	94,364
<b>Targeted Total</b>	455,508
<b>Other Total</b>	550,879
<b>Grand Total</b>	3,895,232

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 7 students had an increase of 39% at or above NMS in spelling. Year 9 students had an increase of 43% at or above NMS in reading.

Further upward trends include: Year 7 in Grammar and Punctuation, Spelling and Reading.

Year 7 and 9 NAPLAN data for numeracy is trending upwards.

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.

No Aboriginal students achieved NAPLAN scores in the upper 2 bands.

## 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

Through the Tell Them From Me survey, students indicated improved satisfaction in the following areas; positive sense of belonging, positive relationships and levels of happiness. 69% of students agreed or strongly agreed they felt proud about their school.

## Policy requirements

### Aboriginal education

A range of Aboriginal Perspectives have been embedded in curriculum programs. Students learn about Aboriginal History and Culture in a variety of ways including guest speakers, AECG curriculum framework and local knowledge from Aboriginal Elders.

### Multicultural and anti-racism education

Walgett Community College celebrates the diversity of Australia and ensures teaching practices that value the backgrounds of all students and promotes tolerance and intercultural understanding including whole of college Harmony Day celebrations.