

Wagga Wagga High School

Annual Report



2018



8142

Introduction

The Annual Report for **2018** is provided to the community of Wagga Wagga High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Chris Davies

Principal

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School background

School vision statement

We aim to provide a safe setting for our students linking to educational experiences and opportunities which encourage personal growth and success in an engaging learning environment.

School context

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name “the high school on the hill”, in 1917. The school is a large co-educational, inclusive, comprehensive high school situated in a large regional centre. The enrolment for 2018 is 1068 students including an Indigenous population of 70 and an ESL population of over 70 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school. The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing. HOW2Learn is being implemented to further enhance quality teaching practices. The school has excellent facilities with a Trade Training Centre for vocational education, a commercial kitchen which includes a student run café, a ten hectare farm for rural education, assembly hall, sporting facilities including a gymnasium and well landscaped school grounds. The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active and involved Parents & Citizens Association. Close links have been established with partner primary schools, Charles Sturt University, the Riverina Institute of TAFE and the wider community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Wagga Wagga High School continues to develop on all levels of education, teaching and working with the community. From the self-assessment the school can and has identified areas we need to develop further through a range of measures. This reflection links to our school plan.

Strategic Direction 1

Teaching

Purpose

To provide and foster a culture of professional growth to support all staff to enhance teaching practices aligned with the Professional Teaching Standards.

Overall summary of progress

In the Strategic Direction Teaching, the school has made positive progress towards all our goals. The use of the Performance development Plans has allowed staff to design their professional learning and target not only areas challenges but areas of interest.. It has encouraged professional conversations at all levels within the school. Professional learning access has more than double in the last year.

Peer observations has been a valued source of sharing and learning. Staff have accessed the provided opportunity to be involved in learning from each other and team teaching. The modeling of best practice, classroom management and subject knowledge has been a success.

The school has used a platform of HOW2Learn to target identified areas of need. This year using data and feedback from our school community, we as a school, looked at questioning techniques and feedback. Ongoing professional learning / reading and Professional learning sessions allowed staff to engage with each other to further develop their skills in both these areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved collaboration and learning culture	\$10,000 from TPL budget	Professional Learning evenings, regular committee meetings with minutes available to all staff and increased use of Sentral as a data base for the school's information.
Increased use of evidence-informed pedagogy by all teachers	N/A	Third Deputy Principal's project related to the increase use of data. Using Naplan data and creating classes for year 11 subjects, staff have the ability to look at value adding as they enter year 12 to target students below expectation.
TPL aligned with PDP and Strategic Directions	\$108,000 TPL Budget	This year we did see an increase in staff accessing TPL. The aim for 2019 is to develop strategies to share this knowledge gained across the school.

Next Steps

Performance Development Plans will continue as a support for staff to plan their learning and to start the conversation with their supervisors. The peer observations process has changed in the school and we are designing a process for staff to team up with a mentor to develop their personal skills and teaching. As a school we will revisit the skills that have been targeted in 2018 to refresh of teaching and as a school decisions will be made using data and our latest feedback from the community on areas to develop.

Strategic Direction 2

Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners. Students to be independent and successful learners as staff providing a meaningful, challenging and supportive environment that promotes lifelong learning.

Overall summary of progress

In the Strategic Direction Learning a range of strategies and professional learning has been targeted to address interventions for all students and their learning. A culture of rigor and high expectations was adopted by the school to be implemented from the start of the year. This process was linked to our welfare system and PBL. The school did lose focus in the second half of the year with this expectation of the students.

All individual learning plans within the school are now being placed on a central system for easier access for staff. Extra administration staff have been employed to streamline and speed up the process and increase access for the teaching staff. This has resulted in a better quality and targeted teaching in all classes.

ALARM is still being implemented in all faculties but not all classes. Staff are supporting each other with this teaching and links to other local schools has increase and developed our skills with this teaching method.

In Term 3, the school held interviews to employ an AEO and we successfully completed this task. The AEO has had a positive impact on the whole school and ATSI students. Families are increasing their connection to the school. This has been a very positive step for the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the proportion of students achieving proficiency in line with the Premier's Priorities – Minimum HSC standard	\$41,000 RAM Funding	This was to employ more staff to target groups of students for targeted literacy and numeracy programs.
External results at or above state average.	N/A	Naplan result have shown good improvements and value adding from year 7 to year 9.
70% Achieving above expected growth in Literacy and Numeracy	\$236,000 RAM Equity Funding	Results have not been as strong as expected and is an area as a school we need to review our practices to adjust to be able to achieve the desired outcomes.

Next Steps

As a school, we will reintroduce the high expectations and rigor to the school and produce information for parents. Better support of staff will see an increased use of the skills and strategies.. Learning plans will be supported and uploaded to Sentral for all staff to access and implement in their teaching. ALARM continues to be a key teaching strategy and with the use of peer observation and further development of our links with local schools this will continue to be a positive teaching tool. This coming year will see the continued employment of our AEO but split between two people. Having a male and female AEO will engage more of our students and families.

Strategic Direction 3

Community

Purpose

To provide a safe and supportive school environment that further enhances a culture of respect and responsibility and supports the wellbeing of students and staff. Collaboration with the wider community will enhance opportunities for staff and students to develop their leadership skills.

Overall summary of progress

Positive Behavior for Learning has been implemented across the school. It links directly to the High Expectations and Rigor being expected in all teaching and classes. Regular reviews has shown our strengths and areas we need to develop. Professional learning has been used to support staff in the application of the program.

Wellbeing programs across the school has been a major success. The whole school anti-bullying program linked to parent options has seen a change in student attitude in not accepting and type of bullying in the school. The school has a lot more to do in this area but we are making progress. Targeted wellbeing programs have had mixed success but mostly positive.

The support of the community continues to develop with more links being created. FRS are still employed by the school with an increase in their days from two to four. A student support Officer has been employed three days a week with the plan to look at full time employment. This has helped our whole school welfare program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff consistently use PBL as a means to set high expectations within their classes.	\$8,000 RAM Funding	Staff are continually being reminded about processes and expectations with PBL. New staff are trained in the school's induction process in term 1 each year.
Data indicates an improved movement towards school goals and expectations.	N/A	The use of many sources of data has helped the school target areas of opportunity and has helped the school reflect on our practices. All aspects are addressed to look at how we as a school can improve the outcomes of all students.
Increased communication with agencies to be involved in the school and student engagement.	\$87,000 Wellbeing Funding	The school recognises the need to develop strong welfare processes at the school. In 2018 we increased the employment of FRS from 2 – 4 days, employed a Student Support Officer for two days and introduced an Aboriginal Education Officer to the school to support all students in their education.

Next Steps

PBL and staff training will continue to strengthen the whole school approach. New staff will be up skilled to apply these expectations within their classrooms and across the school. Targeted wellbeing programs will continue and the whole school anti-bullying program will be expanded. A wellbeing hub is being developed to support more outside agencies to be able to come to the school to support our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$85,185 RAM Funding	The school has been able to employ an AEO full time to support our students in the school. This funding has also allowed these student to be involved a range of program and activities to help their educational
English language proficiency	\$404,65 RAM Funding	The support of our EAL/D students has needed the employment of staff to address their individual needs in developing their language skills. With rooming being a challenge some funds have been used to hire a room at TAFE.
Low level adjustment for disability	\$284,278 RAM Funding	The school has used these funds to increase staff in class rooms to support not only targeted students but all students with their learning.
Socio-economic background	\$245,325 RAM funding	Funds have been used to support students not only with their learning in the classroom but to help pay for uniforms, school fees, excursions and wellbeing activities.
Targeted student support for refugees and new arrivals	\$26,004 RAM Funding	Staff have been employed to help with the transition into the school and with their learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	514	541	557	516
Girls	498	503	515	524

Student enrolments are stable and any minor variations relate to partner school enrolments and the enforcement of the out of zone enrolment policy.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.8	94	93.1	90.5
8	90.9	91.2	92	88
9	89.7	90.6	89.1	87.1
10	88.1	87.7	86.5	85.9
11	88.8	87.5	88.3	86.7
12	92	88	88.4	87.1
All Years	90.7	90	89.6	87.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school has and applies its enrolment policy within the school setting. Rolls are marked at the start of the day and parents of absent students are sent a SMS to notify them of the absence. Throughout the day each period is also marked to monitor partial truancy. The involvement of regional office personal are used for our more challenges cases.

A number of wellbeing programs are developed, sourced and applied to target a range of students within the school. Throughout the process parents are involved to assist in the positive outcome of all students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment		0	6
Employment	0	0	31
TAFE entry	0	0	5
University Entry	0	0	23
Other	0	0	10
Unknown	0	0	25

A number of students have deferred their University offer to complete employment or take a gap year. This year is similar to previous years with the breakdown in areas.

Year 12 students undertaking vocational or trade training

In 2018 39% of Year 12 students studied one or more VET courses or were involved in trade training. The access to TAFE keeps these numbers higher than normal for a school our size.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 98% of Year 12 students attained HSC or equivalent vocational educational qualifications. The other 2% are pathways students who will complete their HSC course over 2 years.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	18.17
Other Positions	1

*Full Time Equivalent

A number of additions to our school workforce composition linked to a third deputy Principal being employed to add addition support to Head Teachers and teaching staff. Further expansion of our welfare team to enable students easier access to support. This has seen the school employ Family Referral Services (FRS) into the school 4 days per week, an Aboriginal education worker 5 days per week and a Student Support Officer 3 days per week. A wellbeing hub is also being developed so all students have an area they can access to gain the required support needed.

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	8

Professional learning and teacher accreditation

Staff have the opportunity to be involved in whole school targeted professional learning. This has been in conjunction with other school, school based and faculty based. Staff have been encourage to source their own professional learning linked to the Performance and Development Plan that each staff member designs with their supervisor. This year has seen an overwhelming response with the budget needing extra funds to allow staff to attend these courses.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,316,427
Revenue	13,268,183
Appropriation	12,237,564
Sale of Goods and Services	59,874
Grants and Contributions	954,536
Gain and Loss	0
Other Revenue	1,900
Investment Income	14,308
Expenses	-13,298,511
Recurrent Expenses	-13,262,395
Employee Related	-11,477,773
Operating Expenses	-1,784,623
Capital Expenses	-36,116
Employee Related	0
Operating Expenses	-36,116
SURPLUS / DEFICIT FOR THE YEAR	-30,328
Balance Carried Forward	1,286,099

The school has been able to use a percentage of the roll over funds to support staff professional development and support within the school. The professional learning money has been doubled in the last year and all funds have been spent to improve student outcomes.

Further funds have been assigned to improve facilities and develop areas within the school. Banks of laptops have been purchased to improve access for all students to the internet and up to date data and information for learning. Students now have access to a computer in each faculty area.

Further support has been given to staff to improve communication with families via admin support. This has also allowed staff to provide more detailed feedback / feedforward to our students and parents.

The school is strong financially and will continue to develop the school facilities and professional development of to increase student outcomes at all levels.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	9,108,438
Base Per Capita	213,035
Base Location	1,897
Other Base	8,893,506
Equity Total	1,019,453
Equity Aboriginal	85,185
Equity Socio economic	245,325
Equity Language	404,665
Equity Disability	284,278
Targeted Total	1,274,379
Other Total	208,058
Grand Total	11,610,328

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy in 2018 showed an improvement in a number of key areas that the school had targeted. The year 9 results show this effort across the school.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	12.1	15.8	29.1	20.0	11.5	11.5
School avg 2016-2018	10.2	17.1	22.7	26.2	12.9	10.8

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	5.5	12.9	30.1	28.2	14.7	8.6
School avg 2016-2018	6.6	14.9	28.8	28	12	9.7

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	7.9	8.5	23.0	31.5	17.0	12.1
School avg 2016-2018	7.5	11.9	21.6	27.6	22.7	8.7

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	11.6	20.1	31.1	25.6	8.5	3.0
School avg 2016-2018	11.2	25.5	28.2	22.8	9.5	2.7

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	20.2	21.9	22.5	23.0	6.2	6.2
School avg 2016-2018	22.4	21.4	24.5	21.2	6.7	3.9

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	13.9	14.4	30.6	23.3	15.0	2.8
School avg 2016-2018	12.5	15	30.1	25.7	14.6	2.1

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	8.9	17.8	26.7	25.0	12.2	9.4
School avg 2016-2018	10.1	17.8	28.1	26	13.2	4.8

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	16.7	21.7	18.3	27.8	9.4	6.1
School avg 2016-2018	15.4	17.9	28.4	24	10	4.4

Numeracy has improved in 2018 but is an area that the school needs to further develop.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	5.0	19.9	30.4	26.1	11.8	6.8
School avg 2016-2018	4.7	17.2	28.1	31.2	11.5	7.4

Percentage in Bands:

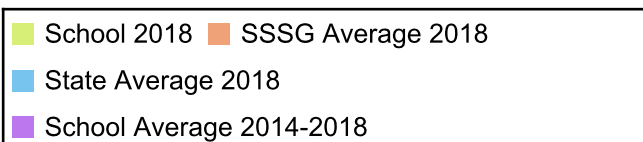
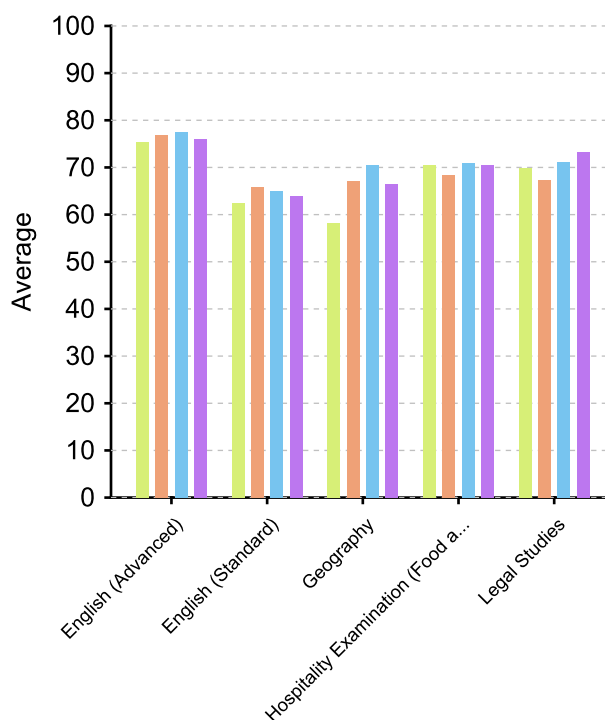
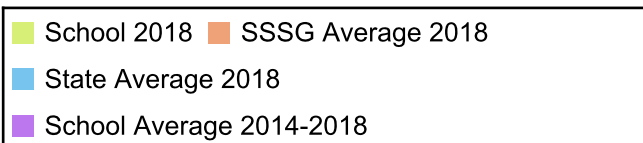
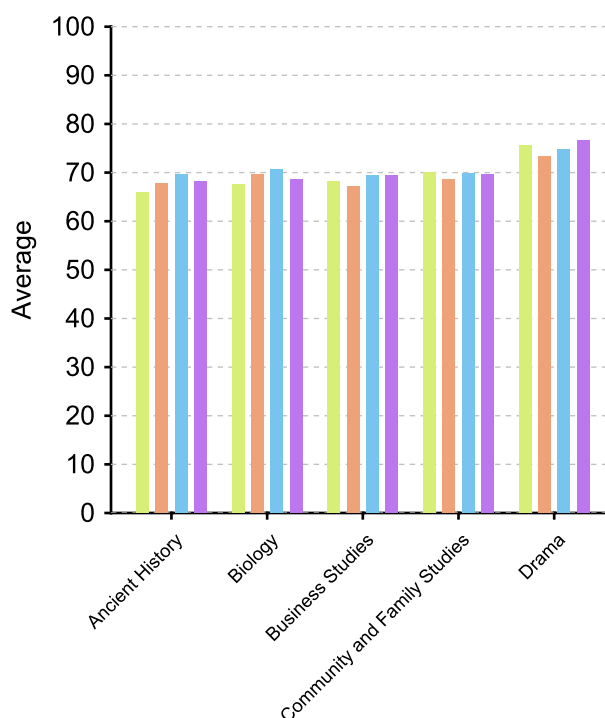
Year 9 - Numeracy

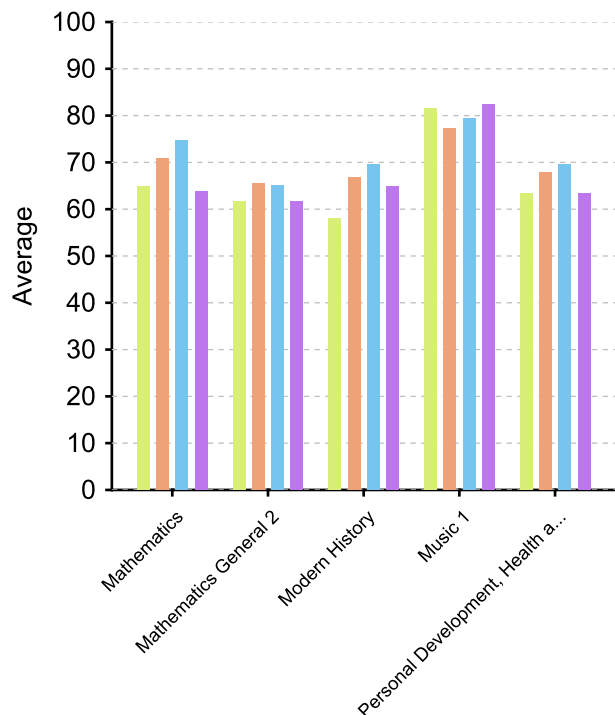
Band	5	6	7	8	9	10
Percentage of students	1.1	19.6	38.0	23.5	13.4	4.5
School avg 2016-2018	2.9	20.3	34.9	25.9	12.3	3.7

NAPLAN offers the school a variety of data to base programing and planning. A deputy principal has designed a plan to use this data and link to students year 11 grades to look at how the school is value adding to each student and to each individual class. This allows the school and teaching staff to address issues before students start their HSC year.

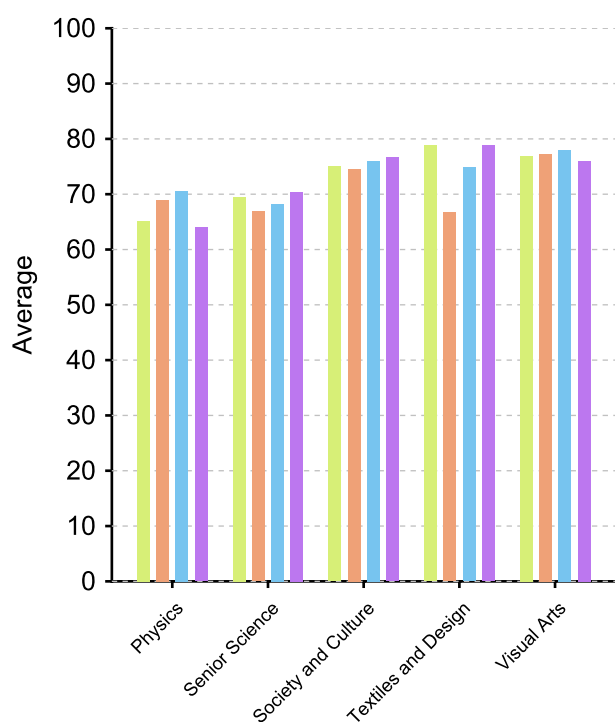
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Our school in 2018 showed an improvement in most areas and subjects. The school has reflected on value adding data to identify areas of strengths and areas of opportunity for future planning. The continued classroom management of high expectations will continue in 2019..





■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	66.0	67.7	69.5	68.2
Biology	67.6	69.5	70.7	68.7

Business Studies	68.2	67.1	69.3	69.5
Community and Family Studies	70.1	68.5	69.9	69.5
Drama	75.5	73.4	74.8	76.5
English (Advanced)	75.4	76.9	77.5	76.1
English (Standard)	62.4	65.9	65.0	64.0
Geography	58.1	67.1	70.6	66.5
Hospitality Examination (Food and Beverage)	70.5	68.3	71.0	70.5
Legal Studies	69.9	67.4	71.2	73.2
Mathematics	64.8	70.9	74.8	63.9
Mathematics General 2	61.6	65.6	65.1	61.6
Modern History	58.1	66.8	69.5	64.8
Music 1	81.6	77.3	79.5	82.3
Personal Development, Health and Physical Education	63.4	67.9	69.5	63.4
Physics	65.2	68.9	70.6	64.0
Senior Science	69.5	66.9	68.2	70.4
Society and Culture	75.0	74.6	76.1	76.6
Textiles and Design	78.8	66.7	74.9	78.8
Visual Arts	76.9	77.3	78.0	76.0

2018 did see an improvement in our HSC results. With changes in the approach that teachers applied within the classroom to expectations, questioning and feedback, did support this improvement. This is a process that will continue in 2019.

Parent/caregiver, student, teacher satisfaction

Social Engagement

The Tell Them From Me Survey includes ten measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were

considered engaged. Similar criteria were established for participation in sports and clubs and school attendance. Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge [4]. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes [5]. These students are often deeply absorbed in academic activities. Figure 3 displays the results for Wagga Wagga High School on the three measures of intellectual engagement.

Intellectual Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally engaged'. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Extent of inequalities in student engagement among socioeconomic groups 'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home, their parents' level of education, and whether they were living in a two-parent family. Students were classified into three groups which are referred to as low, middle, and high SES. Figure 4 displays the extent of inequalities among these socioeconomic groups in Wagga Wagga High School for three measures of student engagement. A substantial number of disengaged students have poor literacy skills. Most of these students did not learn to read well during primary school and therefore have a long history of feeling inadequate as learners at school. They need an intervention aimed at improving their basic reading and maths skills. Some disengaged students are disruptive and disrespectful, and prone to participating in risky behaviours, including smoking, excessive drinking, drug use, and unsafe sexual practices. They need short- and long-term plans for school success guided by school staff. Many of them need help in developing positive friendships and resolving conflicts in constructive ways. Some require professional help to overcome addictions. first and foremost, all students need an advocate – someone at school who consistently provides encouragement and to whom students can turn to for advice. School staff need to know who the acutely disengaged students are and regularly monitor their progress. Someone on staff needs to check in with each of these students regularly, in some cases every day. Improving student engagement cannot be seen as solely the role of the school counsellor or psychologist; it needs to be viewed as a key role of classroom teachers. Rather than seeing student engagement as an immutable 'trait' of students, it is better to think of it as a fluid state of being', which can change as students proceed through school [6]. The onus to succeed at school rests with the student, but peers, families, and school staff can play an important role in shaping student engagement.

Research conducted by The Learning Bar provides compelling evidence that schools vary substantially in their levels of engagement, even when students' backgrounds are taken into account. Moreover, school staff can take concrete steps towards increasing student engagement.

What Schools Can Do

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Three school-level factors were consistently related to student engagement: teacher-student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares Wagga Wagga High School to NSW. A number of students who are disengaged suffer anxiety and depression. The school can play a role in reducing anxiety and depression by supporting programs designed to improve students' emotional resilience by tackling issues concerning bullying and school safety, and by building effective family-school partnerships. These measures can dramatically improve levels of social and institutional engagement This report was prepared by Dr. J. Douglas Willms, President of The Learning Bar, with support from The Learning Bar's staff. Schools can print this report free of charge for use in staff meetings and professional development activities. It can also be reproduced for distribution to parents and caregivers.

About this School Report

Tell Them From Me is an evaluation system that includes dynamic web-based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see www.thelearningbar.com for further information Increasing the intellectual engagement of students is perhaps more difficult to achieve as it requires a marke change in classroom practice. Educators will need to challenge and alter some of the long-standing structural features of schools, such as teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

Policy requirements

Aboriginal education

Our Wiradjuri Language and Culture program continued in 2018, with students learning greetings, the Wiradjuri number system, birds and animals, Wiradjuri heroes and family. The class visited the Yindyamarra Cultural Site on the Charles Sturt University campus where Lloyd Dolan explained the songlines to be observed from this place. The class also visited Auntie Joycelyn at the Riverina Environmental Education Centre (REEC) to complete the Possum Skin Cloak program, to then return to mentor other Year 8 students through the program later in the year.

The Aboriginal and Torres Strait Islander Leadership Team was formed in Term 1, with team members representing our school at community events such as Apology Day at the Marrambidya Wetland, Sorry Day at the Civic Precinct, as well as volunteering to lead and help at the Wagga Wagga Public School NAIDOC Activities day, where they spoke at the WWPS NAIDOC Assembly, read Dreaming stories and created artworks with the assistance of Miss Cassy Jolliffe.

We welcomed the appointment of Ben Schreiber, our Aboriginal Education Officer who has continued to develop projects and opportunities around the Wagga community, including further diversification of activities available for our students at the REEC, links with employment agencies and an interesting initiative with Kapooka. Ben also collaborated with Mr Cameron Grainger and a range of student volunteers to construct our Yarning Circle adjacent to the school oval. Wiradjuri artist and former Wagga High School student Sarah Levett designed artworks to enhance the space in consultation with our students, which will be created and installed during 2019.

A group of Year 8 students completed a workshop with Ashmont Public School students, devising a plan to write and produce a book featuring the story of a local community member. The group hopes to return to the project in 2019.

All Year 8 History and Geography classes visited the REEC with their History or Geography teacher to complete Auntie Joycelyn's Possum Skin Cloak program. Participants produced a personal artwork showing their songline or story, constructed shelters at the campsite and of course listened respectfully to the knowledge shared by Auntie Joycelyn.

As well as the Wagga Wagga Public School NAIDOC activities, our students attended Goodstart Early Learning Centre for NAIDOC Week to lead the children in some games using simple Wiradjuri language. We once again participated in the NAIDOC Touch Challenge with Koorngal High School and Mount Austin High School at Jubilee Park, with Mrs Sally Bourke organising and coaching our teams.

A group of senior female Aboriginal leaders were honoured to attend the NAIDOC High Tea at the Rules Club, where they were able to meet with our Aunties and other community members.

Our NAIDOC Debating Challenge team, coached by Mrs Melle Lucas, set out to defend our State champion title won in 2017. We prevailed at the local competition, advancing to the regional finals at Yanco Agricultural High School where we were successful in obtaining a place at the State Finals to be held at Western Plains Zoo, Dubbo. Our team strongly debated on the day, however, were unable to claim the champions' title due to a technicality.

Students attended NSW Aboriginal Education Consultative Group (AECG) STEM Camps in Jindabyne with Mr Clint Campbell and the Great Aussie

Holiday Resort near Albury supervised by Miss Samantha Vanberlo and Ben. Ben and Mr Grainger also supervised our participants in the Wiradjuri Language and Culture Camp at Lake Burrendong near Wellington.

Thirty six students were acknowledged for the academic, sporting, cultural or leadership achievement at the Riverina Proud and Deadly Awards in November.

Staff participated enthusiastically in cultural competence activities at our whole-school professional learning evening, including a very active session presented by Ruth and Dr Pettina from Giiilangyaldhaanygalang Wiradjuri Language Teaching.

Access to careers opportunities was provided by Careers Advisor Anne Fellows and Learning Support Officer Paula Crane, including University and TAFE information sessions, personalised careers and further education counselling as well as participation in School Based Traineeships. Personalised Learning Pathways were completed by Aboriginal Education Officer Ben Schreiber. WWHS ATSI Education team members continue to actively participate in the Wagga Wagga LAECG often with several members attending and contributing to meetings.

Future Directions

- Enhance role of ATSI student leadership team to increase student input into planning for cultural events
- Continue to expand diversity of whole-school staff attending and supervising ATSI cultural events and excursions
- Develop transition program from Feeder Schools

Leonie Atkinson (HT History)

Multicultural and anti-racism education

2018 has been a very challenging year for the EAL/D Faculty, with a large number of new students enrolled of refugee background, who have experienced significant & long-term trauma. Despite the challenges, there have been many positive outcomes, with the greater majority of these students settling well into WWHS & progressing positively with their education. The students have shown success outside the classroom with a number of students representing the school in a variety of sports. This has allowed them to build wider friendship groups outside the EAL/D classes.

The vast majority of Refugee and English Proficiency flexible funding was spent employing SLSOs to support our students. Throughout the year, as newly arrived students of refugee and EAL/D background were enrolled, there was additional NAP allocation for EAL/D teachers and/or SLSOs – Bilingual allocated to WWHS. By the end of 2018, the NAP staffing allocation had risen to 3.6.

Throughout 2018, we have worked with MCWW and the Yazidi community, to secure a person with

appropriate Kurmanji and English language skills to support our Yazidi students and their families. Siham Bibou did commence this position in 2018 for 1 day per week. Although it would have been far preferable to have a Kurmanji speaking SLSO earlier, WWHS has managed remarkably well using TIS & the support & cooperation of our Yazidi students.

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