

Wee Waa High School

Annual Report



2018



8270

Introduction

The Annual Report for **2018** is provided to the community of Wee Waa 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.

Arron Stevens, Relieving Principal 2018

Annabel Doust, Principal

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Wee Waa High School

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School background

School vision statement

Wee Waa is a dynamic school community that is committed to delivering rich, broad learning in a nurturing environment. This enables each student to achieve their personal best and fulfill their many and diverse ambitions. We are a school of choice for parents because we hold high expectations and provide quality educational experiences and opportunities that engage and motivate students to be visible learners, to critically analyse their knowledge and to become successful, informed future citizens.

School context

Wee Waa High School is a small, co-educational, comprehensive rural secondary school in North-West NSW that services students from the town of Wee Waa, Burren Junction and Pilliga. Approximately 36% of the students at Wee Waa High School are Indigenous and the school is committed to promoting its cultural diversity through a strong educational program for Aboriginal students.

Wee Waa High School offers a broad curriculum choice, a strong and supportive welfare structure and a variety of extra-curricular activities including sport, the creative arts and several programs unique to our school. Every Aboriginal student has a Personalised Learning Pathway, developed in direct consultation with each student and their parents/carers. Several innovative literacy and numeracy programs operate at Wee Waa High School, including cross-school literacy/numeracy lessons.

Wee Waa High School operates a trade training centre in Hospitality and offers strong and successful programs in Agriculture, Metals and Engineering and Primary Industries. We plan to continue offering a diverse range of vocational education programs to meet the needs of our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, our staff have engaged with a variety of professional development opportunities to support the development of teaching and learning programs that allow for differentiation to meet the needs of our students. The school has continued to develop approaches to literacy and numeracy to embed practices across all KLAs. As part of the Visible Learning project, staff implemented Learning Goals, Success Criteria and the language of learning, whilst collating data in relation to students understanding of a visible learner and baseline data to allow for consistent reporting and analysis in the future.

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

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-gui>

Strategic Direction 1

Teaching and learning – successful learners

Purpose

To create a learning culture underpinned by high expectations and teaching practices to improve learning, with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

Wee Waa High School is committed to providing our students with a learning environment that encourages engaged, visible learners. Our teaching and learning strategies are focused around evidenced based classroom practice. This includes the implementation of common language and dispositions, including becoming – **persistent, adaptable, motivated, creative, deep thinking problem solvers**.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for literacy and numeracy by 30% (2019 Premiers priorities).	\$20 000 for SLSO salary	Wee Waa High School saw a slight increase in the number of Aboriginal students in the top two bands in literacy and numeracy in 2018.
Improvement in Band 8 and 9 for Literacy and Numeracy in NAPLAN by 8% (2019 Premiers priorities).	\$20 000 for SLSO salary	Wee Waa High School doubled the percentage of student's in the top two bands for literacy and numeracy in 2018. NAPLAN data was analysed by Head Teachers to determine effect size and to measure individual outcomes for students. This information was used to develop individual plans for students to provide the support needed in class and during dedicated literacy and numeracy lessons.
All teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students	Visible Learning Fees \$20 000 Visible Learning Impact Coach \$25 000 CIN Project fees \$20 000	Staff engaged in the Visible Learning and CIN programs throughout the year which focus on evidence based classroom practice. The school participated in a variety of professional learning and evidence gathering activities as part of the Visible Learning Collaborative Impact and CIN Leadership programs. Visible Learning is an evidence-based program based on the research of John Hattie that aims to implement high-impact teaching practices to improve student outcomes. Evidence was gathered from staff and students and used to formulate a school plan for the second impact cycle implemented in 2018. The CIN Leadership Program focuses on staff using Evidenced Based Classroom Practices to inform their learning and assessment strategies in the classroom. The program aims for a consistent approach from staff in all classrooms. Faculties determined a focus EBCP and formulated descriptors that were to be implemented and data collected on the impact of the EBCP on student

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students		learning. During 2018, the school implemented a revised assessment policy and assessment proforma in Years 11 and 12. Feedback from students had indicated confusion with the previous policy and the methods in which tasks were formatted. The revised process provides students and their parents/guardians opportunities to provide feedback about the task.

Next Steps

Literacy and Numeracy – A number of strategies will be reintroduced into the school in 2019 including Quicksmart, Fast Forward and Multi lit to support students in achieving literacy and numeracy outcomes. The school literacy and numeracy team are coordinating a whole school approach to work covered in the dedicated literacy and numeracy classes so that it targets areas for improvement and growth across the school. The school will be using data from BEST START year 7 to formulate individual plans in relation to literacy and numeracy for students transitioning to high school.

Evidence Based Practice – Continuing through the third phase of the Visible Learning and CIN Leadership program, staff will reflect on data and current research to embed effective practices into the classroom. A revised Assessment policy and proformas will be implemented across the whole school during 2019.

Strategic Direction 2

Leadership – confident, creative individuals

Purpose

School leaders inspire a creative approach to strategically manage resources to enhance student outcomes.

The capacity of leaders is developed through collaborative strategies to implement effective and sustainable evidence based practice that improves outcomes and develops confident and creative individuals.

Overall summary of progress

Wee Waa High School aims to nurture a culture of leaders with high expectations who are confident and creative individuals.

Staff regularly participate in professional development activities that foster these values. The School Executive continued their involvement in the CIN Leadership program, that provides onsite development in building knowledge and skills in relation to evidenced based classroom practice.

Students are encouraged to develop these attributes as well. The SRC meets weekly with a teacher mentor to develop skills in each student. Our school leaders will be provided development opportunities in external leadership activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Senior executive and Head Teachers show increased capacity to effectively manage the implementation of evidence-based classroom practice and visible learning strategies across all faculties.		Through the school's involvement in implementing Evidenced Based Classroom Practice as part of the CIN and Visible Learning projects, a culture of high expectations is embedded in the school. Our common language dispositions were implemented and shared across all facets of our school community, with an emphasis on engaging parents and guardians in the importance of aspirational targets for all.
School leaders deliver effective professional learning to facilitate deeper staff understanding of classroom practice, learning culture and whole school priorities.	\$5 000 PL Visible learning \$15 000 PL Art of Leadership	All staff have a PDP that was developed in collaboration with their direct supervisor. These were based around the Australian Teaching Standards, personal goals and the strategic direction the school was taking. Head Teachers attended the Art of Leadership program during the year to engage in strengthening their leadership skills in current practice. All staff participated in classroom walkthroughs as part of our Visible Learning project. This involved staff observing and been observed by others in relation to the implementation of learning goals and success criteria.
Student leaders demonstrate improved confidence and leadership capacity as a result of greater participation in leadership development activities both within and beyond the school.	\$5 000 NAIDOC Day	Students were engaged in the various leadership opportunities presented to them in 2018. This included NAIDOC Day collaboration, leading assemblies, Youth of the Year, Scholarship preparation sessions, SRC meetings. Our senior SRC leaders participated in the regional leadership conference and disseminated information from it to the SRC. The School partnered with the Raise foundation to provide onsite mentoring opportunities with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student leaders demonstrate improved confidence and leadership capacity as a result of greater participation in leadership development activities both within and beyond the school.		students from Year 8 and 9. Students were partnered with an adult and they met weekly over two terms. During this time activities revolved around building trust, confidence and leadership skills. The attendance rate remained steady in comparison to previous years at Wee Waa High School.
School working environments are professional, well-maintained and equipped. Teaching and learning spaces are equipped with furniture, equipment and technology that underpins future-focused learning.		

Next Steps

Implementation of an agreed concept of how staff will collaborate at Wee Waa high School to ensure that all members are actively involved in embedding our culture of high expectations and aspirational expectations of our students and staff. The school will continue in the third year of our implementation of the Visible Learning and CIN leadership projects.

The PDP annual plan will be implemented in line with staff feedback to ensure it is timely and aligns with the school's strategic directions and the professional teaching standards.

The school's attendance policy will be a focus for members of the Wellbeing Team during 2019. Improved monitoring and then communication with parents and guardians will be enforced. Initiatives, including the breakfast club will be reinstated to support students in attending on a regular basis.

Strategic Direction 3

Strong Partnerships – Active informed citizens

Purpose

To increase the local and wider community and business partnerships that will provide our students with the confidence to grow into creative and resilient global citizens.

Overall summary of progress

The school provides students with broad range of curriculum and extra-curricula activities that expands access to post school destinations and pathways. Strong partnerships with local businesses provides opportunities for students to gain work experience and has resulted in collaboration on a number of projects, including the Robotics and Show teams.

The school collaborates with the Local AECG and community to develop strong partnerships with Elders and individuals specialising in language and dance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School curriculum and transition plans strongly support students' journey into post school destinations that are directly matched to student employability skills, interests and industry demands.		<p>Wee Waa High School has strengthened relationships with local businesses resulting in an expansion of workplace opportunities. There was an increase in senior students signing on as School Based Apprenticeships and Traineeships in fields including Nursing, Automotive and Welding. Students continued to select vocational education and training within the school and at TAFE NSW. As part of these programs work placement was undertaken locally and across the state.</p> <p>Students were given the opportunity to attend careers markets to seek guidance on career paths. As well as speakers from Universities, The Australian Defence Forces and local businesses including Namoi Cotton and Santos.</p>
All students experience a range of diverse opportunities, both within and beyond school, to engage with different cultures, and learning experiences.	<p>\$7 000 Staff Replacement</p> <p>\$7000 Robotics Budget</p> <p>\$7000 Show Team Budget</p>	<p>Wee Waa High School placed an emphasis on ensuring that students were given access to experiences and partnerships that expanded from just the local community.</p> <p>Twelve female students from Years 9 and 10 were selected to be part of the Young Change Agents Leadership program in Sydney. We partnered with our sister school in the City Country Alliance to enter the competition. Students stayed at Riverside Girls High School and undertook a number of cultural excursions during the visit to Sydney.</p> <p>Junior students were given opportunities to be involved in the Raise mentoring program and the Resilience workshops organised through NDCAS. These programs built on individuals' confidence, leadership and resilience during the sessions.</p> <p>Aboriginal students participated in a variety of cultural events as part of the refurbishment of the Tulladunna Reserve Project. Students were involved in cultural ceremonies and traditions throughout the year.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students experience a range of diverse opportunities, both within and beyond school, to engage with different cultures, and learning experiences.		<p>The Bushbots Robotics team not only competed in the Australian competition, they were also selected to participate in the World Finals in Houston, USA. The team members spent time exploring Houston and partaking in a variety of cultural experiences in their time at the competition.</p> <p>The schools' Show team participated in a number of competitions during the year, despite the drought. The school received generous support from businesses, individuals and groups from across the state to help cover feed costs. This ensured our students were not disadvantaged.</p>

Next Steps

Students will be given the opportunity to engage in experience and activities that broaden their national and global perspectives. This will include :

- student exchange with Riverside Girls High School as part of the City Country Alliance program
- participation in the FIRST Robotics competition
- the Show Team attendance at the Royal Easter Show as well as other competitions
- Raise mentoring program
- opportunities to undertake work experience and placement across the state

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal background loading \$103,996.00 used to fund:</p> <p>AEO and SLSO Salaries</p> <p>Fees for visiting presenters of cultural activities.</p> <p>Teaching and learning resources</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$100 000.00) 	<p>The school employed an AEO and SLSO to support students in achieving learning outcomes. Students were given opportunities to participate in a variety of culturally based programs that included NAIDOC activities, Harmony Day and at Tulladunna. These programs support engagement and attendance during the year.</p> <p>The Personal Learning Plan process was implemented with an increased focus on Year Advisor involvement with the AEO, students and their families. This resulted in greater student engagement in the process.</p>
Low level adjustment for disability	<p>Low level adjustment for disability \$114,880.00 used to fund:</p> <p>Learning and Support teachers salaries.</p> <p>School Learning Support Officer salaries.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$114 880.00) 	<p>A staffing entitlement was allocated to the school. In addition, the school employed a variety of staff to provide intensive support to students. Additional SLOS's, collaborated with class teachers, to provide support to students in the classroom.</p> <p>Technology purchases to assist students with access included two mobile laptop trolleys.</p>
Socio-economic background	<p>\$220,000.00</p> <p>0.5 Salary teacher</p> <p>\$279,800.00</p>	<p>The school provided subsidies to students to enable attendance at Sporting, Robotics and Agricultural competitions across NSW and the Year 7 excursion to Coffs Harbour and Stage 6 excursion to Sydney</p>
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	78	85	85	72
Girls	75	78	83	91

Student attendance profile

School				
Year	2015	2016	2017	2018
7	88.5	88.2	87	85.8
8	82	88	88.7	82.5
9	79.1	86.7	87.7	85.6
10	78	84.3	77.5	84.3
11	76.7	88.8	81.3	72.8
12	83.1	80.6	81.6	85.3
All Years	81.8	86.5	84.5	83
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 falls in line with Departmental requirements on child protection. The close monitoring of attendance is essential to ensure the school has an accurate picture of who is at school, where in the school a student is at any particular time, and who is not at school, at any time during school hours. The school notifies all parents and guardians of their responsibilities under the Education Act to ensure their children attend school regularly.

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

obligations in the school newsletter and in individual meetings with Year Advisers, Deputy Principal and Principal.

Students with poor attendance patterns receive direct communication from the school. In the first instance, by phone, which is then supported with face to face meetings, formal letters and on occasions home visits. A variety of staff are involved in supporting these students, including, the Year Adviser, AEO, LAST and a member of the Executive. If the attendance pattern is ongoing, the Head Teacher Welfare, liaises with the Home School Liaison Officer to refer students of concern.

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	1	8
Employment	1	0	33
TAFE entry	0	0	33
University Entry	0	0	26
Other	0	0	0
Unknown	0	0	0

The Year 12 cohort of 2018 accessed a variety of post-school options. Students accepted University places in a variety of fields including Primary Education, Events Management, Business and Sports Science at Universities in NSW and Queensland. Students were successful in gaining employment locally in Retail and Agriculture, including an apprenticeship in Boiler Making.

Year 12 students undertaking vocational or trade training

In 2018, students had the opportunity to undertake Vocational and Education courses at school. These included Certificate 3 in Retail, Certificate 2 in Agriculture and Hospitality and a Certificate 1 in Metals and Engineering.

A number of students also took the opportunity to study external vocational programs with TAFE NSW, these included Certificate 2 in Automotive, Business Services, Retail – Beauty, Human Services – Nursing and Child Care.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 15 students obtained their Higher School Certificate at Wee Waa High School.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	12.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	6.38
Other Positions	1

*Full Time Equivalent

In 2018 there were 4 staff members of Aboriginal descent, including the Relieving Principal, Relieving Head Teacher English / HSIE, AEO and 1 Student Learning Support Officers.

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	20

Professional learning and teacher accreditation

Professional Learning

In 2018 staff engaged regularly with professional learning to complete:

- Child Protection
- Code of Conduct
- Anaphylaxis, asthma, First Aid/CPR and emergency care training
- Corruption Prevention
- Significant amounts of Professional learning in relation to the CIN Leadership and Visible

Learning programs (two Staff Development Days).

- New syllabus implementation – Maths, PDHPE and Senior Science subjects
- Retail retraining
- Certificate 4 in Workplace Training and Assessment upgrades for all Vocational Education Teachers.

Teacher Accreditation

During 2018, three teachers continued their maintenance cycle at the proficient standard. The remaining teaching staff are pre-2004 and moved onto the NESA accreditation cycle in 2018.

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	377,369
Revenue	4,282,422
Appropriation	4,062,371
Sale of Goods and Services	86,506
Grants and Contributions	120,660
Gain and Loss	0
Other Revenue	7,040
Investment Income	5,846
Expenses	-4,023,922
Recurrent Expenses	-4,023,922
Employee Related	-3,283,923
Operating Expenses	-739,999
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	258,500
Balance Carried Forward	635,869

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

processes in the school during 2018.

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,941,822
Base Per Capita	32,409
Base Location	36,756
Other Base	2,872,657
Equity Total	498,647
Equity Aboriginal	103,966
Equity Socio economic	279,800
Equity Language	0
Equity Disability	114,880
Targeted Total	220,552
Other Total	41,891
Grand Total	3,702,911

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

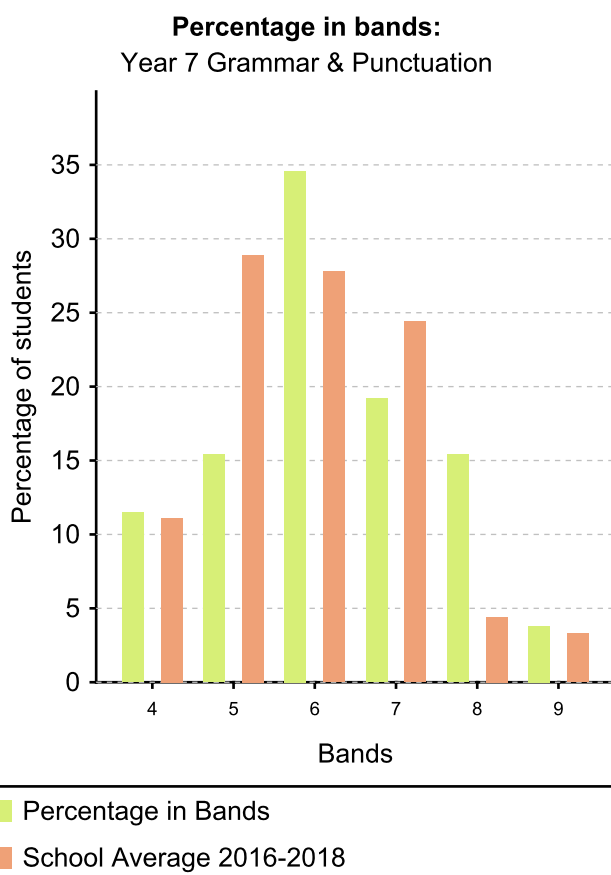
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

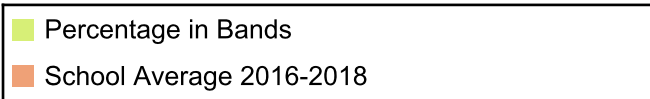
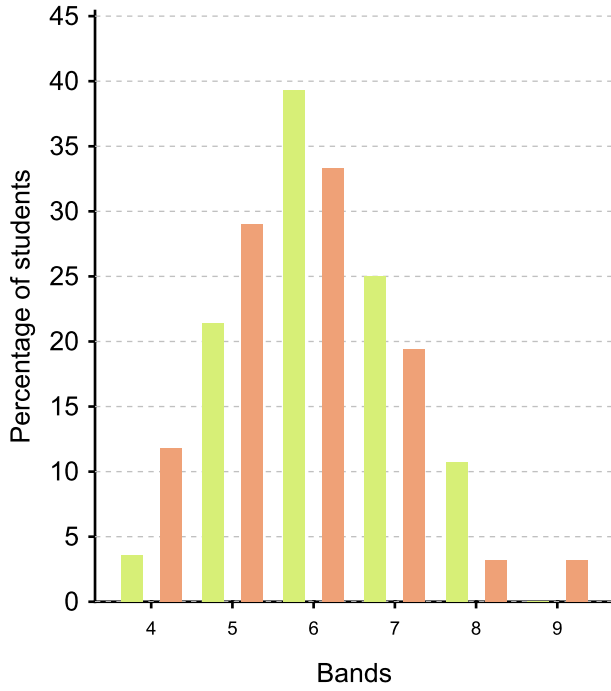
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any

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.

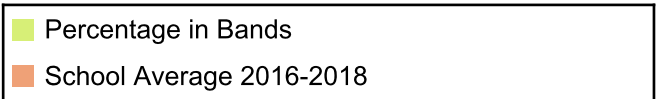
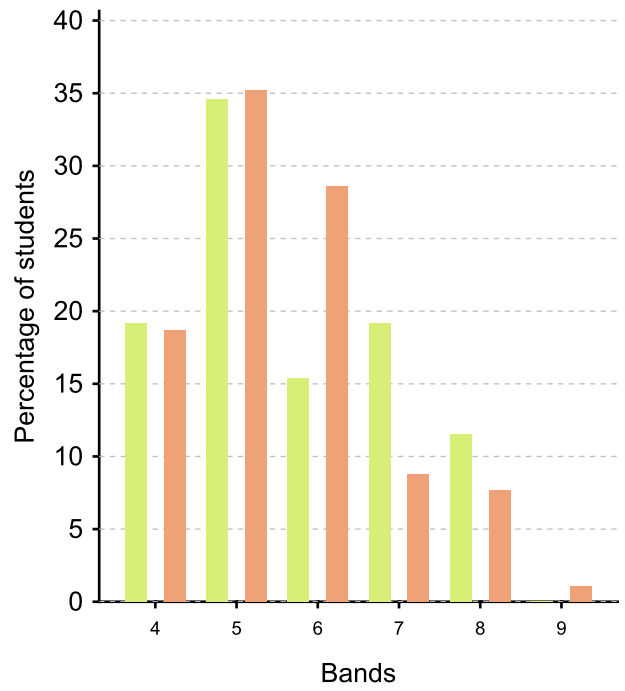
Overall student performance in Year 7 Literacy reflected schools' percentage in bands, with the majority of students in the lower to middle bands. 21% and 26% of students in Year 7 achieved in the top two bands for Writing and Spelling respectively. Literacy performance in Year 9 demonstrated students tended to perform in the lower to middle bands, however writing in Year 9 indicated a future area for improvement with only 6% falling in the top two bands.



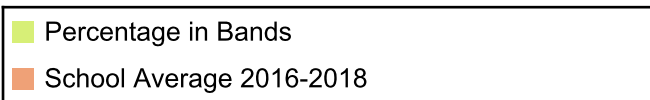
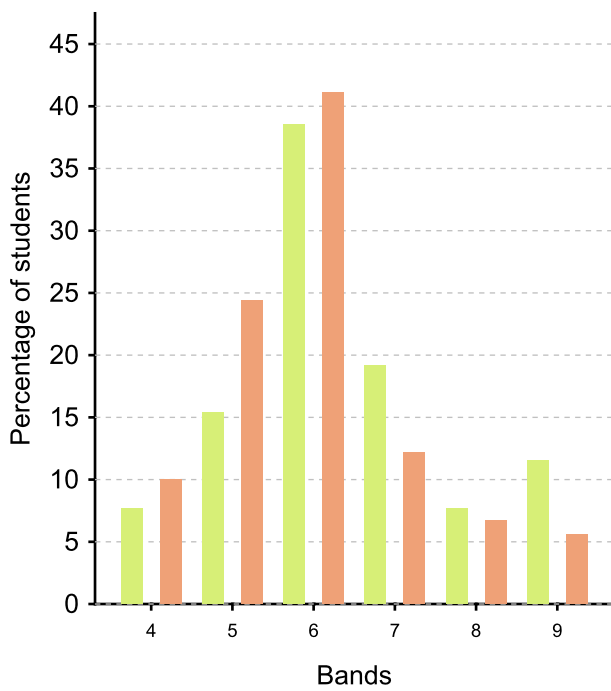
Percentage in bands:
Year 7 Reading



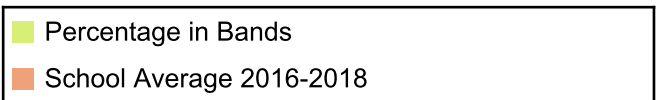
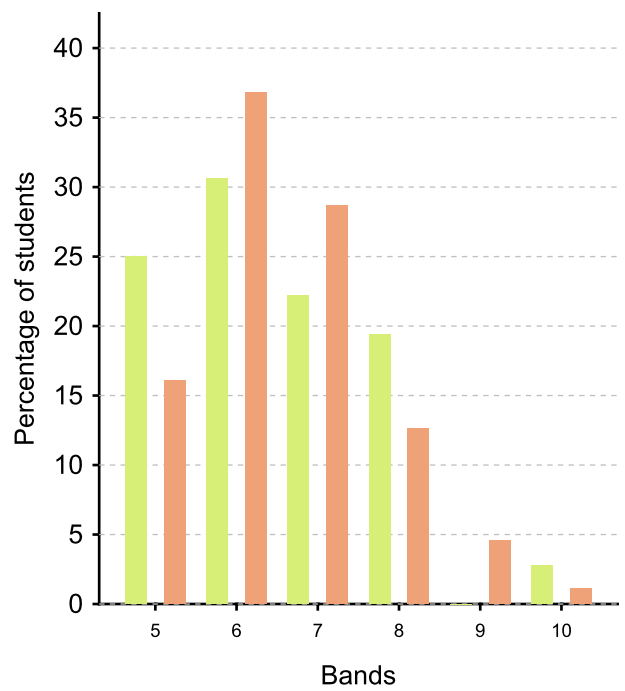
Percentage in bands:
Year 7 Writing



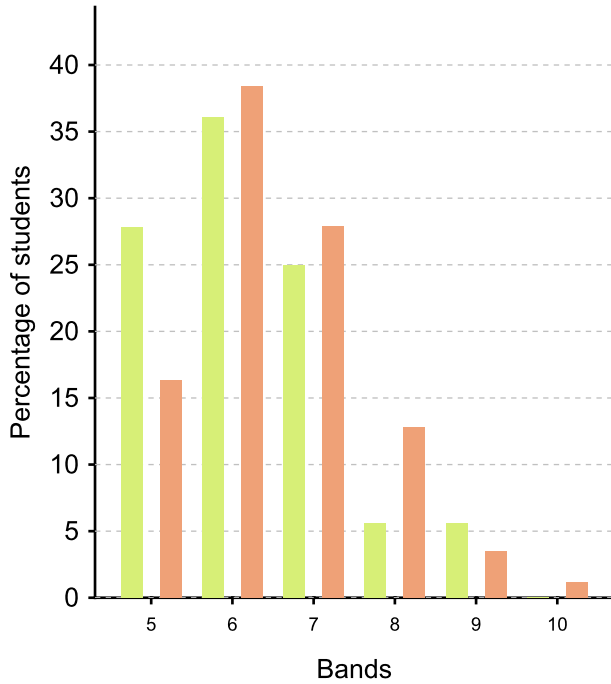
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

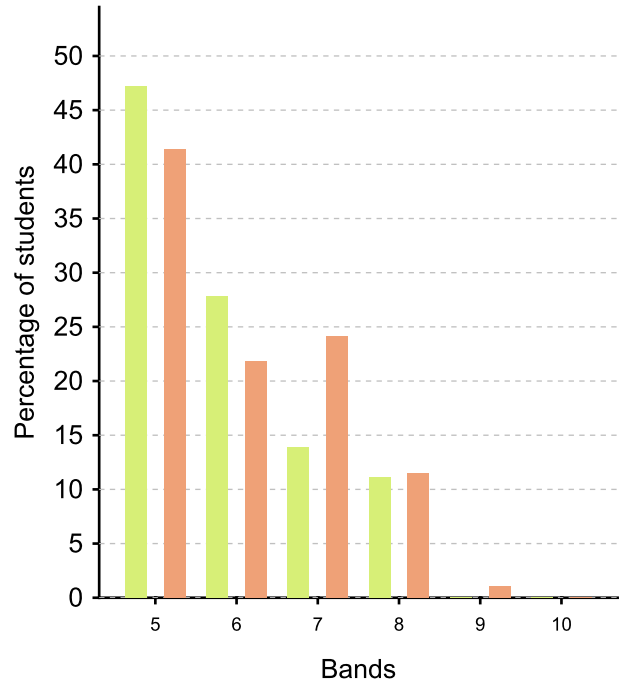


Percentage in bands:
Year 9 Reading



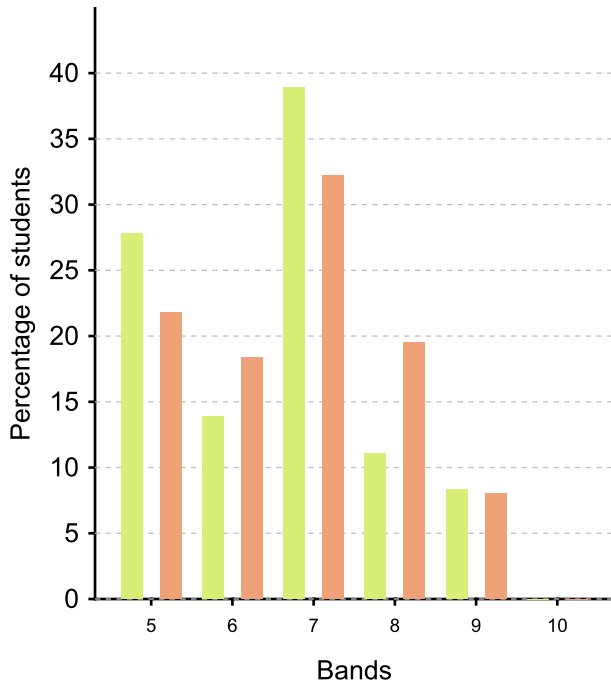
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

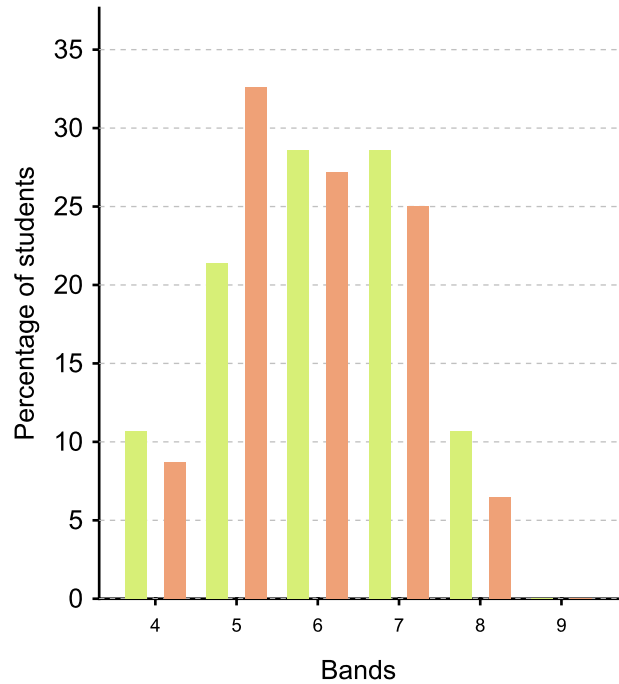
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

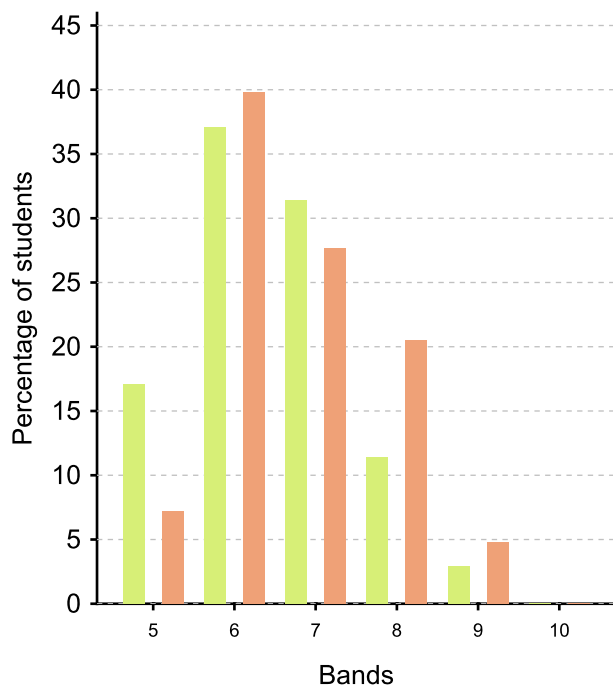
Numeracy performance of Wee Waa High School students varied between the two year groups. With 17% and 6% of students in Years 7 and 9 respectively achieving in the top two bands.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

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.

In 2018 the percentage of students in the top two bands included:

Year 9 Spelling 8.3%

Year 9 Numeracy 4%

Year 7 Spelling 19.2%

Year 7 Writing 11.5%

Year 7 Numeracy 16.7%

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

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018, 100 percent of Year 12 students at Wee Waa High School attained the HSC.

Parent/caregiver, student, teacher satisfaction

In 2018 Wee Waa High School sought the opinions of

staff, students and parents about aspects of school life.

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

- is inclusive and staff strive to meet the needs of students
- values collaboration between staff
- encourages setting high expectations of themselves and students.
- encourages the use of evidenced based classroom practice
- encourages parent involvement

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

- positive relationships with staff and other students
- its ongoing involvement in sport
- valuing school outcomes
- a move to positive homework behaviours
- aspirations for post school options.

Policy requirements

Aboriginal education

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

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

As part of NAIDOC theme of "Because of her, we can", the whole school participated in a week of activities focusing on the importance of females in Aboriginal culture. Students wrote letters in literacy classes to a female who had a positive influence on their life. This culminated in a whole day where students rotated through a variety of activities including song, dance, language, cooking, weaving and tool making.

Students had the opportunity to participate in a variety of programs throughout the year that connected with the wider community including: elders joining students in school based activities and participation in various activities at Tulladunna.

Multicultural and anti-racism education

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

Key learning areas include multicultural perspectives into all teaching programs and students are exposed to other cultures in subjects across all Key Learning

Areas.

Our involvement in the City Country Alliance and linkages to Riverside Girls High School, has provided opportunities for staff and students to engage in a broader multi-cultural setting.