

Wadalba Community School

Annual Report



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Introduction

The Annual Report for **2018** is provided to the community of Wadalba Community 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.

Jason McGrath

Principal

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Message from the Principal

This Annual Report celebrates the many forms of excellence in learning from across the year, including the cumulative results of the work that occurs each and every day in our school. We celebrate the growth of great minds, kind hearts and the development of character and skills that are valued in our community.

To illustrate these qualities further I would like to use some concrete examples (literally) and acknowledge those who have helped us achieve improvements in the physical setting this year with the first stage of air-conditioning in classrooms and the COLA. The projects were based on clear advice from our student leaders and our teacher Executive about where the most important needs were. Funding for the project included a massive amount of work by the P&C to fundraise to support major school enhancements.

Whilst it is what happens within the bricks and mortar that is most important, the complex and collaborative relationships required to realise these projects highlight the way school communities can be synergised to grow great minds, kind hearts and develop character in our young people. Learning should be a product of life, including school life.

Our students exemplify the capacity to work independently and interdependently with peers and adults to achieve great outcomes. Already our students are developing new projects for 2019 that will add to school culture and improve our environmental sustainability.

I would like to thank the P&C for the amount of time, energy and commitment provided to support the school with the canteen, fundraising and governance. The P&C not only provide advice and support to the school they provide a great way for people to contribute in kind to the growth of community through support of activities such as helping out at the Market Day or other ideas that they would like to pursue based on their skills and passions.

I would also like to acknowledge our community for its ongoing support of their own children's learning and for the endeavours of the school. I know the staff have really valued the support they receive from families and the kind words of thanks and encouragement to staff when they go above and beyond for the kids.

I would like to acknowledge our Executive team. They are highly committed to leading their teams to support the delivery of quality curriculum and work as a strong whole school team to develop processes and practices that enhance our school culture. It was terrific to see yesterday a sense of satisfaction in both our HSC students and staff that the student results reflected the efforts that had been put in.

I would personally like to thank the Senior Executive team who I work closest with each day. We welcome Ms Brown to our team along with Ms Burge, Mr Glachan and Ms Sanday. I would also like to thank our relieving DPs, including Mr Walters, Ms Hancock, Mr Sawyer and Mr Pickett who have filled in over the year. The team are highly dedicated to providing sustained, quality support to students, staff and families each and every day.

I would also like to acknowledge our teachers. It is our teachers, working closely with your children and young people each and every day that have the largest impact on the growth of great minds, kind hearts and character within the school setting. I can assure you that our teachers are all driven by wanting the best for each child and young person as they encourage and challenge students to take the next step in their learning process.

Message from the school community

Wadalba Community School continues to be a large part of a district with significant growth. The role and purpose of our P&C are outlined in the P&C constitution, which includes promoting the interests of the school by bringing parents, citizens, students and staff together, and assisting in providing facilities, opportunities and equipment for the school. As such, the P&C works with the Principal and school executive closely, providing assistance and resources where requested, particularly in areas beyond the assistance of the Department of Education.

The P&C continues to work closely with the school – we were successful in our grant submission to the value of \$50,000, and adding to our existing \$90,000 donation to we were able to partner with the School to build a COLA over the high school. Our new initiative to directly fund the Rewards and Recognition program has been well received. The P&C also supported the School Leadership team, and other students at the school, by subsidising the end of year "Wadalba Cup" Rewards excursion. The Wadalba Cup is such a great initiative and we are proud to be a part of it. We are delighted to have financially supported Presentation Day again and hope to be able to support it again in 2019. Small projects we've funded include the Chess Board for the Primary and Shelving for uniform storage.

The Canteen and Uniform shop continue to grow from strength to strength. Wadalba CS P&C aims to provide a wide variety of healthy food options on our menu. Our menu has been well received and we are working towards transitioning to the NSW Healthy School Canteen Strategy by end of 2019. Our Canteen continues to provide catering options within the school events, in addition to lunch orders and service at recess and lunch. The students at the school have a real sense of ownership of their canteen and it shows. A big thank you to our Canteen staff Vicky, Vicki, Jenny, Carla, Kylie, Kirsty and Belinda for the dedication to their craft, pride of their products and service to each and every child. Special thank you to our fabulous volunteers (Robyn, Jarrod, Kim, Natalie, Corey, Lilly, Tamara, Rose, Sally and others who have wonderfully staffed helped in the canteen and uniform shop over the year. Without the devotion of volunteers, we would not be in the position we are in today.

2018 entered the third year of Wadalba Markets. Many thanks to the volunteers from the community and the committee who gave up their time to plan and help out on the day. The day would not have been the success it was without your help. Thanks goes to Kylie Farmer, Natalie Fell, Jarrod Cooper, Belinda Poole, Laura, Matt and Wayne Burgess, Sally Yates, Rosemarie Miller, Vicky Newton, Eric Miller, Kim Denmeade, Sharleen Creighton, Jenny Williams, Vicki Koen, Katy Bryant, Kellie Herder, Robyn MacKenzie, Jarrod Walters, Bryan Bryant (my brother as well) for help with planning and on the day activities.

Brendon Bryant

P&C President

Message from the students

Throughout 2018 The Leadership Team worked diligently to support the wider student body, promote community spirit and raise money for nominated charities. During Term Three The Leadership Team participated in the training day where they worked together to identify and build the necessary skills to effectively lead and engage in the wider school community. The senior team were helpful in teaching new members structures, including proposals and meetings. In 2018, the team met every Monday for a formal team meeting and informally at other times throughout the week to work on action plans. Collectively The Leadership team and WSC students have raised in excess of \$5000 to assist in initiatives that support our school and wider community. During November, The Leadership team worked together to raise awareness about domestic violence throughout the wider school community. Fundraising events enabled us to donate \$500 to Catholic Care– Safe House program, which assists in the relocation of domestic violence victims around the Central Coast.

The Aboriginal Education Team were instrumental in working collaboratively to educate the school community about Aboriginal Culture. Our team were involved in every student formal assembly held within our school, they proudly completed the acknowledgement for the assembly. This included house meetings, positive year assemblies and whole school assemblies such as ANZAC day and Remembrance Day celebrations. The students who were involved in this team continued with running the Year 7 Indigenous Games and the Cookie Drive to raise money for their chosen charity. The team played an integral role in NAIDOC week celebrations and led a morning tea orientation for new Year 7 Aboriginal students. Our students were involved in meetings and created the Wadalba Community School Acknowledgement for the front school doors. This will be etched into the glass in both Indigenous Language and English

and visible as you walk into the office.

The Wadalba Cup continued to be embedded within our school culture. Each house ran their own house meetings, championed charity weeks and promoted fundraising. During 2018 the House Representatives promoted fundraising events that raised \$400 for each of their chosen charities. These charities included Coast Shelter, So Cares, Variety and Star Light Foundation. Each fortnight students were encouraged to participate in various blitzes, where, litter, attendance, positive referrals and uniform were a point of focus. Congratulations to Freeman on being the winning house of the 2018 Wadalba Cup competition. Students from this house were invited to Luna Park for their reward. Students who attended on this day enjoyed the sunshine, rides, amusements and a view of Sydney Harbour.

The Year Representatives worked collaboratively throughout 2018. They worked alongside their Year Advisors to organise and run the Positive Year Meetings and support the school captains facilitate whole school assemblies. Early in 2018 the Year Representatives gathered ideas from their year groups on what would enhance their experience at school. Each year group came up with some great ideas and the Year Representatives championed fundraising events which raised \$400 to go to initiatives such as, speakers for the cola and a junior chill out zone.

The Leadership Team would like to thank the outgoing School Captains and Year 12 Leaders, Jaron Purcell, Jacob McPherson, Kieran Peters and Jordyn Watts. We would also like to thank the House Patron Teachers and Leadership Team Coordinators for their help throughout the year. Thank you to the 2018 Leadership Team!

School background

School vision statement

At Wadalba Community School we unlock the Brilliance in Each of Us

School context

We acknowledge the Darkinjung people as traditional custodians of the land that our school is built and our children and young people learn each school day.

Wadalba is proud to be a comprehensive K–12 community school. The school was established in 2000. Our school will celebrate its 20th anniversary in 2019. We currently have over 250 students in our primary section and over 1200 students in our secondary section which allows us to offer a broad range of learning programs.

As a relatively younger school, we are proud of the contemporary teaching and learning practices that we promote and continue to develop, including opportunities to draw on expertise K–12. The school has many specialist facilities which support delivery of a diverse, quality curriculum program, including a recording studio, aquaponics centre and agriculture plot, vocational education facilities and dance studio.

Flagship programs include AVID (Advancement Via Individual Determination), STEaM, TSP (Targeted Sports Program) and CAPA GATS (Creative And Performing Arts Gifted and Talented) as well as a broad range of co curricula and extra curricula clubs and activities. We also work closely with community to support cultural affirmation, encourage student involvement in a range of co curricula groups/ opportunities. We are a PROUD school.

The school is located in the Wyong Local Government Area and works closely as part of the Wadalba Local Management Group that partner with our secondary. These schools, covering established and newer suburbs, are Woongarra PS, Kanwal PS, Warnervale PS, Tuggerawong PS and Tacoma PS. We also work closely with our neighbouring high schools and are part of the Central Coast Secondary and Primary School networks.

The school is placed in the centre of the suburb and is well supported by families and the community. The P&C is active, including operating the canteens, uniform shop and hosting an annual markets day.

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.

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 Teaching, Wadalba Community School has maintained at sustaining and growing for the elements of Effective Classroom Practice and Learning and Development. Significant progress has been evidenced in feedback in particular, processes implemented across faculties focusing on Feed Forward and timely relevant feedback. Teaching staff K–12 are skilled in utilising explicit teaching techniques and share their own practices during collegial discussions in platforms such as Quality Teaching Round's and Executive Team groups.

Staff collaborate across faculties to share information about individual student needs, progress and achievements. Evidence of such sharing can be witnessed in the 'Knowing Our Students' initiative. Professional Learning is excelling across the K–12 setting. Significant resources have been invested into staff professional learning to nurture school wide opportunities to share in professional dialogue and engage in collegial observations. The PL team identifies expertise within the school and from external avenues to provide a suite of PL opportunities for all staff.

Significant progress has been evidenced in the Data Skills and Use elements, contradictory to the level identified. In 2017 WCS reported to be at sustaining and growing, however, in 2018 a collective analysis identified the current position

to be delivering. In discussion regarding the decrease in performance it was noted that as staff developed skills and knowledge of data they viewed and reflected on their own and whole school practices with a more critical eye. Staff are implementing a range of strategies to gather data including TTFM, Pre Testing, Quicksmart and academic assessment and are working towards effectively utilising data gathered to inform future directions.

In the domain of Learning through 2018 Wadalba Community School has seen a consolidation of practice in the elements of Learning Culture, Wellbeing, Curriculum and Assessment. In the element of Learning Culture it was noted that there is a demonstrated commitment that all students make learning progress. In the element of assessment in the theme of summative assessment the on-balance judgement was that teachers are responding to trends in student achievement. The element of Reporting is seen as bordering between the stages of sustaining and growing and excellence. This has been as a result of extensive work by the school community to improve our collective decisions, the use of our centralised system of reporting and by the better use of data to inform decisions.

Wadalba continues to encourage parents and carers to engage and contribute through information sessions, where we take the opportunity to have learning exchanges teachers to parents and parents to teachers, in order to better support students learning needs. A variety of information sessions have been offered to parents and carers and we continue to see increasing numbers in attendance.

In the domain of Leadership, a philosophy of shared leadership at Wadalba Community School sees senior executive leading components of the 2018–2020 school plan and their portfolio responsibilities, whilst embracing opportunity to build capacity in staff by inclusion in programs and projects across the school community.

Proactive time initiatives have enabled the senior executive opportunity to explore ideas that will benefit the school in a variety of ways, with aspiring AP's and HT's relieving regularly in the DP positions, shadowing and working alongside substantive DP's gaining invaluable experience that supports individual growth, succession planning and whole school needs. This has facilitated the on flow effect of aspiring classroom teachers given opportunity to gain valuable experience as relieving AP's and HT's.

Collective initiative is encouraged and valued at WCS, with staff across the school given opportunities to initiate programs and projects and deliver professional learning in their area of expertise; examples include Google Suite, Sentral, gifted and talented and behaviour management. The 'Research and Development Teams' are encouraged to pursue individual and group areas of interest that often develop into great initiatives within the school and its community.

Executive staff are encouraged and supported, to be creative and autonomous in their leadership. This has resulted in shared enhancement of skills through instructional leadership opportunities, future focussed classrooms, an increase in technology available to students in faculties, opportunities for students involvement in activities and projects within and beyond the school and the seed sown for the introduction of interest electives in Years 7 and 9.

Leadership in the student body continues to impress across the student body, their ideas and vision are to be commended as they share ideas and uphold the school values as they fulfil their duties as student year ambassadors, year representatives, school captains and Aboriginal leaders. It should also be acknowledged that there are many students who also lead in an informal capacity in their roles as sport captains and representatives, in cultural activities and as positive role models for their peers.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

(Put first things first) Nurturing a learning growth mindset

Purpose

The purpose of this SD is: learning is our core business; broaden horizons – going into new territory; taking risks in learning; every child can map their progress in learning; Adults (teachers & families) know and support progress; preparing for the digital world; and nurturing inquiring minds.

Overall summary of progress

As part of our evaluation processes, a number of achievements were identified that support progress with this strategic direction, including:

- * initiating an Executive led school plan milestone focused on curriculum delivery and assessment;
- * implementing proactive time at faculty and stage levels to support teaching, learning and innovation
- * a focus on students "knowing my progress" and introduction of Principal's Progress on Learning Award
- * continued focuses on literacy, numeracy, curriculum and pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Contribute to state target for NAPLAN (Y5) Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 16% (2020)–Benchmark 13% (2016–2015) NAPLAN (Y9) Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 5%	\$250K	*Halved the gap between School All (2017–2015 average)and State All for the top two skills bands for Y3 reading, Y3 writing, Y3 numeracy, Y5 writing.
Contribute to state target for NAPLAN (combined Y3, 7, 9) Increase the proportion of Aboriginal students in the top 2 NAPLAN bands to at least 10% (2020) – Benchmark 9% reading, 7% writing, 2% numeracy (2017–2015)		*Halved the gap between School All (2017–2015 average) and State All for the top two skills bands for Y3 reading, Y3 writing, Y3 numeracy.
NAPLAN– At least 50% of calculations for Y5, 7, 9 (reading and numeracy) expected growth to be at least 60 (33% for 2017–2015 benchmark data)		*Percentage of students achieving expected growth was similar to state average or exceeded state average for reading (Y5, Y9), numeracy (Y5, Y9).
HSC– Increase the proportion of students with Average NAPLAN scores less than 600 achieving Average HSC score above 60 (benchmark 72% 2017–2015).		Seventy–three percent of students with average NAPLAN scores less than 600 achieved HSC scores above 60. Sixty–nine percent of students with average NAPLAN scores of 600 or above achieved HSC

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students with Average NAPLAN scores 600 or above achieving Average HSC score above 70 (benchmark 33% 2017–2015).		scores above 70.
Tell Them From Me – Raise the bar with school data to exceed NSW norms for expectations for success (benchmark is at state norm 2017–2015).		<p>In primary, the school mean was 8.2 compared with the state mean of 8.7.</p> <p>In secondary, the school mean was 6.8 compared with the state mean of 7.0.</p>

Next Steps

In 2019 we will be initiating:

- * one term electives in Y7 & Y9 with a Micro–credential
- * Y8–10 Mathematics enrichment class
- * enhanced focus on formative assessment
- * reviewing support for middle/ lower middle band groups.

In 2019 we will be implementing:

- * expanded focus on numeracy and problem solving
- * Trial K–2 phonics scope and sequence
- * Digital literacy scope and sequence K–10.

In 2019 we will be embedding:

- * literacy strategy
- * curriculum development for new syllabuses.

Strategic Direction 2

(Abundance mentality) Being the best I can be – Respecting the people and world around me

Purpose

The purpose of this SD is believe in yourself and others to make a positive difference; diversity is valued as something that helps make each of us unique and special; be kind and considerate; work collaboratively for continuous improvement; belonging/ supporting/ community; and provide opportunities and systems to support students to be the best they can be.

Overall summary of progress

As part of our evaluation processes, a number of achievements were identified that support progress with this strategic direction, including:

- * implementing enhanced playground processes and added seating
- * encouraging a focus on building relational capacity and advocacy
- * commenced review of Discipline code.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance: "halve the gap" to state based on 3 year benchmark data (2017–2015) from 4.8 to 2.4 or less (K–12).	\$150K	There was no reduction in the gap in 2018.
Increase the proportion of students achieving 100%, 98% and 90% attendance for school– All and Aboriginal students compared with 2017–2015 benchmark data.		Results for All students were similar to previous years. There were more students who achieved 90% attendance or more (compared with benchmarks). Results for Aboriginal students were similar to previous years. There were more students who achieved attendance rates of 98% or more (compared with benchmarks).
Tell Them From Me – halve the gap in sense of belonging between school and NSW Norm (benchmark 4.3 primary, 12.2 secondary 2017–2015)		The gap was not reduced in 2018.
Student referral ratios equal or exceed 5 positives for every negative (PBL).		There was an increase in the percentage of positive referrals to negative referrals to 38% (compared with 32% benchmark).

Next Steps

In 2019 we will be initiating:

- * review of Gifted and Talented support processes

In 2019 we will be implementing:

- * enhanced playground structures including rover position and Clubs
- * review of Discipline procedures
- * Healthy Canteen strategy.

In 2019 we will be embedding:

- * strategies that support relational capacity, advocacy and knowing our students as a feature of school culture.

Strategic Direction 3

(Synergy) Fostering a Spirit of Community

Purpose

The purpose of this SD is to promote positive achievements and recognise success; to develop a sense of belonging for all; to build improved community links; to share ownership of the learning journey; and prepare for a successful future.

Overall summary of progress

As part of our evaluation processes, a number of achievements were identified that support progress with this strategic direction, including:

- * initiating planning for 20th Anniversary celebrations
- * initiating student voice projects to support authentic Environmental Education within the school
- * enhancing physical learning environment

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(PL) Qualitative analysis of teaching and learning artefacts shows change in learner and teacher practice.	\$250K	Qualitative data has shown that ideas from Professional Learning is being used to inform changed practice in classrooms.
Tell Them From Me – Raise the bar with school data to exceed NSW norms for expectations for success advocacy (benchmark is at state norm 2017–2015).		Advocacy at school remains at state levels.
Net Promoter Scores for stakeholder group exceeds 20 for question "Would you recommend WCS to others?" (median 11 benchmark score 2017–2015).		The Net Promoter Score asks stakeholders to answer the question on a ten point scale. A score of 9–10 is used to identify the percentage of "promoters". Percentage of promoters for various stakeholders ranged between 19% and 89% (median score was 40%).
RoSE (Recognition of School Effort) awards – recognition of student achievement celebrated with family via small ceremony which endeavours to open the gate both ways		Feedback from the ceremonies has been very positive, including high rates of attendance at each event.

Next Steps

In 2019 we will be initiating:

- * student voice focus on Environmental Education initiatives

In 2019 we will be implementing:

- * 20th Anniversary celebrations

- * use of "Activities" in Sentral to recognise student participation

In 2019 we will be embedding:

- * Accreditation processes, including support for HALTs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$130K	<p>High School– Governance committee meeting to evaluate the effectiveness of programs and initiatives throughout 2018, evaluation and planning the strategic directions for Aboriginal Education in 2019, Didge group to perform at Excellence Assembly, Consideration to combine Partner primary School Didge students.</p> <p>Primary School– Implementation of new positive attendance plans in collaboration with families. Participation in Ngara Choir, establishment of the Girls Dance group, Snr and Jnr Didge groups performing at several events</p>
English language proficiency	\$10K	<p>EAL/D support for 2018 utilised resource, collaborative and direct EAL/D teaching models throughout the year based on termly reviews. Initial withdrawal and team teaching assisted in evaluating specific student need with New Arrivals receiving regular parallel and team teaching sessions. The resource teaching model was a core focus for a renewed presence of EAL/D support school wide. This included the development of a processes and procedures handbook individualised for each staff member of each student with relevant resources and departmental advice and a streamlined process for collecting organic evidence and gathering data to report. A range of staff have undertaken PL in EAL/D, including the TELL course, which has developed the foundations to integrate EAL/D pedagogy into numeracy development and raised awareness school wide.</p>
Low level adjustment for disability	\$290K	<p>Wadalba Community School, lead by the Learning Support Team utilises a diverse range of strategies and resources to support individual students needs and low level adjustments for disability. The expertise of the Learning Support Teachers and School Liaison Support Officers is embedded across the whole school community to support curriculum development, differentiation, development and implementation of individual learning plans and team teaching. The school embedded its NCCD quality system which reflects the individualised accommodations and adjustments that are being provided within classrooms to support all students.</p>
Quality Teaching, Successful Students (QTSS)	\$51K	<p>Our executive stage leaders along with our Learning Support Teacher and Primary Deputy provide support for the teachers on their teams in order to continually improve the quality of teaching and learning across K–6. This takes the form of mentoring, coaching, observations and feedback, modelling lessons and analysing student data through in–built leadership time. Staff evaluations indicated that they felt more supported in their teaching and ability to reflect on their practice.</p>

Quality Teaching, Successful Students (QTSS)	\$51K	The executive team analysis indicated they felt they had a better understanding of the teaching and learning occurring in each classroom and how to build on that.
Socio-economic background	\$460K	<p>Speech Pathology</p> <p>Eighty eight percent of students were at level 1 for post intervention assessment (within normal limits of age appropriate speech levels) compared with 66% at pre intervention assessment</p> <p>Reduction in all level 2 categories (mild, moderate or severe) speech intervention required for 12% of students post intervention assessment compared with 34% pre intervention assessment.</p> <p>Advancement Via Individual Determination (AVID)– students involved in the AVID program commenced studies in Stage 6 in 2019 and we looked at ways to plan for supporting the transition to maximise the benefits from AVID Y7–10.</p> <p>We continued to train staff in AVID through the Winter and Summer Institutes as well as onsite training. AVID strategies were also shared with the whole staff through our whole school PL program.</p> <p>We have reviewed how we can expand use of AVID strategies as part of the Y7 Academic class program. This will be implemented in 2019.</p> <p>Attendance– Engagement Officer</p> <p>We embedded the role of the Student Engagement Officer to support attendance of individual students through the establishment of Positive Attendance Plans and personalised supports. Our Aboriginal Education Officer, HT Welfare and Senior Executive also support with Positive Attendance Plans.</p> <p>Positive Attendance Plans have been able to step up and achieve the high standards set to achieve Personal Best in achieving more green weeks in a term than they ever have before. A green week is on time every day and in every class for a week.</p> <p>There were 16 students with Positive Attendance Plans, including:</p> <ul style="list-style-type: none"> * Number Improved– 10 * Number Personal Best– 1 * Number of plans referred– 5
Support for beginning teachers	\$70K	We have developed a Quality System for support of beginning teachers, aligned with the DoE's Great Teaching, Inspired Learning initiative. Beginning teachers are provided

Support for beginning teachers	\$70K	<p>with additional in-built relief and a mentor.</p> <p>Induction processes have continued to play an important role. This involves a strong focus on supervisor leadership of Executive to provide a tailored support program as well as whole school Professional Learning opportunities to develop skills in coaching for Executive and mentors.</p>
Executive led Curriculum Delivery and Assessment		<p>Executive have established working parties to develop a range of aspects. This has led to whole staff professional conversations around key topics. It has also led to improvements in schools processes as well as innovations such as the initiation of One Term Electives and Micro Credentials.</p>
Principal Support Allocation	\$80K	<p>Additional SAM L1 and Principal Support role (0.4) has supported coordination across the administration team and opportunity to develop aspects of school communication.</p>
K-12	\$100K	<p>Team Teaching has continued in Music, History, Geography, Science, Mathematics and Agriculture. We also expanded into the area of Visual Arts, Mathematics and CAPA GATS. The teachers selected to participate were specifically chosen and timetabled across the year, to link directly with the scope and sequence and make the most of this valuable teaching opportunity. Feedback from the staff survey highlights the improvements that have been made to teaching practice from the team teaching initiative.</p> <p>Quality Teaching Rounds have been successful, with teams of 4 teachers from different faculties and KLA's. This has been a great opportunity for staff involved K-12 to gain a deeper understanding of the Quality teaching framework to embed within their own teaching, learning and programming.</p> <p>Genius hour continued to run across the school with 3-6 in Primary and Year 7 in secondary. Students work on passion projects and drive the direction of their own learning on a topic of their own choice. They are encouraged to choose a 'non Google-able' question to drive their research and to look at the different avenues they can use for acquiring information. Students plan, research, question, interview, work together, make, create and present their projects, designs, products at the end.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	712	718	767	815
Girls	708	712	723	734

Student enrolments continue to grow. The local area continues to expand in terms of housing development.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.7	93.2	95.2	93.9
1	92.9	94.2	91.6	93.3
2	91.6	94.6	93.9	91.1
3	92.3	94.4	94	92.8
4	90.2	93.6	92.5	94.3
5	93.3	92	94.4	92.6
6	93.9	94.1	92.4	93.4
7	91.2	89.7	91.3	88.2
8	88.8	88.8	86.6	86.5
9	88.7	86	87	82.7
10	83.2	84	83.8	82
11	85.2	78.8	83.8	79.3
12	87.2	81.2	86.1	84.7
All Years	88.2	86.6	87.7	85.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
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	92.3	92.3	92.3	91.5

Management of non-attendance

The school's Welfare Team comprising Head Teacher Welfare, Year Advisors, Student Engagement Officer and Deputy Principals case manage individual student attendance matters, with the support of the Home School Liaison Officer. In the Primary, the Deputy analyses student attendance data weekly in order to identify students requiring Positive Attendance Plans or requiring additional support in regards to their

attendance.

The school uses a SMS messaging system to advise family when students are absent or late. Parents also have the option to communicate absences through the Parent Portal.

We utilise a Results Based Accountability approach to monitor attendance enrolment patterns by days in the week, weeks in the term and by term. We also use this approach to monitor individual students' attendance performance and support achievement of personal best. Attendance was a focus area in 2018. Outcomes include:

* cohort attendance was above state for Kindergarten, Y4 and Y6

* a higher proportion of students across the school achieved 90% attendance or more (compared with benchmarks)

* a higher proportion of Aboriginal students who achieved attendance rates of 98% or more (compared with benchmarks).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	19	7
Employment	16	36	29
TAFE entry	19	19	6
University Entry	0	0	29
Other	47	10	18
Unknown	18	16	11

The post school destination report shows that students who leave Wadalba Community School are successfully entering University, further education, employment, traineeships and apprenticeships. Students have been accepted into a range of honours, bachelor, diploma and certificate level courses including Environmental Science, Biomedical Science, Nursing, all levels of Teaching, Mechanical Engineering, science, multimedia, commerce, paramedicine, psychology, visual design media, social sciences, and exercise sport science. Each year our outcomes and employment retention rates are consistent with students gaining casual employment, In School Traineeships and Apprenticeships that lead to further employment. Our SVET, TVET and Trade Training students are readily prepared for the workforce, have prevocational training and casual employment.

Students who successfully complete VET courses at Wadalba Community School not only receive nationally recognised qualifications in their area of study but also receive the Higher School Certificate. This is evident by the fact that some students are studying up to three school-VET courses during their Senior Years. 68 Year 12 students in 2018 were enrolled in Vocational Courses at School studying Business Services, Hospitality Food and Beverage, Hospitality Kitchen Operations, Construction Pathways, Retail Services, Primary Industries and Sport Coaching. 19 of these students attained a Band 4 or higher in the optional HSC exam. As well, 5 students completed their studies in the Certificate III Health Services Assistance and all attained a Band 4 or higher in the optional HSC exam. Also, 4 Year 12 students completed a School Based Apprenticeship or Traineeship in the fields of Retail and Health Services.

Additionally, in 2018, 11 Wadalba Community School students undertook studies through the Lakes Community Trade Training Centre (LCTTC), which is a consortium between Wadalba CS, Northlakes HS, Gorokan HS, Lake Munmorah HS and Lakes Grammar Anglican School in Construction Pathways, Metal and Engineering and Primary Industries. 14 students studied 4 Unit Construction Pathways at the Wadalba CS site.

Year 12 attaining HSC or equivalent

36 School Based VET students, 5 LCTTC students and all Certificate III students attained their Certificate II or III qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	3
Head Teacher(s)	14
Classroom Teacher(s)	79.5
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.6
School Counsellor	2.6
School Administration and Support Staff	22.59
Other Positions	1.8

*Full Time Equivalent

Year 12 vocational or trade training

In 2018 Wadalba Community School had six teaching staff who identify as Aboriginal or Torres Strait Islander, and eleven staff in total.

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	28

Professional learning and teacher accreditation

As a school we are aspiring for a school wide culture of learning and collaboration and striving to achieve a positive professional learning community where all staff are committed to, are able to access and participate in professional learning opportunities that are purposeful, relevant, innovative and most importantly student focused. We work together to create both formal and information opportunities to network, share ideas and engage in professional dialogue to enhance student outcomes. 2018 saw the Professional Learning Team operating with systematic processes and procedures focused on continuing to build learning opportunities to support school priorities and staff identified needs. The Professional Learning Team is divided into three strategic teams including Whole School Planning, Mandatory Training / Administration of Whole School PL and Aspiring Leaders / Accreditation. With the introduction of Mandatory Accreditation for all teachers in January 2018, a significant focus of the Aspiring Leaders/Accreditation team was to raise awareness of the changes and to develop processes to support staff with NESA requirements. Evaluation processes have reflected that staff value professional learning opportunities offered and have communicated that the professional learning has had a direct, positive impact on their teaching and learning resulting in quality work, improved positive well being and increased student engagement.

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	860,311
Revenue	17,754,039
Appropriation	16,999,173
Sale of Goods and Services	42,299
Grants and Contributions	705,361
Gain and Loss	0
Other Revenue	100
Investment Income	7,106
Expenses	-18,129,575
Recurrent Expenses	-18,129,575
Employee Related	-15,313,187
Operating Expenses	-2,816,388
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-375,536
Balance Carried Forward	484,775

The school has a Finance Committee comprising School Executive, administration and teaching staff and representatives from the P&C which meets approximately three times per year. The Executive of the school also receive finance reports, including those related to faculty and stage budgets. The principal, School Administration Manager and a Deputy Principal meet fortnightly to monitor finances on an ongoing basis.

The school's Annual Financial Statement is presented at the P&C Annual General Meeting each year. Major projects that have been a focus include planning for air-conditioning in most classrooms, a COLA over the secondary playground, enhanced playground seating and shade, upgrading of classroom spaces.

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	12,699,510
Base Per Capita	294,030
Base Location	0
Other Base	12,405,481
Equity Total	1,364,677
Equity Aboriginal	126,643
Equity Socio economic	778,202
Equity Language	5,430
Equity Disability	454,402
Targeted Total	1,451,158
Other Total	768,661
Grand Total	16,284,006

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.

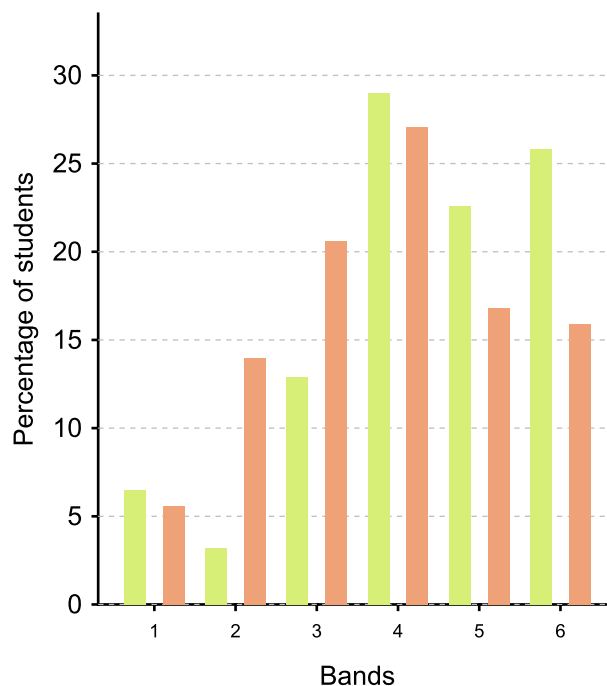
Achievements include:

* Halved the gap between School All (2017–2015 average) and State All for the top two skills bands for Y3 reading, Y3 writing, Y5 writing

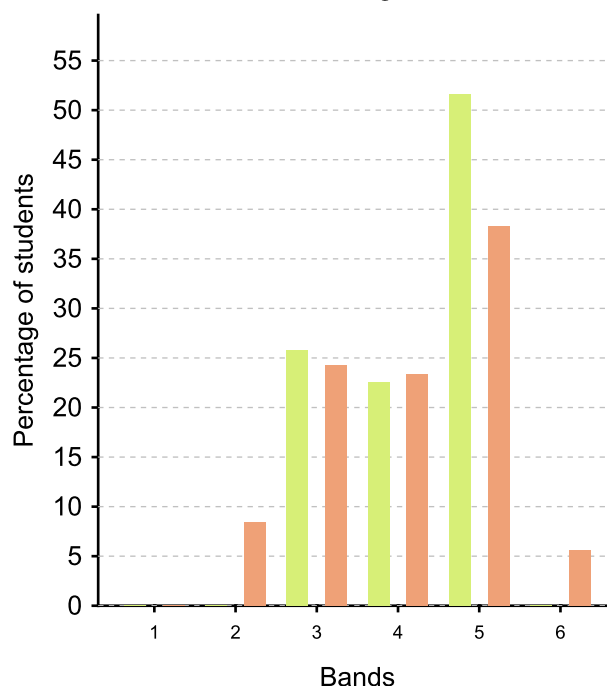
* Halved the gap between School All (2017–2015 average) and State All for the top two skills bands for Y3 reading, Y3 writing

* Percentage of students achieving expected growth was similar to state average or exceeded state average for reading (Y5, Y9).

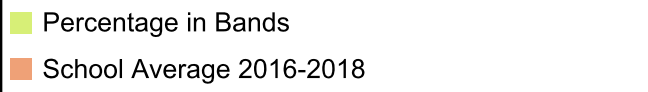
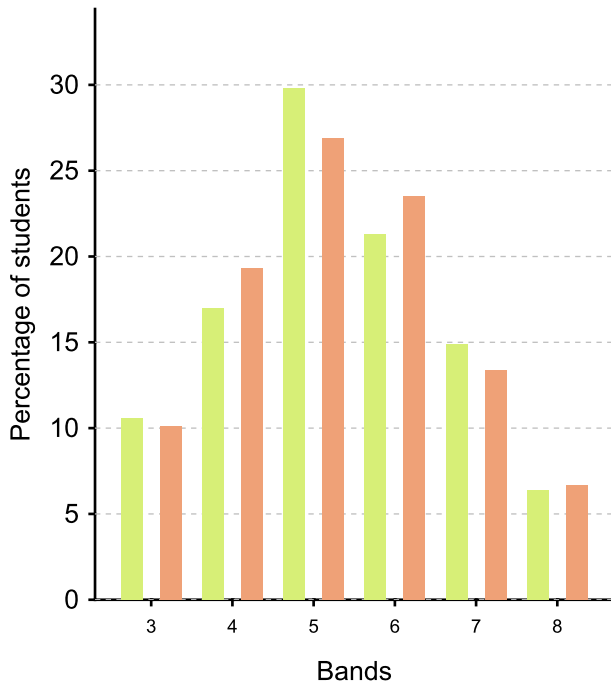
Percentage in bands:
Year 3 Reading



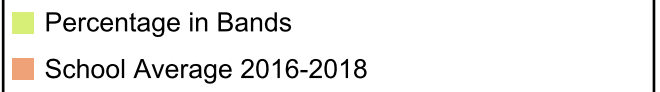
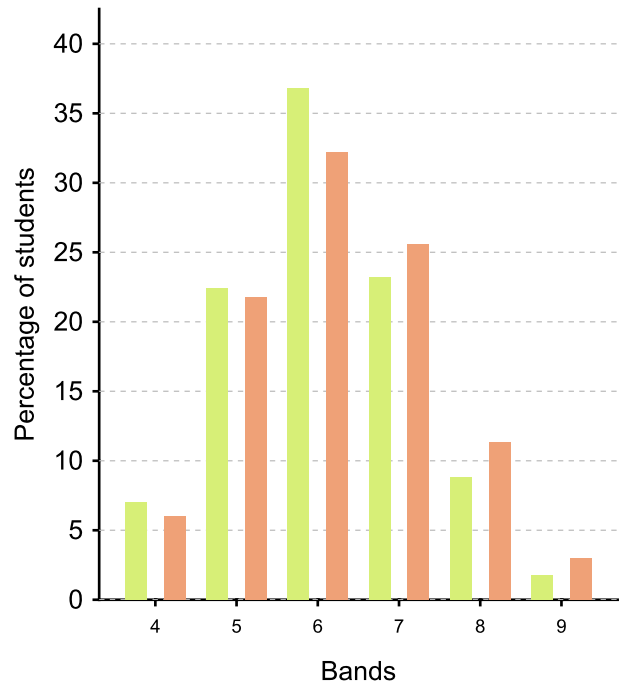
Percentage in bands:
Year 3 Writing



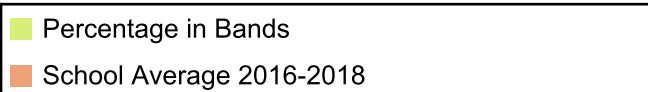
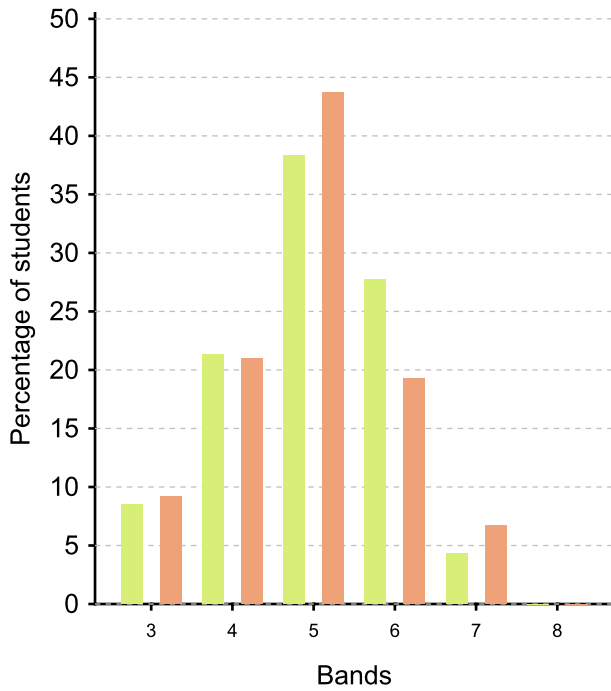
Percentage in bands:
Year 5 Reading



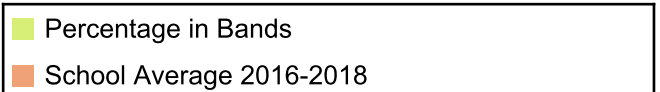
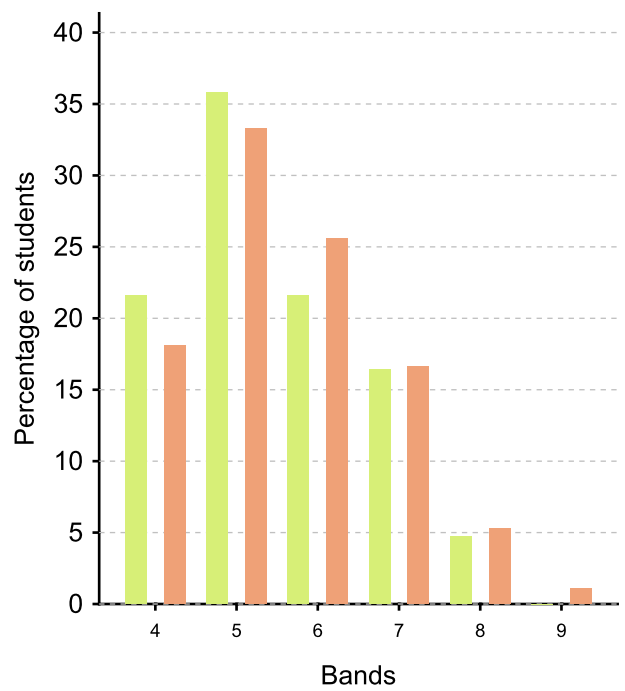
Percentage in bands:
Year 7 Reading



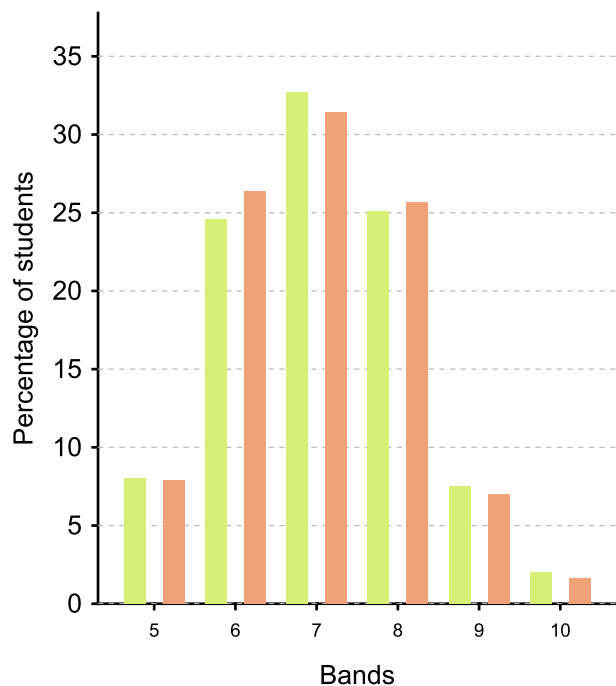
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 7 Writing



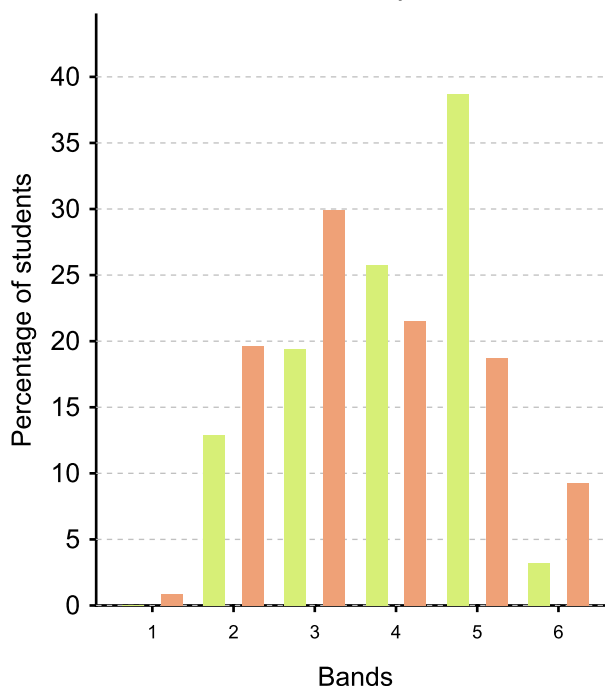
Percentage in bands:
Year 9 Reading



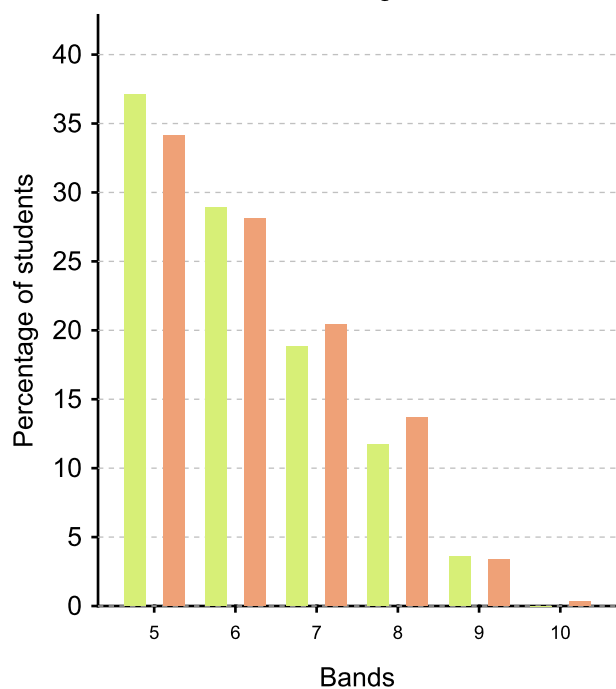
Y3 numeracy

* Percentage of students achieving expected growth was similar to state average or exceeded state average for numeracy (Y5, Y9).

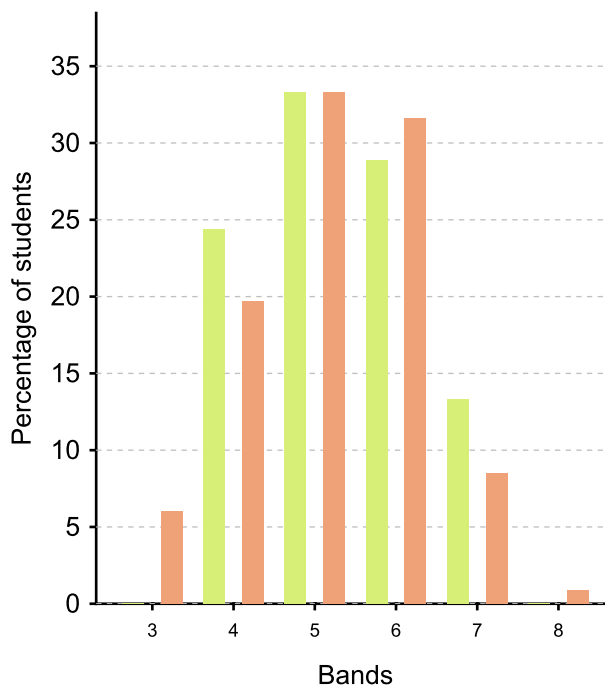
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 5 Numeracy

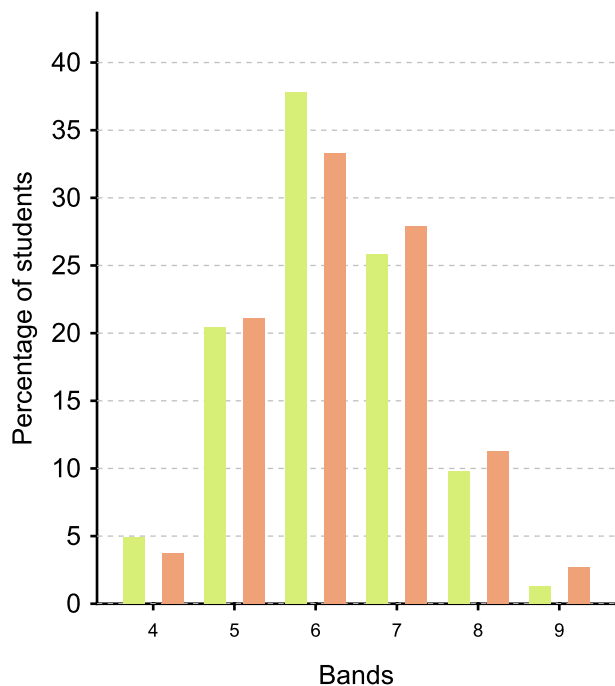


Achievements include:

* Halved the gap between School All (2017–2015 average) and State All for the top two skills bands for Y3 numeracy

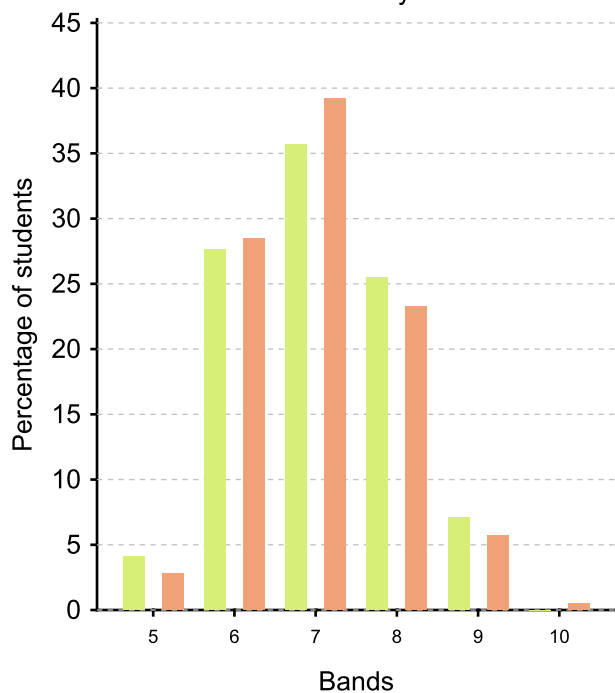
* Halved the gap between School All (2017–2015 average) and State All for the top two skills bands for

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

As well as achievements outlined above for 2018:

* Halved the gap between School All 2017–2015 average and 2013–2011 average for the top two skills bands in Y5 Y7 Y9 writing, Y7 reading, Y7 numeracy

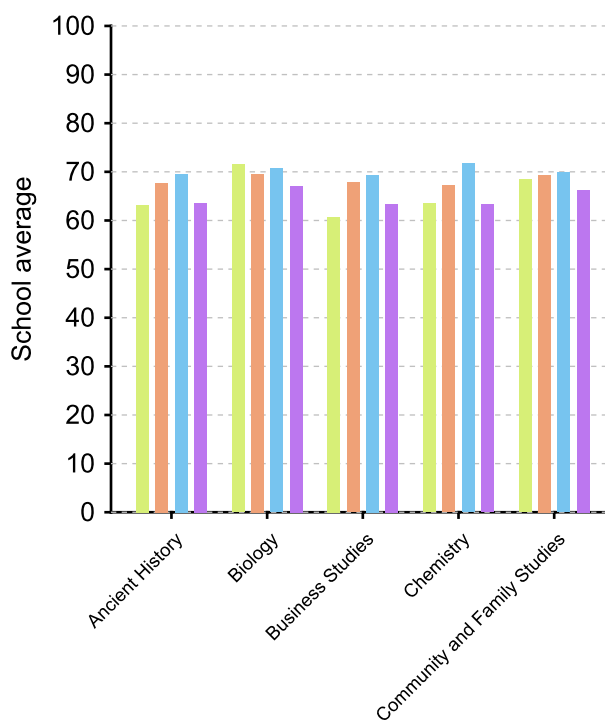
* Reduced the gap by at least five percentage points between School All 2017–2015 average and 2013–2011 average for the top two skills bands in Y9 reading, Y9 numeracy.

Higher School Certificate (HSC)

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

Seventy-three percent of students with average NAPLAN scores less than 600 achieved HSC scores above 60 (which is similar to benchmark).

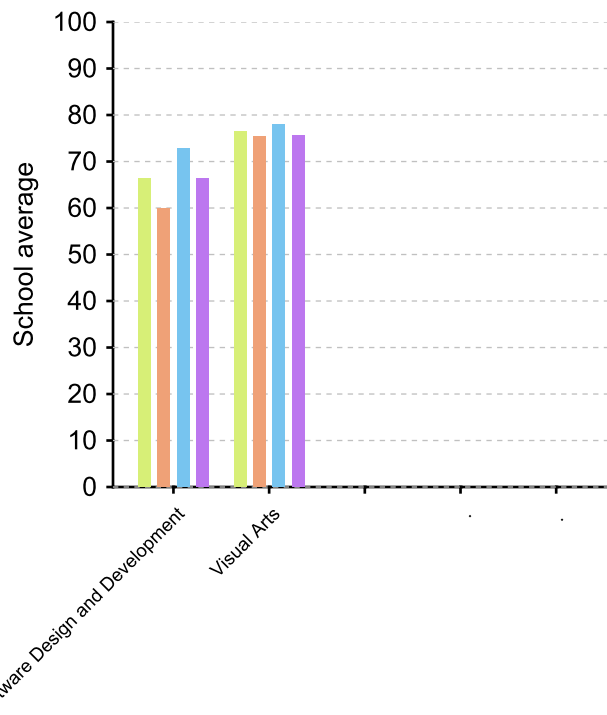
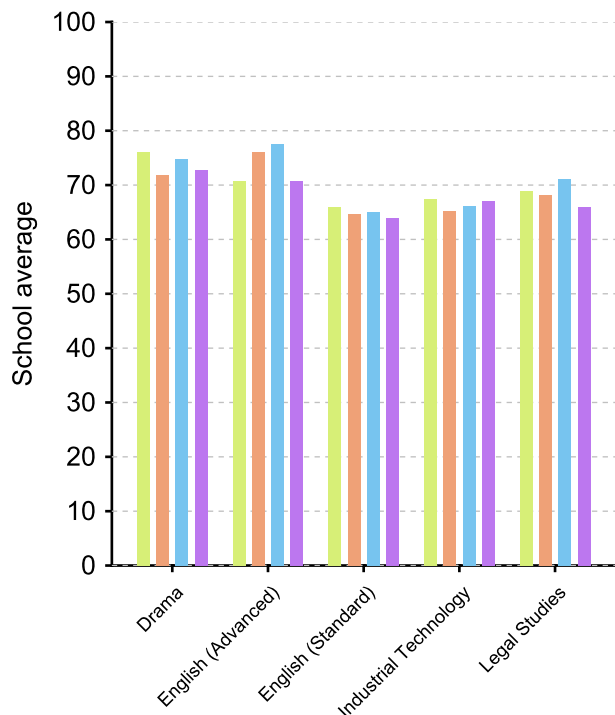
Sixty-nine percent of students with average NAPLAN scores of 600 or above achieved HSC scores above 70 (compared with 33% benchmark).



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

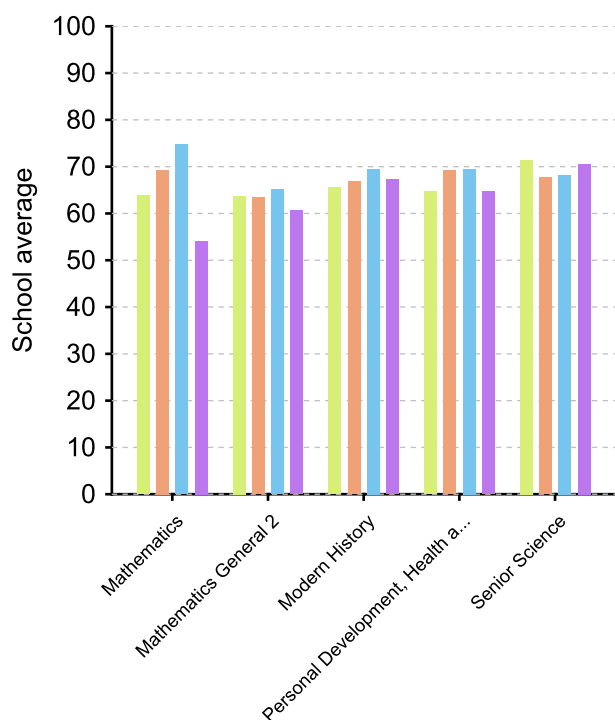
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school is part of the *Premier's Priorities: Improving education results* for students in the top two NAPLAN bands.



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

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



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

Parent/caregiver, student, teacher satisfaction

The school seeks the opinions of parents, students and teachers about the school. This included Tell Them From Surveys, other surveys, focus groups, forums and informal discussions as part of the school planning an evaluation process. The includes various stakeholder groups using the Net Promoter Score question, "Would you recommend WCS to others?". The Net Promoter Score asks stakeholders to answer the question on a ten point scale. A score of 9–10 is used to identify the percentage of "promoters". Percentage of promoters for various stakeholders ranged between 19% and 89%(median score was 40%). Based on feedback, we continue to look at ways to enhance the focus on informing families about learning to assist their children.

In Primary, we have continued to focus on keeping the lines of communication clear and open between home and school. All newsletters are emailed home with print copies provided to parents that request them. All classes and teachers utilise the Class Dojo app that encourages two way communication. Each class sends home a class information book at the start of the year along with a learning newsletter and we have continued to utilise Facebook for reminders and celebrating student success. Parent/ carer feedback on the above has been overwhelmingly positive with comments such as "It is so easy to chat to the teacher now, even as a working parent".

We have also been focusing in on making sure all students feel valued, known and cared for within our primary school. Our growing success in this area is reflected in comments such as "The school has a

welcoming feel" and "I have found the school to be friendly, supportive and community minded. My child feels safe, enjoys school and the teaching staff are excellent.

Policy requirements

Aboriginal education

Wadalba Community School has 188 Aboriginal students and our Aboriginal Education programs are embedded into the whole school culture.

In 2018 we have been refining our programs and incorporating new opportunities in areas of identified need. Community involvement is always a high priority so we established connections with the partner primary schools within our learning community with our Primary Didge group, where a past Aboriginal student leader, works with both Primary and High school students. This assists with mentoring and transition to high school as relationships are developed and strengthened. We also performed in the Ngara choir this year along with our neighbouring schools, which was an excellent opportunity for our students to connect with others in their community.

We offer our Aboriginal students a variety of opportunities and experiences in many aspects of Aboriginal culture including a variety of Cultural Art competitions, Primary Aboriginal girls dance group, practical experiences such as cooking, art, design and creating utilising Aboriginal perspectives, and our continuing and highly successful didge groups.

Development of student's Personal Learning Plans for each individual throughout the year has increased interaction with our Aboriginal Education Officer, families and students to improve connections and allow us to better guide and support individuals goals and areas of development.

The distribution of Aboriginal Education Background funding has allowed us to employ two Aboriginal school learning support officers to continue with the in class support provided to students where required, as well as a full time Aboriginal Education Officer to assist in driving Aboriginal Education across K–12.

We have a representative attend each AECG meeting where we report on the activities occurring within the school with often several staff in attendance from the Aboriginal Education Team from across the school.

Multicultural and anti-racism education

The 2018 cohort of students within our school indicates a rise in students attending school from multicultural backgrounds from 30 different languages spoken at home last year to 40 languages, showing a significant rise in the cultural make up of our school.

There continues to be designated staff Research and Development Team that continues to work on strategies and ways to establish the needs of the

various cultural backgrounds at our school community. This team also links to the Multicultural Celebrations Committee who establish whole school events on a number of days during the school calendar including World Day Of Social Justice (February), Harmony Day and Everybody Matters Day (March), World Refugee Week (June) and World Kindness Day (October). This year's programming also included an art project that focussed on fostering students understanding of their identity and cultural background. This collaborative artwork was entered into the Calendar of Cultural Diversity Competition.

Our school has three Anti Racism Contact Officers (ARCO) trained to address issues that may arise and to educate staff and students of the importance of inclusivity. Each officer is designated co-ordinator of specific stage years to further improve the needs of the whole school.

Other school programs

Support Unit 2018

In 2018 the Wadalba Community School Support Unit consisted of five classes. These classes are:

- Years K–2 Multi–Categorical
- Years 3–6 Multi–Categorical
- Years 7–12 IO–IS
- Years 7–9 Multi Categorical
- Years 10–12 Multi–Categorical

Importantly, these five classes are another example of the schools' ability to cater to the diversity of its surrounding community. Some highlights of the school calendar year for the support unit included:

- The completion of Access TAFE qualifications by senior students.
- Proactive Transition meetings resulting in timely and relevant work experience and placements for senior students made in consultation with the support of the school careers team.
- The Secondary students being active in the collection and appropriate disposal of school recycling.
- The Secondary students being active in the daily functioning of the school cafe; through taking orders, handling money, preparing food and beverages and then delivering the goods.
- Primary students being actively involved in recess/lunch basket and roll delivery.
- Faculty members leading professional learning sessions at staff meetings and development days.
- Utilisation of external services such as Job Centre, Eleanor Duncan, Headspace, Life without Barriers.

- Students attending external events such as the "One in All in" day, "Come try" day, swim scheme, and Aus rapid carnivals.
- KLA excursions and reward days.
- School community service with G.A staff.
- Continued participation in the National Consistent Disability Data (NCCD) collection program.

Importantly, both standard mainstream and Life Skills programs of study were offered, providing a range of options to accommodate individual choices and needs. In 2018, the patterns of study included approved KLAs, community access and social skills programs. These were successfully completed both within the Support Unit and as inclusive practice, with and without School Support Learning Officer (SLSO) assistance.

Students in the support classes could participate in whole school activities including access to, assemblies, weekly sport, athletic and swimming carnivals, year meetings, electives and social or formal academic occasions. The provision of a specialist teacher in core learning outcomes enabled a consistent context of communication, expectation and implementation of focus areas. Importantly, all students had an Individualised Education Plan (IEP) constructed outlining student needs and strategies to address them.

2018 Primary Leadership Team

2018 was another great year for our Primary Leadership team. We continued with the model of Captains, Year representatives and House captains and Library monitors.

The four charities selected for fundraising this year were: RSPCA, Nelune Foundation, Variety, and Redkite. Students worked together to raise money and awareness for each of these charities. The team raised \$100 for each of the four charities.

Throughout the year Leaders promoted our fortnightly focuses that were based around our School values. These focuses promoted Respect, Responsibility and Excellence in the classroom, in the playground, with how students wore their school uniform and with the relationships they had with their peers. These focuses had a point system, where students earned points for following and supporting these focuses.

Our school leaders attended community and school events, ran assemblies, had regular day to day responsibilities, were identifiable in the playground, initiated improvements around the school and had an overall presence within the school. They were a great team who all worked hard to fulfil their roles to the best of their ability.