

West Wyalong High School Annual Report



2018



8392

Introduction

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

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

Mr Gregory Sheens

Principal

School contact details

West Wyalong High School

30 Dumaresq St

West Wyalong, 2671

www.westwyalon-h.schools.nsw.edu.au

westwyalon-h.school@det.nsw.edu.au

6972 2700

Message from the Principal

It is with great pride that we present this annual report to our community to celebrate the successes of the school over the past twelve months.

In 2018 we experienced significant change in regards to the implementation of a new state-wide administration and finance system. Our administration staff and executive team have undertaken extensive training to manage the various components of this system in relation to student wellbeing, staffing and finance. The transition to SAP finance and EBS central has not been without challenges however both our administration and teaching staff are beginning to develop their knowledge and skills in utilising the features within these software packages.

2018 was also the start of our current three year plan. After extensive community consultation, data evaluation and planning workshops we began our journey to strengthen quality teaching and leadership, to personalise learning and provide aspirational future pathways for our students. Aligning to our school plan milestones, teachers continued to actively pursue best practice teaching skills and regularly participated in professional learning. Seven teachers participated in quality teaching rounds training and they trialled this approach to improving quality teaching within our classrooms. The evaluation of this trial indicated a range of successes from those teachers involved in the trial and we will expand this strategy further in 2019. We also utilised the DoE School Services team to collaboratively develop our personalised learning plans for our students. As part of this collaboration all teachers completed professional learning in the areas of literacy and numeracy progressions. The professional learning in relation to differentiating teaching to address individual student needs will continue in 2019.

All schools are required to undertake External Validation once every five years and in 2018 West Wyalong High School was required to present the necessary documentation for this process. Throughout 2018 our teachers gathered the necessary evidence required to present for External Validation. I would like to commend all of our teaching staff for their commitment in making this process an effective evaluation of our school and our pursuit for school excellence. The external team that visited our school and evaluated our evidence sets and decisions, validated our decisions and complimented our school on the professionalism and the progress we are making.

In 2018 we continued our structured support for student wellbeing. We engaged the services of YAM t. motivation and engagement survey, Rock and Water, girls empowerment, restorative justice, personal interest groups. We also introduced the My Futures program into Stage 5 to cater for personalised learning

We strengthened our community connections

Future pathways, School based apprenticeships and Traineeships. Maximising the ATAR,

School background

School vision statement

West Wyalong High School is committed to providing a nurturing environment in which students and teachers continually challenge themselves. Teachers will personalise learning, and work together as an inclusive whole school community to inspire students to be confident participants in our ever-changing world.

School context

West Wyalong High School is a comprehensive rural education school that serves the town of West Wyalong and surrounding villages in the Bland Shire. The school enrolment 7 to 12 is approximately 310 including approximately 10% indigenous students.

The school continues to maintain strong links with partner primary schools through our long running middle school program. This program supports the transition of Year 5 and 6 students to high school.

Our curriculum in senior high school integrates a strong vocational education focus including Construction, Hospitality, Primary Industries and Metals and Engineering.

The school has productive relationships with the community and values the partnerships with the Bland Shire Council, Riverina TAFE, West Wyalong Local Aboriginal Lands Council, Evolution Mine and the Lake Cowal Foundation.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

All teachers at West Wyalong High School participated in the validation process through the formation of collaborative evidence set teams. Head Teachers and Aspiring Leaders led seven teams to evaluate the effectiveness of the systems and processes within our school. The SEF and our school plan were used as a framework to gather the necessary evidence to enable whole school judgments to be made on each SEF element. Seven evidence sets were produced by each team and their findings were shared with the whole school. Judgments were then made on each SEF element.

The results of this process indicated that in the School Excellence Framework domain of Learning:

West Wyalong High School demonstrates a commitment to improving individual student achievement and we have taken a proactive approach in establishing a visible learning culture that focuses on building educational aspiration through a structured approach to all lessons. Executive staff lead professional learning to maintain high expectations with an emphasis on student growth and evidence-based approaches to teaching and learning.

Teachers are continuing to develop their knowledge and understanding of data and differentiated classroom practices to ensure all classrooms are inclusive of all students. Teaching and learning programs across a range of KLA's have been adjusted to address the needs of all students. The Learning Support Team have actively supported and developed the necessary skills amongst staff. Teachers are developing consistent assessment and reporting strategies across the whole school. Teacher professional learning has focused on strategies for whole school consistency and formative assessment is being integrated into routine classroom practice.

The wellbeing initiatives at WWHS have a general focus on improving student welfare and behaviour to enhance learning and future aspirations. These programs and processes have become embedded in the school culture to ensure student welfare is at the forefront of decision making at WWHS. Programs established at WWHS have a general focus on improving student performance levels and there has been a growing need to address the increasing change in socio-economic status of our families. Further focus on future pathways and the development of personalised learning plans has become an important part of school planning and the milestone process.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Improving teacher quality and developing the necessary skills for evidence based approaches to teaching have been a school priority for a number of years. Teacher professional learning has been developed to implement more effective explicit teaching strategies. All staff have implemented visible learning strategies into their daily teaching and each faculty has developed a lesson culture framework that is monitored by head teachers. This lesson culture framework mandates some of the visible learning strategies such as lesson intentions, success criteria, the ALARM matrix and reflection time for students. WWHS transitioned to an 80 minute lesson structure to accommodate these explicit teaching strategies to improve teaching and learning. Teachers are also developing further skills in formative assessment strategies and this has been an important area for teacher development in the past 12 months.

Maintaining and developing teacher professional standards has been a priority for all staff and has been supported by our professional learning program. All teachers are striving to effectively develop their teaching practice to improve student learning. Learning and development has been embedded into a school culture that continually seeks improved performance. This is also aligned to strategic directions for our current school plan.

The results of this process indicated that in the School Excellence Framework domain of Leading:

At WWHS models of coaching and mentoring are being trialled at various levels. It is part of our current school plan to develop a consistent model. The student leadership program is consistently improving the confidence and skills of our students in relation to community involvement and public speaking. All staff members and the wider community participated in the school planning process and our current goals are clear and visible around the school. Each team leader understands their role in the school plan.

WWHS is a well-resourced school that endeavours to stay up-to-date with current trends in education. Staff are competent in using technology and our learning facilities are constantly being upgraded to meet student needs. We have a strong relationship with our community and share our facilities with many user groups. Administrative practices are consistently improving and support school operations. Staff have satisfactory knowledge of processes in place to enhance professional effectiveness. We are interacting more with the community to help measure community satisfaction.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching and Leadership

Purpose

To strengthen whole school and interschool relationships and to support the development of all staff in implementing evidence based teaching strategies.

Overall summary of progress

2018 teacher professional learning focussed on current research and training particularly in the areas of formative feedback through the implementation of Dylan William strategies. This developed teacher quality in providing more timely and goal-based feedback for all students. Seven teachers also participated in quality teacher rounds to improve their delivery of lessons and to enable effective teaching and learning. The quality teaching rounds trial was very effective and teachers were able to identify areas for improvement. WWHS continues to focus on developing leadership capacity within our team of teachers and baseline data has been collected in relation to leadership roles and responsibilities across the whole school. Opportunities have been identified for aspiring leaders within our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrate an understanding and use the coaching model to improve teacher quality and leadership.	Training costs and teacher relief cover was expended on quality teaching rounds and restorative justice.	Quality teaching rounds were introduced and positive signs of teacher collaboration and lesson delivery was evident. Two teachers participated in a restorative justice workshop and preliminary investigations into developing a restorative culture has been investigated.

Next Steps

In 2019 the quality teaching rounds training and implementation will be expanded to integrate new teachers. Aspiring leaders will be mentored/coached to build leadership capacity and to formulate possible leadership pathways. Teacher professional learning will focus on developing quality teaching practice based on current data, evidence and research.

Strategic Direction 2

Personalised Learning

Purpose

To create a learning culture within our school underpinned by differentiated teaching with high expectations. Parents and students are committed partners in planning for learning.

Overall summary of progress

In consultation with our parents and school community we reviewed the regularity of teacher/parent feedback related to school reporting and teacher/parent meetings. Changes were made to enable termly feedback to parents via a report or face to face meetings. Our student engagement and motivation survey results gave us baseline data for each year group and individual student. This data informed the delivery of content for our year meetings and welfare structures within the school. Our focus on personalising learning and creating plans for a trial group of Year 8 students proceeded and we were able to gain specialist support from school services. They were able to provide support in relation to training teachers in the effective use of literacy progressions. Some baseline literacy and welfare data was also collected in regards to the Year 8 student trial group. An action plan for the development of personalised learning plans for 2019 was completed in consultation with the school services team with a view of implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students achieving Bands 5 and 6 in the HSC.		At this stage we have not witnessed an increase in Bands 5 and 6 in the HSC, they have stayed comparable to previous years.
At least 80% of students demonstrating expected growth per semester in the literacy and numeracy progression scales.		NAPLAN results reflect above state average expected growth across most areas of literacy progression scales. We are achieving at least 80% growth and above average growth in Numeracy progression scales.
Increased number of students achieving the top two NAPLAN bands by 10%.		NAPLAN results reflect an increased number of students achieving the top two bands, however, this could be attributed to the new online testing platform.

Next Steps

In 2019 we will present student engagement data to the whole staff and we will interview individual students in relation to their needs and analyse current data to inform goal setting. Parent and student voice will be an important aspect of the personalised learning plans for the trial group. We will collect the necessary data to evaluate the effectiveness of each stage of preparing and delivering the engagement plans. We will conduct the student engagement and motivation survey and use data from "Tell them from me" survey to evaluate individual student effectiveness.

Strategic Direction 3

Futures pathways

Purpose

To provide aspirational expectations for all students and have effective partnerships with parents and the wider community to support student pathways.

Overall summary of progress

In 2018 all Year 9 and 10 students participated in My Futures lessons that were related to post school options such as higher education, traineeships, apprenticeships and employment opportunities. WWHS strengthened relationships with the wider school community to support School Based Traineeships and Apprenticeships. Parents were given opportunities to participate in VET information evenings, ATAR, NESA and subject information evenings. All Stage 4 – Stage 6 students were given opportunities to attend careers information sessions and baseline data on individual student career aspirations was gathered. Year 12 exit surveys were collected to identify the pathways of the thirty-one students who completed Year 12 in 2018.

In response to the results of our student motivation and engagement survey, three teachers undertook the necessary training to deliver the "rock and water" program for our students. The "rock and water" program was integrated across stages 4 and 5 to facilitate learning engagement and improve the future aspirations of our students. The data collected via surveys and welfare referrals reflected some positive changes in relation to student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have a clear documented pathway for future learning. Increase the proportion of students completing VET courses and increase the involvement of parents in student career planning.		All Year 9 and 10 students are participating in future careers lessons and we have significantly increased the number of students enrolled and completing VET courses as well as School Based Traineeships and Apprenticeships.

Next Steps

In 2019 the "rock and water" program will be consolidated and further training will be provided to teachers to deliver and collect data about individual student engagement progress. Further career education programs will be provided to enhance students vocational aspirations. Data will be collected throughout 2019 to enable the evaluation of the "rock and water" and futures lessons. Further opportunities related to School Based Traineeships and Apprenticeships will be explored. My Futures lessons will be expanded to include Years 7 and 8.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$29743	Funding was utilised to provide individual support for our students in the form of subsidised travel, uniform assistance and to develop further cultural awareness for our wider school community. We employ an Aboriginal SLSO to assist with the development of appropriate resources, improve student cultural connection and aid with links to local resources. Funds have also been allocated to support the students attending the Proud and Deadly awards, NAIDOC debates, public speaking and other indigenous experiences. Resources have also been allocated to celebrate NAIDOC week and to support students participating in the Elsa Dixon education support traineeship.
Low level adjustment for disability	\$26193	Funding was utilised to support students in specialised environments and for mainstream integration. Resources were allocated to the professional learning of staff, program adjustments and whole school intervention strategies. Further resources were allocated to a targeted student withdrawal program and small class tutoring by employing an additional school learning support officer.
Socio-economic background	\$126512	Funding was allocated to the cost of the Family Referral Service to improve attendance and the general wellbeing of our families in need. Funds were used to supplement casual employment to support program development and resources for identified students. Financial assistance was provided to students for excursions, uniforms and other educational resources. Funds were allocated to the provision of educational devices such as laptops and digital learning programs for improving literacy and numeracy.
Support for beginning teachers	\$7200	WWHS continues to provide casual relief to support our beginning teacher induction program and external opportunities for beginning teacher professional development. Casual relief was also allocated to support beginning teachers involved in peer observations, mentoring and collaborative professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	122	134	145	146
Girls	160	142	162	150

West Wyalong High School enrolment data reflects an increase in the total student number for 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.9	92.2	93.2	91.5
8	89	89.4	90.5	90.7
9	89.9	88.2	91	86.6
10	89	85.6	88.5	86
11	89.4	91.8	90.1	86.3
12	92.8	91.1	91.2	85.9
All Years	90.2	89.5	90.8	88.2
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

West Wyalong High School student attendance rates during 2018 are very consistent with state wide averages in DoE high schools. West Wyalong utilises the support of the Home School Liaison Officer and the Family Referral Service to help support our school attendance policy and improve student attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	11
Employment	0	0	38
TAFE entry	14	2	23
University Entry	0	0	26
Other	0	0	0
Unknown	0	0	2

During the HSC examination period, West Wyalong High School organised post school short courses for coffee barista, RSA/RSG, First Aid and Food Handling to increase the employability prospects of students seeking full and part time employment. The majority of our HSC and some Year 10 and 11 students completed these accredited courses. Thirteen students applied for university entry and all of these students were offered their first choice course option.

Year 12 students undertaking vocational or trade training

50% of Year 12 students undertook vocational or trade training courses in either Primary Industries, Construction, Hospitality, Early Childhood, Education Support, Human Services or Metals and Engineering.

Year 12 students attaining HSC or equivalent vocational education qualification

All 31 Year 12 students enrolled in 2018 attained a HSC or life skills qualification.

Workforce information

*Full Time Equivalent

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	21.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.58
Other Positions	1

West Wyalong High School had three indigenous people employed in 2018.

Financial information

Teacher qualifications

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

Financial summary

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Significant resources have been directed towards teacher professional learning in 2018 including weekly whole school collaborative learning workshops and NESA approved courses. We continue to adopt an evidence based approach to professional learning and we utilise current research and the Schools Excellence Framework to inform our teaching and learning. Teachers undergoing accreditation are provided with the necessary support and opportunities to satisfy mandatory accreditation requirements.

	2018 Actual (\$)
Opening Balance	294,171
Revenue	5,169,132
Appropriation	5,028,085
Sale of Goods and Services	1,722
Grants and Contributions	136,614
Gain and Loss	0
Other Revenue	0
Investment Income	2,710
Expenses	-5,113,620
Recurrent Expenses	-5,113,620
Employee Related	-4,594,736
Operating Expenses	-518,884
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	55,512
Balance Carried Forward	349,683

Overall, the school is in a very healthy financial position. The principal and relieving office manager have undertaken intensive financial literacy and budgeting training throughout 2018 to gain a further understanding of the new software and budgeting tools. Regular reporting to the school executive team will form part of future school planning processes.

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	4,195,535
Base Per Capita	60,362
Base Location	72,661
Other Base	4,062,512
Equity Total	317,539
Equity Aboriginal	33,778
Equity Socio economic	139,130
Equity Language	0
Equity Disability	144,631
Targeted Total	235,987
Other Total	146,083
Grand Total	4,895,143

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.

Year 7 NAPLAN literacy results are quite pleasing with average scaled growth above state average in all areas. In Year 9 the NAPLAN literacy results had 66% at or above expected growth in reading and 51% in writing. This was similar to state average.

Year 7 NAPLAN numeracy results were extremely pleasing with 84% of students achieving at or above expected growth. This was 17% above state average. 64% of Year 9 students achieved at or above expected growth. This was very similar to the state average.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

West Wyalong High School is committed to improving the results of indigenous and non-indigenous students in line with the premiers priorities to raise the percentage of aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% in 2019

Higher School Certificate (HSC)

18 HSC students completed ATAR patterns of study. 66% of the results were a Band 4 or better. All eleven

students who applied for early entry to university were accepted into the courses and university of their choice.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

The majority of Year 7 parents see the transition process and the structure of Year 7 home classes as a positive experience for their children.

Parents continue to support opportunities to visit the school and engage in positive relationships.

Parents support the continual focus on literacy, numeracy, future pathways and the aim to improve overall outcomes.



Policy requirements

Aboriginal education

West Wyalong High School received Aboriginal background funding in 2017. We utilised this funding to undertake the following;

A dedicated week of learning experiences and celebration for NAIDOC with resources allocated to guest speakers and activities.

- Individualised career experiences including links with universities and private providers of further education, in particular the education sector.
- Regular weekly assembly focusing on acknowledging the traditional owners of our land.

In collaboration with the West Wyalong Lands Council, our school continued to strengthen its connections between Indigenous and non Indigenous Australians in our community with the involvement of guest presenters and performers throughout the school year. Through the use of local guest speakers, students were able to gain a better understanding of the local community and the history and culture of the Wiradjuri nation. Teachers continue to enhance students understanding of Aboriginal history, culture and contemporary Australia with Aboriginal education incorporated into programming across the curriculum.

As a result of these initiatives:

- We have provided career experiences for aboriginal students seeking further study at TAFE, university and in specialist areas such as education
- We have successfully promoted the Elsa Dixon program to enable students to undertake a School Based Traineeship linked to school teaching and teacher support.
- All Aboriginal students have personalised learning plans that provided goals and targets for students and teachers.
- We have integrated weekly acknowledgment of Aboriginal heritage through student leadership addresses.
- More Aboriginal students are participating in tutoring, mentoring and leadership programs.



Multicultural and anti-racism education

In line with the NESA requirements, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning that included strategies for differentiating classroom instruction to cater for cultural differences.

We recognised Harmony day and other significant cultural events through leadership presentations at whole school assemblies.