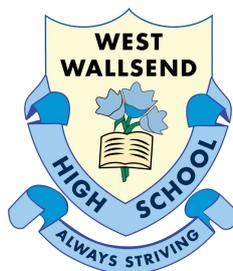


West Wallsend High School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of West Wallsend 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.

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School background

School vision statement

West Wallsend High School is a proudly comprehensive community–focused school, which supports and encourages students to achieve their full potential in an inclusive and caring environment based on the core values of *respect, responsibility and excellence*. We strive to design and deliver a high quality education for all students in which our overall vision is: **engaged learning, passionate teaching, exceeding expectations**.

School context

West Wallsend High School is a 7–12 coeducational high school on the western side of Newcastle with over 600 students.

Our school values and culture underpin our daily work in ensuring our learning community strives for excellence, respect and responsibility. Teachers are committed to providing a high quality community of learning, delivering a broad range of subjects in an environment of high expectations. The school has a diverse range of students with 94 identifying as Aboriginal people. Six classes are dedicated to the education and support of students with disabilities.

A range of academically selective programs are on offer, including innovative future focused initiatives for gifted and talented students. The school also places a concentrated focus on developing aspirational learners with strong vocational educational opportunities.

West Wallsend High School has a tradition of strong parent and community involvement, working for continual improvement with the P&C and local AECG. We foster proud connections to four partner primary schools as part of the Sugarloaf Community of Schools (SCoS), as well as extensive links to the wider West Wallsend community.

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.

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

Future Focused Teachers

Purpose

To develop teachers of the highest calibre who are skilled in engaging and challenging every student to exceed their expectations.

Overall summary of progress

Staff have been involved in a variety of professional learning opportunities throughout the year to improve student outcomes. This has been evidenced through relieving Head Teachers attending weekly executive meetings, an aspirant leaders program, a beginning teachers program, a variety of masterclasses, and targeted professional learning throughout staff development days and fortnightly meetings.

All staff have had significant training on formative assessment strategies and have utilised this knowledge to impact student outcomes positively in their classrooms. Staff have been involved in backward mapping the skills and content required by students to achieve excellent growth. Staff have begun to nurture cross-faculty collaboration to engage in positive and purposeful conversations and elevate their own practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff engagement in school-based professional learning and the Aspirant Leaders Program.	Head Teacher Instructional Leader appointment \$32000 Professional Learning Funds \$54372	Staff continue to engage in improve their own learning through engaging in a suite of professional learning which is tailored to support staff at all career levels.
Increased participation in and receipt of higher levels of accreditation for classroom teachers and executive staff.	Head Teacher Instructional Leader appointment \$32000	Currently three staff members are working towards attaining accreditation at a highly accomplished or lead level.
Increased quality and frequency of feedback and feed-forward processes from 7–12, leading to improvement in the percentage of students achieving in higher bands across all assessment tasks, and value-added HSC results.	Head Teacher Instructional Leader appointment \$32000	Formative assessment has become a driving practice across the school influencing programming, assessment and reporting. HSC results have indicated a significant increase in students achieving results in the top two bands.

Next Steps

Staff will continue to access professional learning opportunities through a suite of professional learning tailored to the needs of staff across the school. Formative assessment practices will continue to be a driver to improve educational outcomes for students.

Strategic Direction 2

Future Focused Learners

Purpose

To develop future focused learners who are exceeding expectations by meeting, and moving beyond, literacy and numeracy targets.

Overall summary of progress

All staff were engaged in professional learning on the Super Six Comprehension Strategies. This led to the explicit teaching of literacy skills to all students within our tutorial program. Staff were involved in analysing student data via the item analysis function in NAPLAN to identify targeted needs of students across stages 4 and 5. Targeted literacy support was evident within every KLA, a withdrawal program and in-class support via extra funding to employ targeted literacy support SLSO's. All Aboriginal students across stages 4 and 5 received either withdrawal style or in-class support in numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving in higher NAPLAN and HSC bands.	Literacy Funding \$130000 Aboriginal Liaison Officer \$40225	A larger proportion of students achieved in higher bands across several subjects in the HSC.
Increased proportion of students demonstrating active engagement with their learning.	Second Deputy appointment \$145561.78 Head Teacher Instructional Leader appointment \$32000	Sentral data has indicated a positive trend in student behaviour across the school. This year 13 students achieved diamond awards for Positive Behaviour for Learning (PBL) values.
Literacy and numeracy results for Aboriginal students matches (or exceeds) their chronological age.	Aboriginal Education \$80000	Overall, the results of Aboriginal students exceeded the results of previous years in NAPLAN.

Next Steps

A new literacy program which utilises the literacy progressions has been written and trialled in term four. This program will see all students across stage 4 engage in targeted literacy activities in which they will monitor their own learning. Numeracy support will also be offered within the Mathematics faculty through a pedagogical shift in teaching and learning. Our Aboriginal students will continue to access targeted support in literacy and numeracy.

Strategic Direction 3

Future Focused Communities

Purpose

To increase community participation in school leadership and family partnership projects so that our students grow into aspiring, confident, creative and resilient global citizens.

Overall summary of progress

A longitudinal study and student interviews were conducted to develop a benchmark for measuring the aspirations project success over the next two years. A team of five staff was established to implement a heightened aspirational trend in positive schools, University of Newcastle partnerships, girls in Science/STEM and Mathematical aspirations. The first year has seen significant research and staff professional learning conducted with a second year focus on new ideas and strategies.

Our tutorial program which focused on literacy skills has been replaced by an in-class literacy support program that utilised the literacy progressions.

Targeted staff will continue to work with the SCoS on an English literacy initiative utilising the textual concepts developed by the department.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student retention.	Head Teacher Wellbeing \$136414	A wellbeing audit has been conducted which has resulted in the establishment of a Learning Centre in 2019.
Increased ambition reflected in post-school pathways for students.	Funding for planning days \$20000 Employment of a job coach \$15616.50	Fewer students leaving school without a defined career plan or pathway to enter the workforce or complete further study. A greater number of students choosing university for their post-school study, in a diverse range of fields.
Increased parent attendance at assemblies, community days and other events.	Employment of a Community Liaison Officer \$81673	The school continues to see growth in parent numbers at all assemblies and community events. Our website hits has continued to grow with communication through social media increasing by over 100%.
Improved SCoS Transition Program, shown through improved continuum of learning and increased student engagement and academic performance.	Funding for planning days \$20000 DoE grant \$13000	The school continues to work with our community of schools in transition and programming practices. The SCoS have engaged in professional learning on the Textual Concepts in English and the Literacy Progressions in Term 4. Staff reflected on their practice and programming across Stages 3 and 4. This led to a timeline for implementation being established. Further collaborative practice will continue in 2019 between the SCoS.

Next Steps

The school will continue to work with our community and community of schools to ensure our students grow into aspiring, confident, creative and resilient global citizens. Programs will continue across the school to support growth and aspirations in our students to achieve positive value adding to their learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$101,489	An Aboriginal Education Officer has been appointed three days a week through the utilisation of RAM, for the last three years to initiate and support various educational opportunities for Aboriginal students. As well as this, specialist teachers were employed in 2018 to work with individual students across years 7–10. These teachers identified the specific needs of each student and designed and implemented a program of support. For senior students, these same teachers worked as in–school tutors. Further, a specialist SLSO was employed to support the cultural needs of students and to initiate a didgeridoo program.
Low level adjustment for disability	Wellbeing program costs and casual salary \$246,766	All students requiring adjustments and assistance with learning are supported within class programs. Students also receive support via School Learning Support Officers and Learning and Support Teachers.
Socio–economic background	Associated program costs and SAS staff support \$597,067	<p>Partner primary schools:</p> <ul style="list-style-type: none"> • Year 5/6 GaTS, technology and leadership days with partner primary schools • Visits to all partner primary schools to discuss more initiatives and further develop relationships with the community. <p>Year 7/8 GaTS class:</p> <ul style="list-style-type: none"> • Selection process utilising standardised test and portfolio work • Numerous interviews with primary parents. • Fortnightly professional learning meetings with year 7/8 teachers. • Professional learning opportunities <p>–GATSTA Conference 29 May, Strathfield.</p> <ul style="list-style-type: none"> • Development of thematic units of work. <p>Year 9/10 GaTS enrichment program:</p> <ul style="list-style-type: none"> • Comprehensive nomination and selection process via portfolio work and interview. • Case managers of 5–6 students (16 in total). • External and internal mentors established. • Period allowance and funding available for student use. • Sponsorship. • Whole GaTS days for intensive work on projects. • Three elements of project completion. • Marking rubric. • End of year showcase. <p>Year 10/11 high achiever student program:</p> <ul style="list-style-type: none"> • First–year university courses offered through Newcastle University • Six students completed Engineering Studies, 2D Studies and Foundations of Health and Disease • Internal and external mentors • Study skills program three days a week • Senior study • After school tutorials once a week. <p>Year 12:</p> <ul style="list-style-type: none"> • High achievers program offered through the Lakeside Transition Group of school • Full teaching load on all year 12 classes

Socio-economic background	Associated program costs and SAS staff support \$597,067	<ul style="list-style-type: none"> • Study skills program three days a week • Senior study • After school tutorials once a week.
Support for beginning teachers	\$57,352	Every beginning teacher and supervisor was provided with the expected support through organised relief time and mentor support. This allowed each beginning teacher to reflect upon their teaching practice and consolidate their learning to become more skilled teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	293	278	293	281
Girls	272	279	274	284

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.9	91.6	91.6	89.7
8	85.8	86.2	90.8	87.8
9	87.9	84.5	88	84.4
10	86.2	83.9	87.5	83
11	85.4	83	87.3	67.1
12	84.7	84.3	91.2	82.5
All Years	87.2	85.6	89.3	83.2
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 Wallsend High School is committed to maximising student attendance and has implemented and embedded a number of strategies to achieve this, including an electronic roll call system. Attendance was monitored thoroughly during 2018, with students not maintaining acceptable attendance being referred to the Home School Liaison Officer. Attendance figures for 2018 have shown some decline, motivating a number of key improvement measures, particularly for seniors, in 2019 planning. Attendance was monitored by dedicated SAS staff and head teacher, who worked very closely with the Home School Liaison Officer, making regular contact with parents and carers of recidivist non-attenders. Both full day absences and partial absences were monitored. A number of parent meetings were held to discuss attendance and programs implemented to improve attendance.

Attendance monitoring procedures continued to be enhanced to reflect areas of need.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	11	15
Employment	3	12	43
TAFE entry	0	5	10
University Entry	0	0	28
Other	4	2	0
Unknown	5	5	4

Support has been provided to disengaging students in years 10–12 in developing Career & Training Pathways.

Year 12 students undertaking vocational or trade training

The school supplies vocational education in the following frameworks

- Business Services
- Construction
- Metals and Engineering
- Information technology
- Sports Coaching

Additionally, students access TAFE learning through the TVET program. Courses are delivered at Stage 6. During 2018 approximately 45% of senior school students participated in at least one VET Subject.

Year 12 students attaining HSC or equivalent vocational education qualification

All full-time students attempting the HSC were successful in attaining the qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	39.1
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1.5
School Administration and Support Staff	15.48
Other Positions	1

*Full Time Equivalent

Need to report on the Aboriginal composition of the workforce

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	22

Professional learning and teacher accreditation

All staff members have participated in significant professional learning throughout the year. Professional learning is a leading process in our School Plan and has been designed and delivered around a targeted Suite of Professional Learning that supports student needs, individual staff needs, faculty needs, whole school priorities and DoE mandatory requirements. Professional learning has been delivered by a variety of key staff members and external agencies at staff development days, staff meetings, executive meetings, faculty meetings, school variation afternoons, and executive learning retreats. All staff track their professional learning through MyPL. Examples of professional learning undertaken by staff included:

- Teaching and learning
- Child Protection Legislation
- WHS training
- CPR and anaphylaxis
- Consistent Data Collection and Disability Standards
- SENTRAL and EDVAL usage
- Effective use of technology to improve student outcomes
- Literacy and Numeracy Progressions
- Behaviour management tools
- Accreditation and Beginning Teachers support
- Gifted and Talented Students Programs
- Position Behaviour for Learning
- Aspirants program
- Lunch and learn
- Formative assessment
- Middle school
- Interdisciplinary teaching

We have also continued the position of a 2IC in each key learning area. The school expenditure on teacher professional learning was \$87612. Beginning teachers worked towards NESA accreditation in 2018, 53 permanent staff who are currently maintaining their accreditation at the proficient level. (Three permanent staff are provisionally accredited). Three staff members began the process of voluntary accreditation towards Highly Accomplished or Lead.

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	578,271
Revenue	9,254,132
Appropriation	8,938,477
Sale of Goods and Services	127,514
Grants and Contributions	173,471
Gain and Loss	0
Other Revenue	9,921
Investment Income	4,748
Expenses	-9,456,200
Recurrent Expenses	-9,456,200
Employee Related	-8,462,380
Operating Expenses	-993,820
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-202,068
Balance Carried Forward	376,203

West Wallsend High School's financial management processes and governance structures have been adhered to as stipulated by Department of Education financial policies and procedures. The introduction of school managed Staffing funds and SLFM Budget Adjustments in 2018 have increased our Revenue and Employee related expenses respectively from 2017 Annual School Report.

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	5,935,880
Base Per Capita	114,219
Base Location	0
Other Base	5,821,660
Equity Total	948,609
Equity Aboriginal	101,489
Equity Socio economic	597,067
Equity Language	3,288
Equity Disability	246,766
Targeted Total	1,441,045
Other Total	222,324
Grand Total	8,547,858

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 students scored higher than average in literacy when compared to statistically similar school groups (SSSG). Students in Year 9 maintained a higher average score for grammar, punctuation and spelling when compared with SSSG.

Our Aboriginal students in both Year 7 and Year 9 continued to score higher than the average score for students statewide.

Our Aboriginal students in both Year 7 and Year 9 maintained a higher than state average score in numeracy for the second year in succession. Overall Year 7 and 9 students achieved a higher than SSSG average score for numeracy.

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.

West Wallsend High School is currently working towards increasing the proportion of its students in the top two NAPLAN bands in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

When comparing WWHS 2017 to 2018 NAPLAN results, we have increased the proportion of students achieving in the top two bands up to 11.38%.

There was a strong Year 7 cohort of Aboriginal students in 2018, with 45% achieving in bands 7–9 in grammar and punctuation up from 26%, 50% achieving in bands 7/8 in reading up from 28% and 27% achieving in band 7 in writing up from 16%. Targeted programs will continue to support these students to build on the success in their 2020 NAPLAN.

Policy requirements

Aboriginal education

An Aboriginal Education Officer has been appointed three days a week through the utilisation of RAM, for the last three years to initiate and support various educational opportunities for Aboriginal students. As well as this, specialist teachers were employed in 2018 to work with individual students across years 7–10. These teachers identified the specific needs of each student and designed and implemented a program of support. For senior students, these same teachers worked as in-school tutors. Further, a specialist SLSO was employed to support the cultural needs of students and to initiate a didgeridoo program.

The following activities were organised for Aboriginal students in 2018:

- An excursion to the Wollotuka Institute at the University of Newcastle
- University Summer school
- NAIDOC Day activities
- Creation of a mural
- Community art projects
- A weaving project

Multicultural and anti-racism education

West Wallsend High School has approximately 600 students enrolled of varying backgrounds and cultures including 90 students who identify as Aboriginal and/or Torres Strait Islander. Students and staff embrace cultural differences, treating all students as individuals. The values and attitudes developed by the school reflect respect for individuals and tolerance of other cultures. These ideals were embraced on Harmony Day, led by the Anti-Racism Contact Officer (ARCO). A common teaching program was introduced across the school on the day, promoting intercultural understanding and anti-racism education. Parents and community members were invited to participate in the day. Where necessary, interpreters are utilised by the school, enhancing communication with parents and community members.

Higher School Certificate (HSC)

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

In the 2018 HSC, our students have performed very well, Band 6 results increased by 300%, Band 5 results increased by 100%. Our students results exceeded the state average in Aboriginal Studies, Biology, Community & Family Studies, Construction, Engineering, English Standard, Industrial Technology, Mathematics General 2, Modern History, Music 1 and Senior Science. In total, in over 90% of our courses in 2018 our school equalled or achieved higher average scores than statistically similar schools.

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	72.8	64.5	70.7	69.3
English (Standard)	66.8	60.1	65.0	64.9
Food Technology	63.9	58.4	70.7	63.9
Industrial Technology	69.5	59.0	66.2	68.3
Mathematics General 2	67.2	58.4	65.1	64.0
Personal Development, Health and Physical Education	66.8	62.4	69.5	66.8
Senior Science	72.8	63.3	68.2	70.7
Visual Arts	76.9	72.3	78.0	77.5

Parent/caregiver, student, teacher satisfaction

In 2018 we used the 360 Survey to measure the levels of:

- Effective communication
- Commitment to customer service for internal customers (students and staff) and external customers (parents and community)
- Collaboration
- Consistency and vision in planning.

Overall our internal customers and external customers are satisfied with the school. Improvements made in communication are facilitating greater community engagement. This is an area of continued focus and we will be utilising this survey and others in 2019–2020.