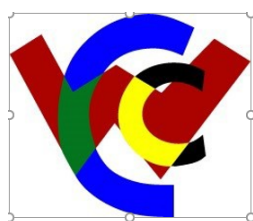


Walgett Community College - High School Annual Report



2018



Courage and Excellence

8475

Introduction

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

Principal

School contact details

Walgett Community College - High School

Arthur St

Walgett, 2832

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

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

6828 1022

School background

School vision statement

Vision:

Excellence in education with improved student outcomes through excellence in teaching, high expectations, a focus on language and culture fostering resilient, positive and supportive relationships in partnership with the community.

Motto:

Courage and Excellence

Values:

Respect

Safety

Learning

School context

Walgett Community College is located 290 km north-west of Dubbo. The College has a combined P–12 enrolment of 275 students, including approximately 97% Aboriginal and Torres Strait Islander students, across two campuses. The college is in a remote, rural location allowing learning opportunities to occur in unique environments. Facilities at the college include a pre-school and two trade training centres offering courses including hospitality, metal and engineering and construction.

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.

Across the three domains of Learning, Teaching and Leading, the school identified its achievement either at Delivering or Working towards Delivering. The areas of relative strength were Learning: Wellbeing and Learning: Curriculum.

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

Build Capacity for Student Success

Purpose

To improve student learning outcomes through a culture of high expectations, growth mindset and aspirations. The students will learn in an environment of high quality explicit teaching, personalised learning, and a focus on literacy and numeracy where all students become successful, creative and confident life-long learners.

Overall summary of progress

The overall progress for Strategic Direction 1– Build Capacity for Student Success was either delayed or on Track. Personalised Learning Plans were completed with students, teachers and parents/carers; however, the review of targets and the renew of targets was delayed. Collaborative Practice was achieved in some areas across some faculties; however it was not a school-wide practice with all staff participating.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
7–10 achieving tracked growth on the Literacy and Numeracy progressions.	In 2018, funds were expended on professional learning focused on the Literacy & Numeracy Progressions.	The school introduced the process of tracking against progressions.
2% increase in the proportion of students in top two bands for NAPLAN Years 3, 5, 7 & 9 aligned with Premier's priorities.	In 2018, funds were expended on the introduction of intervention programs– QuickSmart & Corrective Reading.	Corrective Reading and QuickSmart were timetabled for all students Y7–9. In 2018– 9% of Year 7 students achieved in the top two Bands in Reading and 5.9% in Numeracy.
All teachers developing and delivering differentiated learning tasks, formative assessment and providing relevant feedback.		Differentiation of teaching and learning embedded in some KLAs.
All of staff supported to reach professional learning goals of PDP through professional learning.	In 2018, funds were expended across a range of professional learning aligned to the School Plan and individual PDPs.	PDPs drafted and submitted.

Next Steps

The next steps with regard to Building Capacity for Student Success is to ensure that opportunity is provided to schedule review and renew meetings for staff, students and parents/carers to ensure that Personalised Learning Plans are a dynamic document that informs teaching and learning. Whole school collaborative practice must endeavour to have collaborative practices across all faculties and embed a collaborative planning cycle.

Strategic Direction 2

Positive Behaviours for Success

Purpose

To develop a positive social and emotionally resilient culture across the college based on Safe, Respectful, Happy Learners.

Overall summary of progress

The overall progress for Strategic Direction 2– Positive Behaviours for Success was either delayed or on Track. Consistent use of Positive Behaviour for Learning with regard to data collated was embedded practice; however, refresher training each term was delayed. The progress on parent and carer partnerships was delayed; student progress meetings occurred on a needs basis rather than a school-wide practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and carer involvement in the personalised learning plans (PLPs) and reviews	In 2018, funds were expended on hospitalities.	PLPs were conducted at Gingie and Namoi Reserves.
All staff to be involved in the mentoring of students in setting attendance, learning and behaviour goals.		Staff nominated 3–7 students to mentor and complete the PLP process.
Increase in student attendance, engagement in lessons and completion of learning tasks.	In 2018, funds were expended on student attendance initiatives.	In 2018, from Semester I to Semester II Year 9 boys attendance grew by 10.1%
Increase in school and community partnerships providing support for student wellbeing. Introduction of FRIENDS Resilience Program.		FRIENDS program not introduced.
All College staff explicitly teaching, modelling and promoting the WCC PBL values of Safe, Respectful and Happy Learners. While endorsing a whole college courage and excellence, anti-bullying program and using consistent language when explicitly teaching the expectations of PBL..		Wellbeing procedures under review.
10% decrease in student suspensions.		Suspensions decreased from 2017 to 2018 by 39%.
15% increase in positive entries on Sentral.		In 2018, there was a significant increase in positive Sentral entries reflect in the use of Fast & Frequents.
20% decrease in major incidents.		In 2018, there was a substantial decrease in major incidents as reflected by the significant decrease in suspensions.
Introduction of common language to encourage PBL values and		Wellbeing procedures under review.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
general positive behaviour from students.		Wellbeing procedures under review.

Next Steps

The next steps with regard to Positive Behaviour for Success is to ensure that professional learning opportunities are provided for all new staff engaged throughout a school year. Parent and carer partnerships needs to be addressed through timely and structured opportunities for student progress meetings.

Strategic Direction 3

Community, Culture & Language & Engagement

Purpose

To establish and build community partnerships where parents, families and community organisations collaborate to develop culture and language for improved student engagement and outcomes.

Overall summary of progress

The overall progress for Strategic Direction 3– Community, Culture & Language & Engagement was either delayed or on Track. Achievement of Process 1: Language was on track, the resources of the Language Nest, TAFE, local people and staff were well utilised. Process 2– Targeted Programs was rated as delayed as some of the programs listed were not incorporated while other programs such as Sista & Bro Speak were successfully delivered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students learning Gamilaraay language P – 10. Support for the introduction of Aboriginal Language program to engage parents and community in the learning/teaching of language.		In 2018, Gamilaraay was timetabled into the curriculum for all students Year 7–10.
100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy Country'		In 2018, students engaged in learning and assessment tasks in their Gamilaraay Languages classes.
Proportion of students involved in Sista Speak and Bro Speak.	Funds expended from Equity Loadings.	In 2018, students in Stage 4 and Stage 5 participated in Sista & Bro Speak.
100% staff trained in certificate I Gamilaraay language and 100% Aboriginal staff trained in Sista Speak and Bro Speak.		In 2018, staff undertook training in Certificate I Gamilaraay Language through TAFE Western.
Increased community satisfaction and student success with the programs.		
Promote the role of the School Reference Group as a voice for parents and community.		In 2018, regular meetings were held with the School Reference Group in the School's Community Hub.
Improving school attendance with our partner Remote School Area Strategy (RSAS), parents, and carers.		In 2018, there was an ongoing partnership with RSAS and parents/carers.

Next Steps

The next steps with regard to Community, Culture & Language & Engagement is to further develop the embedded approach of delivering language within the school; further developing our strategic partners. With regards to Targeted Programs an analysis of those listed programs needs to be conducted to ensure they are the most appropriate with regards to the schools needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	In 2018, Walgett Community College High School received \$328329 in funding for its Equity Loading Aboriginal Background.	In 2018, these funds were used to support the employment of two AEOs, together with programs including: Breakfast Club, Sista & Bro Speak.
Low level adjustment for disability	In 2018, Walgett Community College High School received \$121297 in funding for its Equity Loading Low Level Adjustment for Disability.	In 2018, these funds were used to support the employment of a LaST.
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	In 2018, Walgett Community College High School received \$244517 in funding for its Equity Loading Socio-economic Background.	In 2018, these funds were used to support the employment of SLSOs, together with programs and initiatives including: student prizes, literacy & numeracy intervention, student uniforms and lunch vouchers.
Support for beginning teachers	In 2018, Walgett Community College High School received \$16656 in funding for Beginning Teachers.	In 2018, these funds were used to support professional learning activities engaged in by beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	47	41	48	50
Girls	60	51	50	57

Student attendance profile

School				
Year	2015	2016	2017	2018
7	63.9	80.8	84.4	69.1
8	69.7	59.7	71.9	64.8
9	57.4	67	59.9	55.4
10	53.3	44.1	59.6	47
11	51.3	56	45.6	26.6
12	50.7	43.3	56.7	41.9
All Years	58.5	59.5	63.5	53.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school uses a variety of measures to address non-attendance. Walgett Community College High School has a partnership with the Remote School Attendance Strategy, where non-attendance and positive attendance initiatives are incorporated into school daily operations. The school also works with the Home School Liaison Officers to manage chronic non-attendees.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2018 no students undertook a vocational educational qualification in the HSC Year.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 two students attained their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	8.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	9.38
Other Positions	1

*Full Time Equivalent

In 2018 the Aboriginal composition of the school's workforce was spread across Head Teacher, Teacher, and School Administrative and Support Staff positions.

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	2

Professional learning and teacher accreditation

Professional learning for staff forms part of the School's Strategic Direction 1: Build Capacity for Student Success. Staff undertook professional learning aligned to the School Plan and their individual Performance and Development Plans. Teaching staff were either maintaining accreditation or gaining accreditation against the Australian Professional Standards for Teachers through the New South Wales Education Standards Authority.

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	762,762
Revenue	4,737,620
Appropriation	4,648,264
Sale of Goods and Services	62,771
Grants and Contributions	23,777
Gain and Loss	0
Other Revenue	0
Investment Income	2,808
Expenses	-4,213,573
Recurrent Expenses	-4,213,573
Employee Related	-3,607,914
Operating Expenses	-605,659
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	524,047
Balance Carried Forward	1,286,808

In 2018 the school had an opening balance of \$762762, revenue of \$4737620, expenditure of \$4213573 and a balance carried forward of \$1286808.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,245,664
Base Per Capita	21,201
Base Location	53,437
Other Base	2,171,026
Equity Total	694,746
Equity Aboriginal	328,329
Equity Socio economic	244,517
Equity Language	603
Equity Disability	121,297
Targeted Total	466,566
Other Total	603,355
Grand Total	4,010,332

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.

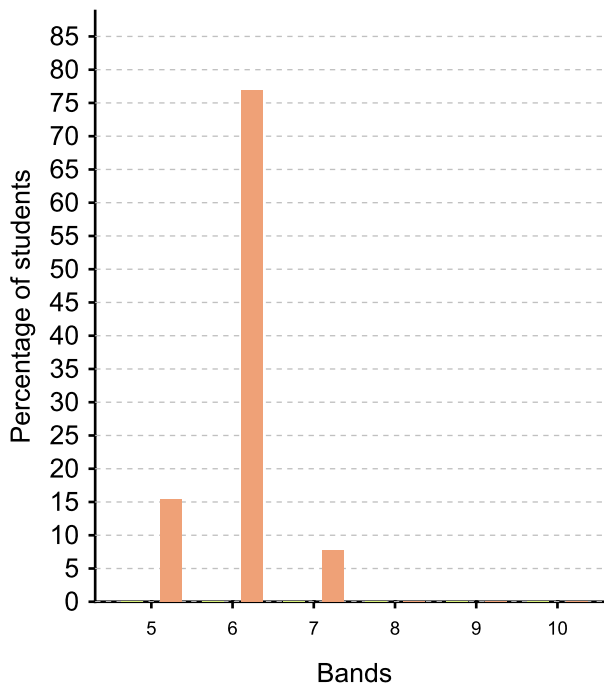
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

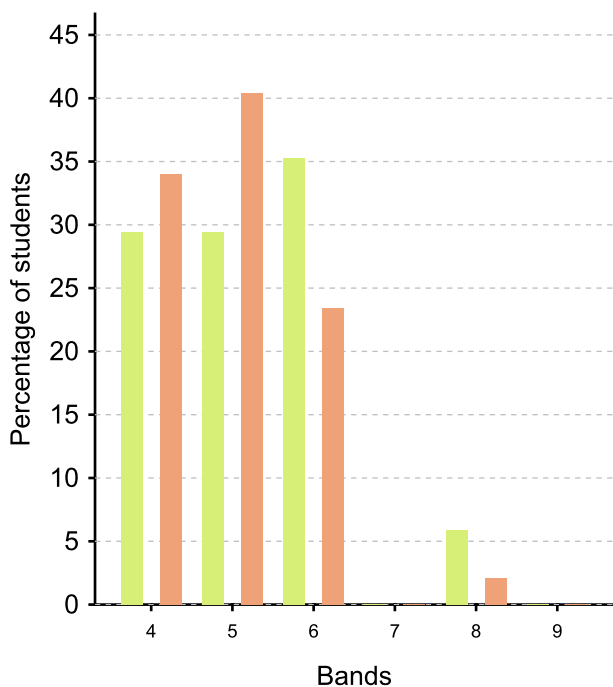
Student achievement in NAPLAN– Literacy was strongest in Year 7 Reading with 4.5% of students achieving Band 8 and 4.5% in Band 9. Student achievement in Year 9 was significantly below with no students achieving in the top two bands.

Student achievement in NAPLAN– Numeracy was strongest in Year 7 with 5.9% of students achieving Band 8, whereas student achievement in Year 9 was significantly below with no students achieving in the top two bands.

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



Percentage in Bands	
School Average 2016-2018	

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	15.4	76.9	7.7	0	0	0

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.

Student achievement in accordance with the *Premier's Priorities* was strongest in NAPLAN Year 7 Reading with 4.5% of students achieving Band 8 and 4.5% in Band 9 and 5.9% of Year 7 students achieving Band 8 in Numeracy. Student achievement in Year 9 was significantly below with no students achieving in the top two bands.

Percentage in Bands	
School Average 2016-2018	

Band	4	5	6	7	8	9
Percentage of students	29.4	29.4	35.3	0.0	5.9	0.0
School avg 2016-2018	34	40.4	23.4	0	2.1	0

Higher School Certificate (HSC)

The cohort size of the HSC class was too small to draw valid comment.

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Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction was measured using the Tell Them From Me surveys. Parent and caregiver, and teacher participation was very low. Student satisfaction as measured by the survey was strong in areas including: interest and motivation, positive student–teacher relationships, participation in sport and pride in culture.

Policy requirements

Aboriginal education

Walgett Community College High School is one of the Connected Communities Strategy schools and therefore the implementation of the Aboriginal Education Policy is a core responsibility of all staff. As a school the focus is on ensuring we work together to achieve the Department's goal that Aboriginal students will match or better the outcomes of the broader student population. The school worked in partnership with the AECG and School Reference Group to ensure collaborative decision making.

Multicultural and anti-racism education

In 2018, Walgett Community College High School celebrated Harmony Day to recognise the importance of our multicultural society. The school's Positive Behaviour for Learning procedures incorporate anti–racism strategies.