

Wagga Wagga High School

2019 Annual Report



8142

Introduction

The Annual Report for 2019 is provided to the community of Wagga Wagga 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.

School contact details

Wagga Wagga High School

Coleman St

Wagga Wagga, 2650

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

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

6925 3611

School background

School vision statement

We aim to provide a safe setting for our students linking to educational experiences and opportunities which encourage personal growth and success in an engaging learning environment.

School context

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name “the high school on the hill”, in 1917. The school is a large co-educational, inclusive, comprehensive high school situated in a large regional centre. The enrolment for 2018 is 1068 students including an Indigenous population of 70 and an ESL population of over 70 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school. The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing. HOW2Learn is being implemented to further enhance quality teaching practices. The school has excellent facilities with a Trade Training Centre for vocational education, a commercial kitchen which includes a student run café, a ten hectare farm for rural education, assembly hall, sporting facilities including a gymnasium and well landscaped school grounds. The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active and involved Parents & Citizens Association. Close links have been established with partner primary schools, Charles Sturt University, the Riverina Institute of TAFE and the wider community.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching

Purpose

To provide and foster a culture of professional growth to support all staff to enhance teaching practices aligned with the Professional Teaching Standards.

Improvement Measures

Improved collaboration and learning culture

Increased use of evidence-informed pedagogy by all teachers

TPL aligned with PDP and Strategic Directions

Progress towards achieving improvement measures

Process 1: Develop the teaching community to maintain Performance Development Plans to meet the needs of teachers, enhance quality teaching and improve student outcomes.

Evaluation	Funds Expended (Resources)
Senior executive discuss and plan TPL needs with further discussion with the executive team.	Casual days used to release staff to achieve the milestones in the year.

Process 2: Implement collaborative approach through the development of learning partnerships between staff to enhance quality teaching and improve student outcomes.

Evaluation	Funds Expended (Resources)
Staff feedback on the process, the successes and areas to develop. Collect data on staff engagement in peer observation process and how they see its use for the future.	Staff employed for release time.

Process 3: Strengthen evaluative culture and practice by regularly evaluating quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
The success of the process relied on all staff applying the skills learnt throughout the year. On reflection staff agreed to continue this within the school as our data showed an improvement in student outcomes.	PL sessions on expectations and upskilling of staff.

Strategic Direction 2

Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self-directed learners. Students to be independent and successful learners as staff providing a meaningful, challenging and supportive environment that promotes lifelong learning.

Improvement Measures

Increase in the proportion of students achieving proficiency in line with the Premier's Priorities – Minimum HSC standard

External results at or above state average.

70% Achieving above expected growth in Literacy and Numeracy

Progress towards achieving improvement measures

Process 1: Implement timely and targeted interventions for students to achieve to their potential will reflect best practices. Students and staff working to achieve high expectations and develop a culture of rigour within all areas of the school.

Evaluation	Funds Expended (Resources)
ht's monitor progress and support staff to complete programs for 2020.	TPL days access as required to complete these programs.

Process 2: Strengthen students tailored support, extension and enrichment. (LaST, ILP, PLP and Specialist classes {7S, Triple E, ACE, Triple S,9K}, Special Education)

Evaluation	Funds Expended (Resources)
Programs did show success in a variety of data points. Student success, outcomes and the reduction in welfare negative entries all show the programs had a positive impact on students and staff success.	TPL days as required, Peer observation and group discussion to share ideas and adjustments.

Process 3: Develop staff to include the language of ALARM in teaching, learning and assessment programs.

Evaluation	Funds Expended (Resources)
Review all data to assess the success of this whole school opportunity. Reflection on literacy success and HSC results shows areas that have performed above expectations but highlights an opportunity to develop a whole school approach on writing skills.	TPL and peer observation, TPL to be used as required.

Process 4: Employ an Aboriginal Education officer to further develop relationships with our community and increase support for Aboriginal students in the school. Continuing to tutor and have staff mentors within the school.

Evaluation	Funds Expended (Resources)
Plans have been reviewed and drafts are in place for 2020	RAM Funding, Aboriginal Team

Strategic Direction 3

Community

Purpose

To provide a safe and supportive school environment that further enhances a culture of respect and responsibility and supports the wellbeing of students and staff. Collaboration with the wider community will enhance opportunities for staff and students to develop their leadership skills.

Improvement Measures

All staff consistently use PBL as a means to set high expectations within their classes.

Data indicates an improved movement towards school goals and expectations.

Increased communication with agencies to be involved in the school and student engagement.

Progress towards achieving improvement measures

Process 1: Positive Behavior for Learning (PBL) to form the basis of the school's welfare and discipline system. This will form a baseline platform for rigor and high expectations. Staff will be continually trained and upskilled in this process to gain a consistent approach across the school. Scripts provided for staff to address discipline issues.

Evaluation	Funds Expended (Resources)
Parents accessing the portal. Increased number of students on merit levels.	

Process 2: Wellbeing programs addressing the wellbeing of both staff and students developed. Introducing an anti-bullying and drug awareness format to enhance and support systems in place within the school. Sessions delivered by all stakeholders – teachers, students and community groups with the inclusion of parents.

Evaluation	Funds Expended (Resources)
Sentral data. Evaluation of Wellbeing programs. Tell Them From Me Survey	

Process 3: Outside agencies involved in the school to address needs of all students to improve their outcomes with education.

Evaluation	Funds Expended (Resources)
Increased percentage of VET students successfully completing work placement. Increased engagement in Year 10 work experience program.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Programs	Survey students on EEC visits and review all data on our students.
English language proficiency	Learning support and teaching staff employed over RAM allocation.	Students are progressing above expectation but are still selecting stage 6 subjects above the language ability. Even with extra support they are still not achieving the outcomes expected.
Low level adjustment for disability	Extra staff employed above allocation to have increased support in the classrooms for students and staff.	Use data to inform staff of value added for targeted students
Socio-economic background		Review all data to support the progress of both programs.
Targeted student support for refugees and new arrivals	TPL funded and school visits in Sydney helped staff increase their understanding and created professional links.	Professional links have been created and staff have access to a variety of resources and staff to improve their practices.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	541	557	516	500
Girls	503	515	524	535

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94	93.1	90.5	91.1
8	91.2	92	88	89.7
9	90.6	89.1	87.1	88.6
10	87.7	86.5	85.9	86.1
11	87.5	88.3	86.7	88.7
12	88	88.4	87.1	88.2
All Years	90	89.6	87.6	88.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-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	3.9
Employment	0	0	40.3
TAFE entry	0	0	13.2
University Entry	0	0	28.7
Other	0	0	12.4
Unknown	0	0	1.5

Year 12 students undertaking vocational or trade training

38.18% of Year 12 students at Wagga Wagga High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

90.6% of all Year 12 students at Wagga Wagga High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	17.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,286,099
Revenue	13,936,794
Appropriation	12,803,288
Sale of Goods and Services	25,899
Grants and contributions	1,090,546
Investment income	12,960
Other revenue	4,100
Expenses	-13,985,685
Employee related	-11,752,795
Operating expenses	-2,232,890
Surplus / deficit for the year	-48,891

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,193,531
Equity Total	1,137,713
Equity - Aboriginal	77,199
Equity - Socio-economic	298,200
Equity - Language	465,906
Equity - Disability	296,407
Base Total	9,328,179
Base - Per Capita	250,908
Base - Location	1,893
Base - Other	9,075,378
Other Total	547,314
Grand Total	12,206,737

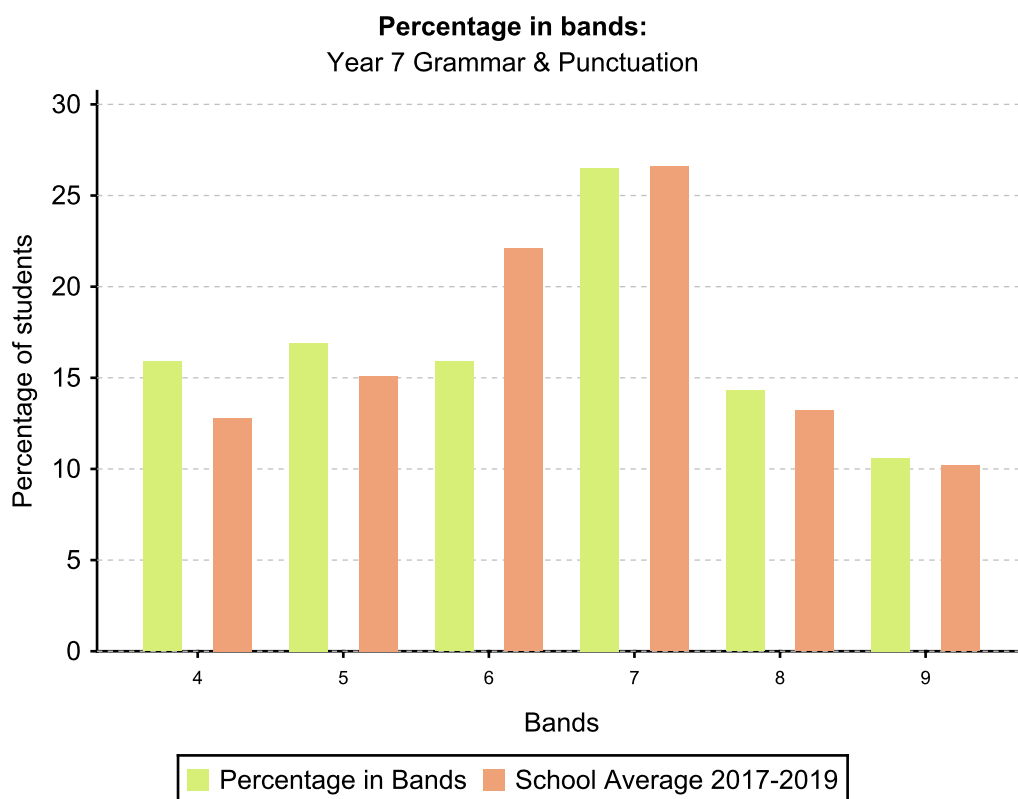
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

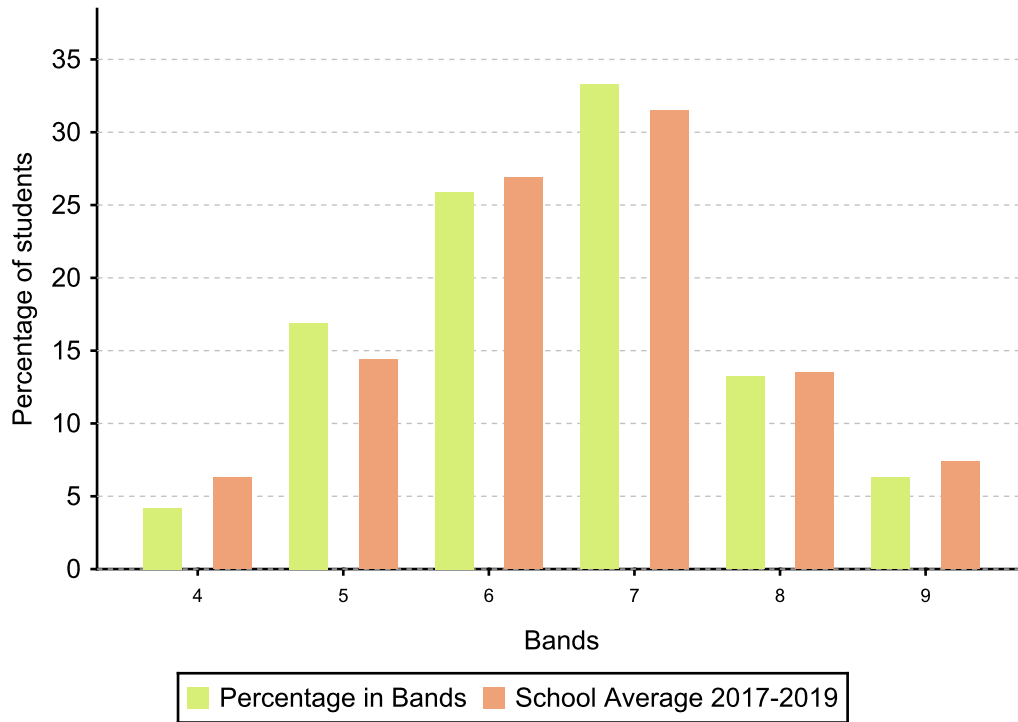
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



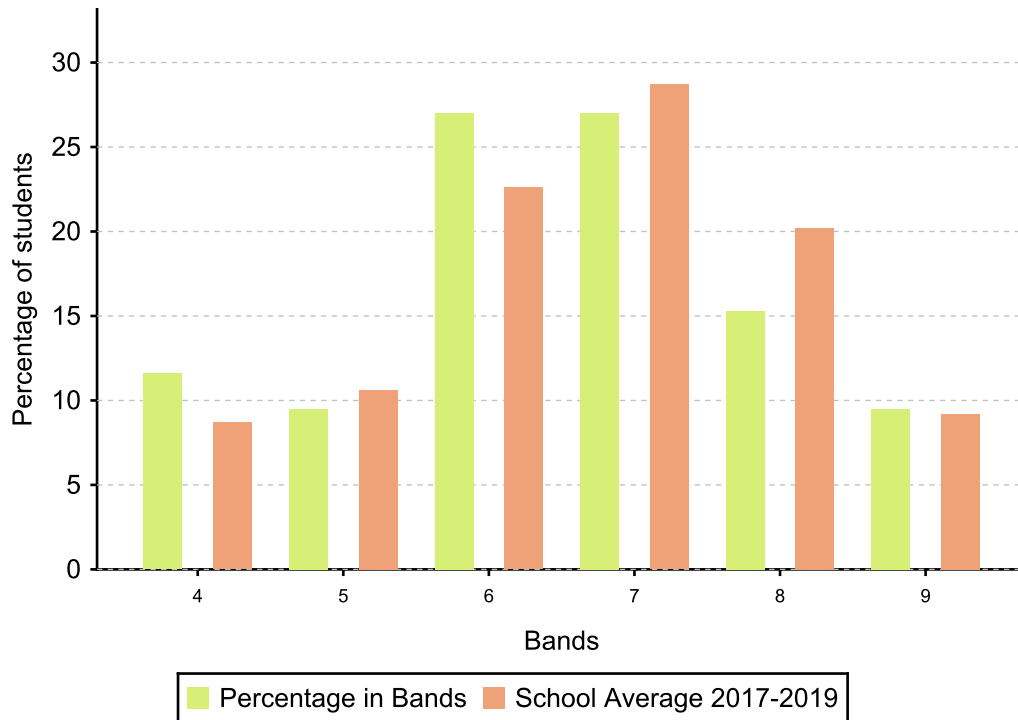
Band	4	5	6	7	8	9
Percentage of students	15.9	16.9	15.9	26.5	14.3	10.6
School avg 2017-2019	12.8	15.1	22.1	26.6	13.2	10.2

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	4.2	16.9	25.9	33.3	13.2	6.3
School avg 2017-2019	6.3	14.4	26.9	31.5	13.5	7.4

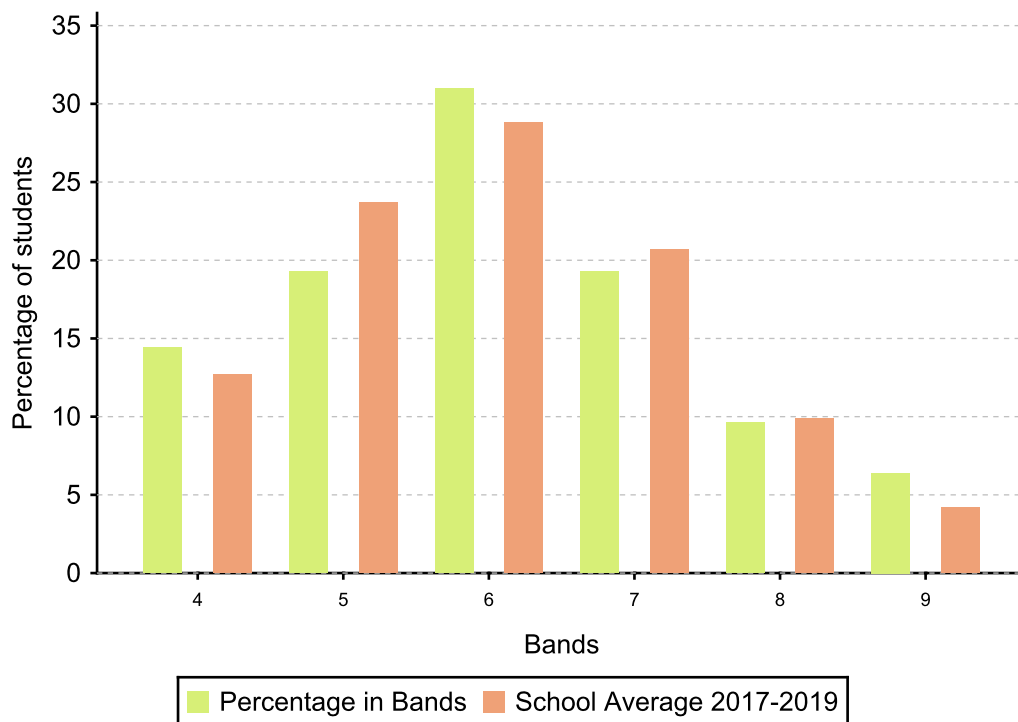
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	11.6	9.5	27.0	27.0	15.3	9.5
School avg 2017-2019	8.7	10.6	22.6	28.7	20.2	9.2

Percentage in bands:

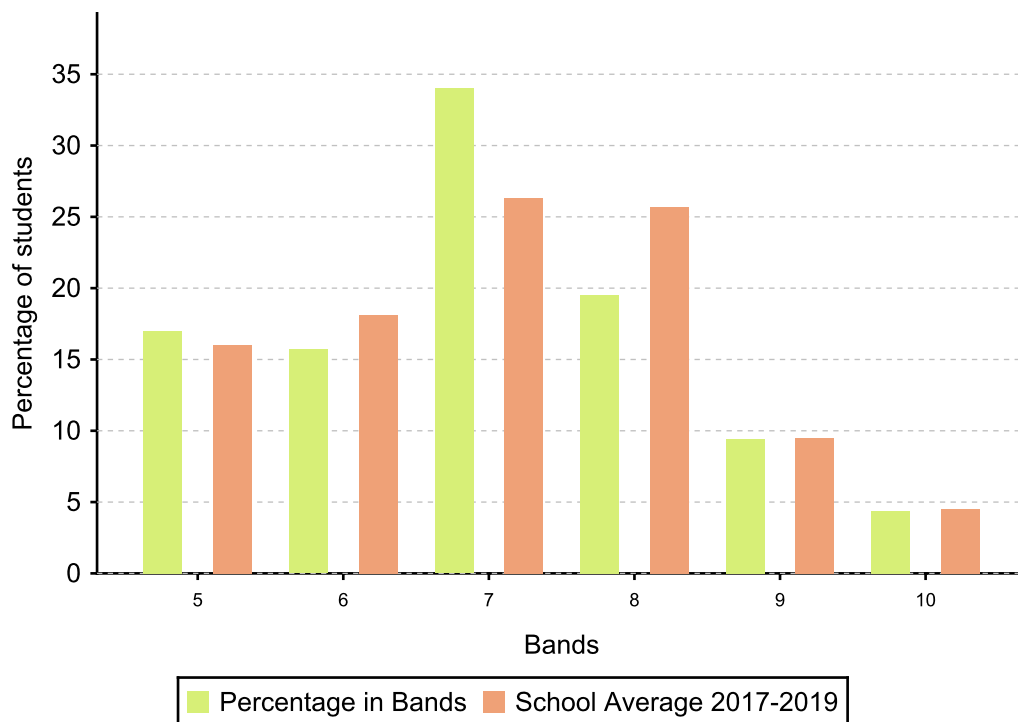
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	14.4	19.3	31.0	19.3	9.6	6.4
School avg 2017-2019	12.7	23.7	28.8	20.7	9.9	4.2

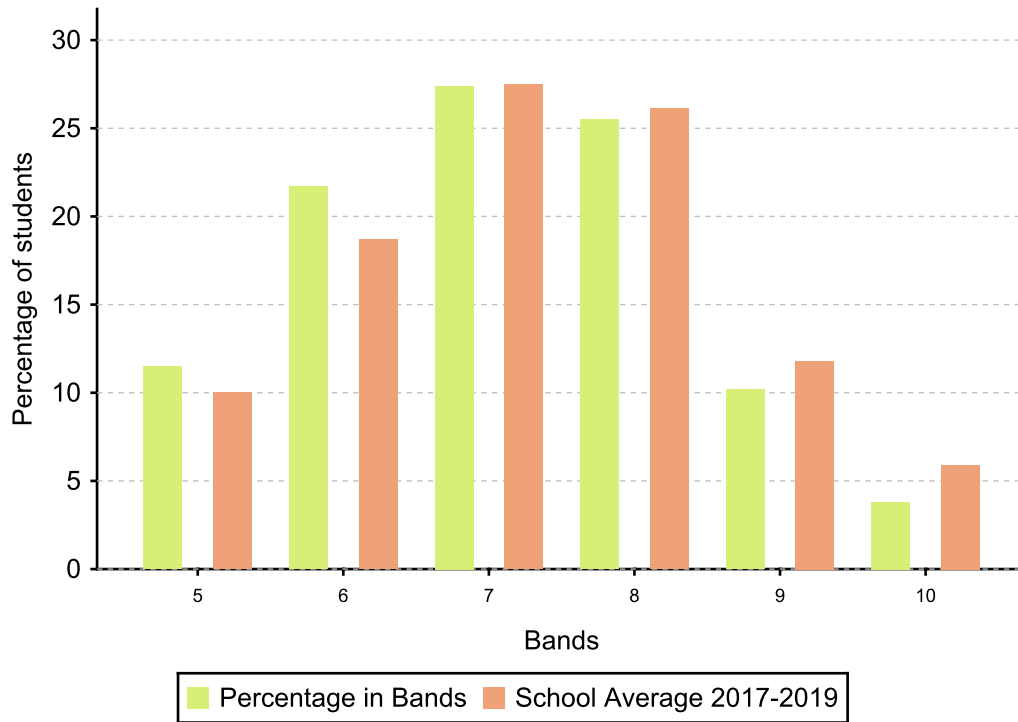
Percentage in bands:

Year 9 Grammar & Punctuation



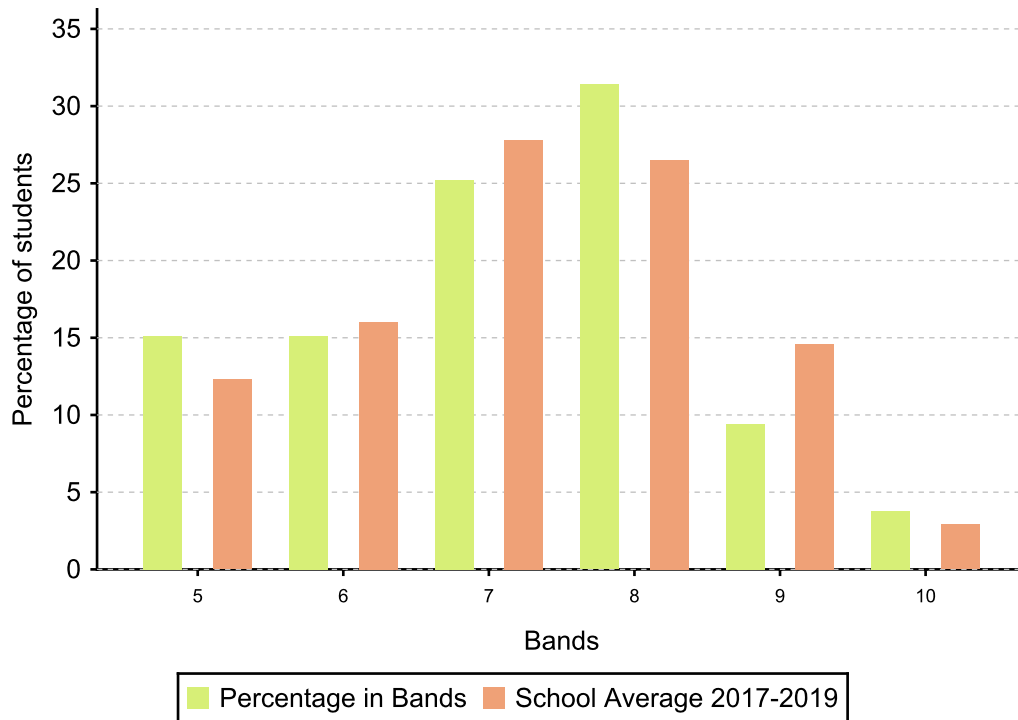
Band	5	6	7	8	9	10
Percentage of students	17.0	15.7	34.0	19.5	9.4	4.4
School avg 2017-2019	16	18.1	26.3	25.7	9.5	4.5

Percentage in bands:
Year 9 Reading



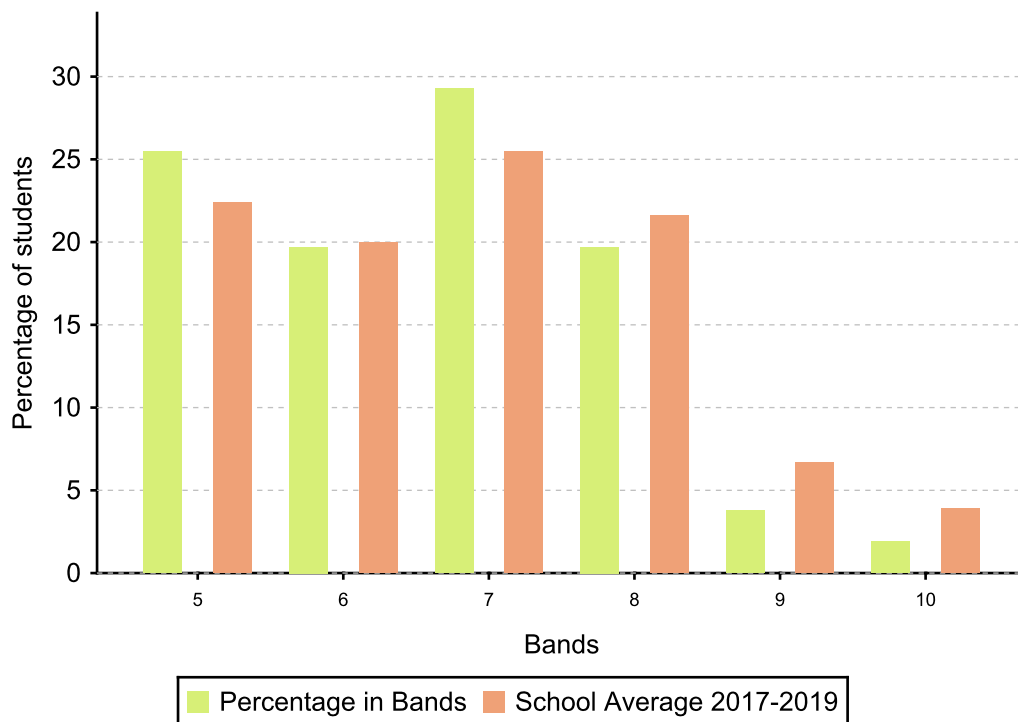
Band	5	6	7	8	9	10
Percentage of students	11.5	21.7	27.4	25.5	10.2	3.8
School avg 2017-2019	10	18.7	27.5	26.1	11.8	5.9

Percentage in bands:
Year 9 Spelling



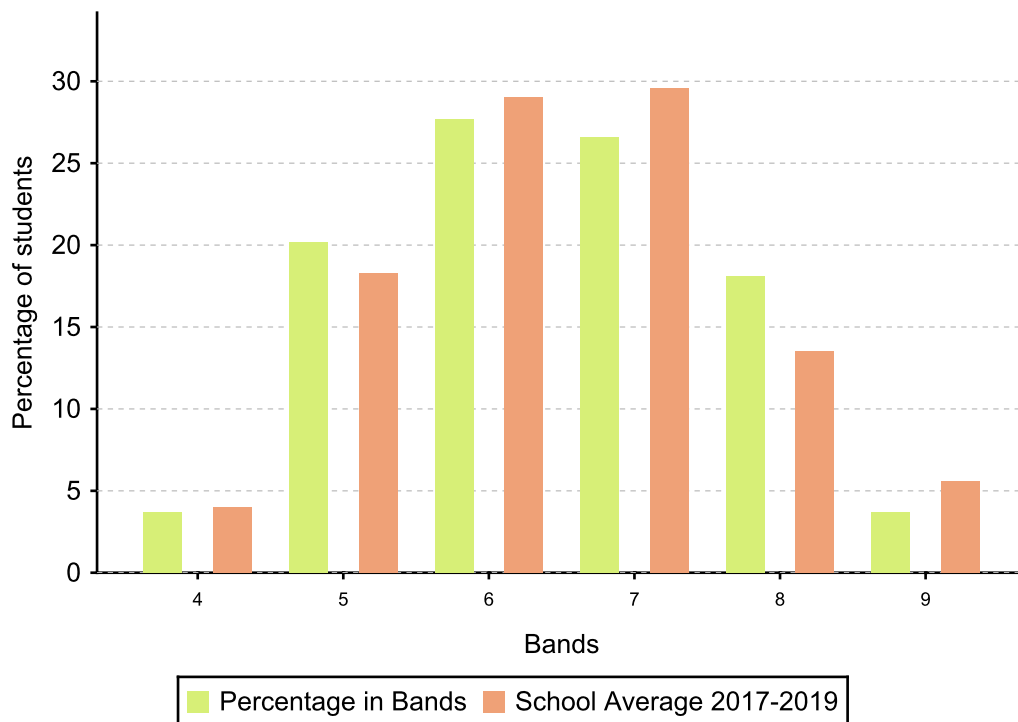
Band	5	6	7	8	9	10
Percentage of students	15.1	15.1	25.2	31.4	9.4	3.8
School avg 2017-2019	12.3	16	27.8	26.5	14.6	2.9

Percentage in bands:
Year 9 Writing



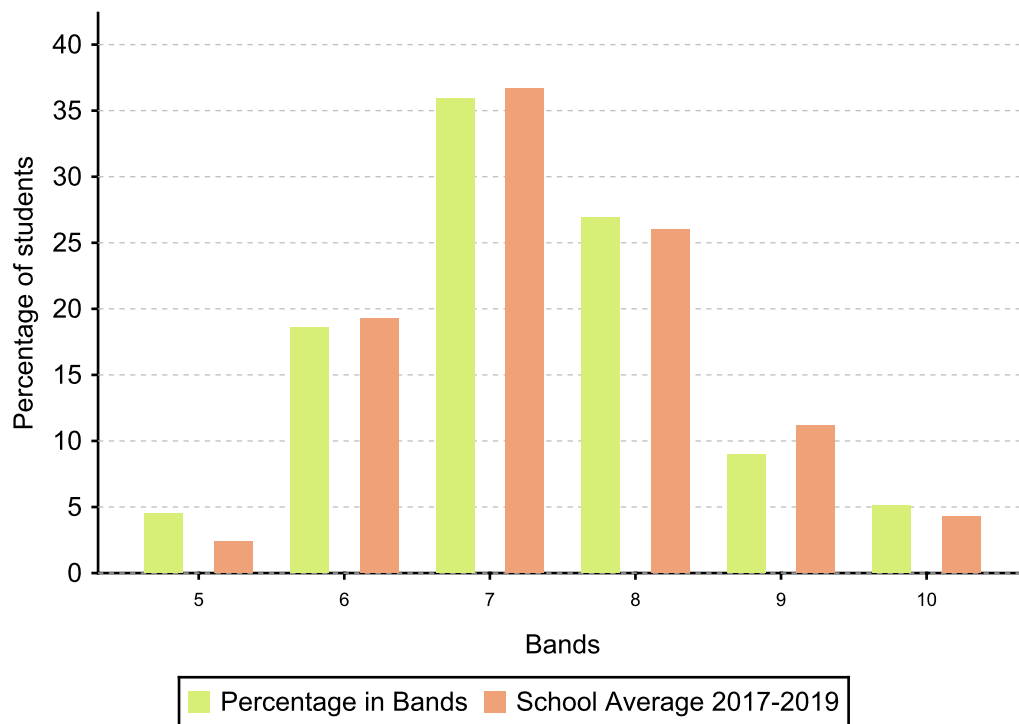
Band	5	6	7	8	9	10
Percentage of students	25.5	19.7	29.3	19.7	3.8	1.9
School avg 2017-2019	22.4	20	25.5	21.6	6.7	3.9

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.7	20.2	27.7	26.6	18.1	3.7
School avg 2017-2019	4	18.3	29	29.6	13.5	5.6

Percentage in bands:
Year 9 Numeracy

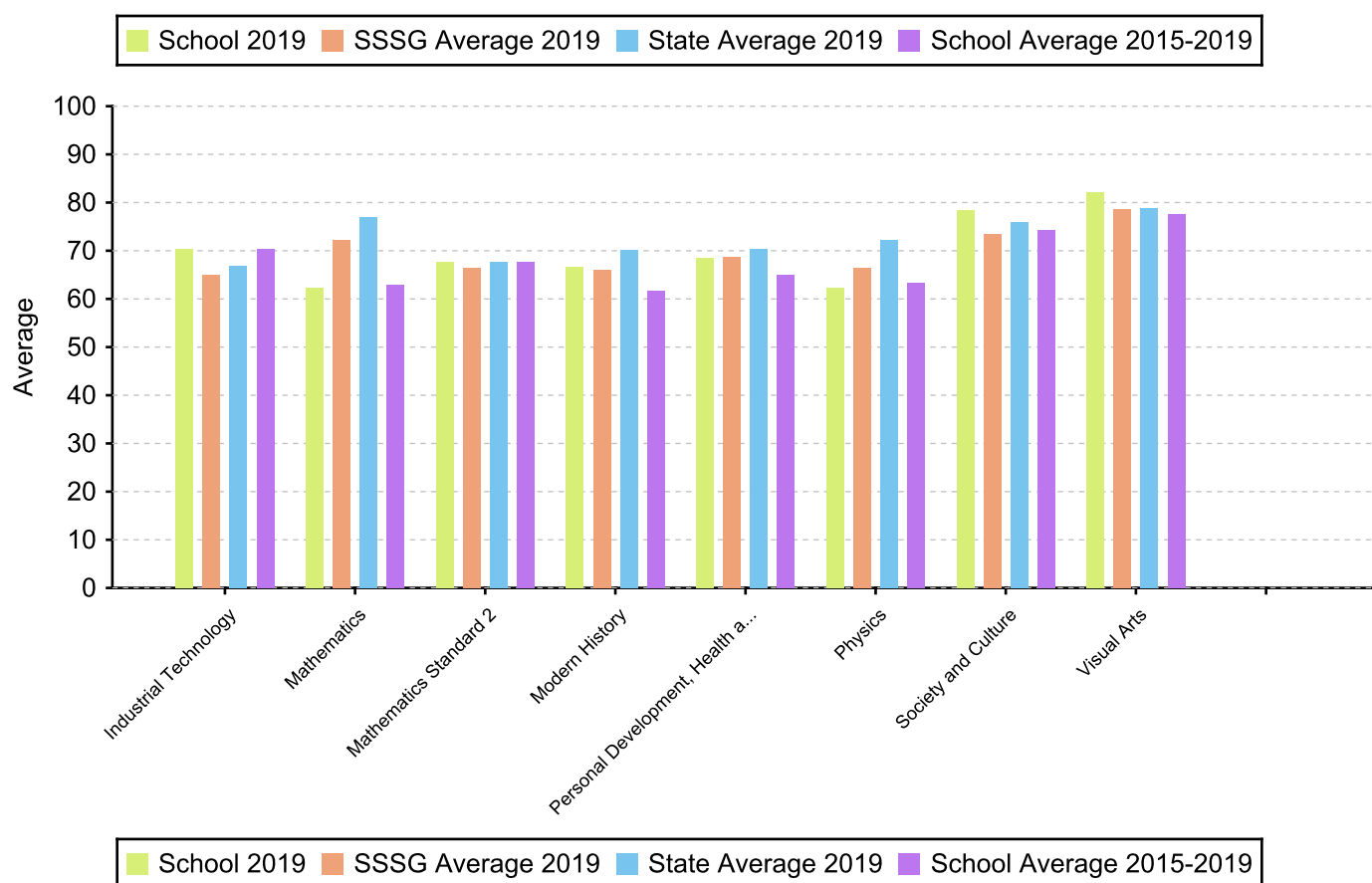
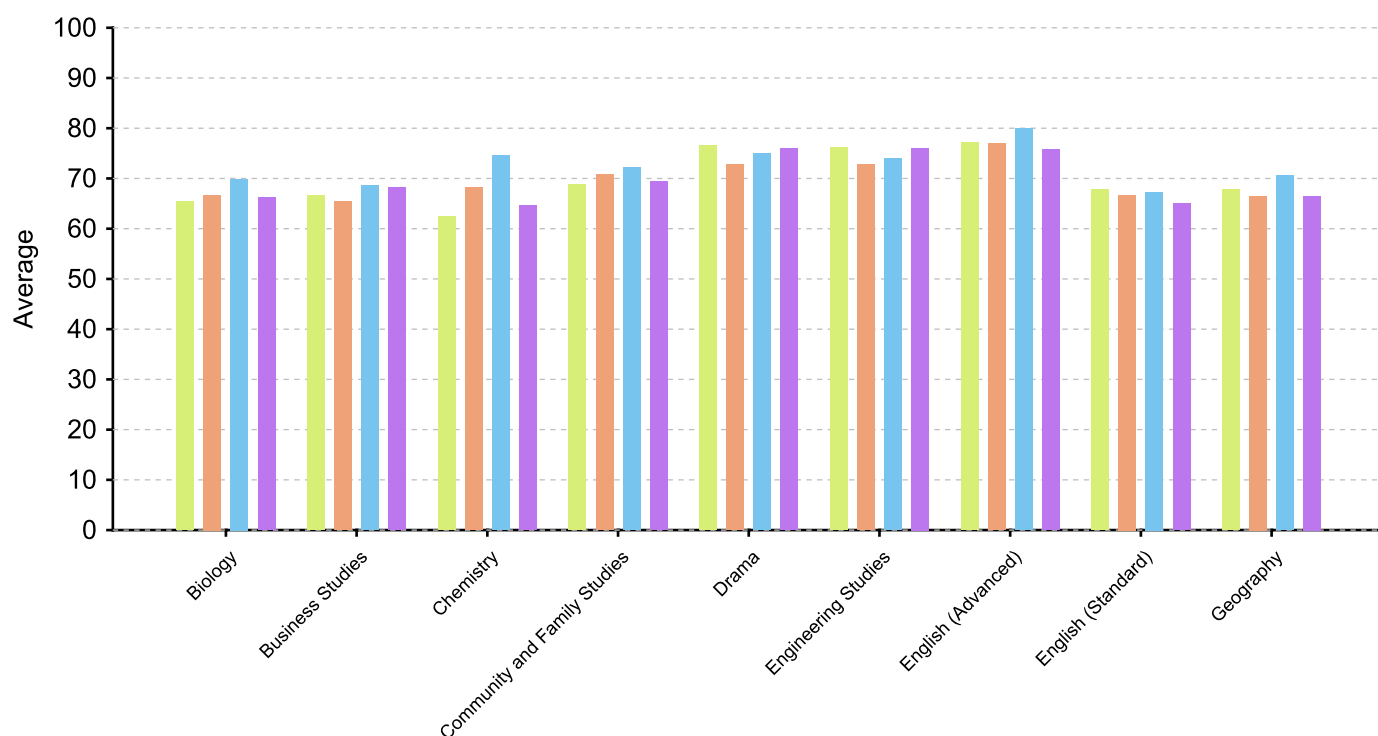


Band	5	6	7	8	9	10
Percentage of students	4.5	18.6	35.9	26.9	9.0	5.1
School avg 2017-2019	2.4	19.3	36.7	26	11.2	4.3

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	65.4	66.7	69.9	66.3
Business Studies	66.6	65.4	68.6	68.3
Chemistry	62.5	68.2	74.7	64.7
Community and Family Studies	68.8	70.8	72.2	69.3
Drama	76.5	72.9	75.0	75.9
Engineering Studies	76.1	72.8	73.9	76.1
English (Advanced)	77.1	77.0	80.0	75.8
English (Standard)	67.8	66.7	67.3	65.1
Geography	67.8	66.5	70.6	66.5
Industrial Technology	70.3	65.0	66.8	70.3
Mathematics	62.3	72.2	76.9	62.8
Mathematics Standard 2	67.6	66.5	67.7	67.6
Modern History	66.6	66.0	70.2	61.6
Personal Development, Health and Physical Education	68.6	68.7	70.5	65.1
Physics	62.4	66.5	72.1	63.2
Society and Culture	78.4	73.5	75.9	74.4
Visual Arts	82.1	78.7	78.8	77.7

Parent/caregiver, student, teacher satisfaction

Social Engagement

The Tell Them From Me Survey includes ten measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10–point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and school attendance. Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher–order thinking skills to increase understanding, solve complex problems, and construct new knowledge [4]. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes [5]. These students are often deeply absorbed in academic activities. Figure 3 displays the results for Wagga Wagga High School on the three measures of intellectual engagement.

Intellectual Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their school and class attendance and their effort in doing homework. Extent of inequalities in student engagement among socioeconomic groups 'Equality' refers to differences in social outcomes among sub–populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home, their parents' level of education, and whether they were living in a two–parent family. Students were classified into three groups which are referred to as low, middle, and high SES. Figure 4 displays the extent of inequalities among these socioeconomic groups in Wagga Wagga High School for three measures of student engagement. A substantial number of disengaged students have poor literacy skills. Most of these students did not learn to read well during primary school and therefore have a long history of feeling inadequate as learners at school. They need an intervention aimed at improving their basic reading and maths skills. Some disengaged students are disruptive and disrespectful, and prone to participating in risky behaviours, including smoking, excessive drinking, drug use, and unsafe sexual practices. They need short– and long–term plans for school success guided by school staff. Many of them need help in developing positive friendships and resolving conflicts in constructive ways. Some require professional help to overcome addictions. First and foremost, all students need an advocate – someone at school who consistently provides encouragement and to whom students can turn to for advice. School staff need to know who the acutely disengaged students are and regularly monitor their progress. Someone on staff needs to check in with each of these students regularly, in some cases every day. Improving student engagement cannot be seen as solely the role of the school counsellor or psychologist; it needs to be viewed as a key role of classroom teachers. Rather than seeing student engagement as an immutable 'trait' of students, it is better to think of it as a fluid state of being, which can change as students proceed through school [6]. The onus to succeed at school rests with the student, but peers, families, and school staff can play an important role in shaping student engagement. Research conducted by The Learning Bar provides compelling evidence that schools vary substantially in their levels of engagement, even when students' backgrounds are taken into account. Moreover, school staff can take concrete steps towards increasing student engagement.

What Schools Can Do

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Three school–level factors were consistently related to student engagement: teacher–student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares Wagga Wagga High School to NSW. A number of students who are disengaged suffer anxiety and depression. The school can play a role in reducing anxiety and depression by supporting programs designed to improve students' emotional resilience by tackling issues concerning bullying and school safety, and by building effective family–school partnerships. These measures can dramatically improve levels of social and institutional engagement. This report was prepared by Dr. J. Douglas Willms, President of The Learning Bar, with support from The Learning Bar's staff. Schools can print this report free of charge for use in staff meetings and professional development activities. It can also be reproduced for distribution to parents and caregivers.

About this School Report

Tell Them From Me is an evaluation system that includes dynamic web–based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see www.thelearningbar.com for further information. Increasing the intellectual engagement of students is perhaps more difficult to achieve as it requires a marked change in classroom practice. Educators will need to challenge and alter some of the long–standing structural features of schools, such as teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.