

## Wee Waa High School

### 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Wee Waa 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

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## School background

### School vision statement

Wee Waa is a dynamic school community that is committed to delivering rich, broad learning in a nurturing environment. This enables each student to achieve their personal best and fulfill their many and diverse ambitions. We are a school of choice for parents because we hold high expectations and provide quality educational experiences and opportunities that engage and motivate students to be visible learners, to critically analyse their knowledge and to become successful, informed future citizens.

### School context

Wee Waa High School is a small, co-educational, comprehensive rural secondary school in North-West NSW that services students from the town of Wee Waa, Burren Junction and Pilliga. Approximately 36% of the students at Wee Waa High School are Indigenous and the school is committed to promoting its cultural diversity through a strong educational program for Aboriginal students.

Wee Waa High School offers a broad curriculum choice, a strong and supportive welfare structure and a variety of extra-curricular activities including sport, the creative arts and several programs unique to our school. Every Aboriginal student has a Personalised Learning Pathway, developed in direct consultation with each student and their parents/carers. Several innovative literacy and numeracy programs operate at Wee Waa High School, including cross-school literacy/numeracy lessons.

Wee Waa High School operates a trade training centre in Hospitality and offers strong and successful programs in Agriculture, Metals and Engineering and Primary Industries. We plan to continue offering a diverse range of vocational education programs to meet the needs of our students.

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

## Strategic Direction 1

Teaching and learning – successful learners

### Purpose

To create a learning culture underpinned by high expectations and teaching practices to improve learning, with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

### Improvement Measures

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for literacy and numeracy by 30% (2019 Premiers priorities).

Improvement in Band 8 and 9 for Literacy and Numeracy in NAPLAN by 8% (2019 Premiers priorities).

All teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students

### Progress towards achieving improvement measures

#### Process 1: Evidenced based pedagogy

- Implementation of the growth mindset and common language in the classroom including explicit learning goals to make learning visible
- Embed the use of effective feedback in each lesson and effective assessment tasks to draw links for learner about how they are improving in their learning and demonstrating success

Evaluation	Funds Expended (Resources)
<p>The school had a deliberate focus on developing consistency in teacher practice across the school and raising teacher capability including:</p> <ul style="list-style-type: none"><li>• using SOLO Taxonomy to differentiate success criteria, to design learning and assessment.</li><li>• continuing to support staff to build teacher clarity through the use of learning goals and success criteria.</li><li>• ongoing whole staff professional learning to deepen understanding of developing visible learners across the school.</li><li>• Teachers incorporating feedback into their practice. This included ongoing verbal feedback throughout the lesson, end of assessment feedback, opportunities for peer to peer feedback throughout lessons and written feedback in relation to the success criteria.</li></ul> <p>All teaching staff successfully completed walkthroughs throughout each term. Feedback sessions followed between participants providing opportunities to discuss lesson success and any gaps identified in the walkthroughs.</p> <p>Staff participated in Professional Development on implementing Visible Learning Impact (VLAT) Cycles and successfully planned their own evidenced based improvement measure within their classroom. Data was collected and results presented to groups of cross faculty staff members. This involved outlining the focus area for improvement, data collection and analysis of findings. Staff began planning from these learnings for their intended cycle of improvement in 2020.</p>	<p>Professional Learning Fees \$30 000</p> <p>Teacher relief \$5 000</p>

#### Process 2: Literacy and Numeracy

- Make effective use of allocated explicit time in the timetable as a resource to engage in the explicit teaching of literacy and numeracy skills
- Using data effectively to plan for literacy and numeracy, including the introduction of learning progressions
- Embed strong targeted support for Aboriginal students in developing literacy and numeracy skills

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Targeted students successfully completed the year in Quicksmart Literacy and Numeracy programs. Results from routine assessments in these programs is communicated to staff to make appropriate adjustments in learning and assessments.

Further data analysis in literacy and numeracy occurred across the school with the focus on providing opportunities to remedy gaps identified.

Students were provided with two opportunities to sit the Minimum Standards Test.

Planning initiated to establish a project team in 2020 that will be led by the Head Teacher Maths and LaST to broaden whole school data analysis and implementation of a whole school focus on individualised Literacy and Numeracy program.

Quicksmart Program fees and staff salaries \$30 000

Professional Learning \$2 500

SLSO Salaries \$47 000

### Process 3: Future Planning

- Selected school leaders and staff begin a review process to assess the ongoing effectiveness of school curriculum structures and processes.
- STEM initiatives including Digital Technologies in Focus will facilitate a seamless learning continuum in digital technologies from primary school to Year 12.

### Evaluation

### Funds Expended (Resources)

Although teams were formed initially to investigate future learning spaces, curriculum options and opportunities, it was recognised that an extensive planning model was needed in 2020 to look at other models used successfully in schools.

Staff engaged in the use of Microbits across the curriculum as a result of the school's involvement in DTiF.

Professional Learning – DTiF \$2000

## Strategic Direction 2

Leadership – confident, creative individuals

### Purpose

School leaders inspire a creative approach to strategically manage resources to enhance student outcomes.

The capacity of leaders is developed through collaborative strategies to implement effective and sustainable evidence based practice that improves outcomes and develops confident and creative individuals.

### Improvement Measures

Senior executive and Head Teachers show increased capacity to effectively manage the implementation of evidence-based classroom practice and visible learning strategies across all faculties.

School leaders deliver effective professional learning to facilitate deeper staff understanding of classroom practice, learning culture and whole school priorities.

Student leaders demonstrate improved confidence and leadership capacity as a result of greater participation in leadership development activities both within and beyond the school.

School working environments are professional, well-maintained and equipped. Teaching and learning spaces are equipped with furniture, equipment and technology that underpins future-focused learning.

### Progress towards achieving improvement measures

**Process 1:** Collaborative practice develops the capacity of the executive to lead their team in the implementation of evidence based classroom pedagogy to improve student learning.

Aspiring leaders build capacity through structured professional learning, mentoring, and networking opportunities.

Evaluation	Funds Expended (Resources)
<p>The Executive team participated in a variety of leadership capacity building programs to ensure successful implementation of evidenced based classroom practice across the school. This extended to the involvement of Aspiring Leaders in the CIN program as 2IC's. The Executive team undertook analysis of the CIN annual report and the Visible Learning School Capability Reports to inform implementation during 2019 and 2020 planning. With the aim to embedding the successes from the school involvement in the Visible Learning and CIN Leadership programs across the whole school as every day practice.</p> <p>Teachers reported experiencing significant professional growth and also indicated their faculty team and the team's meetings were more effective. Collegial sharing and reflection enabled teachers to successfully learn with and from each other and indicated the refined teaching practices were already having a positive impact on student learning actions and/or performance.</p> <p>Executive members continued involvement in Network meetings and conferences to broaden experience in leadership and networking opportunities.</p>	<p>Professional Learning Fees \$30 000</p> <p>Casual salaries \$ 5 000</p>

**Process 2: Student Leadership**

- A framework supports leadership opportunities for all students through a variety of activities including volunteering, the SRC, junior AECG, Young Change Agents, Peer Support programs
- A strong transition program strengthens connections with our feeder primary schools, and includes opportunities for our students to develop leadership skills.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Newly inducted school student leaders participated successfully in GRIP leadership program. Skills gained are supported by the SRC Coordinator and shared within the SRC team to inform planning and implementation of school based activities.

Students from Years 10 and 11, were selected to attend City Country Alliance Leadership program in Sydney. They participated in a three day program with students from across the state. Students were exposed to cultural activities as well as leadership skill development.

Further development of current and future school leaders identified, resulted in a revision of our Student Leadership booklet.

City Country Alliance \$550

GRIP Leadership \$1000

### Process 3: Learning environments

- Learning environments are assessed and plans are made and implemented to maintain professional working and learning spaces and cater for future focused learning.

### Evaluation

### Funds Expended (Resources)

Faculty staff and the school executive participated in professional development activities focused on broadening the school's focus on future learning concepts and improving practices.

Professional Development \$1 000

Library Upgrade \$60 000

The refurbishment of the library space to a future learning space continued with furniture and technology began to arrive as part of the library upgrade.



## Strategic Direction 3

### Strong Partnerships – Active informed citizens

#### Purpose

To increase the local and wider community and business partnerships that will provide our students with the confidence to grow into creative and resilient global citizens.

#### Improvement Measures

School curriculum and transition plans strongly support students' journey into post school destinations that are directly matched to student employability skills, interests and industry demands.

All students experience a range of diverse opportunities, both within and beyond school, to engage with different cultures, and learning experiences.

#### Progress towards achieving improvement measures

##### Process 1: Community Partnerships

- Staff and students learn elements of Aboriginal language.
- Cultural events and wellbeing programs encourage engagement with our Aboriginal community and develop student empathy and sense of community responsibility.
- Community Engagement Officer promotes the school and strengthens school–community–business partnerships.

Evaluation	Funds Expended (Resources)
<p>Students were given a variety of external development opportunities as a result of the strong partnerships formed both within our local community and across the state. This covered areas including: Agricultural (Sydney Royal Show), Robotics (FIRST National Competition), Creative Arts (Archibull Competition) and Leadership (Young Endeavour and City Country Alliance Youth camp).</p> <p>Planning for whole school staff development day in Connecting to Country with all Wee Waa Schools with the AECG in 2020 commenced.</p>	Entry fees \$3000

##### Process 2: Local to Global

- City Country Alliance with Riverside Girls High School enriches students cultural and social knowledge and provides teacher professional learning opportunities.
- New partnerships with local schools allow sharing of knowledge and resources.
- Staff networks for Executive, VET coordinator and curriculum areas allow interaction with staff from other schools and regions
- Strong inter–agency partnerships focus on holistically supporting students and their families.

Evaluation	Funds Expended (Resources)
<p>Students and staff continued to develop positive relationships within the local community and beyond to support students in broadening their horizons and experiences outside of the local setting.</p> <p>The Maths Head teacher has successfully formed a partnership to work with local primary schools on development of numeracy programs and skills development. The Maths team have worked on establishing further networks to support learning and assessment resources and programs.</p> <p>Stage 5 Food Technology and Agriculture students worked with their teachers to research and complete an entry in the Archibull prize. They gained second place in the state–wide competition.</p>	Casual Relief \$2000

##### Process 3: Wellbeing

- Staff and student wellbeing programs are strengthened to support the whole school community.

## Progress towards achieving improvement measures

**Process 3:** • Transition programs are strengthened and expanded, supported by a local network transition team to support smooth, effective transitions from primary school to high school, and from school to post-school destinations.

Evaluation	Funds Expended (Resources)
<p>The school continued its strong focus on the Wellbeing of both students and staff. This involved providing a range of opportunities through the development of a Wellbeing scope and sequence to engage student's in activities to focus on mental health and resilience. Increased availability of Headspace and Centrecare teams to support student's onsite occurred. A number of students were involved in the RAISE Foundation program with the support of local mentors.</p> <p>Beginning teachers completed the micro skill training and MAPA training onsite and two completed Rock and Water. All these programs are support student wellbeing across the school.</p>	<p>Rock and Water \$4 000</p> <p>Casual salaries \$4 000</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$98 982	<p>The school employed an AEO and SLSO to support students in achieving learning outcomes. Students were given opportunities to participate in a variety of culturally based programs that including: NAIDOC week activities, Harmony Day and a variety of days at Tulladunna. A new program, focussing on the implementation of an Aboriginal Languages program occurred in 2019, led by our AEO and SLSO and supported by Aunty Beth, completed their Certificate 3 in Aboriginal Languages. These staff shared their learning with student's who then learned to Acknowledge Country in language, students and staff took turns at weekly assemblies.</p> <p>These programs supported engagement and attendance during the year and provided opportunities for student's to engage in language with elders from the community.</p> <p>The Personal Learning Plan process continued to be supported with input from the AEO and Year Advisor, students and their families. This allowed for sharing between families and the school and the opportunity for stronger relationships to be formed.</p>
<b>Low level adjustment for disability</b>	\$116 963	<p>A staffing entitlement was allocated to the school. In addition, the school employed a variety of staff to provide intensive support to students. Additional SLOS's, collaborated with class teachers, to provide support to students in the classroom. External support was sourced from within the Department and externally to provide targeted programs for student's with a disability.</p> <p>Technology purchases included assistive technology aides to support student's in having equal access to learning in the classroom.</p> <p>.</p>
<b>Socio-economic background</b>	\$282 907	<p>The school continued to subsidise students in a variety of areas to enable attendance at Sporting, Robotics, Agricultural competitions and leadership programs across NSW. Dur to the ongoing drought and associated financial issues, students were provided with support in attending excursions, clothing and supplies.</p>
<b>Support for beginning teachers</b>	\$55 294	<p>Three beginning teachers were supported via a locally developed beginning teacher program. All received support in developing their PDP with a member of the executive. Further, they were supported by the Deputy Principal in regular meetings and a formal program of support. All accessed release time to begin work towards</p>

<b>Support for beginning teachers</b>	\$55 294	their accreditation at Proficient level. All accessed professional development including the inning Teacher Conference's and subject specific conferences and network meetings.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	85	85	72	71
Girls	78	83	91	83

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.2	87	85.8	87.9
8	88	88.7	82.5	85.5
9	86.7	87.7	85.6	81.1
10	84.3	77.5	84.3	81.3
11	88.8	81.3	72.8	75.2
12	80.6	81.6	85.3	87
All Years	86.5	84.5	83	82.6
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	1
Employment	4	12	38
TAFE entry	0	0	31
University Entry	0	0	31
Other	0	0	8
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

76.00% of Year 12 students at Wee Waa High School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Wee Waa 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)	1
Head Teacher(s)	4
Classroom Teacher(s)	13.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	7.38
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	635,869
<b>Revenue</b>	4,338,695
Appropriation	4,164,245
Sale of Goods and Services	83,816
Grants and contributions	75,668
Investment income	2,631
Other revenue	12,335
<b>Expenses</b>	-4,174,303
Employee related	-3,627,204
Operating expenses	-547,098
<b>Surplus / deficit for the year</b>	164,393

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	346,767
<b>Equity Total</b>	508,242
Equity - Aboriginal	98,982
Equity - Socio-economic	282,907
Equity - Language	0
Equity - Disability	126,353
<b>Base Total</b>	2,974,541
Base - Per Capita	38,293
Base - Location	37,402
Base - Other	2,898,846
<b>Other Total</b>	143,301
<b>Grand Total</b>	3,972,851

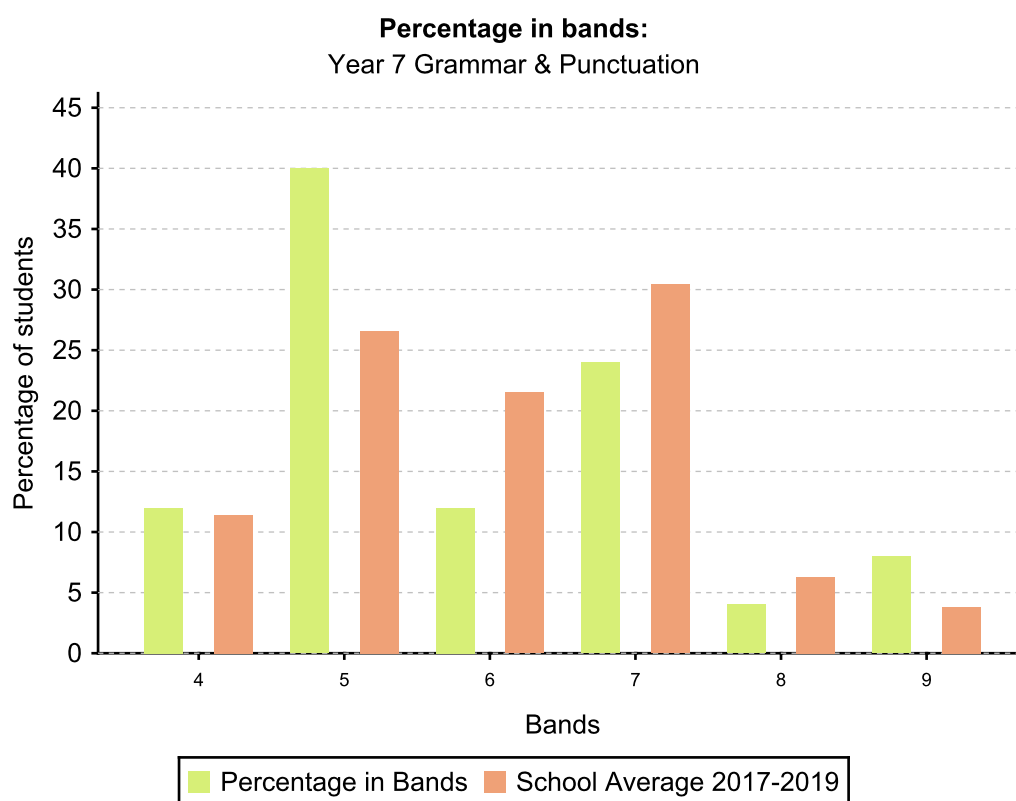
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

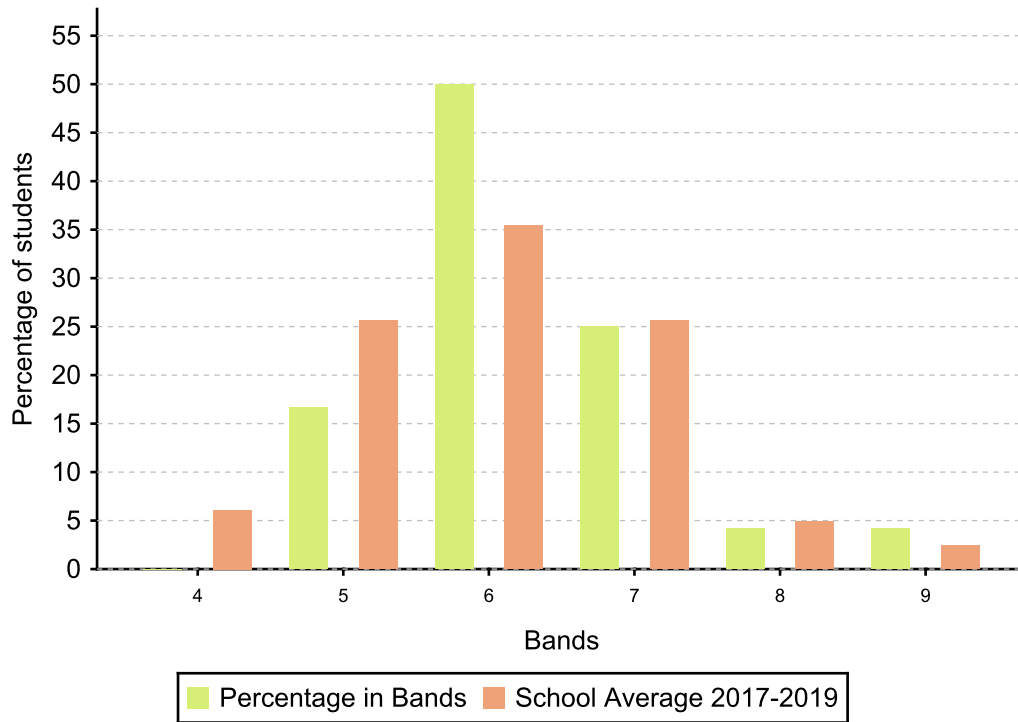
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



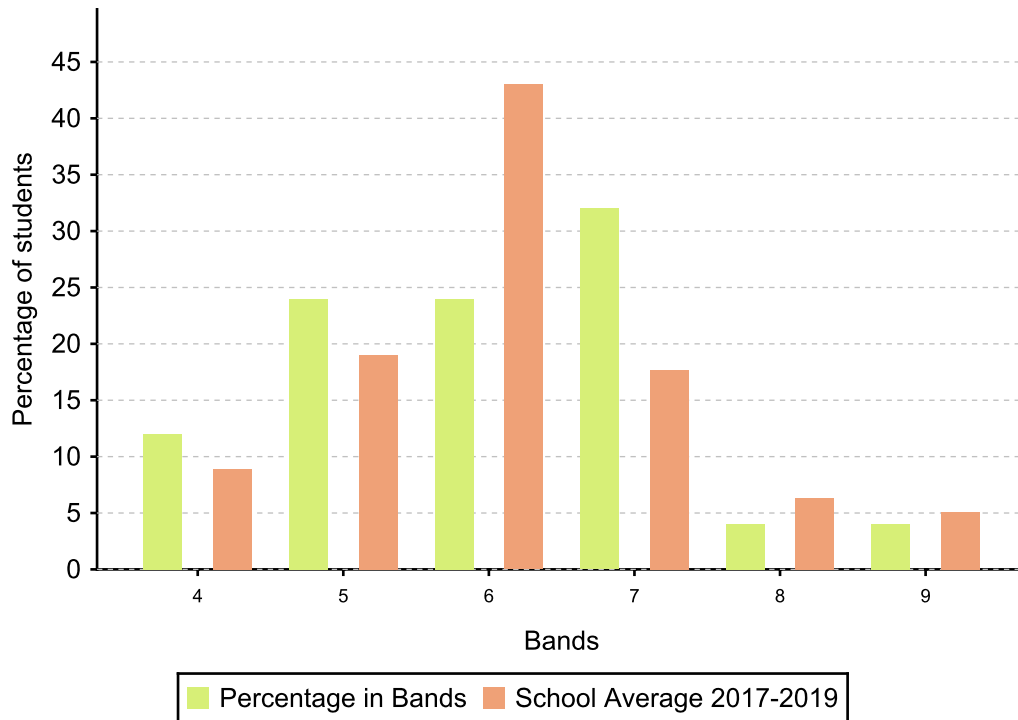
Band	4	5	6	7	8	9
Percentage of students	12.0	40.0	12.0	24.0	4.0	8.0
School avg 2017-2019	11.4	26.6	21.5	30.4	6.3	3.8

**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	16.7	50.0	25.0	4.2	4.2
School avg 2017-2019	6.1	25.6	35.4	25.6	4.9	2.4

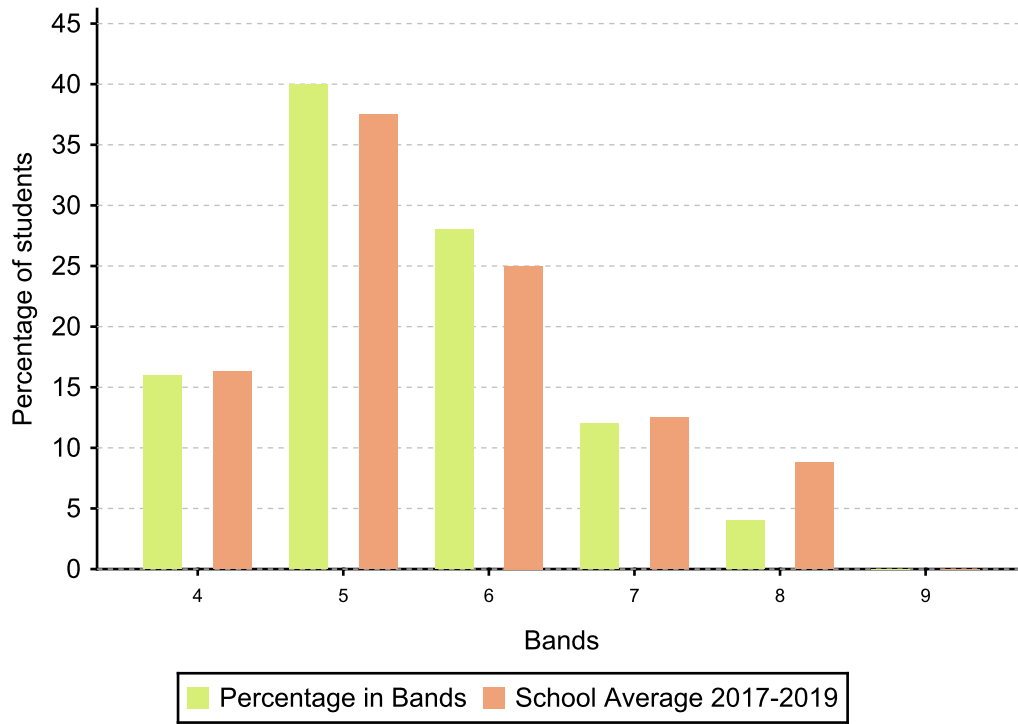
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	12.0	24.0	24.0	32.0	4.0	4.0
School avg 2017-2019	8.9	19	43	17.7	6.3	5.1

### Percentage in bands:

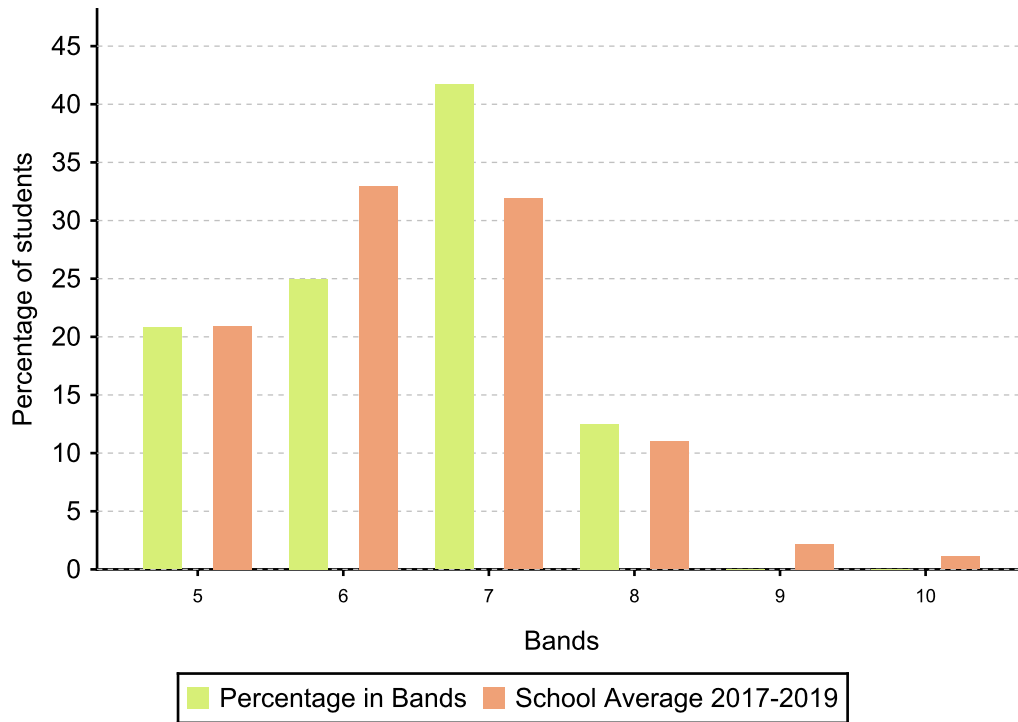
#### Year 7 Writing



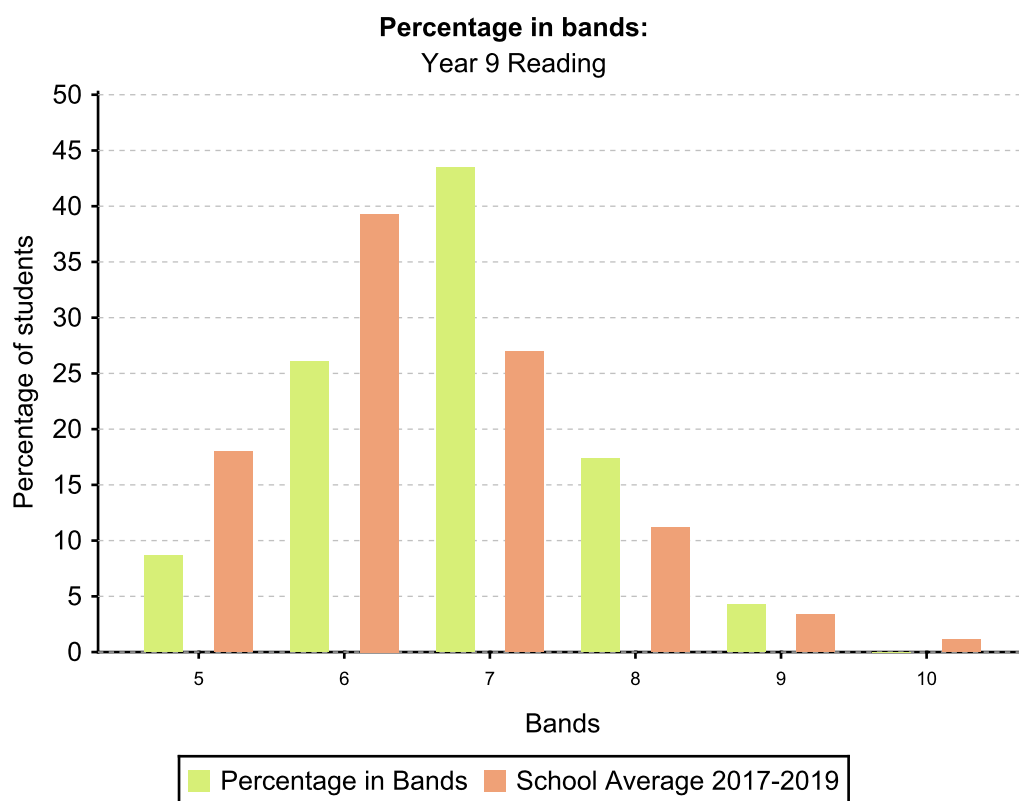
Band	4	5	6	7	8	9
Percentage of students	16.0	40.0	28.0	12.0	4.0	0.0
School avg 2017-2019	16.3	37.5	25.0	12.5	8.8	0.0

### Percentage in bands:

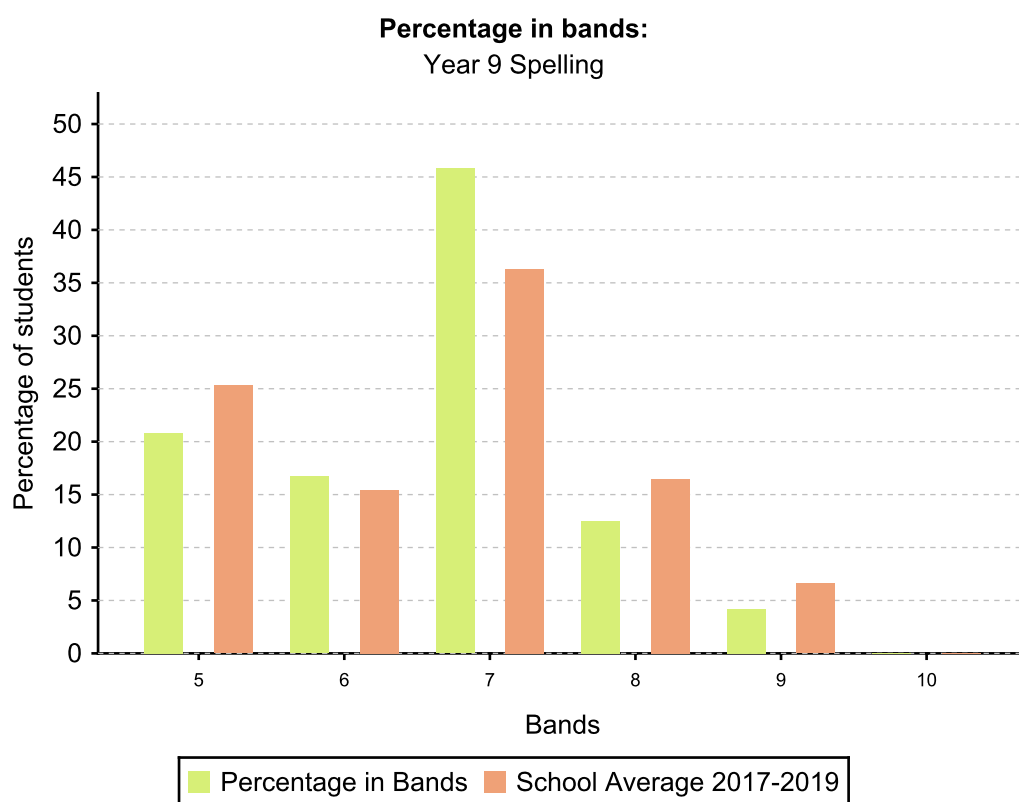
#### Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	20.8	25.0	41.7	12.5	0.0	0.0
School avg 2017-2019	20.9	33.0	31.9	11.0	2.2	1.1



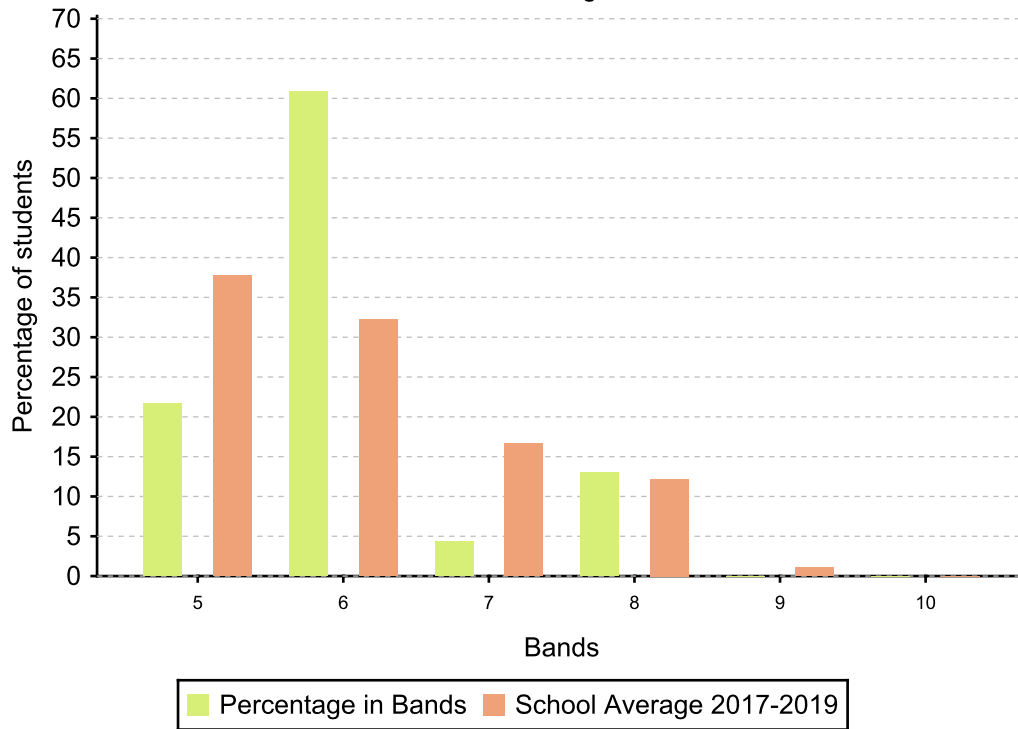
Band	5	6	7	8	9	10
Percentage of students	8.7	26.1	43.5	17.4	4.3	0.0
School avg 2017-2019	18	39.3	27	11.2	3.4	1.1



Band	5	6	7	8	9	10
Percentage of students	20.8	16.7	45.8	12.5	4.2	0.0
School avg 2017-2019	25.3	15.4	36.3	16.5	6.6	0

### Percentage in bands:

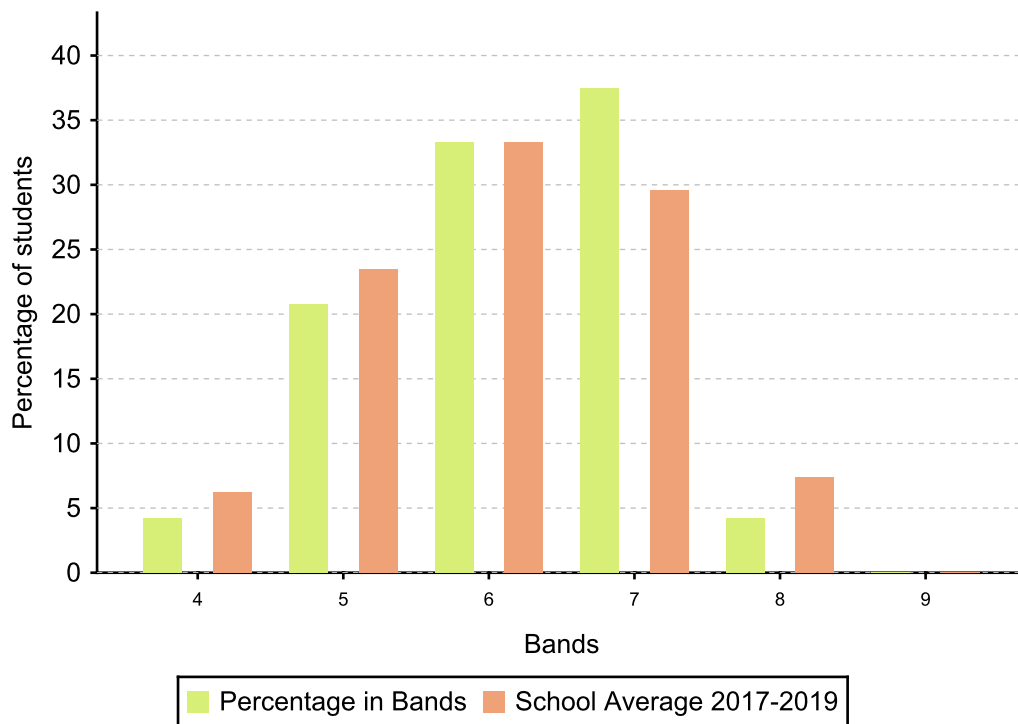
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	21.7	60.9	4.3	13.0	0.0	0.0
School avg 2017-2019	37.8	32.2	16.7	12.2	1.1	0

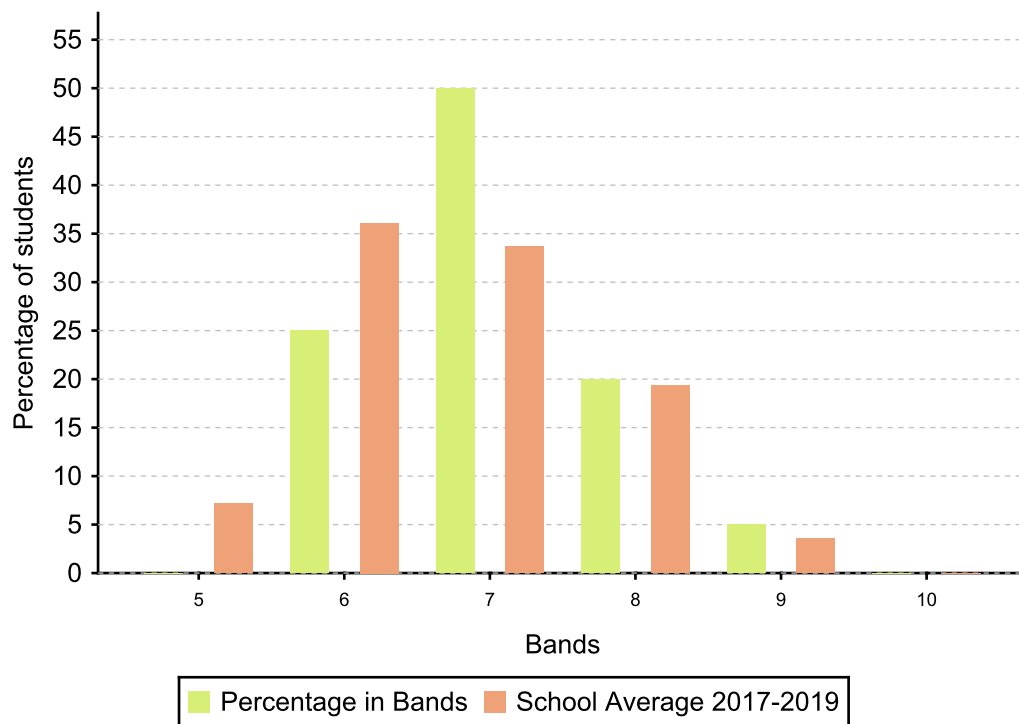
### Percentage in bands:

#### Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	4.2	20.8	33.3	37.5	4.2	0.0
School avg 2017-2019	6.2	23.5	33.3	29.6	7.4	0

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	25.0	50.0	20.0	5.0	0.0
School avg 2017-2019	7.2	36.1	33.7	19.3	3.6	0

## 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.



## Parent/caregiver, student, teacher satisfaction

Conversations with students during classroom visits in 2019, reflected their perceptions about learning and the use of assessments. These included: *"Teachers want us to be good at school and go far in life they explain learning to a T," "The teachers help us through the assessments and the success criteria tell us what we are learning and what we can achieve," "My assessments give me a good image of what we are learning," "My teacher tells us the assessment, how we do it and we have marking criteria; that's what we have to do. It helps a lot." "My teacher goes through the success criteria and explains it by going through it. She also gives us feedback about how we can improve," and "Sometimes the assessments help me with what I can do and what ".* When interviewed by the Corwin Visible Learning team, students described teachers in the school as *"positive", "helpful", "calm"* and having a *"good level of trust"*. Students recognised that *"we get along with our teachers", "Teachers are approachable and friendly"* and *"They usually respect our opinions about things"*.

Teachers described during data collection a variety of examples where they have been prepared to take risks and ask for help. Examples provide evidence of increasing trust amongst staff and openness to continuous reflection and improvement. The recent implementation and sharing of impact cycles during VLAT 2 highlight ways that teachers are using data to inform practice and evaluate impact. One teacher described responding to findings from evidence by restructuring maths classes from streaming to mixed classes. This provides evidence that teachers are making decisions that are evidence-based and research informed.

The school continues to incorporate feedback from students, families and staff in their planning and review. Evidence from parent surveys and interviews, along with feedback from students on common assessment tasks and staff providing feedback on improving the Walkthroughs process has been positive. Parents have indicated in the Tell them From Me surveys, that they are satisfied with the communication styles used by the school to inform them of their child's progress. They agreed that they would recommend the school to others and are satisfied with the schools facilities and appearance.

# 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.