

# Wadalba Community School

## 2019 Annual Report



8278



## Introduction

The Annual Report for 2019 is provided to the community of Wadalba Community 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

At Wadalba Community School we unlock the Brilliance in Each of Us

### School context

We acknowledge the Darkinjung people as traditional custodians of the land that our school is built and our children and young people learn each school day.

Wadalba is proud to be a comprehensive K–12 community school. The school was established in 2000. Our school will celebrate its 20th anniversary in 2019. We currently have over 250 students in our primary section and over 1200 students in our secondary section which allows us to offer a broad range of learning programs.

As a relatively younger school, we are proud of the contemporary teaching and learning practices that we promote and continue to develop, including opportunities to draw on expertise K–12. The school has many specialist facilities which support delivery of a diverse, quality curriculum program, including a recording studio, aquaponics centre and agriculture plot, vocational education facilities and dance studio.

Flagship programs include AVID (Advancement Via Individual Determination), STEaM, TSP (Targeted Sports Program) and CAPA GATS (Creative And Performing Arts Gifted and Talented) as well as a broad range of co curricula and extra curricula clubs and activities. We also work closely with community to support cultural affirmation, encourage student involvement in a range of co curricula groups/ opportunities. We are a PROUD school.

The school is located in the Wyong Local Government Area and works closely as part of the Wadalba Local Management Group that partner with our secondary. These schools, covering established and newer suburbs, are Woongarra PS, Kanwal PS, Warnervale PS, Tuggerawong PS and Tacoma PS. We also work closely with our neighbouring high schools and are part of the Central Coast Secondary and Primary School networks.

The school is placed in the centre of the suburb and is well supported by families and the community. The P&C is active, including operating the canteens, uniform shop and hosting an annual markets day.



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



## Strategic Direction 1

(Put first things first) Nurturing a learning growth mindset

### Purpose

The purpose of this SD is: learning is our core business; broaden horizons – going into new territory; taking risks in learning; every child can map their progress in learning; Adults (teachers & families) know and support progress; preparing for the digital world; and nurturing inquiring minds.

### Improvement Measures

Contribute to state target for NAPLAN (Y5) Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 16% (2020)–Benchmark 13% (2016–2015)

NAPLAN (Y9) Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 5% (2020)–Benchmark 12% (2016–2015)

Contribute to state target for NAPLAN (combined Y3, 7, 9) Increase the proportion of Aboriginal students in the top 2 NAPLAN bands to at least 10% (2020) – Benchmark 9% reading, 7% writing, 2% numeracy (2017–2015)

NAPLAN– At least 50% of calculations for Y5, 7, 9 (reading and numeracy) expected growth to be at least 60 (33% for 2017–2015 benchmark data)

HSC– Increase the proportion of students with Average NAPLAN scores less than 600 achieving Average HSC score above 60 (benchmark 72% 2017–2015).

Increase the proportion of students with Average NAPLAN scores 600 or above achieving Average HSC score above 70 (benchmark 33% 2017–2015).

Tell Them From Me – Raise the bar with school data to exceed NSW norms for expectations for success (benchmark is at state norm 2017–2015).

### Overall summary of progress

Halved the gap between School All (2017–2015 average) and State All for the top two skills bands for Y3 reading, Y3 writing, Y3 numeracy. Closed the gap by at least 5 percentage points for Y5 numeracy.

Halved the gap between School All (2017–2015 average) and State All for the top two skills bands for Y3 reading, Y3 and Y5 writing, Y3 and Y5 numeracy. Closed the gap by at least 5 percentage points for Y9 numeracy.

Percentage of students achieving expected growth was similar to state average or exceeded state average for reading (Y5), numeracy (Y5, Y7, Y9).

Seventy–three percent of students with average NAPLAN scores less than 600 achieved HSC scores above 60. Sixty–one percent of students with average NAPLAN scores of 600 or above achieved HSC scores above 70.

Tell Them From Me – Raise the bar with school data to exceed NSW norms for expectations for success (benchmark is at state norm 2017–2015).

In primary, the school mean was 8.7 compared with the state mean of 8.7. In secondary, the school mean was 6.9 compared with the state mean of 7.0.

### Progress towards achieving improvement measures

**Process 1:** Secondary 1: Laying the foundations for success

Initiate – Learning Communities within DP/Exec teams

Implement– expanded numeracy focus on problem solving



## Progress towards achieving improvement measures

### Process 1: Embed– Literacy strategy

Evaluation	Funds Expended (Resources)
Senior Executive have reviewed meeting processes with their HT teams for implementation in 2020.	PAT assessments
The numeracy data has been implemented with qualitative and quantitative data showing it is having a positive outcome on practice and outcomes.	AVID \$50K
The secondary literacy strategy was reviewed and redeveloped for implementation in 2020.	PL

### Process 2: Secondary 2: Pushing the boundaries for excellence

Initiate– One Electives with MicroCredential;

Implement–

Embed– Celebrating AVID success processes; Road to Success

Evaluation	Funds Expended (Resources)
One term MicroCredential electives were implemented in Y7 and 9. Student and staff evaluation data has led to expansion into Stage 5 for 2020 with some refinement to allow for one year options as well as one term options.	MicroCredential funds to support curriculum embedded into school finance procedures. \$20K
AVID celebration events have been embedded into the school program of events.	AVID \$50K
Stage 6 Road to Success processes have been embedded into senior executive processes and expanded to whole school Executive processes.	

### Process 3: Primary 1: Laying the foundations for success

Initiate– Enhanced Science & Technology strategies; Enhanced assessment & feedback strategies;

Implement– Trail of K–2 spelling phonics scope and sequence;

Embed– Finalise all Mathematics units K–6.

Evaluation	Funds Expended (Resources)
The Get Reading Right program was trialed along with the Soundwaves program. Soundwaves was selected to be rolled out to all classes K–6 in 2020.	Get Reading Right/ Soundwaves Program
Step it up groups continued with an expansion into extension groups K–6 in order to support HP&G students. This will continue in 2020.	Staffing
PAT data collection has been embedded within assessment practices with a stronger focus being placed on Formative assessment in Semester Two. This will continue to be developed in 2020 as part of the whole school plan.	PAT Assessments
	PL

### Process 4: Primary 2: Pushing the boundaries for excellence

Initiate– Digital technology PL & scope and sequence K–10; Student–teacher goal setting; Literacy walls that teach;

Implement– K–6 Problem solving approach.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>English programming based on English Concepts has been implemented across all grades K–6. Continuing into 2020 we will continue to source PL in this area including support from our regional LANSAs.</p> <p>Ability based maths groups have been implemented within stage 3. Qualitative and quantitative data have indicated that this is having a positive impact on student learning and teacher practice.</p> <p>Digital technology units that were developed as part of our work from the digital technologies grant, have been fully implemented from K–6 after intensive professional learning was rolled out to all staff. These will continue to be modified moving into 2020 and beyond to ensure they remain current.</p>	<p>Digital Technologies Grant</p> <p>PL</p>

### Process 5: K–12: Laying the foundations for success

Initiate– Enhanced support processes for middle/ lower middle groups; Formative Assessment project

Implement– whole school approach to digital literacy programming; support for staff analysis of learning data

Embed– Exec led approach to curriculum delivery & assessment; enhanced focus on progress to support academic achievement.

Evaluation	Funds Expended (Resources)
<p>Formative Assessment team established. PL commenced. EOI for staff 2020 project.</p> <p>Tried use of team teaching approaches and reduced class sizes to initiate changes in classroom practice that can better support individual students, including middle band students.</p> <p>Accreditation processes explained to whole staff and Executive with support for various levels.</p> <p>Exec led milestones supported shared leadership to develop curriculum, assessment and reporting approaches across the school.</p>	<p>Formative Assessment project \$20K</p> <p>Additional staffing for timetable \$200K</p> <p>PL</p>

### Process 6: K–12: Pushing the boundaries for excellence

Initiate– educating for a changing world, including a focus on physical spaces (internal and external); enhanced pedagogical focus on PPPBL (Project/ Problem/ Product Based Learning)

Embed– problem/ project/ product based learning approaches and other student centred pedagogy.

Evaluation	Funds Expended (Resources)
<p>Optional PL opportunities to consider how they can activate student led learning and student voice in learning through Project/ Problem/ Product Based Learning approaches.</p> <p>Enhancements to physical design of classrooms, including future focussed furniture.</p>	<p>PL</p> <p>Strategic properties \$100K</p>



## Strategic Direction 2

(Abundance mentality) Being the best I can be – Respecting the people and world around me

### Purpose

The purpose of this SD is believe in yourself and others to make a positive difference; diversity is valued as something that helps make each of us unique and special; be kind and considerate; work collaboratively for continuous improvement; belonging/ supporting/ community; and provide opportunities and systems to support students to be the best they can be.

### Improvement Measures

Attendance: "halve the gap" to state based on 3 year benchmark data (2017–2015) from 4.8 to 2.4 or less (K–12).

Increase the proportion of students achieving 100%, 98% and 90% attendance for school– All and Aboriginal students compared with 2017–2015 benchmark data.

Tell Them From Me – halve the gap in sense of belonging between school and NSW Norm (benchmark 4.3 primary, 12.2 secondary 2017–2015)

Student referral ratios equal or exceed 5 positives for every negative (PBL).

### Overall summary of progress

Attendance: "halve the gap" to state based on 3 year benchmark data (2017–2015) from 4.8 to 2.4 or less (K–12). There was no reduction in the gap. Attendance rates exceed state for Kindergarten, Y1, Y2, Y4 and Y5.

Increase the proportion of students achieving 100%, 98% and 90% attendance for school– All and Aboriginal students compared with 2017–2015 benchmark data. Results for Aboriginal students were similar to previous years. There were more students who achieved attendance rates of 90% or more (compared with benchmarks).

Tell Them From Me – halve the gap in sense of belonging between school and NSW Norm (benchmark 4.3 primary, 12.2 secondary 2017–2015). The gap was closed for primary.

Student referral ratios equal or exceed 5 positives for every negative (PBL). This target was achieved..

### Progress towards achieving improvement measures

**Process 1:** Secondary 1: Laying the foundations for success

Initiate– update MAPA processes

Implement– Additional well-being programs; Revised playground approaches including rover and clubs; Discipline Code Review.

Evaluation	Funds Expended (Resources)
Implemented a cohort approach for MAPA PL which commenced with first groups completing training.  Additional wellbeing programs including joining with other Central Coast high schools to implement Creating Chances. The Central Coast program was award a Secretary's Award in 2019.  Reviewed playground duties implemented and evaluated, including introduction of optional clubs during some recesses/ lunch. Evaluation supported the changes which will be extended in 2020 with refinements.	Whole school PL

**Process 2:** Secondary 2: Pushing the boundaries for excellence

Embed– mentoring processes to support individual student progress.



## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
A coaching approach was expanded across classrooms, utilising some team teaching periods to enable the class teacher to work with an individual student and/ or group. Feedback has been positive leading to a further expansion in 2020.	Additional staffing in timetable for team teaching/ coaching

### Process 3: Primary 1: Laying the foundations for success

Initiate– GATS team;

Implement– LST review;

Embed– LAS & SLSO roles.

Evaluation	Funds Expended (Resources)
11 staff were trained in Autism awareness. 17 staff are planning to complete more online PL around Autism awareness in Term 1 2020.	PL Costs
Friendly Schools has been initiated within the primary school and we have come to the end of the initial planning and data collection phase. In 2020 we will bring in more community and school wide involvement as we begin to make positive changes around our anti-bullying practices.	Friendly Schools Program resources

### Process 4: Primary 2: Pushing the boundaries for excellence

Initiate– Develop GATS procedure.

Evaluation	Funds Expended (Resources)
With three models of collaboration being trialed throughout the year, "Collaborative Conversations" with fortnightly stage-based sessions has been implemented with the most success. In 2020 this will be embedded, drawing on the Teaching Sprint format to guide discussions and practice.	QTSS Funds
	Additional Staffing

### Process 5: K-12: Laying the foundations for success

Embed– Complex cases procedure; attendance procedure.

Evaluation	Funds Expended (Resources)
Review of complex case processes involving senior executive and wellbeing teams was undertaken and new processes implemented.	Engagement Officer and Teacher Coordinator roles \$50K
Attendance procedures expanded to involve teacher and engagement coordination roles. Processes refined, including expanding communication materials using the concept "Attendance Matters: Everyday Matters".	

### Process 6: K-12: Pushing the boundaries for excellence

Initiate– Proactive time for staff;

Implement– Healthy Canteen Strategy; Everybody Matters key actions; expand opportunities to participate in clubs

Embed– Relational capacity, advocacy and Knowing our students as a feature of school culture.

Evaluation	Funds Expended (Resources)
Proactive time has been implemented for faculties and refined to support	Proactive time \$100K



## Progress towards achieving improvement measures

specific programs within the school.

Healthy Canteen status was achieved.

Exploring Friendly Schools program as part of Everybody Matters. Y7 programs shared with staff across the school to enable synergies through common language.

Relational capacity, advocacy and knowing our students embedded into school practices.



### Strategic Direction 3

(Synergy) Fostering a Spirit of Community

#### Purpose

The purpose of this SD is to promote positive achievements and recognise success; to develop a sense of belonging for all; to build improved community links; to share ownership of the learning journey; and prepare for a successful future.

#### Improvement Measures

(PL) Qualitative analysis of teaching and learning artefacts shows change in learner and teacher practice.

Tell Them From Me – Raise the bar with school data to exceed NSW norms for expectations for success advocacy (benchmark is at state norm 2017–2015).

Net Promoter Scores for stakeholder group exceeds 20 for question "Would you recommend WCS to others?" (median 11 benchmark score 2017–2015).

RoSE (Recognition of School Effort) awards – recognition of student achievement celebrated with family via small ceremony which endeavours to open the gate both ways

#### Overall summary of progress

Qualitative data has shown that ideas from Professional Learning is being used to inform changed practice in classrooms.

Tell Them From Me – Raise the bar with school data to exceed NSW norms for advocacy (benchmark is at state norm 2017–2015). Advocacy at school remains at state levels. In primary, the school mean was 8.3 compared with the state mean of 7.7. In secondary, the school mean was 6.2 compared with the state mean of 6.0.

The Net Promoter Score exceeded 20 for 3 out of 5 stakeholder groups.

Feedback from ROSE Award ceremonies has been very positive, including high rates of attendance at each event.

#### Progress towards achieving improvement measures

**Process 1:** Secondary 1: Laying the foundations for success

Initiate–

Implement–Multicultural Team – building genuine connections

Embed– Accreditation processes, including support for HALT;

Evaluation	Funds Expended (Resources)
Multicultural team had a successful connecting with families day, including seeking input from community for further actions.	\$10K
Reviewed and enhanced support for teachers considering higher levels of accreditation, including identifying staff who will be approaching that level in the next couple of years in order to start planning processes.	

**Process 2:** Secondary 2: Pushing the boundaries for excellence

Initiate– Y13 coordinator role;

Implement– Duke of Edinburgh

Embed–

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Following a review, it was decided not to continue with Duke of Edinburgh processes.</p> <p>Y13 role continued to support students after the HSC year through a Facebook page. The role also made links with previous families and students who were willing to share their thoughts at information sessions for stage 6 students and families.</p> <p>We have also initiated an expansion and coordination approach to our sustainability projects by creating a Partnership Team (Staff, students, P&amp;C/ families) called "Environment and Culture Partnership Team".</p>	\$20K

### Process 3: Primary 1: Laying the foundations for success

Initiate–

Implement–

Embed–

Evaluation	Funds Expended (Resources)
Our volunteer programs and timeline has been successfully embedded. Feedback from families and staff indicated they would like more opportunities for families to assist within the school. This will be further investigated in 2020.	

### Process 4: Primary 1: Pushing the boundaries for excellence

Initiate–

Implement– Review volunteer procedure; Updated volunteer coordinator role

Embed–

Evaluation	Funds Expended (Resources)
We are continuing to review and update our processes to encourage and support volunteers working within the school.	

### Process 5: K–12 1: Laying the foundations for success

Initiate– Review of reports to include "Activities";

Implement–20th Anniversary celebrations

Embed– Relational capacity contribution to school culture;

Evaluation	Funds Expended (Resources)
<p>Use of "Activities" through Sentral was trialled.</p> <p>A year long series of events, led by the 20th Anniversary Partnership Team, supported celebration of the school's 20th anniversary. This culminated in an evening event at The Arthouse attended by current and former staff, students and community.</p> <p>Building relational capacity was part of whole school PL, including sharing of AVID strategies in this area.</p>	<p>20th Anniversary \$20K</p> <p>Whole school PL</p>



## Progress towards achieving improvement measures

### Process 6: K–12 2: Pushing the boundaries for excellence

Initiate– enhanced Aspiring leadership program;

Implement– Expand opportunities for family & community partnerships, celebrating student success

Embed– K–12 team teaching; PL processes; Leadership development as a feature of school culture

Evaluation	Funds Expended (Resources)
<p>Covey training has been made available to all aspiring leaders as part of supporting their development.</p> <p>Recognition of Student Effort (ROSE), led by DPs, have been embedded into school calendar.</p> <p>The PBL 'gold standard' of 5 positive referrals to every negative referrals was reached for the first time.</p> <p>PL team was expanded to include more classroom teachers and aspiring leaders.</p>	<p>Covey Training \$20K</p> <p>Additional whole school PL \$130K</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$167,050	<p>Many events have been embedded in 2020—Yr 7 games day, art workshops, National Aboriginal and Torres Strait Islander Children's Day, Connecting to Country PL opportunities, NAIDOC Celebrations, Yr 10 Insight Day, and Student leadership.</p> <p>Preparing for 2020 we have been collecting data on our current school resource use, staff knowledge and confidence in teaching Aboriginal students and embedding Aboriginal perspectives into programs, and our connections to community. In 2020 we will be initiating a series of PL opportunities for all staff as well as the programs and opportunities for our Aboriginal students, drawing increasingly on the local Aboriginal community and support offered through Tuggerah Office.</p>
<b>English language proficiency</b>	\$12,000	<p>Increased staff engagement in PL offered</p> <p>EAL/D adjustments within teaching programs</p>
<b>Low level adjustment for disability</b>	\$490,876	<p>Reviewed processes for supporting students with low level disabilities, including best uses of resources.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$55,172	<p>We have focused on teacher collaboration being at the core of improving teaching practice and student outcomes. This has utilised the QTSS funds. With three models of collaboration being trialed throughout the year, "Collaborative Conversations" with fortnightly stage-based sessions has been implemented with the most success. In 2020 this will be embedded, drawing on the Teaching Sprint format to guide discussions and practice.</p>
<b>Socio-economic background</b>	\$853,212	<p>Speech pathology— Offering students with significant need in both receptive and expressive speech individualised speech therapy within our school has continued to be embedded within K–2.</p> <p>Advancement Via Individual Determination (AVID) –AVID classes have continued in Years 8, 9 and 10. Academic classes in Year 7 have been allocated an AVID trained teacher with many AVID strategies being integrated into teacher and learning practices. Eight teachers attended Winter Institute for an introduction to AVID style teaching and learning and seven teachers attended Summer Institute including two Stage 3 teachers. Whole staff training of AVID strategies were also shared through our whole school PL program. Our first AVID class graduated from High School and we are beginning to collect data from this group to measure the impact of AVID on their post schooling choices.</p> <p>Learning Choices— a school-based initiative</p>



<b>Socio-economic background</b>	\$853,212	<p>to assist students who would benefit from a smaller classroom environment with the consistency of a small group of teachers. Learning Choices caters for the educational and social/emotional needs of some of our most vulnerable students. Teaching and learning activities are based on building on individual student strengths and abilities, in a supportive environment where students feel confident in taking risks with their learning. In 2019, the Learning Choices students developed skills in emotional regulation, problem solving and effective means of communication, even engaging in AUSLAN lessons. Social skills are explicitly taught with a focus on workplace preparedness and the curriculum is differentiated to ensure students can access the content and to also further their academic strengths. Student's transition points are supported by teaching and support staff, and students engage in numerous rewards and extra curricula activities to support their learning throughout the year.</p> <p>Engagement Officer– The Engagement Officer position remains focused on supporting student attendance and engagement in schooling. All students with the equivalent of five or more days absent per term are allocated a lead person to connect and support. The Engagement Officer works with small groups of students as well as individuals to develop Positive Attendance Plans that aim to achieve Personal Best in "green weeks" (full attendance, including on time). In 2019, the focus was on ensuring a wide range of support staff continued to work closely with students.</p>
<b>Support for beginning teachers</b>	\$77865	As per DoE recommendations, all beginning teachers have a reduced teaching load in the first two years as well as release for mentor support in their first year. This supports a tailored induction process.
<b>Executive led Curriculum Delivery and Assessment</b>	\$20,000	Executive worked in collaborative groups to lead whole Executive conversations in areas identified by them for focus. This includes building consistency of practice, connecting assessment with learning and reporting, and fostering innovation across the school.
<b>K-12</b>	Central Staffing Allocation	Team teaching has been embedded in the following subject areas– Mathematics, Science, PDHPE, Agriculture, Drama and Music. This will be expanded to include Visual Arts in 2020 and focus on HP&G in Mathematics.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	718	767	815	840
Girls	712	723	734	753



## Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	95.2	93.9	93.4
1	94.2	91.6	93.3	93
2	94.6	93.9	91.1	93.7
3	94.4	94	92.8	91.3
4	93.6	92.5	94.3	93
5	92	94.4	92.6	92.8
6	94.1	92.4	93.4	90.5
7	89.7	91.3	88.2	88.9
8	88.8	86.6	86.5	84
9	86	87	82.7	84.8
10	84	83.8	82	78.9
11	78.8	83.8	79.3	82
12	81.2	86.1	84.7	83.6
All Years	86.6	87.7	85.7	85.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
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	92.3	92.3	91.5	91

## 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	5	8
Employment	0	18	34
TAFE entry	19	28	7
University Entry	0	0	30
Other	81	46	11
Unknown	0	3	11

#### Year 12 students undertaking vocational or trade training

0% of Year 12 students at Wadalba Community School undertook vocational education and training in 2019.

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

97.8% of all Year 12 students at Wadalba Community 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)	3
Assistant Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	78.65
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.6
School Counsellor	3
School Administration and Support Staff	23.29
Other Positions	1.8

\*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>	484,775
<b>Revenue</b>	18,430,220
Appropriation	17,962,943
Sale of Goods and Services	35,276
Grants and contributions	429,037
Investment income	2,864
Other revenue	100
<b>Expenses</b>	-18,065,710
Employee related	-16,422,756
Operating expenses	-1,642,954
<b>Surplus / deficit for the year</b>	364,511

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>	1,536,332
<b>Equity Total</b>	1,514,865
Equity - Aboriginal	167,050
Equity - Socio-economic	853,212
Equity - Language	3,727
Equity - Disability	490,876
<b>Base Total</b>	13,091,926
Base - Per Capita	370,114
Base - Location	0
Base - Other	12,721,812
<b>Other Total</b>	1,280,492
<b>Grand Total</b>	17,423,615

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.

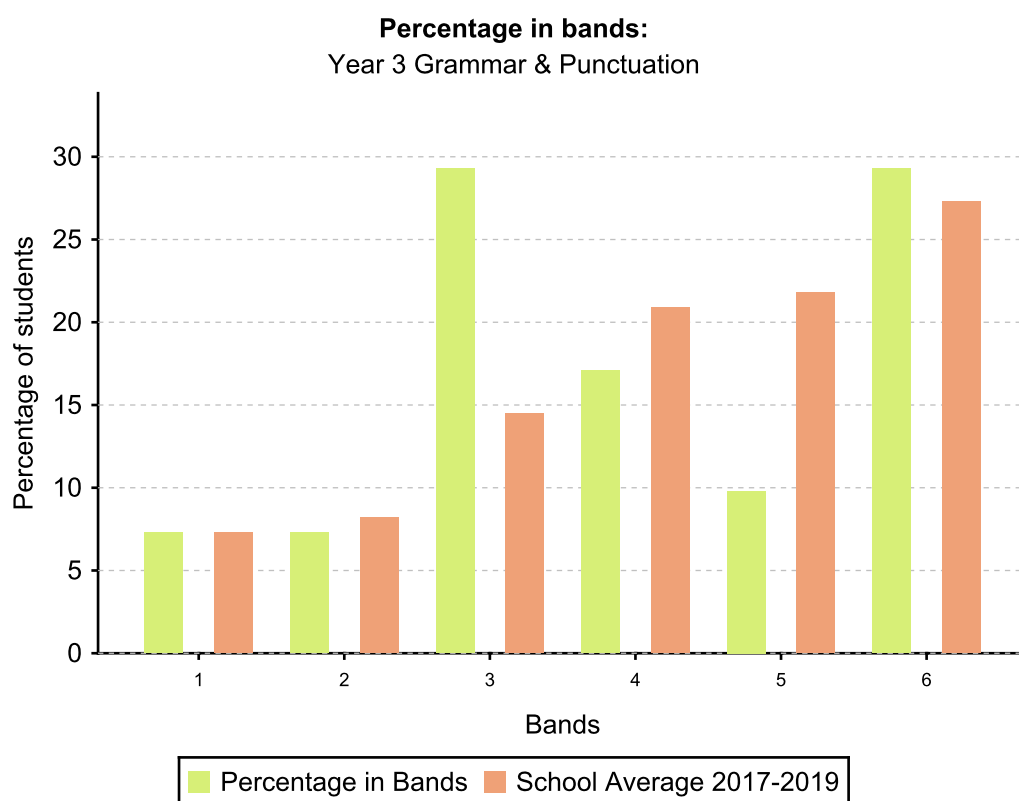


## School performance - NAPLAN

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.

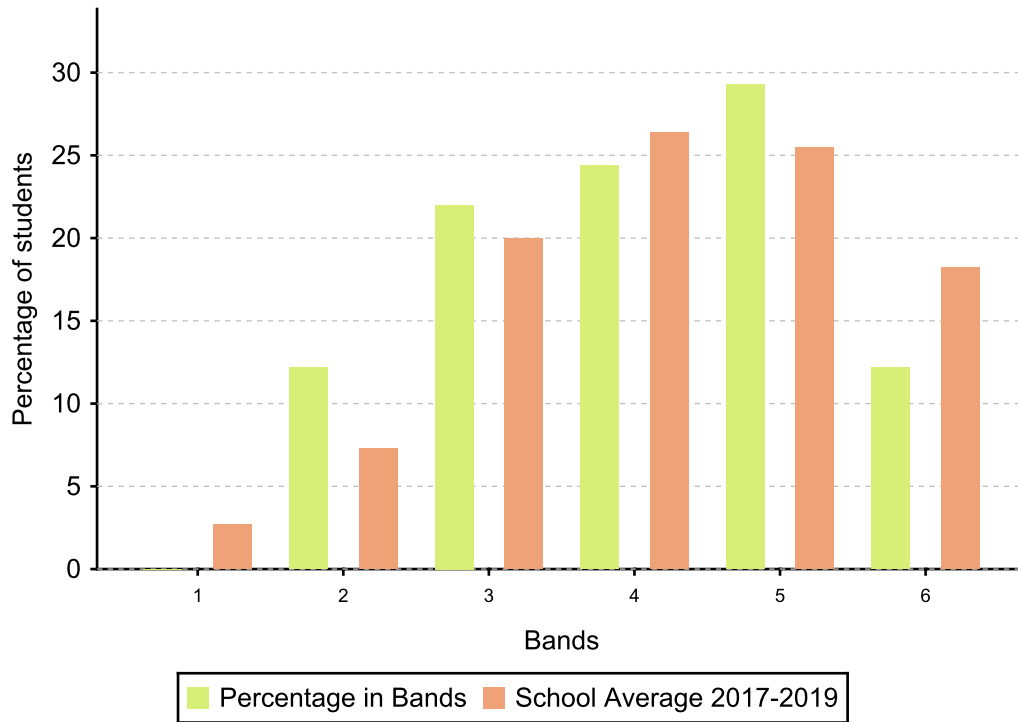
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	7.3	7.3	29.3	17.1	9.8	29.3
School avg 2017-2019	7.3	8.2	14.5	20.9	21.8	27.3

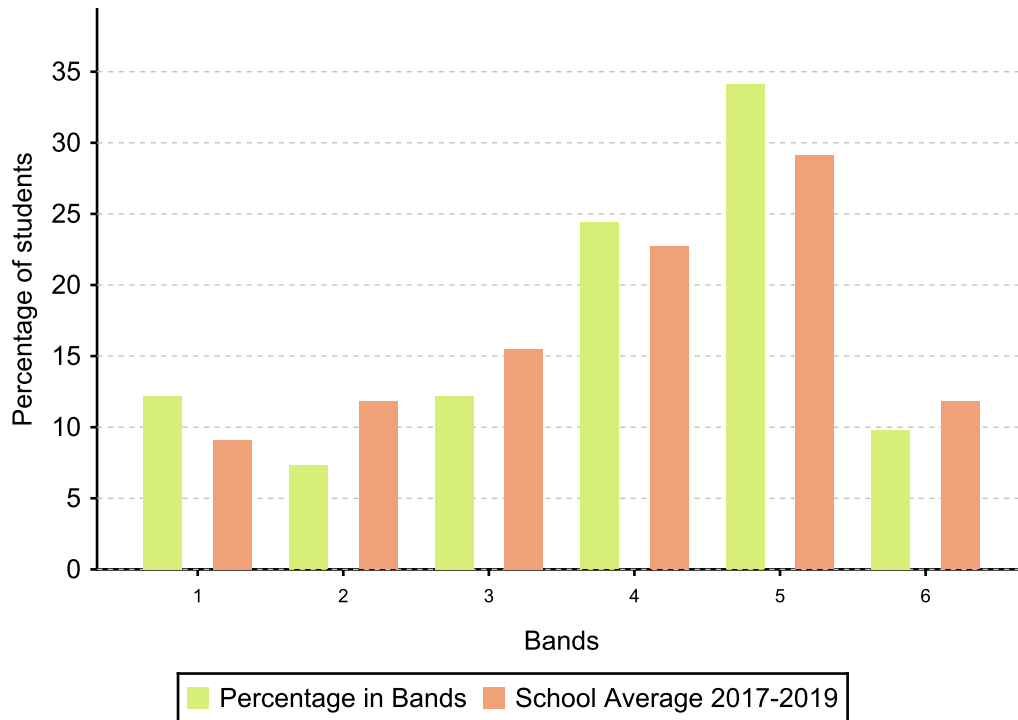


**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	12.2	22.0	24.4	29.3	12.2
School avg 2017-2019	2.7	7.3	20	26.4	25.5	18.2

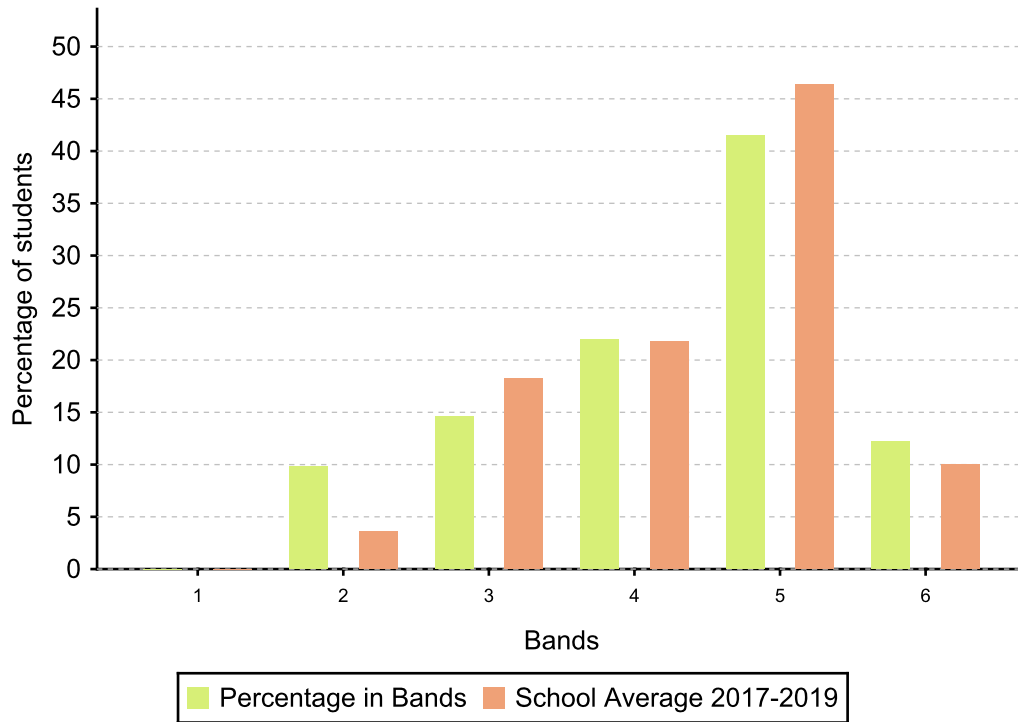
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	12.2	7.3	12.2	24.4	34.1	9.8
School avg 2017-2019	9.1	11.8	15.5	22.7	29.1	11.8

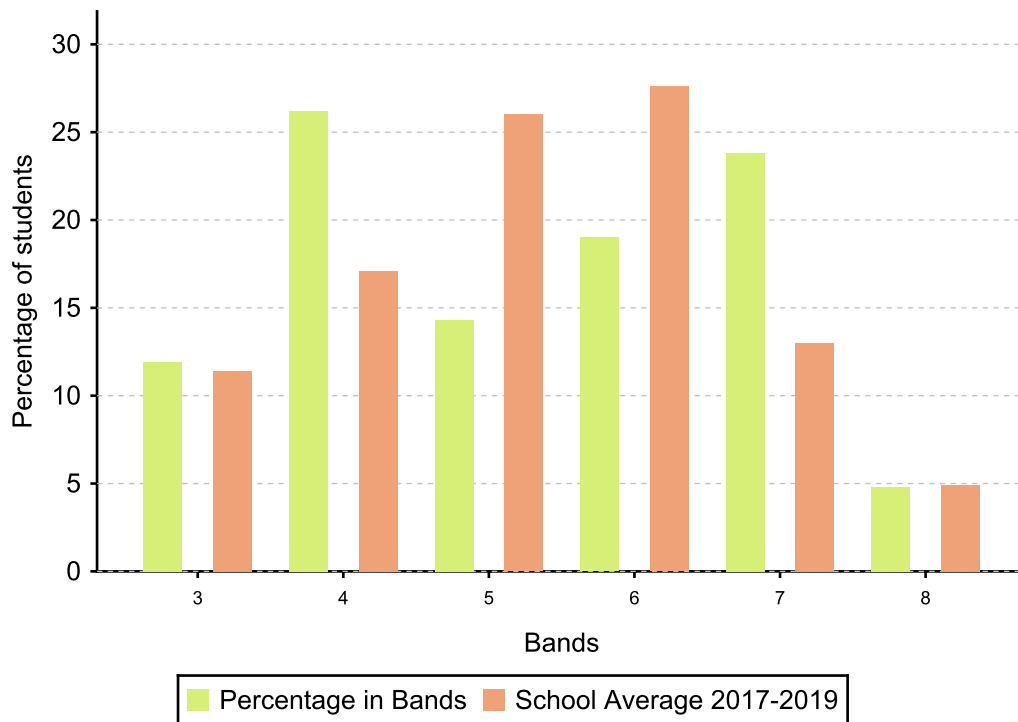


**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	9.8	14.6	22.0	41.5	12.2
School avg 2017-2019	0	3.6	18.2	21.8	46.4	10

**Percentage in bands:**  
Year 5 Grammar & Punctuation

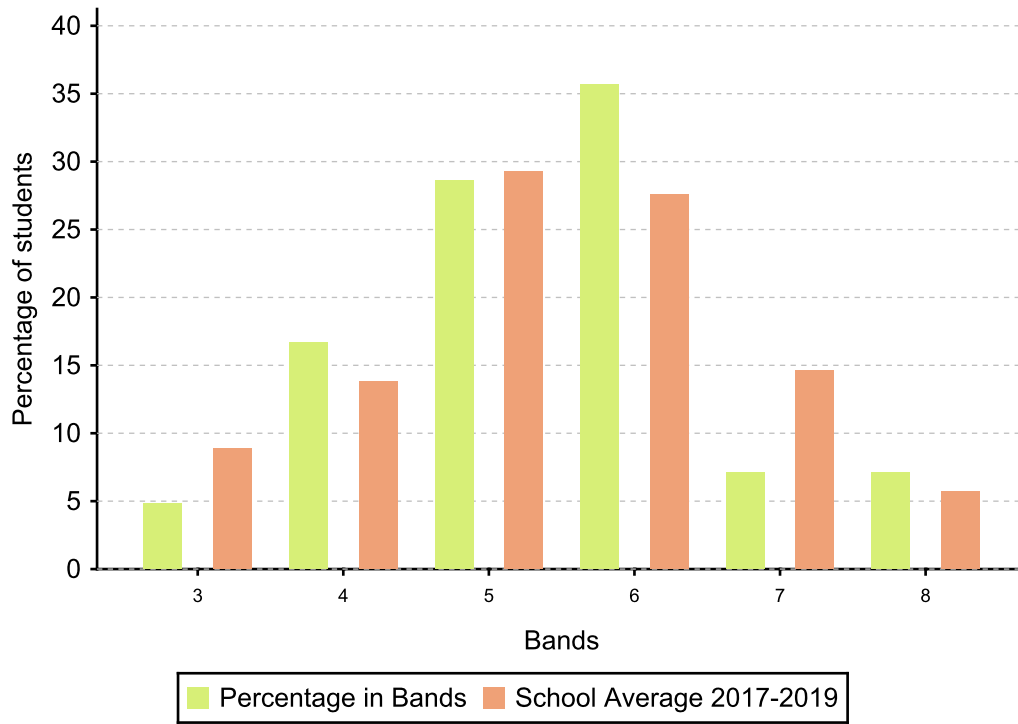


Band	3	4	5	6	7	8
Percentage of students	11.9	26.2	14.3	19.0	23.8	4.8
School avg 2017-2019	11.4	17.1	26	27.6	13	4.9



### Percentage in bands:

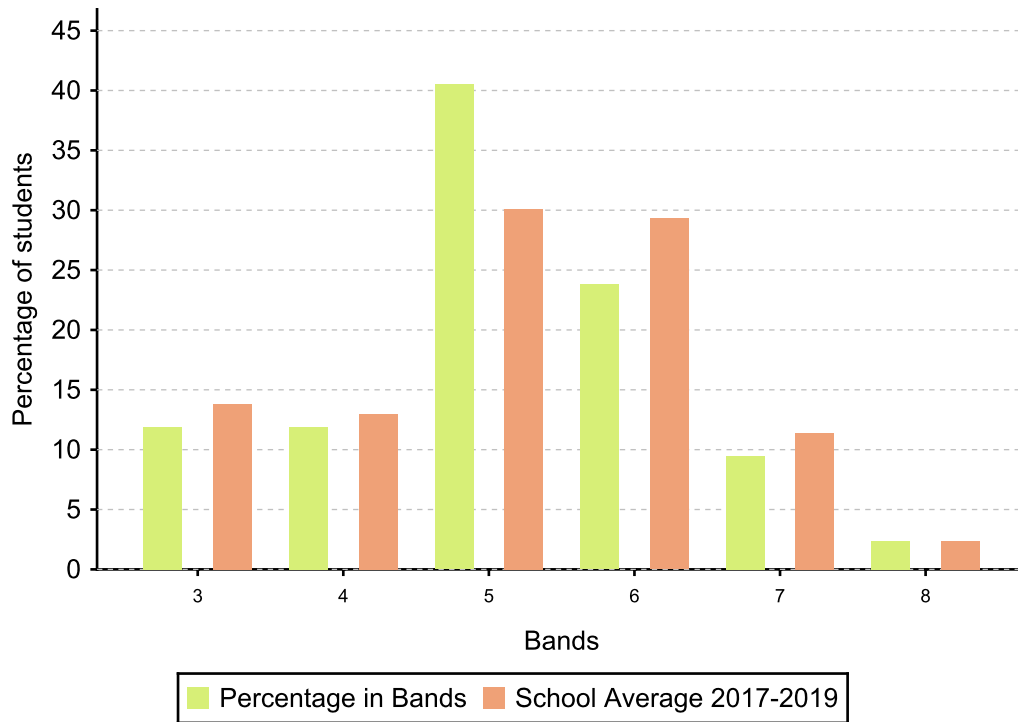
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	4.8	16.7	28.6	35.7	7.1	7.1
School avg 2017-2019	8.9	13.8	29.3	27.6	14.6	5.7

### Percentage in bands:

#### Year 5 Spelling

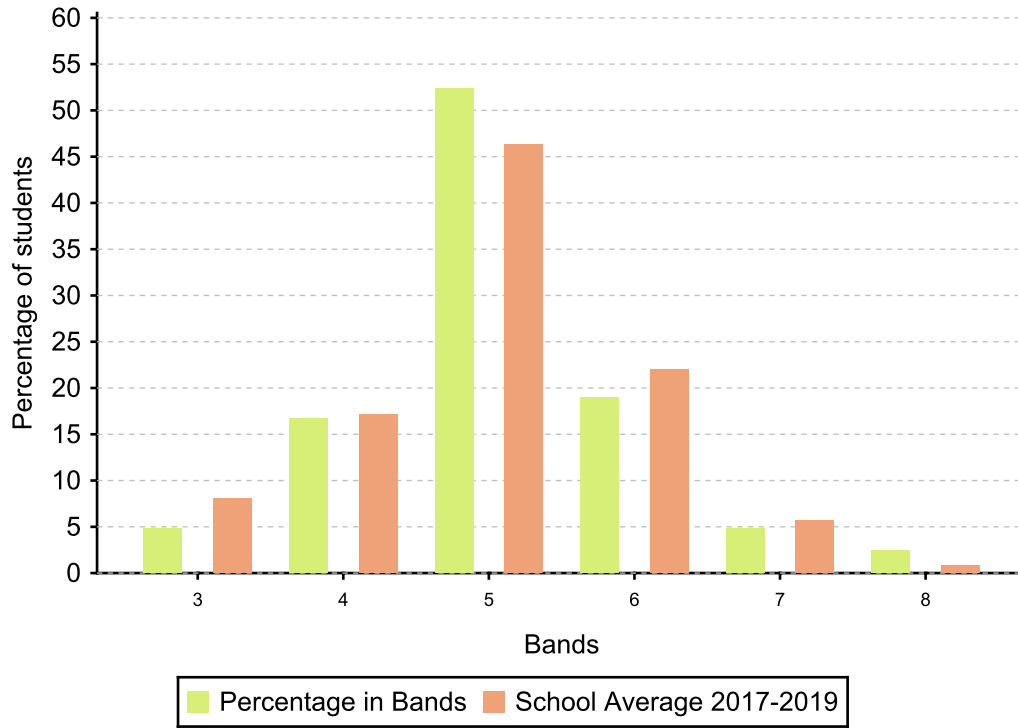


Band	3	4	5	6	7	8
Percentage of students	11.9	11.9	40.5	23.8	9.5	2.4
School avg 2017-2019	13.8	13	30.1	29.3	11.4	2.4



### Percentage in bands:

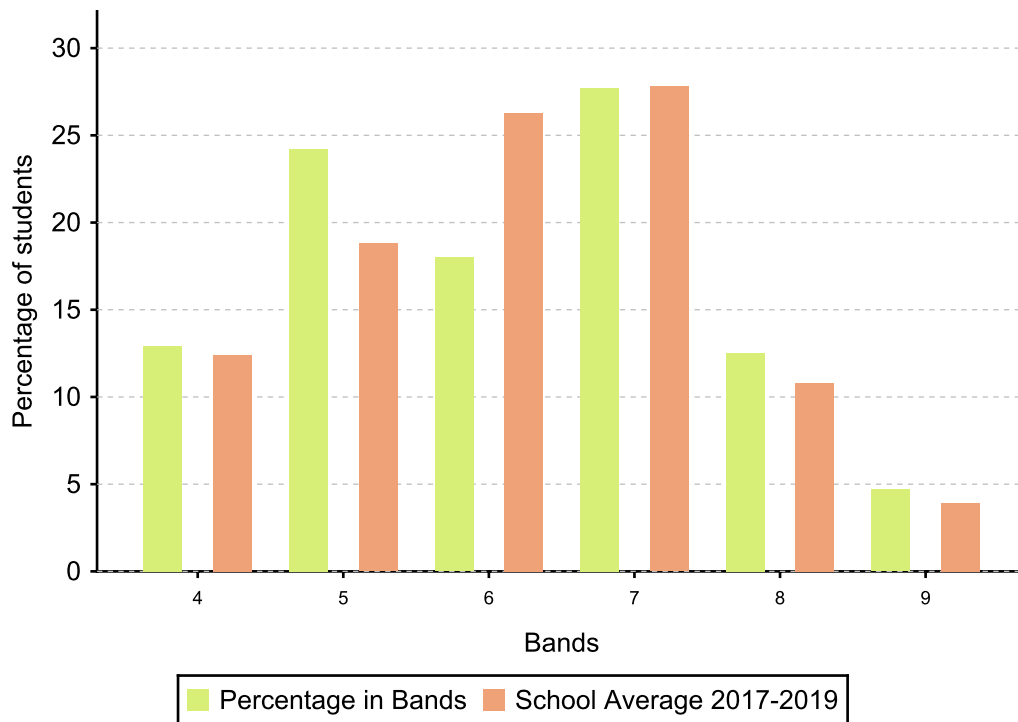
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	4.8	16.7	52.4	19.0	4.8	2.4
School avg 2017-2019	8.1	17.1	46.3	22	5.7	0.8

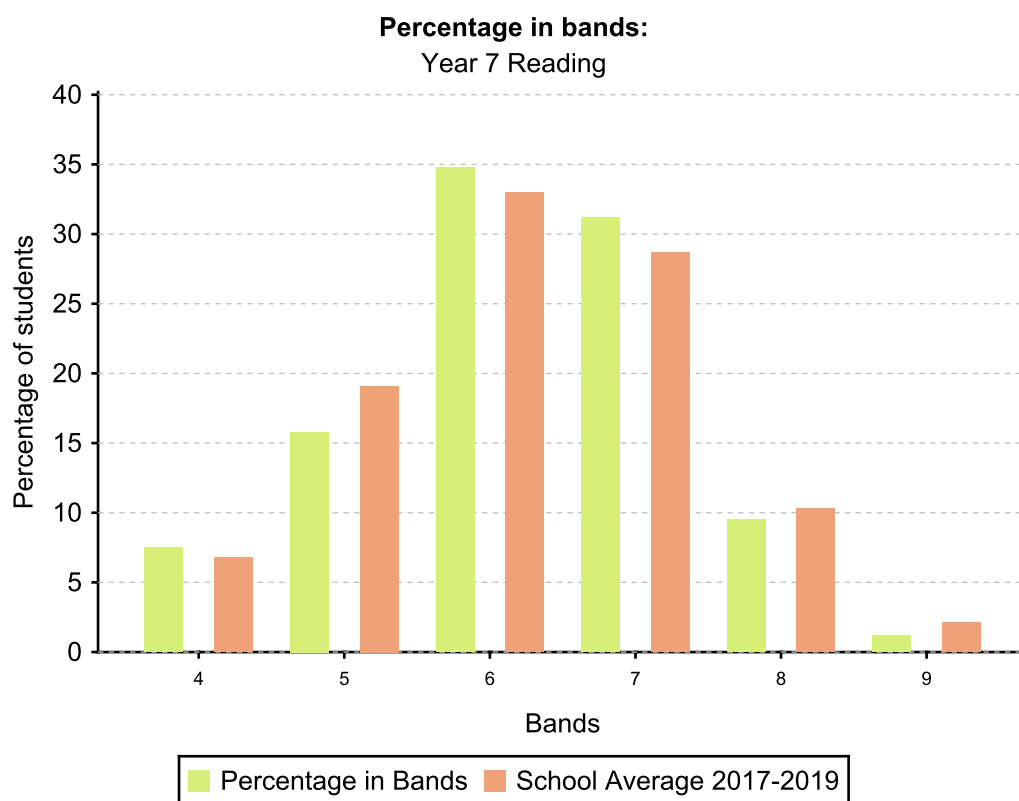
### Percentage in bands:

#### Year 7 Grammar & Punctuation

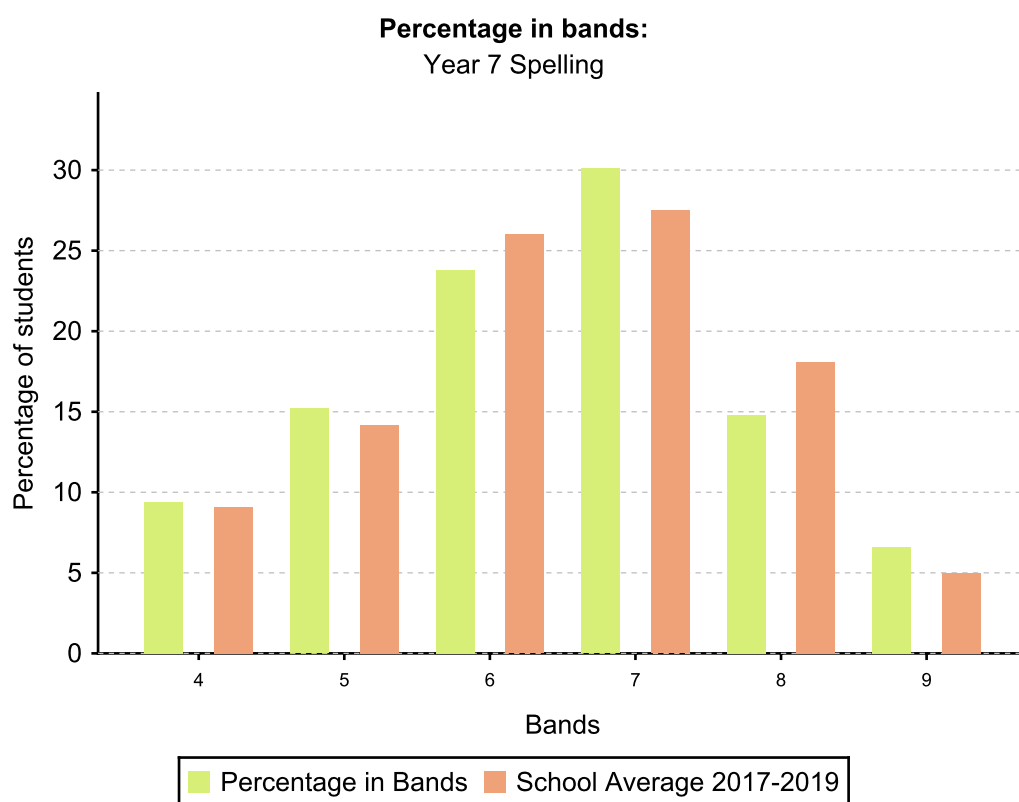


Band	4	5	6	7	8	9
Percentage of students	12.9	24.2	18.0	27.7	12.5	4.7
School avg 2017-2019	12.4	18.8	26.3	27.8	10.8	3.9





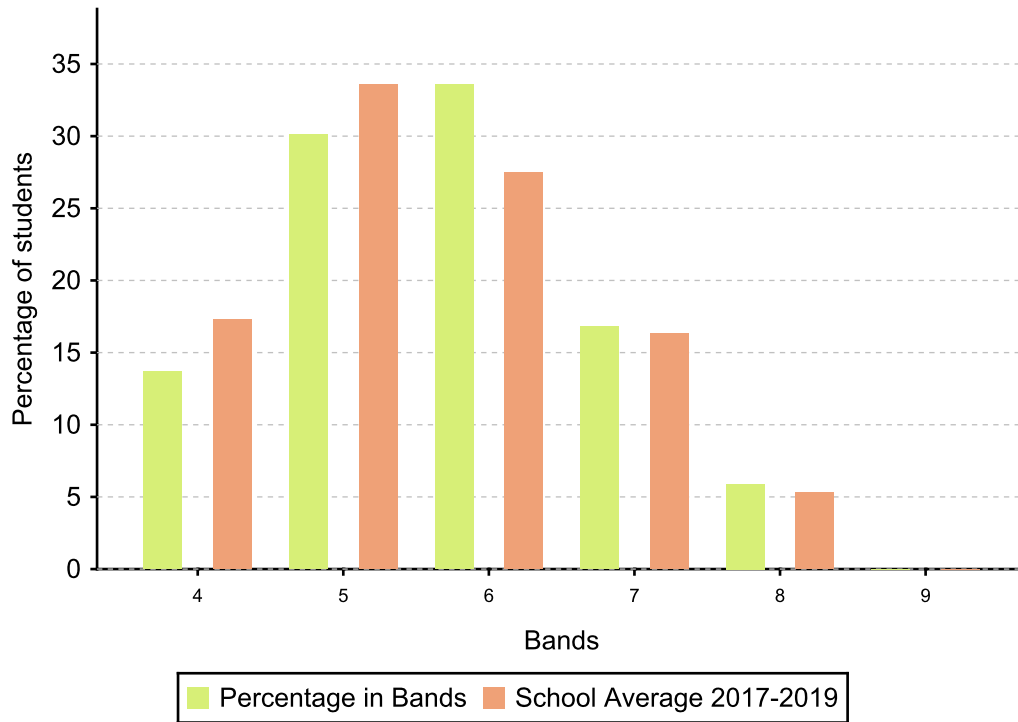
Band	4	5	6	7	8	9
Percentage of students	7.5	15.8	34.8	31.2	9.5	1.2
School avg 2017-2019	6.8	19.1	33	28.7	10.3	2.1



Band	4	5	6	7	8	9
Percentage of students	9.4	15.2	23.8	30.1	14.8	6.6
School avg 2017-2019	9.1	14.2	26	27.5	18.1	5

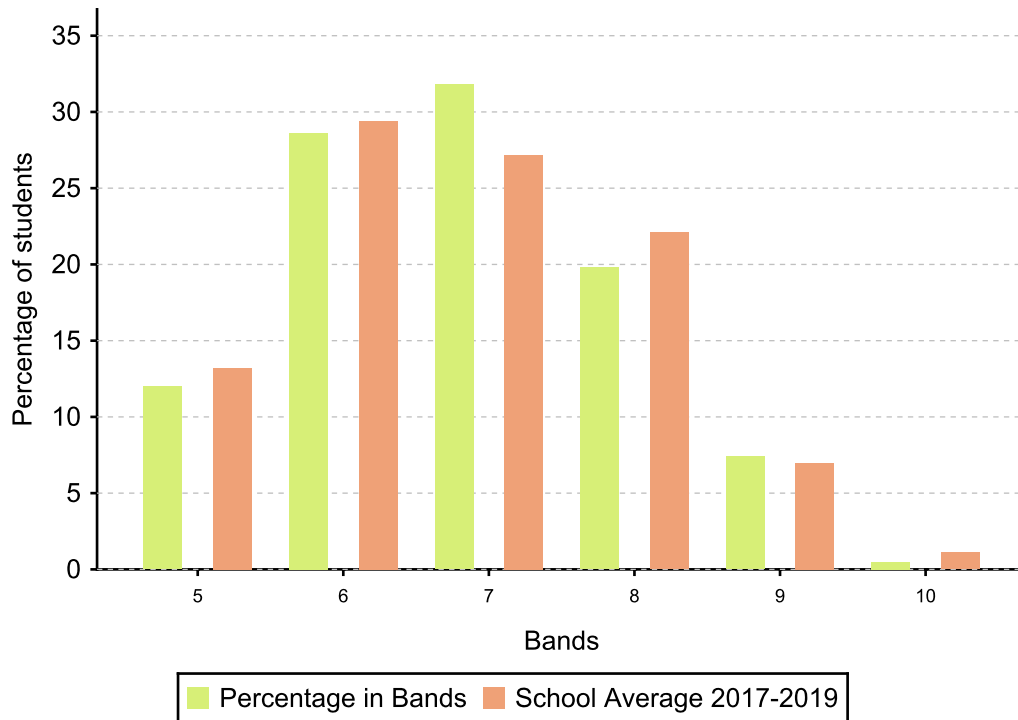


**Percentage in bands:**  
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	13.7	30.1	33.6	16.8	5.9	0.0
School avg 2017-2019	17.3	33.6	27.5	16.3	5.3	0

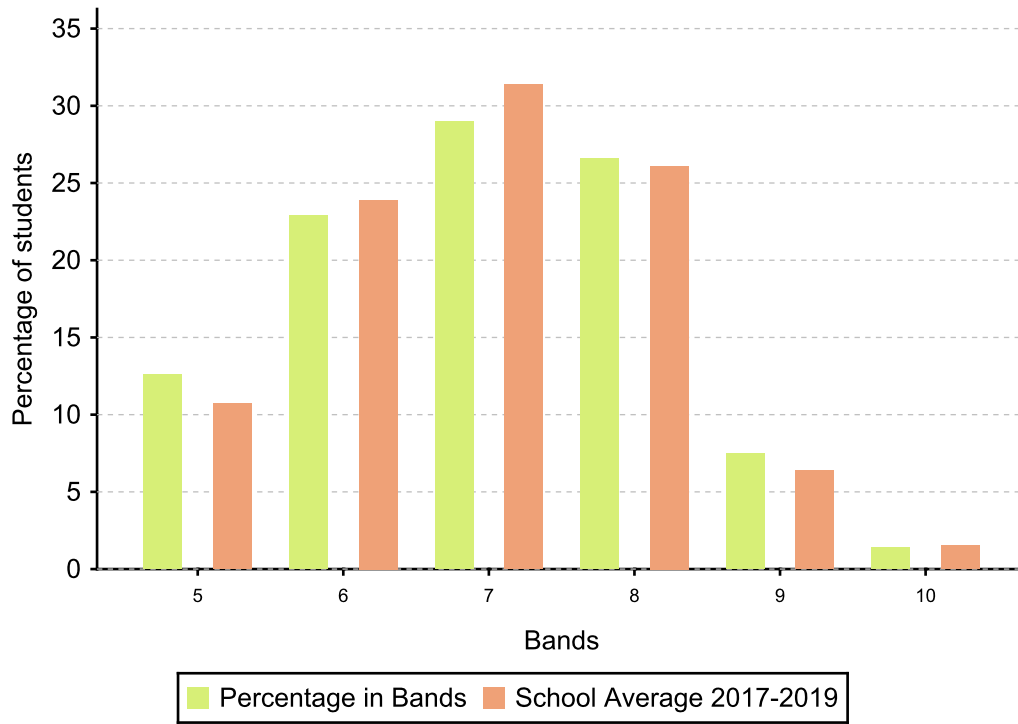
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	12.0	28.6	31.8	19.8	7.4	0.5
School avg 2017-2019	13.2	29.4	27.2	22.1	7	1.1

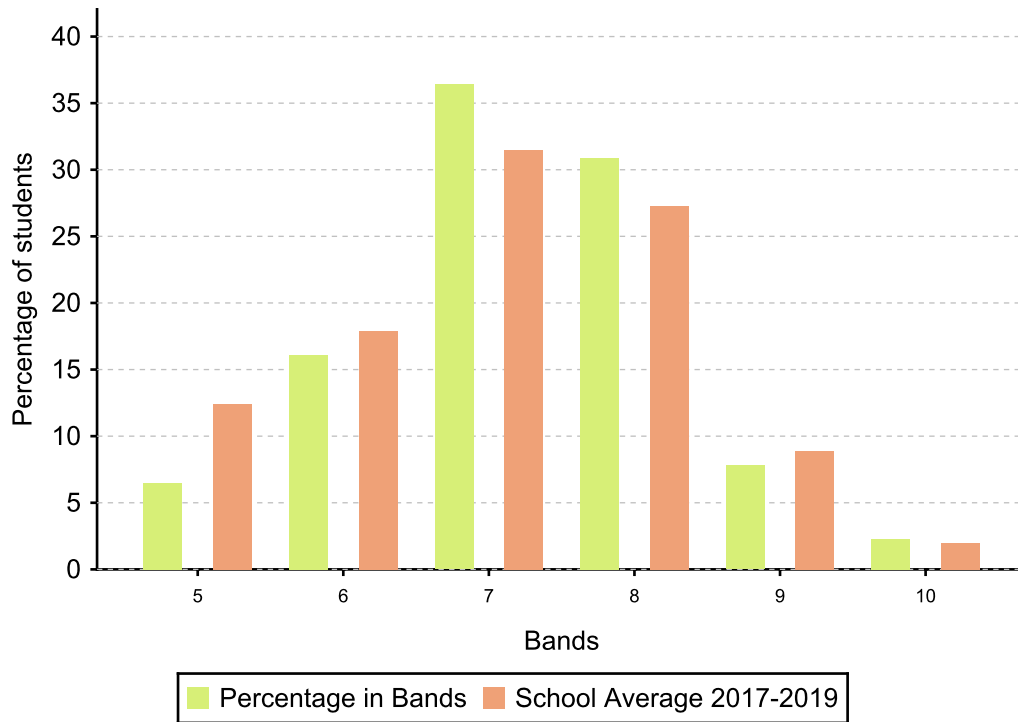


**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	12.6	22.9	29.0	26.6	7.5	1.4
School avg 2017-2019	10.7	23.9	31.4	26.1	6.4	1.5

**Percentage in bands:**  
Year 9 Spelling

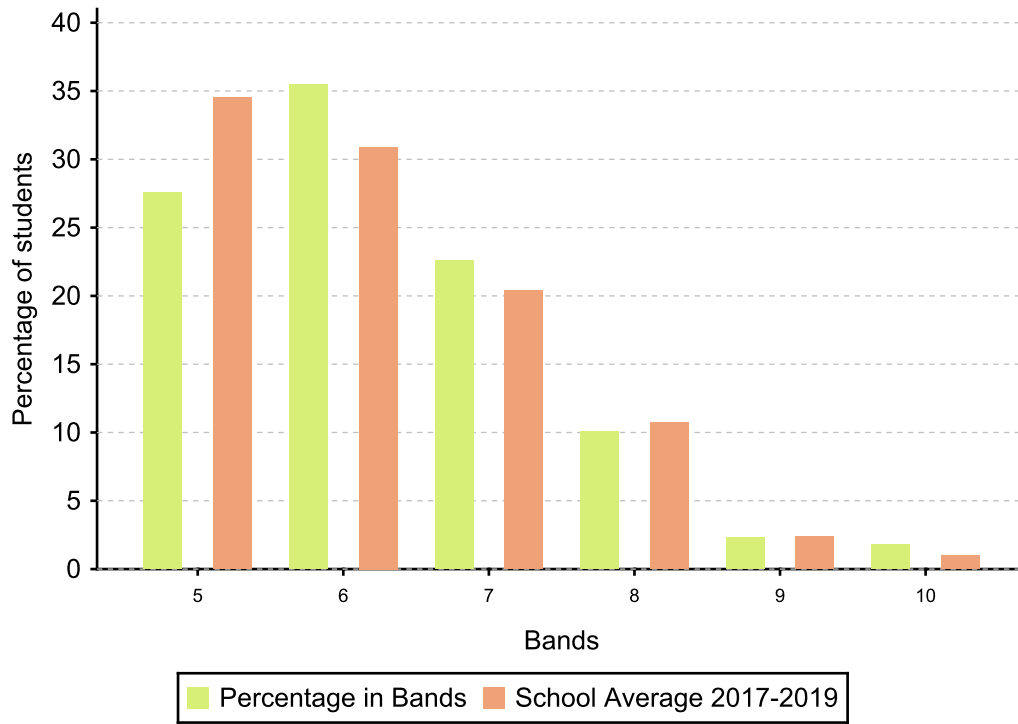


Band	5	6	7	8	9	10
Percentage of students	6.5	16.1	36.4	30.9	7.8	2.3
School avg 2017-2019	12.4	17.9	31.5	27.3	8.9	2



### Percentage in bands:

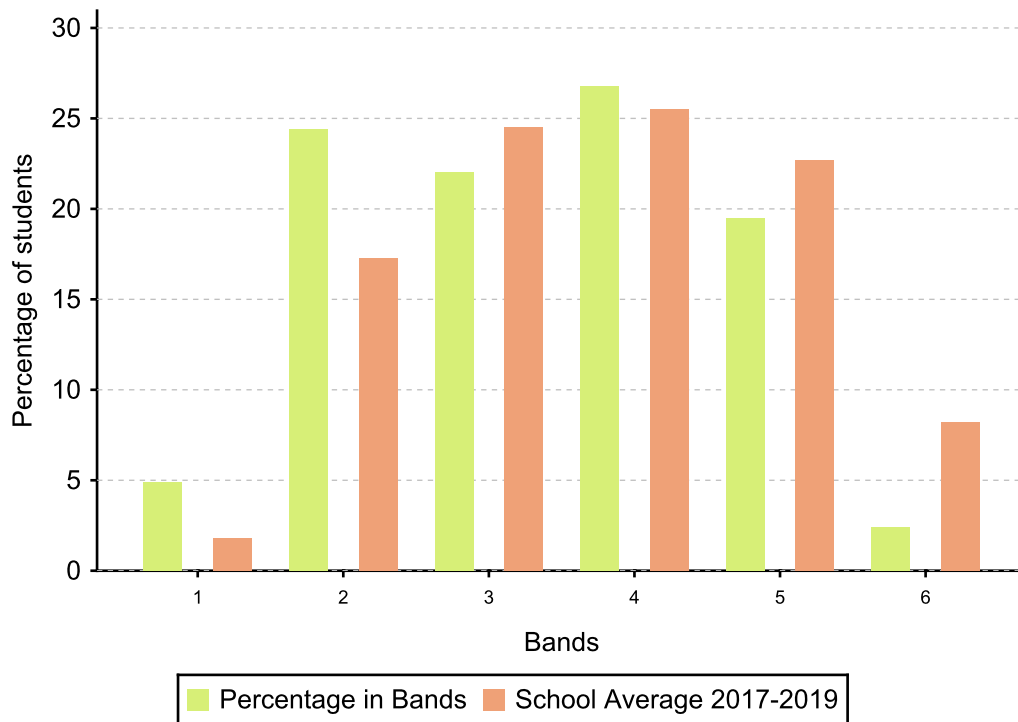
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	27.6	35.5	22.6	10.1	2.3	1.8
School avg 2017-2019	34.5	30.9	20.4	10.7	2.4	1

### Percentage in bands:

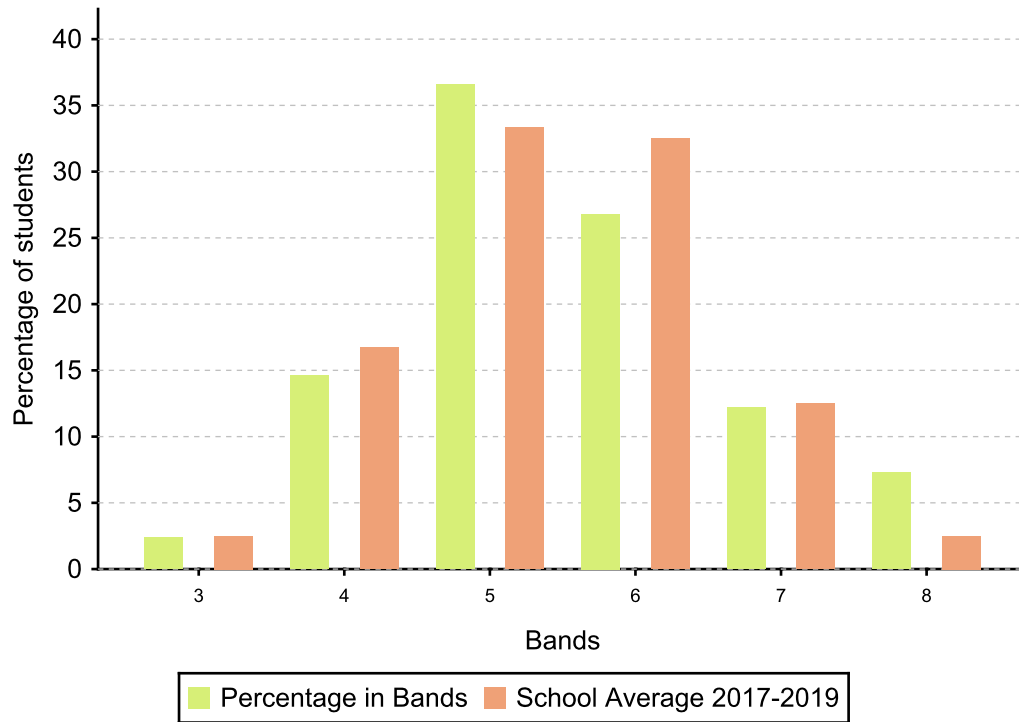
#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.9	24.4	22.0	26.8	19.5	2.4
School avg 2017-2019	1.8	17.3	24.5	25.5	22.7	8.2

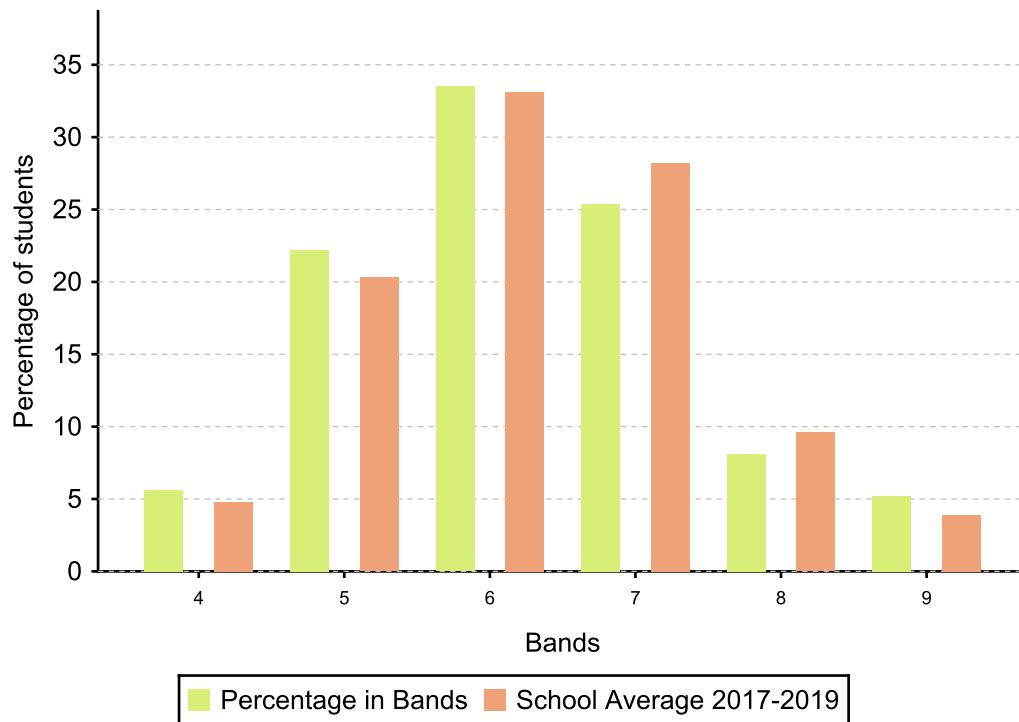


**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.4	14.6	36.6	26.8	12.2	7.3
School avg 2017-2019	2.5	16.7	33.3	32.5	12.5	2.5

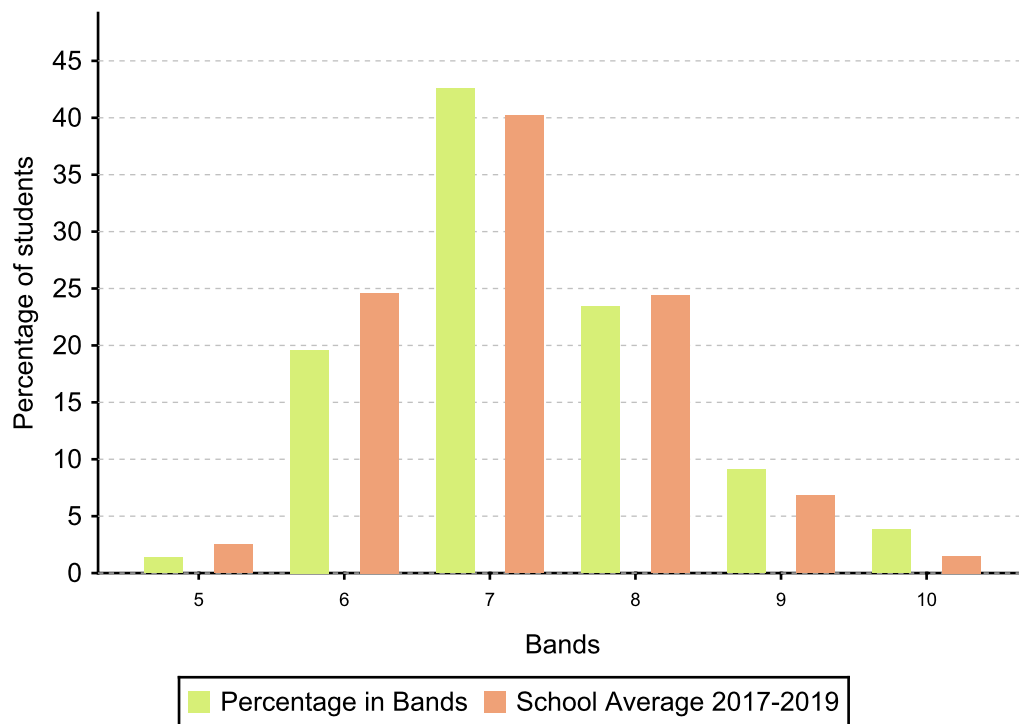
**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.6	22.2	33.5	25.4	8.1	5.2
School avg 2017-2019	4.8	20.3	33.1	28.2	9.6	3.9



**Percentage in bands:**  
Year 9 Numeracy



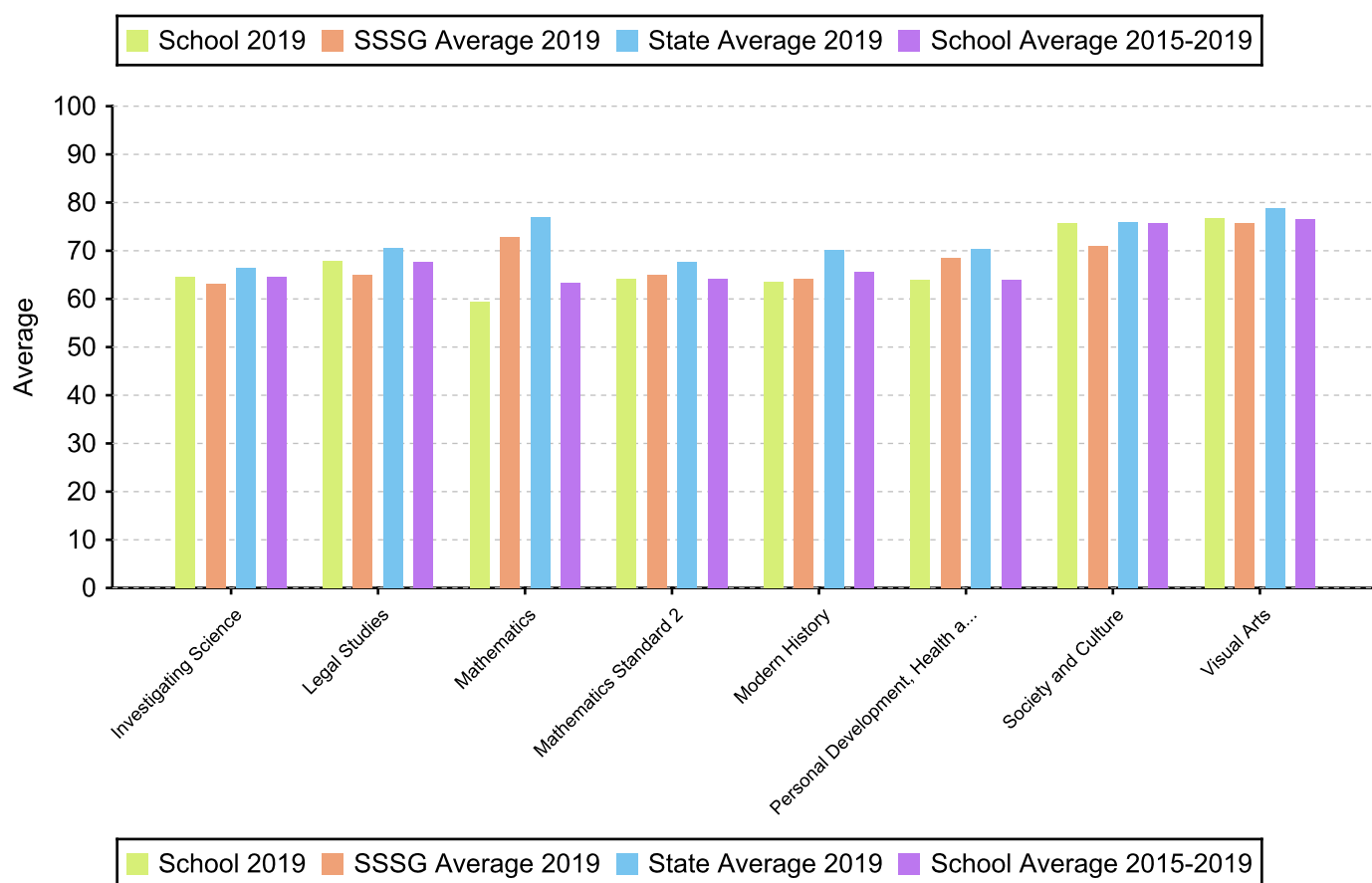
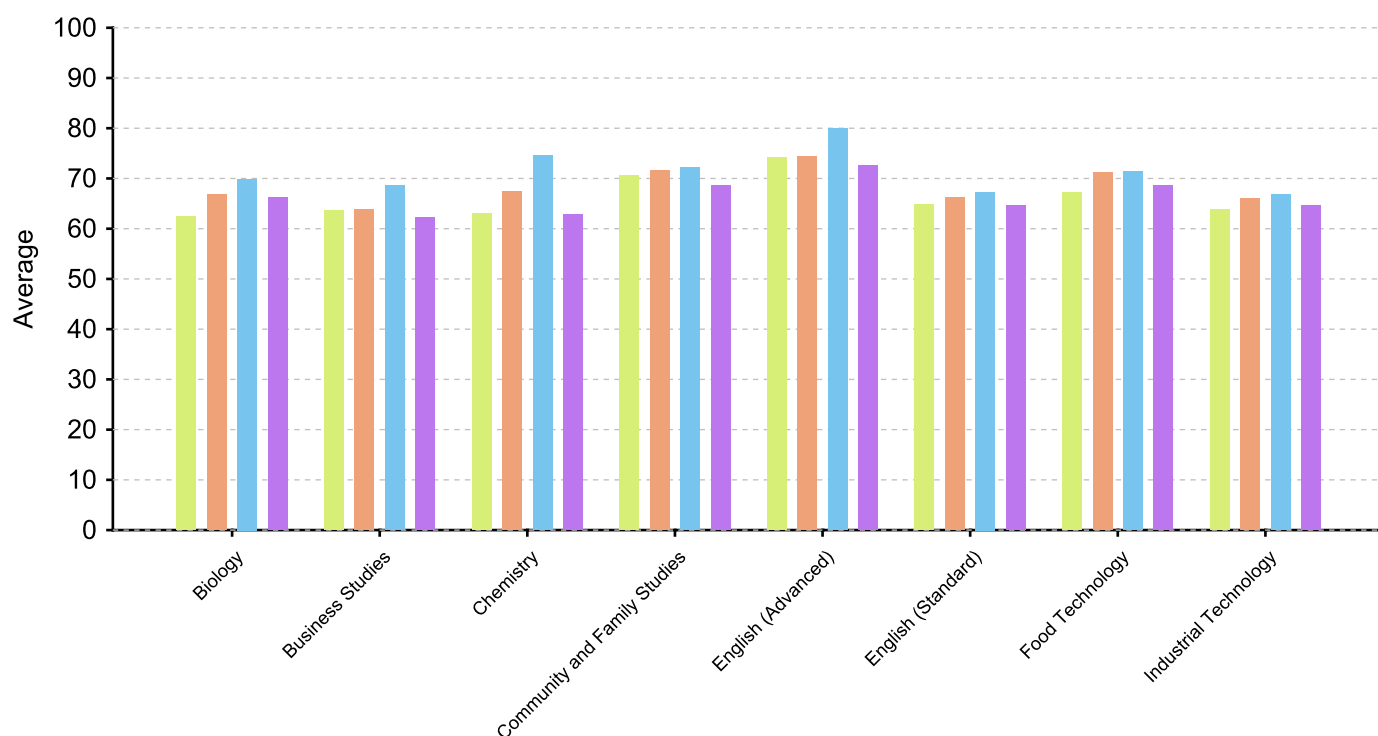
Band	5	6	7	8	9	10
Percentage of students	1.4	19.6	42.6	23.4	9.1	3.8
School avg 2017-2019	2.5	24.6	40.2	24.4	6.8	1.5



## 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.





<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Biology	62.5	66.8	69.9	66.2
Business Studies	63.7	63.9	68.6	62.2
Chemistry	63.0	67.4	74.7	62.8
Community and Family Studies	70.6	71.5	72.2	68.6
English (Advanced)	74.2	74.3	80.0	72.6
English (Standard)	64.8	66.3	67.3	64.7
Food Technology	67.2	71.2	71.4	68.6
Industrial Technology	63.8	66.0	66.8	64.6
Investigating Science	64.5	63.2	66.5	64.5
Legal Studies	67.8	65.0	70.6	67.6
Mathematics	59.4	72.9	76.9	63.3
Mathematics Standard 2	64.2	65.0	67.7	64.2
Modern History	63.5	64.3	70.2	65.7
Personal Development, Health and Physical Education	64.0	68.6	70.5	63.9
Society and Culture	75.8	70.9	75.9	75.8
Visual Arts	76.7	75.8	78.8	76.6



## Parent/caregiver, student, teacher satisfaction

The school seeks the opinions of parents, students and teachers about the school. This included Tell Them From Surveys, other surveys, focus groups, forums and informal discussions as part of the school planning an evaluation process. The includes various stakeholder groups using the Net Promoter Score question, "Would you recommend WCS to others?". The Net Promoter Score asks stakeholders to answer the question on a ten point scale. A score of 9–10 is used to identify the percentage of "promoters". Percentage of promoters for various stakeholders ranged between 16% and 54% (median score was 42%). Based on feedback, we continue to look at ways to enhance the focus on informing families about learning to assist their children as well as ways to connect with our families that recognises their preferred approaches.

In Primary, we have continued to focus on keeping the lines of communication clear and open between home and school. All newsletters are emailed home with print copies provided to parents that request them. All classes and teachers utilise the Class Dojo app that encourages two way communication. Each class sends home a class information book at the start of the year along with a learning newsletter and we have continued to utilise Facebook for reminders and celebrating student success. Parent/ carer feedback on the above has been overwhelmingly positive with comments such as "It is so easy to chat to the teacher now, even as a working parent". We have also been focusing in on making sure all students feel valued, known and cared for within our primary school. Our growing success in this area is reflected in comments such as "The teachers and leaders in the school are easy to find and approachable about any concerns about my child. I know they really care about them".



# 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.