

Walgett Community College - High School

2019 Annual Report



8475

Introduction

The Annual Report for 2019 is provided to the community of Walgett Community College – High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Walgett Community College - High School

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School background

School vision statement

Vision:

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

Motto:

Courage and Excellence

Values:

Respect

Safety

Learning

School context

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

Self-assessment and school achievement

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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>

Strategic Direction 1

Build Capacity for Student Success

Purpose

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

Improvement Measures

7–10 achieving tracked growth on the Literacy and Numeracy progressions.

2% increase in the proportion of students in top two bands for NAPLAN Years 3, 5, 7 & 9 aligned with Premier's priorities.

All teachers developing and delivering differentiated learning tasks, formative assessment and providing relevant feedback.

All of staff supported to reach professional learning goals of PDP through professional learning.

Progress towards achieving improvement measures

Process 1: Personalised Learning Plans

Develop strong partnerships between students and parents /carers to plan learning goals that are aspirational and informed by the data and the student's understanding of their progress towards achieving their goals. Promote high expectations.

Evaluation	Funds Expended (Resources)
The completion of student PLPs was successful in 2019; in 2020 it is planned that the PLPs will be completed during wellbeing lessons.	The completion of PLPs directly involved Year Advisers, Wellbeing Classroom Teachers and our Aboriginal Education Officer. Apart from human resources, minimal other resources were expended on the PLPs.

Process 2: Collaborative practice

Establish and develop collaborative professional learning with a focus on explicit teaching, the embedding of literacy and numeracy, backward mapping of assessment, learning adjustments and differentiation. Formative assessments and data analysis will be used to inform future planning and learning goals and professional learning for staff.

Evaluation	Funds Expended (Resources)
The strengthening of collaborative practice at Walgett Community College High School in 2019 was achieved with a strong focus on developing effective feedback.	The resources involved in further developing collaborative practice were human resources; the LDI project was a funded program.

Strategic Direction 2

Positive Behaviours for Success

Purpose

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

Improvement Measures

Increased parent and carer involvement in the personalised learning plans (PLPs) and reviews

All staff to be involved in the mentoring of students in setting attendance, learning and behaviour goals.

Increase in student attendance, engagement in lessons and completion of learning tasks.

Increase in school and community partnerships providing support for student wellbeing. Introduction of FRIENDS Resilience Program.

All College staff explicitly teaching, modelling and promoting the WCC PBL values of Safe, Respectful and Happy Learners. While endorsing a whole college courage and excellence, anti-bullying program and using consistent language when explicitly teaching the expectations of PBL..

10% decrease in student suspensions.

15% increase in positive entries on Sentral.

20% decrease in major incidents.

Introduction of common language to encourage PBL values and general positive behaviour from students.

Progress towards achieving improvement measures

Process 1: Consistent use of Positive Behaviour for Learning

Explicit teaching and reinforcement of the resilience and positive behaviour for learning weekly focus in all lessons. This will be registered in Teaching and Learning programs.

Small group activities implemented by Aboriginal organisations, youth support worker and chaplain.

Evaluation	Funds Expended (Resources)
The re-developed wellbeing procedures continue to evolve with input from all stakeholders including the rejuvenated Junior AECG.	The shift from the of-the-shelf program of PBL to a locally developed set of procedures to address wellbeing was achieved with minimal financial resources allocation.

Process 2: Parent and Carer Partnerships

Teachers, students, parents and carers meet regularly to update, provide intervention and support, through the Learning Support Team, monitor and track student progress and celebrate student success.

Evaluation	Funds Expended (Resources)
In 2020, the school will pursue alternative strategies to generate greater levels of parent/carers engagement in the support of student learning.	Minimal resources were expended on this process.

Strategic Direction 3

Community, Culture & Language & Engagement

Purpose

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

Improvement Measures

All students learning Gamilaraay language P – 10.

Support for the introduction of Aboriginal Language program to engage parents and community in the learning/teaching of language.

100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy Country'

Proportion of students involved in Sista Speak and Bro Speak.

100% staff trained in certificate I Gamilaraay language and 100% Aboriginal staff trained in Sista Speak and Bro Speak.

Increased community satisfaction and student success with the programs.

Promote the role of the School Reference Group as a voice for parents and community.

Improving school attendance with our partner Remote School Area Strategy (RSAS), parents, and carers.

Progress towards achieving improvement measures

Process 1: Language

Develop and implement a Gamilaraay language program across the college from preschool to year 10.

Evaluation	Funds Expended (Resources)
The development and implementation of Gamilaraay Language at the High School was successful; further expansion is planned for 2020, whereby all students will complete Gamilaraay Language lessons.	Resources allocated included the engagement of a teacher (shared with the Primary School), the completion of Certificate I Gamilaraay Language as a staff professional learning activity and the purchase of resources including Gamilaraay Dictionaries.

Process 2: Targeted Programs

Committee established to oversee the implementation of the subject 'Language and Culture, Sista Speak and Bro Speak. and the Program 'Healthy Culture, Healthy Country' K – 6, led by Assistant Principals.

Science, Technology, Engineering and Mathematics (STEM) projects.

Walgett Open Opportunity Learning Centre Led by Head Teacher – Student Engagement.

Career Planning with a focus on developing skills for local employment.

Evaluation	Funds Expended (Resources)
In 2020, the delivery of targeted support programs will be conducted through weekly wellbeing lessons. STEM in 2020 will have a stronger focus with lessons timetabled in Stage 4.	The resources utilised for these programs were predominately human, with some expenditure incurred through student participation in STEM

Progress towards achieving improvement measures

In 2020, the delivery of targeted support programs will be conducted through weekly wellbeing lessons. STEM in 2020 will have a stronger focus with lessons timetabled in Stage 4.

Camps.

Process 3: Involvement

Students are provided opportunities to attend community and other school events so as to build on their leadership skill and their community awareness.

Evaluation	Funds Expended (Resources)
In 2020, the strengthening of student participation and building of leadership skills will be coordinated through the Junior AECG and supported by student mentors and the Year Advisers.	The primary resource targeted in this process to support student participation were the travel costs associated with representation and the purchase of sporting team equipment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	In 2019, the school received \$351725 funds for this initiative.	The activities undertaken in this initiative in 2019 supported our students engagement in their schooling and participation in holistic educational opportunities.
Low level adjustment for disability	In 2019, the school received \$126840 funds for this initiative.	The activities undertaken in this initiative in 2019 supported specific areas of need for students.
Quality Teaching, Successful Students (QTSS)	In 2019, the school received nil funds for this initiative.	Not Applicable
Socio-economic background	In 2019, the school received \$275347 funds for this initiative.	The activities undertaken in this initiative in 2019 supported student engagement and enhanced student belonging.
Support for beginning teachers	In 2019, the school received nil funds for this initiative.	Not Applicable

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	41	48	50	57
Girls	51	50	57	49

Student attendance profile

School				
Year	2016	2017	2018	2019
7	80.8	84.4	69.1	76.6
8	59.7	71.9	64.8	63.9
9	67	59.9	55.4	65.7
10	44.1	59.6	47	65.1
11	56	45.6	26.6	33.1
12	43.3	56.7	41.9	52.3
All Years	59.5	63.5	53.3	62.6
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	5	22	20
Employment	N/A	N/A	40
TAFE entry	N/A	N/A	20
University Entry	N/A	N/A	20
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

20.00% of Year 12 students at Walgett Community College – 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 Walgett Community College – 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)	4
Classroom Teacher(s)	9.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	9.38
Other Positions	1

*Full Time Equivalent

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	1,287,183
Revenue	4,820,088
Appropriation	4,706,961
Sale of Goods and Services	99,384
Grants and contributions	9,454
Investment income	1,478
Other revenue	2,811
Expenses	-4,277,948
Employee related	-3,510,483
Operating expenses	-767,465
Surplus / deficit for the year	542,140

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	476,361
Equity Total	754,702
Equity - Aboriginal	351,725
Equity - Socio-economic	275,347
Equity - Language	791
Equity - Disability	126,840
Base Total	2,356,402
Base - Per Capita	26,721
Base - Location	59,649
Base - Other	2,270,032
Other Total	720,033
Grand Total	4,307,498

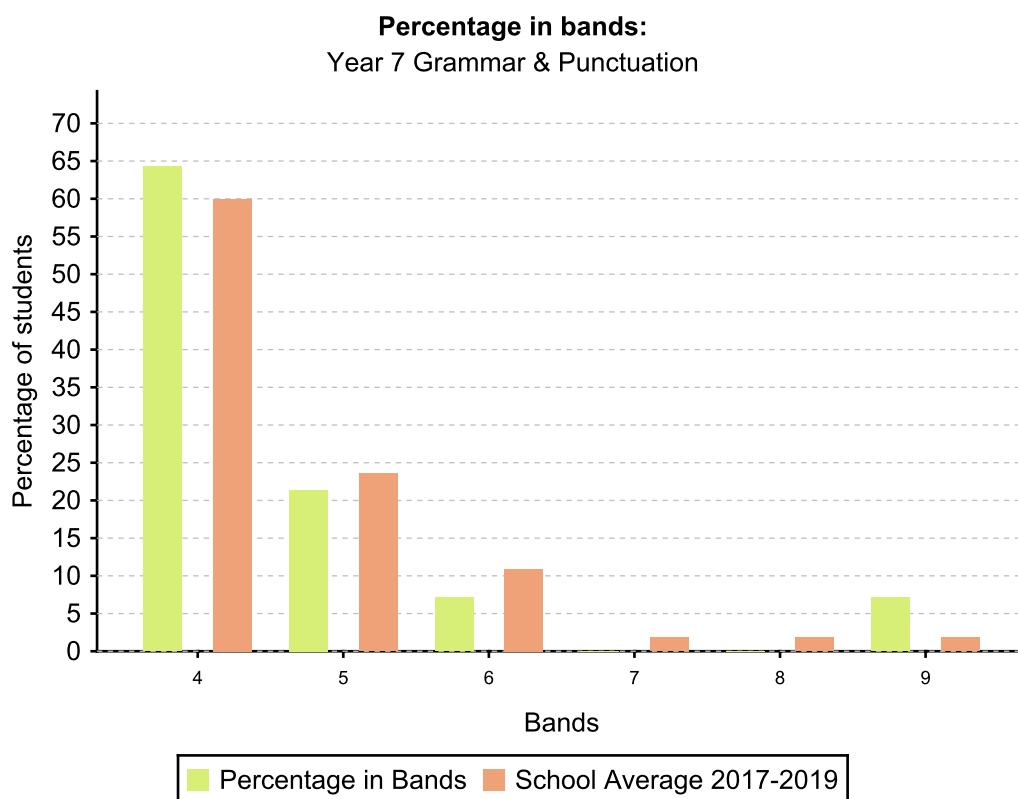
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

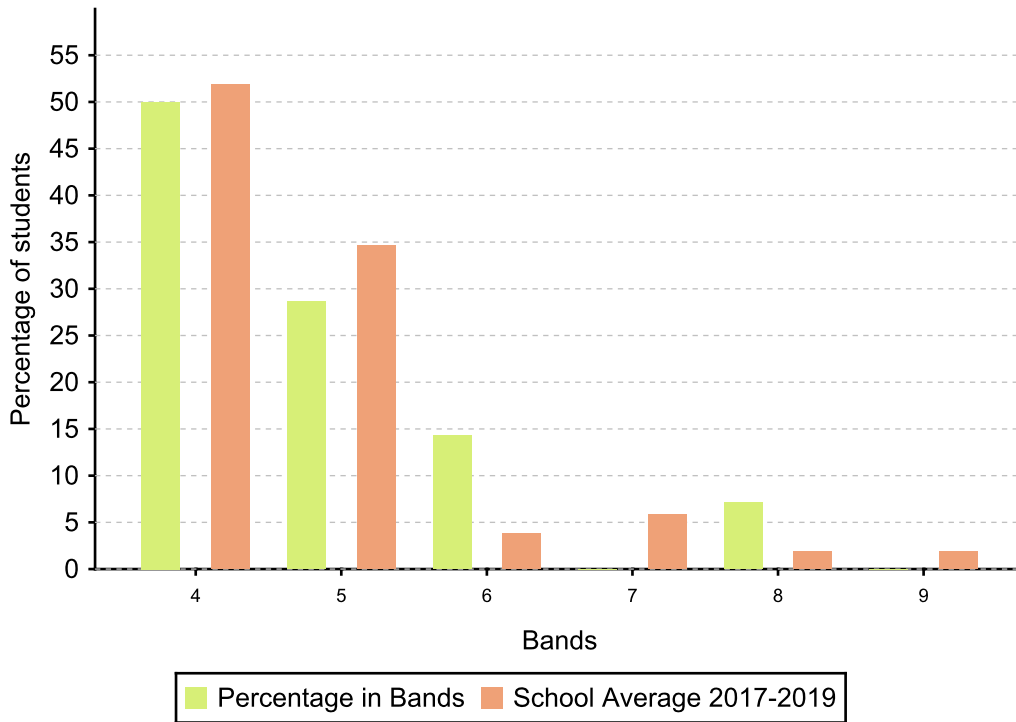
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



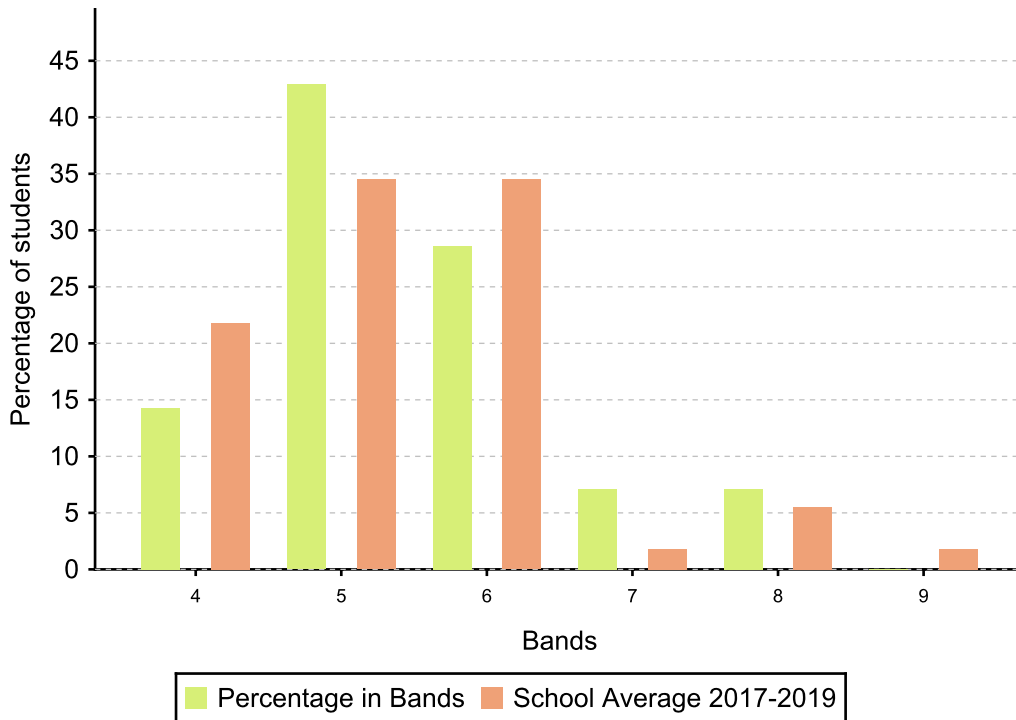
Band	4	5	6	7	8	9
Percentage of students	64.3	21.4	7.1	0.0	0.0	7.1
School avg 2017-2019	60	23.6	10.9	1.8	1.8	1.8

Percentage in bands:
Year 7 Reading



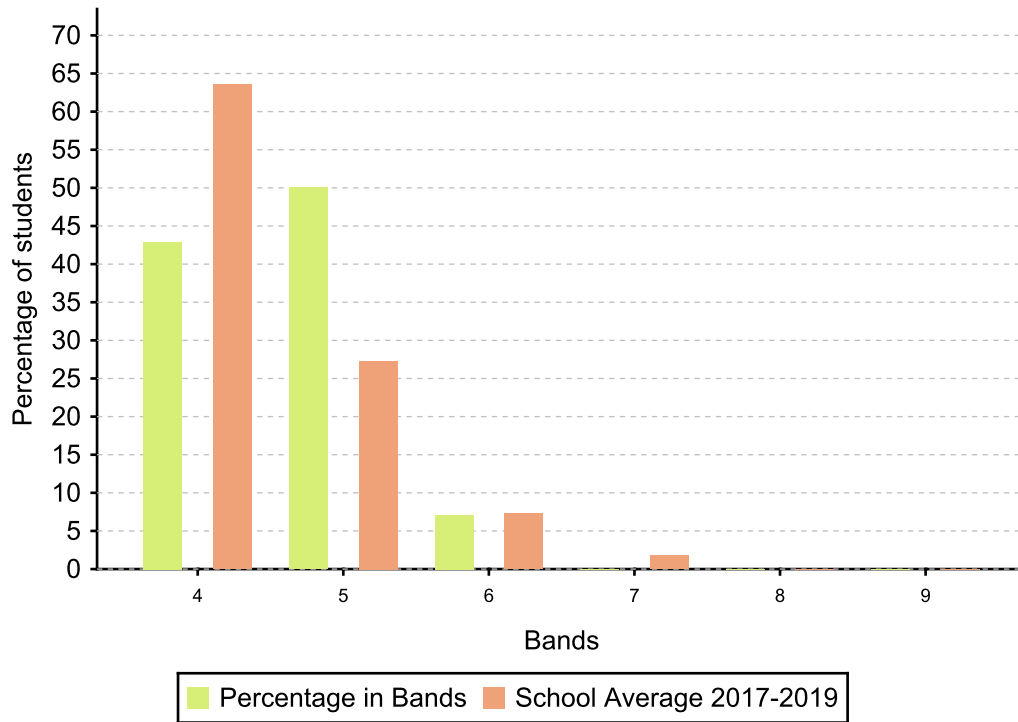
Band	4	5	6	7	8	9
Percentage of students	50.0	28.6	14.3	0.0	7.1	0.0
School avg 2017-2019	51.9	34.6	3.8	5.8	1.9	1.9

Percentage in bands:
Year 7 Spelling



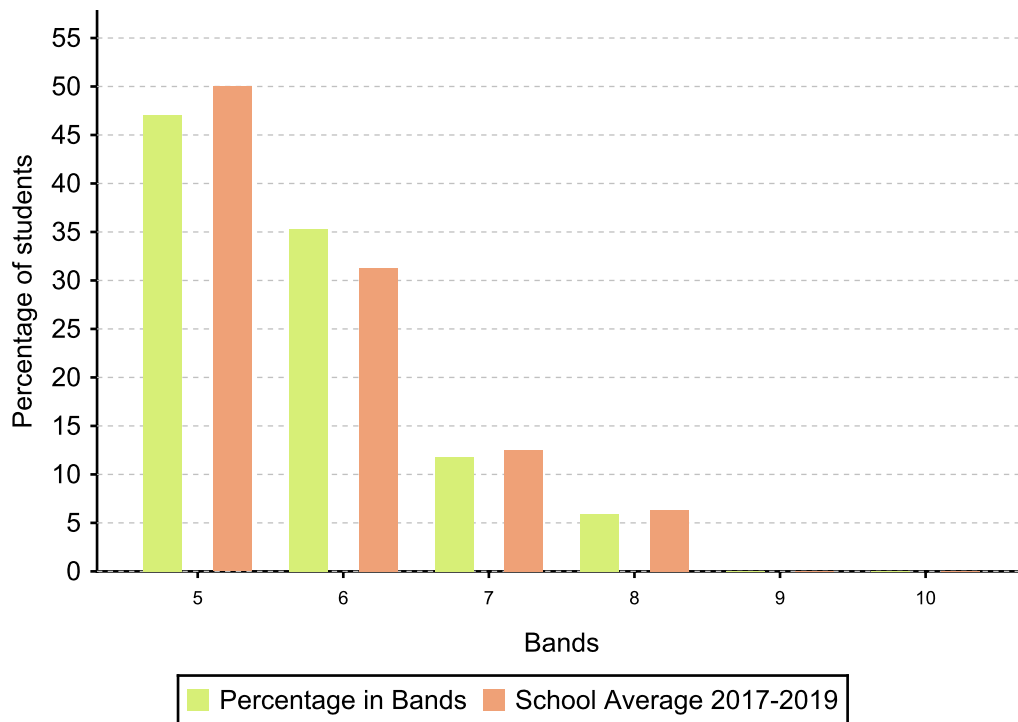
Band	4	5	6	7	8	9
Percentage of students	14.3	42.9	28.6	7.1	7.1	0.0
School avg 2017-2019	21.8	34.5	34.5	1.8	5.5	1.8

Percentage in bands:
Year 7 Writing



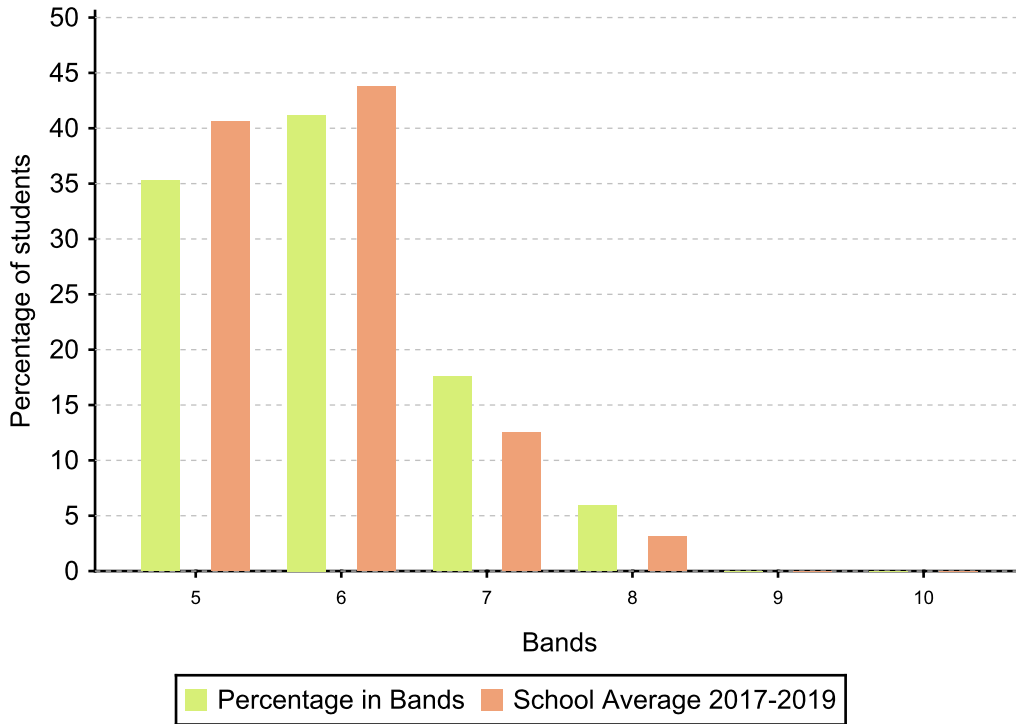
Band	4	5	6	7	8	9
Percentage of students	42.9	50.0	7.1	0.0	0.0	0.0
School avg 2017-2019	63.6	27.3	7.3	1.8	0	0

Percentage in bands:
Year 9 Grammar & Punctuation



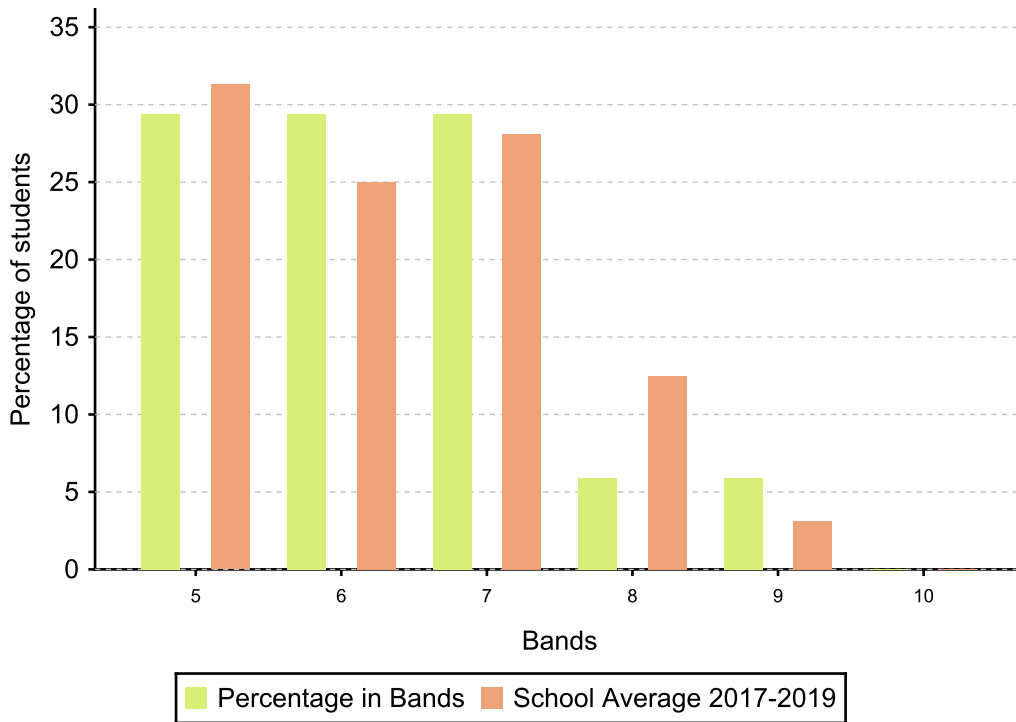
Band	5	6	7	8	9	10
Percentage of students	47.1	35.3	11.8	5.9	0.0	0.0
School avg 2017-2019	50	31.3	12.5	6.3	0	0

**Percentage in bands:
Year 9 Reading**



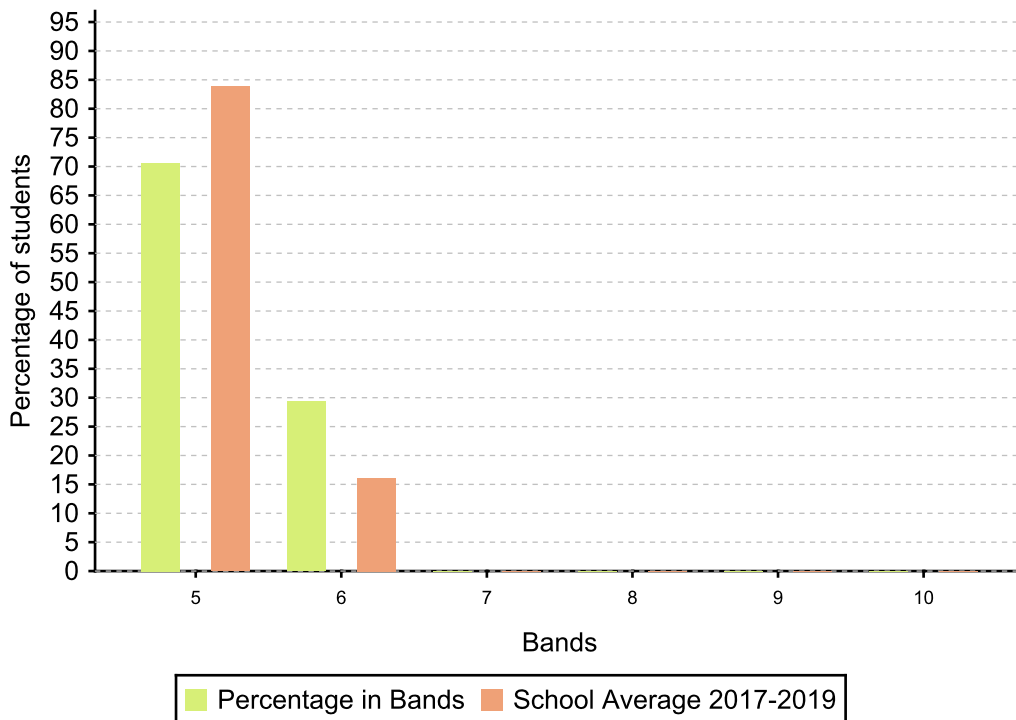
Band	5	6	7	8	9	10
Percentage of students	35.3	41.2	17.6	5.9	0.0	0.0
School avg 2017-2019	40.6	43.8	12.5	3.1	0	0

**Percentage in bands:
Year 9 Spelling**



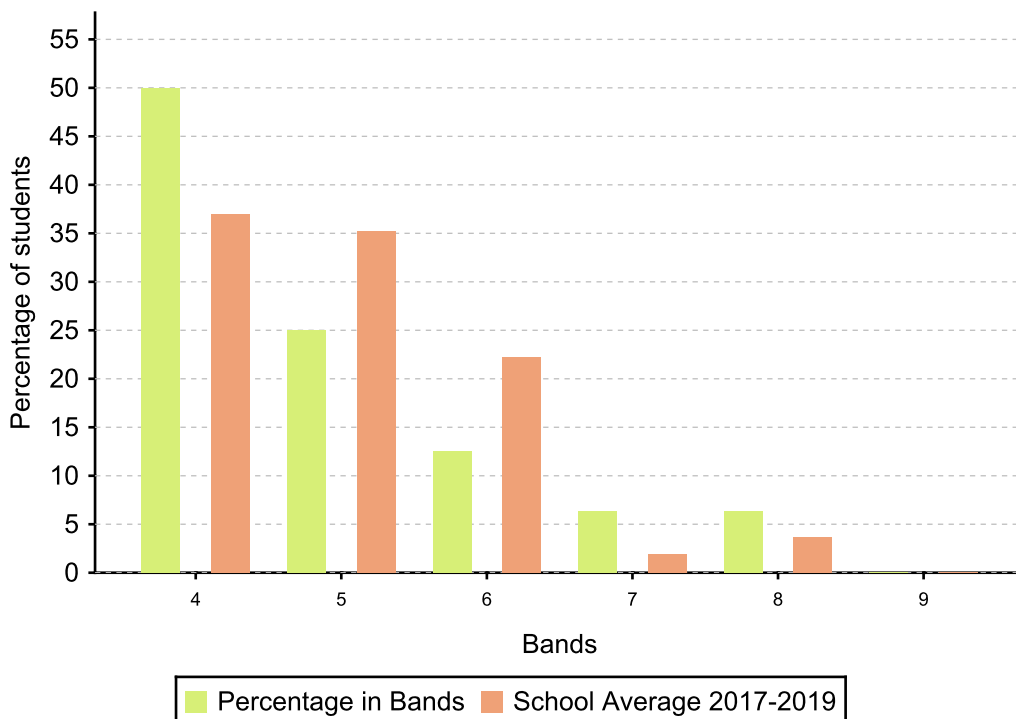
Band	5	6	7	8	9	10
Percentage of students	29.4	29.4	29.4	5.9	5.9	0.0
School avg 2017-2019	31.3	25	28.1	12.5	3.1	0

Percentage in bands:
Year 9 Writing



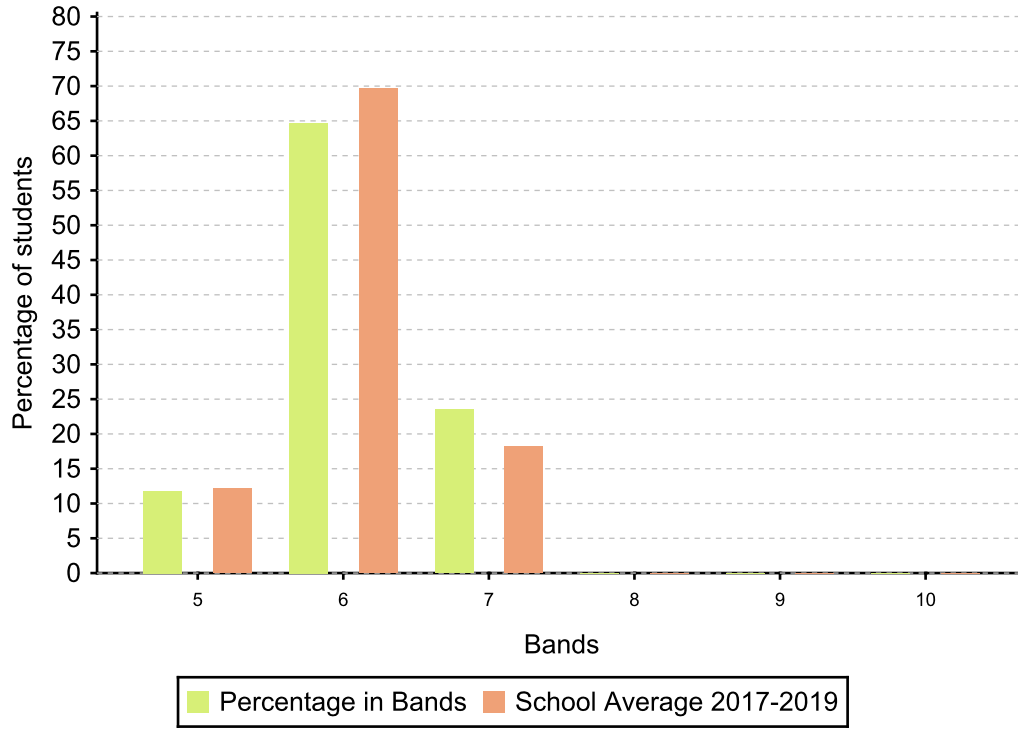
Band	5	6	7	8	9	10
Percentage of students	70.6	29.4	0.0	0.0	0.0	0.0
School avg 2017-2019	83.9	16.1	0	0	0	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	50.0	25.0	12.5	6.3	6.3	0.0
School avg 2017-2019	37	35.2	22.2	1.9	3.7	0

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	11.8	64.7	23.5	0.0	0.0	0.0
School avg 2017-2019	12.1	69.7	18.2	0	0	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

Parent/Carer evenings were introduced as an inclusive and informal opportunity for the parents/carers to receive, read and discuss their child's learning with the teaching staff.

Feedback for parents/carers and the community has been overwhelmingly positive to the fortnightly newsletters which showcase students engaged in their learning and extra-curricula activities.

Parent/carer participation in the completion of Student Learning and Support Plans and student's Personal Learning Plans highlights their commitment to the learning of their child and support of the collaborative relationship with the school.

Community involvement at the school site demonstrates parent/carer and community members willingness to engage in a range of school-related activities. Strong participation at Presentation Day, NAIDOC Week, and Graduation was achieved with further involvement in community use of the facilities with meetings such as the Working Party, AECG, P&C, SRG and Interagency being held in the school's Community Hub.

The Tell Them From Me Survey invitation for participation was issued to parents/carers; however, the lack of response to this form of survey dictates that the school must examine other tools to gather feedback.

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.