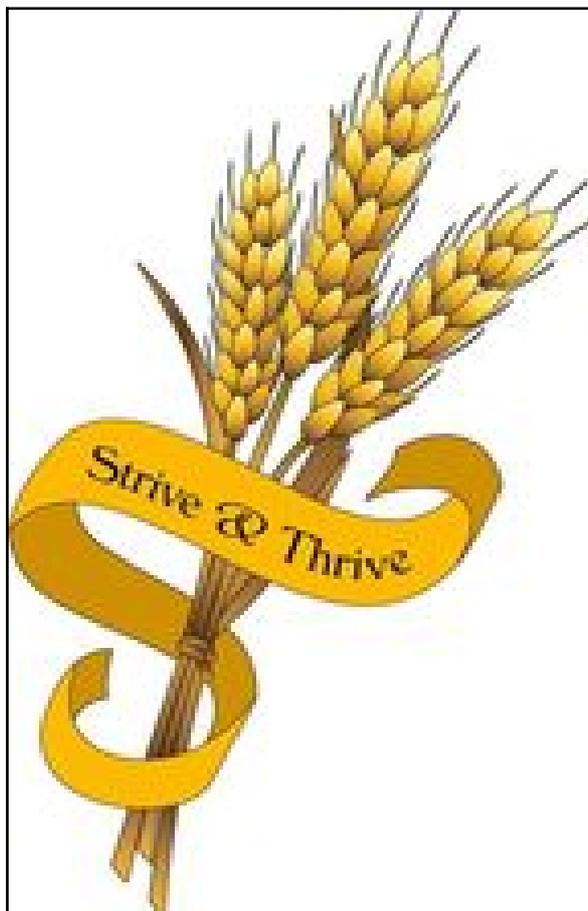


Warialda High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Warialda 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

Warialda High School

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6729 1000

School background

School vision statement

Committed to providing learning opportunities through diverse educational experiences for every student. Students will complete their secondary education with literacy, numeracy, technological, independent learning and critical thinking skills to be well equipped for life in the workforce.

School context

Warialda is a rural town of 1200 people. The Gwydir Shire Council is the highest employer closely followed by the Department of Education (teachers and associated roles). Quite a large proportion of the 180 students enrolled at Warialda High School come from farming families. The drawing area for Warialda High School is extensive, stretching from the Queensland border at Yetman and north of North Star to Moree in the west, Bingara in the south and Delungra in the east. It is not uncommon for students to spend more than 1 hour travelling to and from school on the bus.

FOEI (Family Occupation and Education Index) is above the State mean of 100. Aboriginal/Torres Strait Islander students comprise 13% of the student population. SBAT/Traineeship opportunities comprise 15% of the senior 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	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

Developing a strong learning culture based on the What Works Best Principles known to improve student learning globally is the overall focus, combined with whole school strategies for student wellbeing. Self assessment against the school Excellence Framework indicates improvement is needed within this domain to improve student learning and wellbeing outcomes.

Improvement Measures

By the end of 2019, all staff regularly use shared language and lesson structures as per Learning intentions, success criteria and gaining feedback in 80% of lessons.

By the end of 2019, PBL will be fully implemented throughout the school. Students will have actively engaged in the newly implemented positive reward system. 85% of students will have achieved orange level or above for years 7–10. SET data will demonstrate 90% awareness of core values and PBL language for staff and students.

By the end of 2019, WHS will be in at least the sustaining and growing area of Effective Classroom Practise in the SEF per student survey results.

Progress towards achieving improvement measures

Process 1: T&L 1

1. Professional learning in What Works Best.

Evaluation	Funds Expended (Resources)
<p>Distinct improvement in staff using the What Works Best processes per student survey results as students feel more supported in their learning, that their learning is more frequently checked and they know what is expected as it is broken down into manageable chunks. Despite this, staff surveys revealed they didn't feel they weren't achieving the What Works Best principles as much as they previously were in 2018.</p> <p>Staff have magnets to structure lessons around Learning Intentions, Success Criteria and gaining Feedback and these are also all outlined in the daybook supplied to all staff for lesson planning.</p> <p>A version of Quality Teaching Rounds is planned for the 2020 timetable that is staff funded and not dependant on casual staff flux to embed these practises further.</p>	\$2500

Process 2: PBL1: Implement PBL in the classroom working towards a built in reward system.

Evaluation	Funds Expended (Resources)
<p>Results of SET are outstanding , meaning PBL is working exceptionally well, having halved our suspensions and improved time spent on learning.</p> <p>We have moved into the Sustaining and Growing area of Effective Classroom Practise in the SEF per student and staff survey results.</p>	\$5000

Process 3:

Evaluation	Funds Expended (Resources)
Text box could not be removed	\$0

Strategic Direction 2

Teaching

Purpose

The use of student data, Professional Learning and systematic implementation of school wide strategies to improve student results is an area of identified need. Staff Morale is also an area of need, therefore professional Learning aims to develop skills and confidence with supported strategies to improve classroom impact.

Improvement Measures

By the end of 2020 students will have demonstrated improved literacy skills. Yr 7–10 student will have above average growth in reading and writing through the introduction of the Reading Renaissance program and the use of ALARM/TEEEL writing structure in all KLAs.

The literacy and numeracy progressions used to improve both differentiated teaching and student learning systematically, ready for 2020 implementation that is not dependant on fluxing casuals

A numeracy plan developed for implementation in 2020.

Progress towards achieving improvement measures

Process 1: Use data to improve literacy at WHS with a focus on writing.

Evaluation	Funds Expended (Resources)
ALARM used by most faculties, however inconsistently. Whilst TEEL is being used, it is inconsistent and has uncovered that students need more structured help with a whole school fortnightly or monthly focus in specifics within writing. This has come from the TPL events the team has attended throughout 2019.	\$12000

Process 2: Collaboration and creation of Numeracy resources for whole school use to improve numeracy.

Evaluation	Funds Expended (Resources)
Planning for numeracy support was always planned for 2020. A whole school direction decided for implementation in 2020 whereby targeted LAST support time has been allocated to grow mid range students into the top two bands in 2020 for Year 7 and 8 students	\$0

Process 3: Improve frequency and attitude toward reading at WHS

Evaluation	Funds Expended (Resources)
Renaissance Reading growth is evident but not above expected growth due to limited targeted reading in allocated classes. Wider reading across English, HSIE, Science planned for 2020 to combat this.	\$10000

Strategic Direction 3

Partnerships

Purpose

Communications and inclusivity are key areas for development to maximise connections throughout the community.

Improvement Measures

A greater involvement of parents and carers in the education of their children through increased participation in P&C, school events and also encourage the wider community to offer more opportunities to students to enhance their learning.

Parents and community reporting improved communication and satisfaction with WHS.

Improve staff morale.

Progress towards achieving improvement measures

Process 1: Communicate latest events and outcomes of excursions and other activities to the Facebook team and to the school website manager regularly.

Evaluation	Funds Expended (Resources)
Upcoming events listed in weekly newsletters and in local paper.	\$14000
Regular reports on events via Facebook and Newsletters emailed home and linked to Facebook.	

Process 2: Take up opportunities to network with other professionals and create connections with those in the wider community.

Evaluation	Funds Expended (Resources)
Community group developed with Council and interested parties to develop Business grants to promote students developing business ideas. Local Mentors have been identified. Two student business concepts have been awarded grants as a result in 2019.	\$5000
Community Group developed and funding gained for a local community Sculpture group to build the Big Bee.	
Successful in gaining StartUp Business assistance from the Sydney Startup Hub to progressively oversee and help students develop business ideas throughout the year.	

Process 3: Ensure parents are fully informed with sufficient notice of any events or opportunities created at the school. Encourage feedback from parents via regular short surveys.

Evaluation	Funds Expended (Resources)
To date, communication appears to be very positive with parents and the community. Facebook has been very successful and greeted well by the community	\$7000

Process 4: Inviting local community members with appropriate expertise or resources to share with the students

Evaluation	Funds Expended (Resources)
Business launch combined with the council and other interested parties has	\$1000

Progress towards achieving improvement measures

taken place and about 15 mentors organised to help students develop their business ideas.

A large number of hits on Facebook and anecdotal feedback suggests that our communication processes are keeping families far more informed and involved in activities taking place at school and beyond.

Process 5: Staff to identify priority issues that need to be addressed to improve morale.

Evaluation	Funds Expended (Resources)
A survey completed by all staff to establish improvements resulted in most of these improvements being implemented. Staff report feeling an improved sense of Morale, however more work needs to be done in this area in 2020.	\$0

Process 6: Improved organisation within the school

Evaluation	Funds Expended (Resources)
<p>Sentral being used for parent communication eg. getting permission for excursions, watching movies etc.</p> <p>Sentral Calendar being used for all activities to centralise planning.</p> <p>Faculty meetings increased to fortnightly and Exec meetings moved to before faculty meetings for flow of communication.</p> <p>2020 calendar and due dates planned out with Executive at the end of Term 4 2019.</p>	\$5500

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$27500	<p>PLPs consistently developed and ATSI student progress followed up by SLSO for all ATSI students 2 days a week..</p> <p>PLPs shared with staff to know their students.</p> <p>Large chess board installed, outdoor Ping Pong table and paddles installed, balls available and cricket bats for playground activities, fun drought relief activities planned during many lunches, discos planned and a region movie night held at the Warialda Town Hall. Also Interschool sports against Illawarra Sports High and Macintyre High School. ATSI trip to Myall Creek with a Government Minister and opening of Walkways with ATSI students cooking damper to share with the whole school.</p>
Low level adjustment for disability	\$45000	<p>Most junior lower ability classes provided with aide support throughout 2019. As the impact of this is unmeasureable and shows only a 1 month growth in Hattie research, aiding for low level disability will be paired back in 2020. The aide support role will change to a Learning Coach role to maximise student reflection and communication to improve identified targeted learning needs.</p>
Socio-economic background	\$55000	<p>Much of the funding was used to support drought affected students paying for food, items, uniforms, excursions and opportunities. This was an area for development from the 2017 School Validation.</p> <p>Not all funds expended however student and parent surveys indicated an improvement in staff use of Learning Intentions and checking student understanding. Classroom management has improved significantly and students report they are happier at school and learning has improved.</p>
Support for beginning teachers	\$0	No funds expended

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	87	86	86	80
Girls	99	94	95	86

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.9	92.2	84.8	90
8	84.5	87.3	87.3	83.9
9	85.9	83.8	80.9	86.8
10	77.9	80.7	70.8	81.1
11	65.5	81	78.7	65.6
12	75.8	73.4	79.3	89.6
All Years	80.8	83.9	80.4	83.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	10	10	4
Employment	6	10	64
TAFE entry	3	5	4
University Entry	0	0	28
Other	0	5	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

56.67% of Year 12 students at Warialda 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 Warialda 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)	12.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	5.38
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	493,136
Revenue	3,775,261
Appropriation	3,717,393
Sale of Goods and Services	5,525
Grants and contributions	49,988
Investment income	2,356
Expenses	-3,984,038
Employee related	-3,329,341
Operating expenses	-654,697
Surplus / deficit for the year	-208,777

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	138,264
Equity Total	359,190
Equity - Aboriginal	24,598
Equity - Socio-economic	213,176
Equity - Language	0
Equity - Disability	121,416
Base Total	3,018,721
Base - Per Capita	42,470
Base - Location	58,450
Base - Other	2,917,801
Other Total	140,919
Grand Total	3,657,094

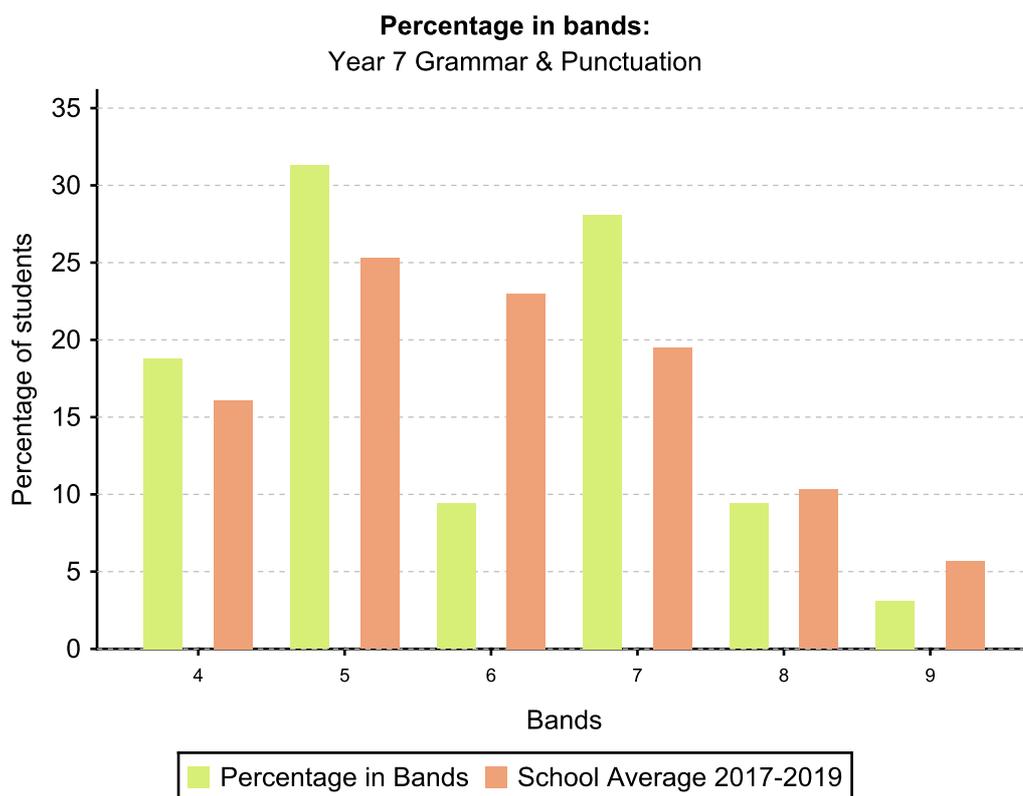
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School performance - NAPLAN

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.

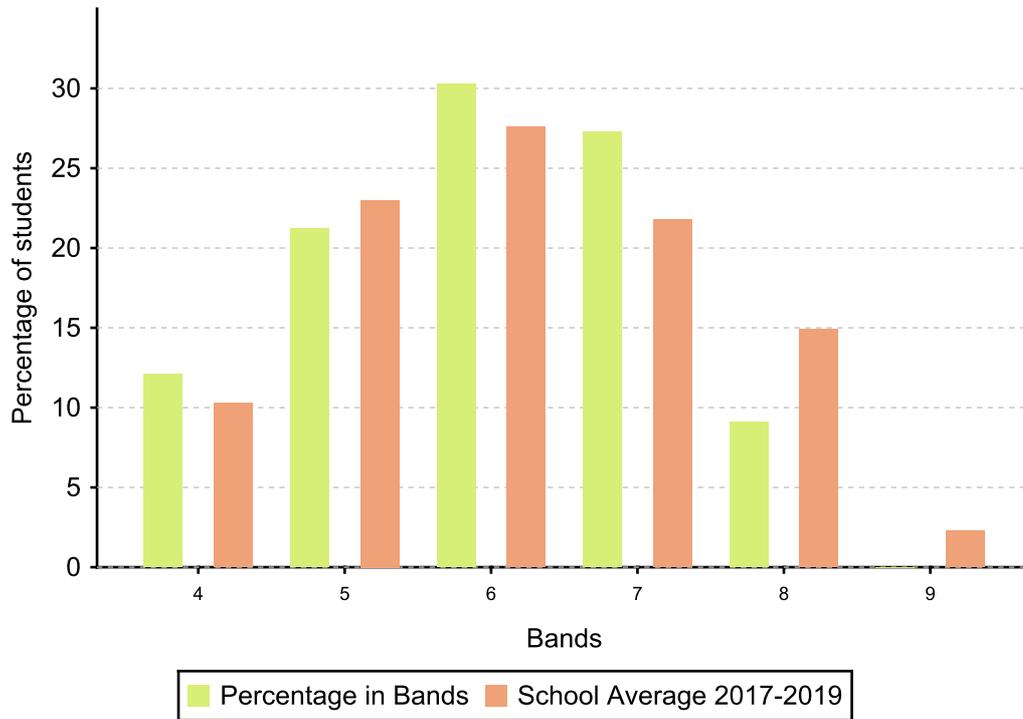
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



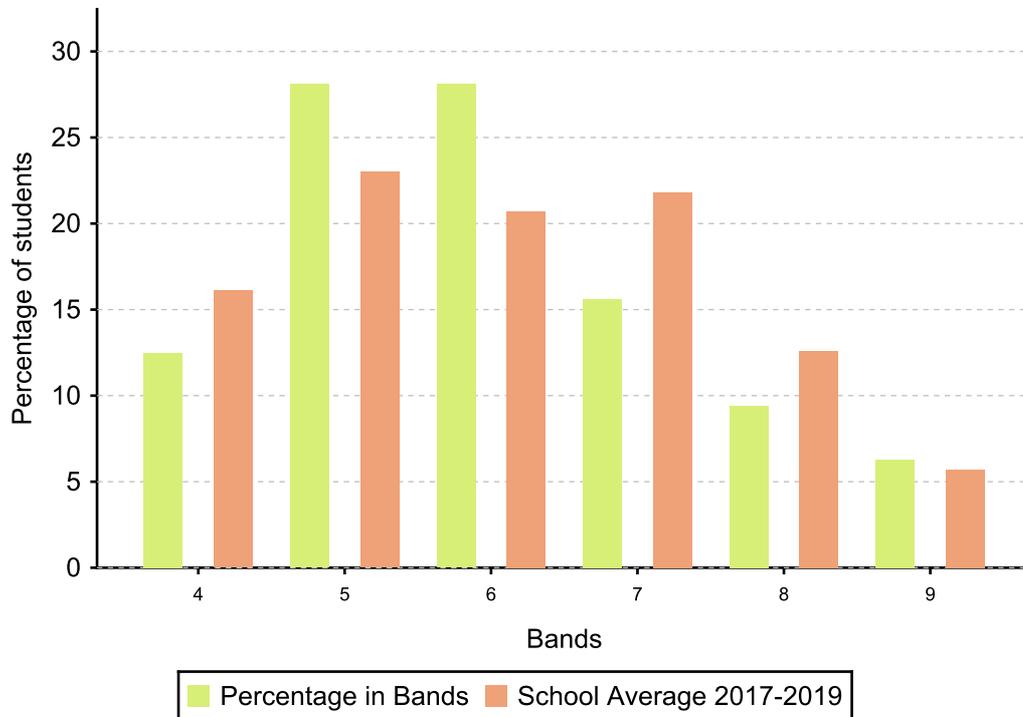
Band	4	5	6	7	8	9
Percentage of students	18.8	31.3	9.4	28.1	9.4	3.1
School avg 2017-2019	16.1	25.3	23	19.5	10.3	5.7

**Percentage in bands:
Year 7 Reading**



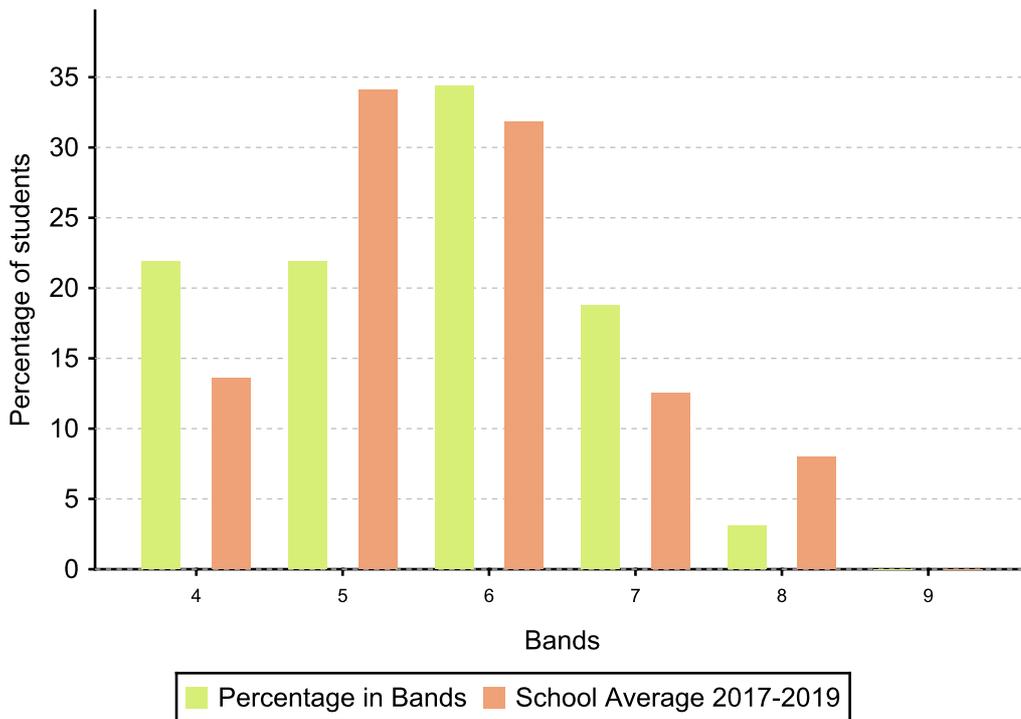
Band	4	5	6	7	8	9
Percentage of students	12.1	21.2	30.3	27.3	9.1	0.0
School avg 2017-2019	10.3	23	27.6	21.8	14.9	2.3

**Percentage in bands:
Year 7 Spelling**



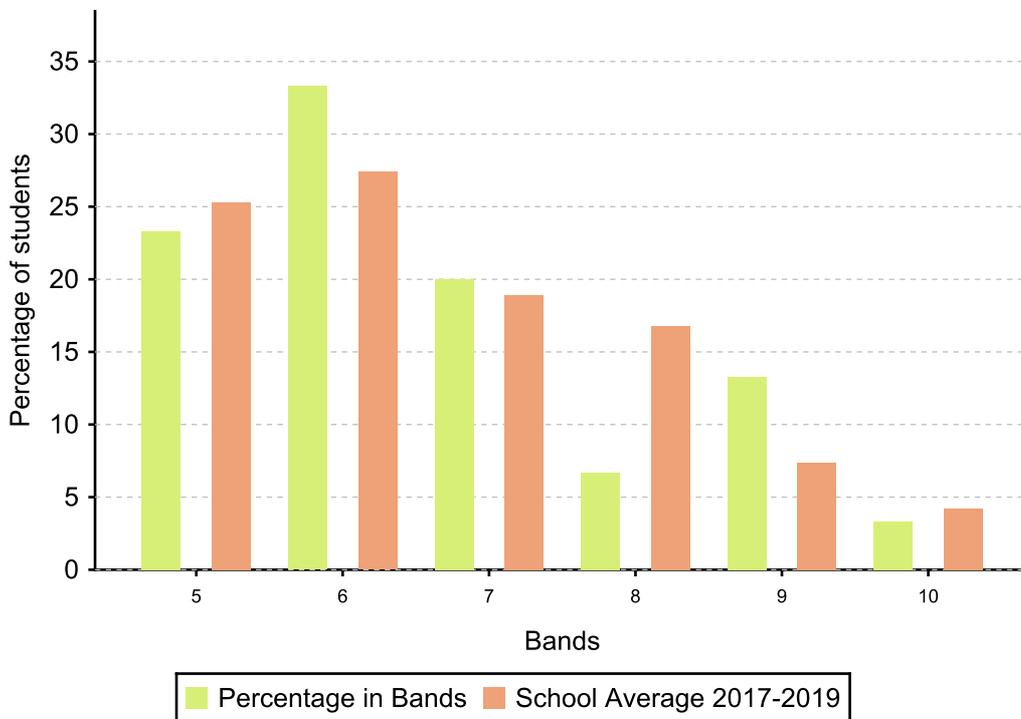
Band	4	5	6	7	8	9
Percentage of students	12.5	28.1	28.1	15.6	9.4	6.3
School avg 2017-2019	16.1	23	20.7	21.8	12.6	5.7

**Percentage in bands:
Year 7 Writing**



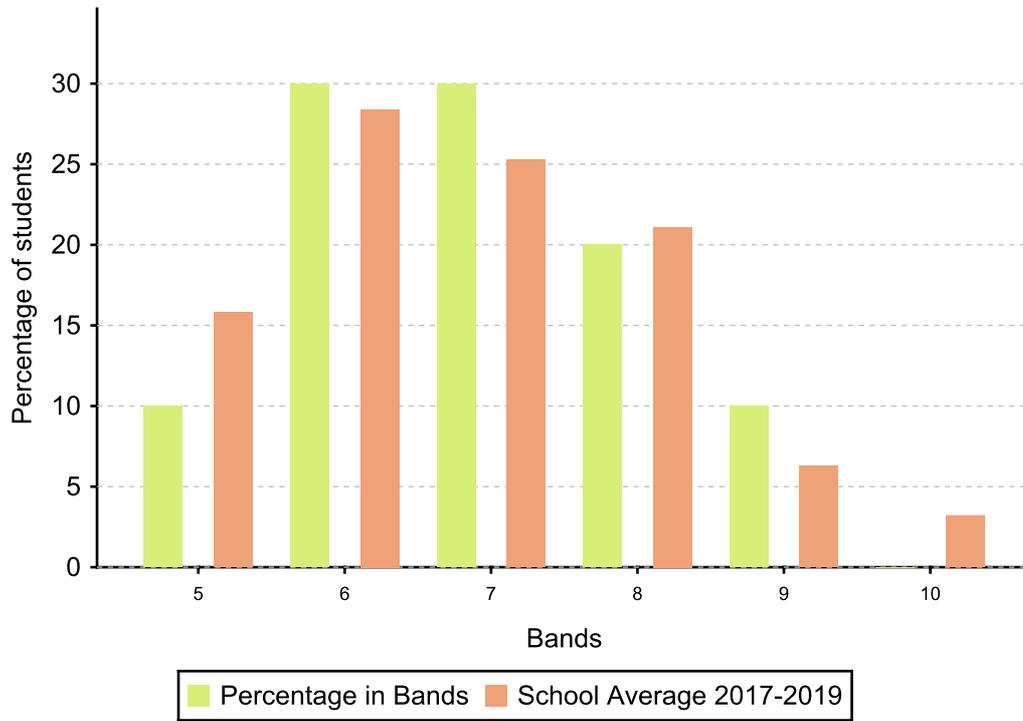
Band	4	5	6	7	8	9
Percentage of students	21.9	21.9	34.4	18.8	3.1	0.0
School avg 2017-2019	13.6	34.1	31.8	12.5	8	0

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



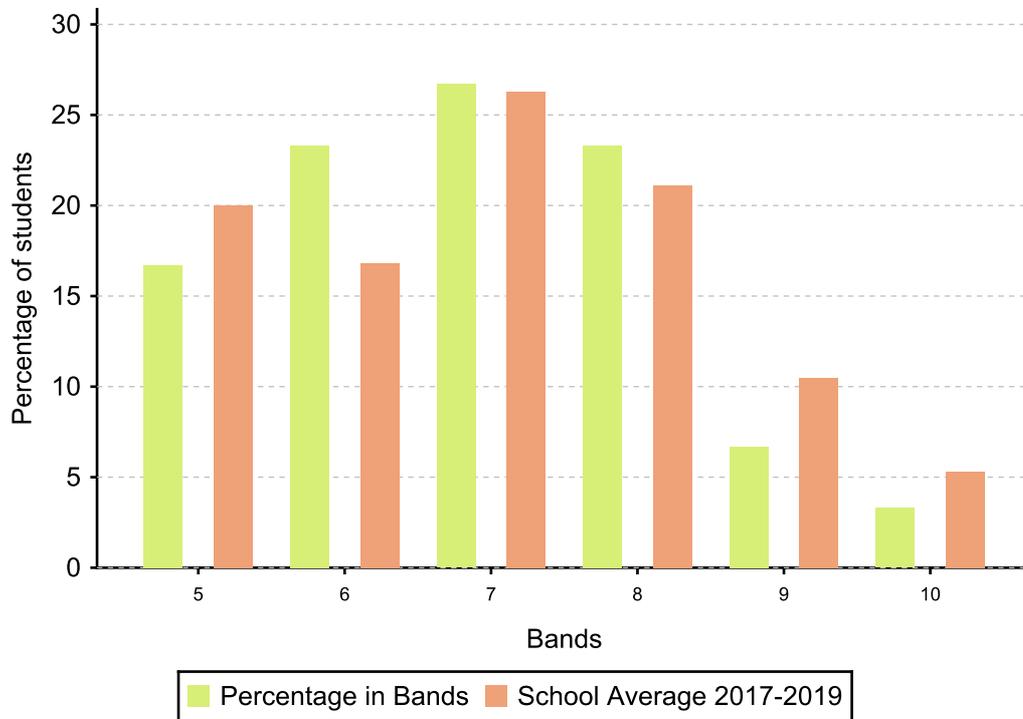
Band	5	6	7	8	9	10
Percentage of students	23.3	33.3	20.0	6.7	13.3	3.3
School avg 2017-2019	25.3	27.4	18.9	16.8	7.4	4.2

**Percentage in bands:
Year 9 Reading**



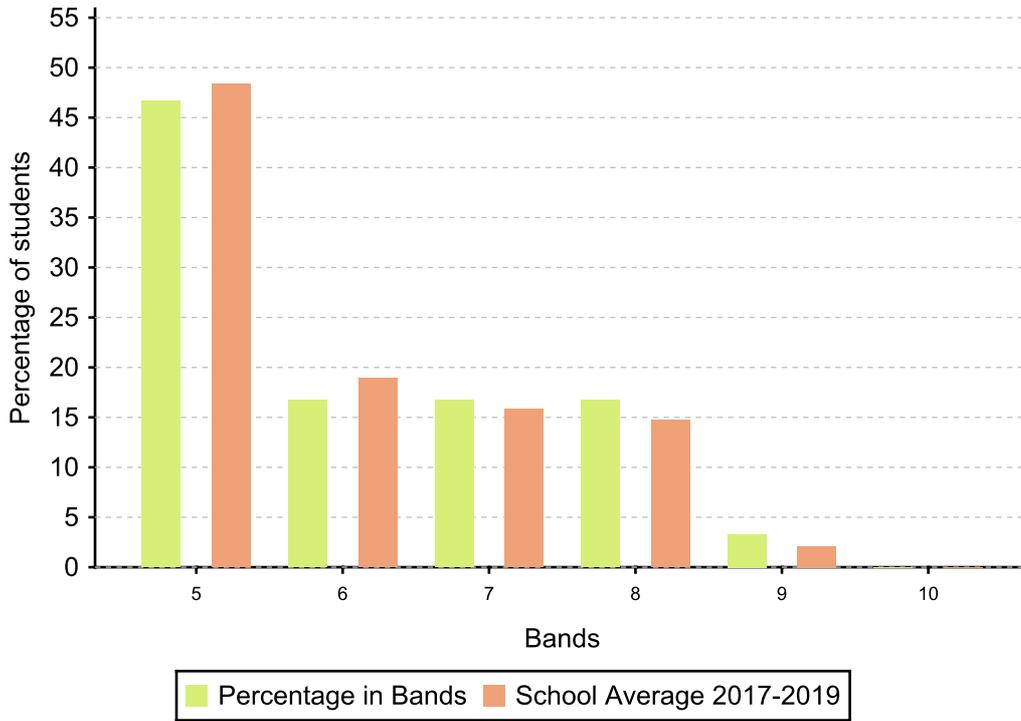
Band	5	6	7	8	9	10
Percentage of students	10.0	30.0	30.0	20.0	10.0	0.0
School avg 2017-2019	15.8	28.4	25.3	21.1	6.3	3.2

**Percentage in bands:
Year 9 Spelling**



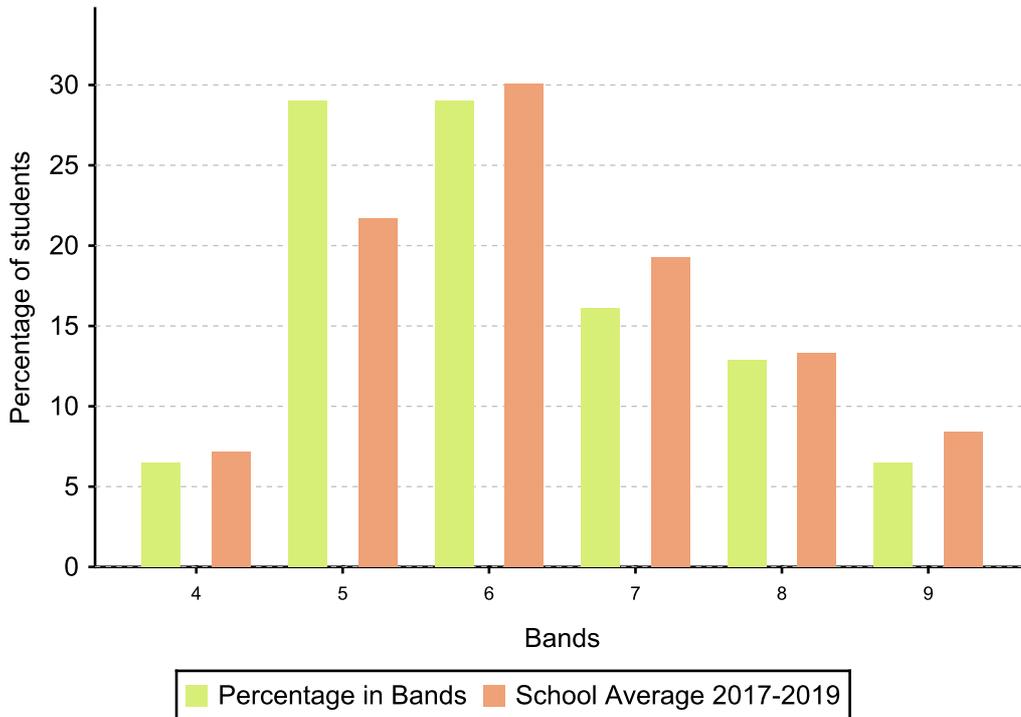
Band	5	6	7	8	9	10
Percentage of students	16.7	23.3	26.7	23.3	6.7	3.3
School avg 2017-2019	20	16.8	26.3	21.1	10.5	5.3

Percentage in bands:
Year 9 Writing



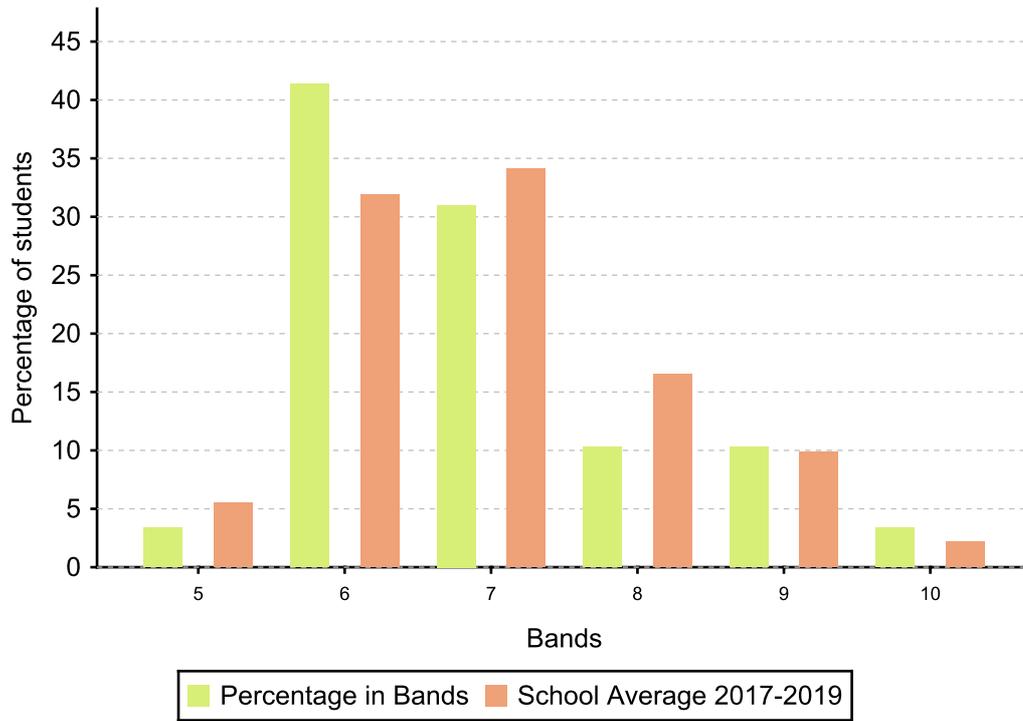
Band	5	6	7	8	9	10
Percentage of students	46.7	16.7	16.7	16.7	3.3	0.0
School avg 2017-2019	48.4	18.9	15.8	14.7	2.1	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.5	29.0	29.0	16.1	12.9	6.5
School avg 2017-2019	7.2	21.7	30.1	19.3	13.3	8.4

Percentage in bands:
Year 9 Numeracy

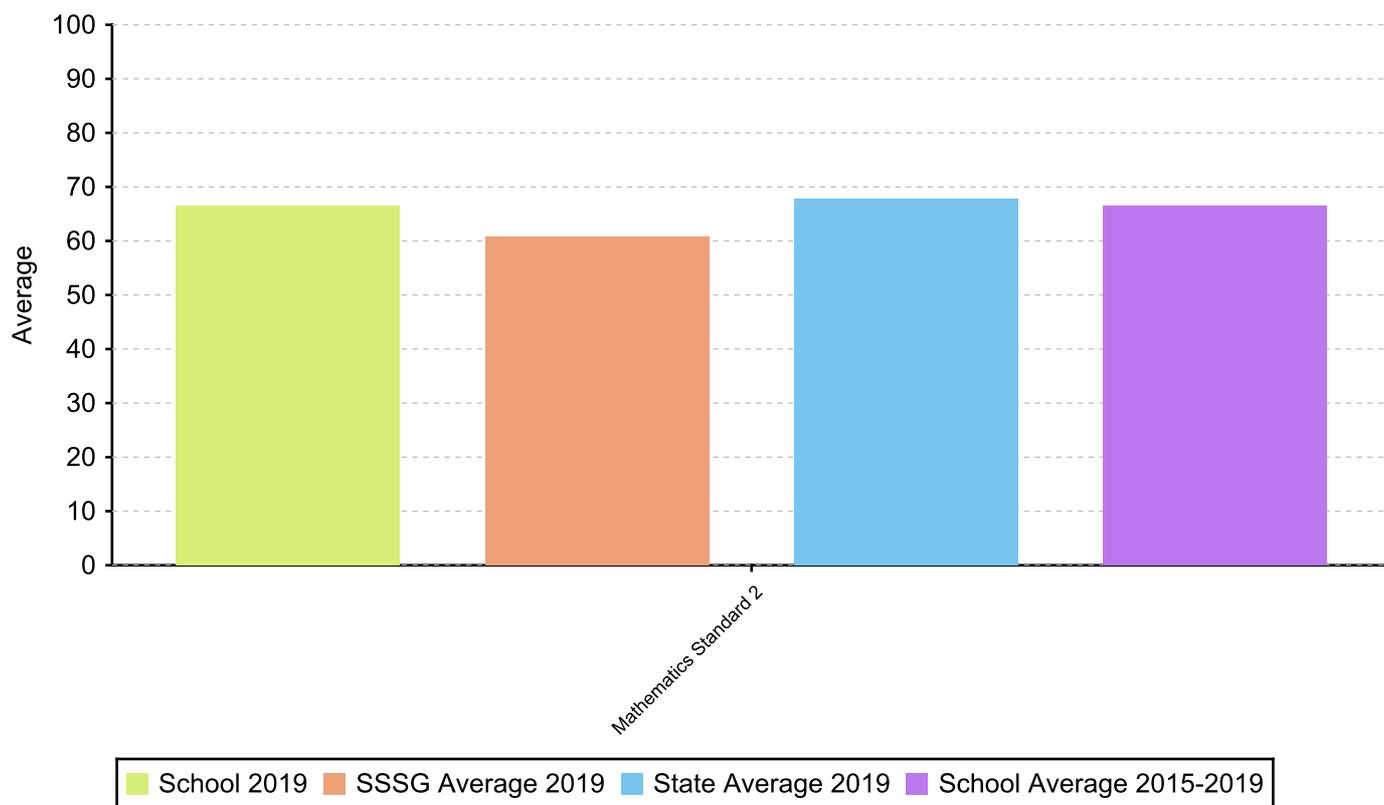


Band	5	6	7	8	9	10
Percentage of students	3.4	41.4	31.0	10.3	10.3	3.4
School avg 2017-2019	5.5	31.9	34.1	16.5	9.9	2.2

School performance - HSC

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

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



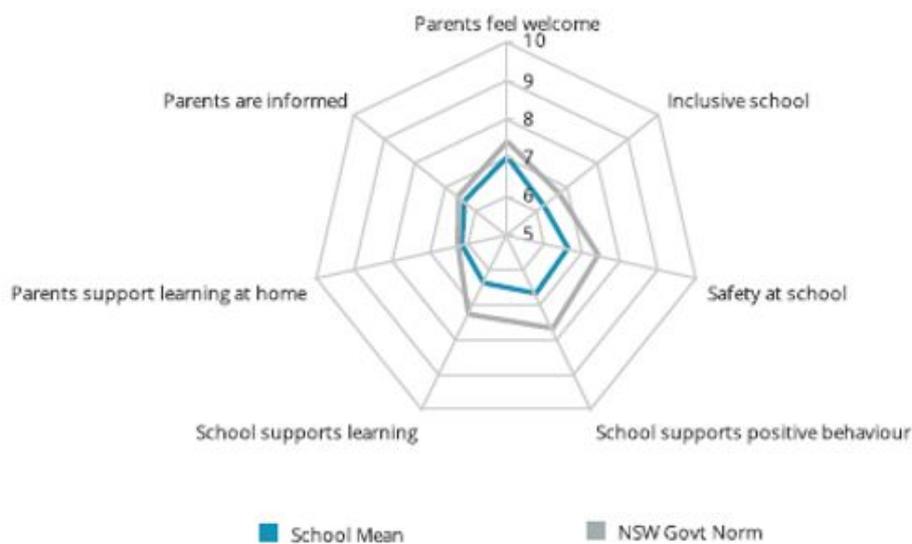
Subject	School 2019	SSSG	State	School Average 2015-2019
Mathematics Standard 2	66.5	60.8	67.7	66.4

In 2019, the Warialda High Year 12 cohort achieved 19 band 5 results predominantly in Food Technology, Visual Arts and Hospitality. This is an amazing result considering the very small cohort of 21 students.

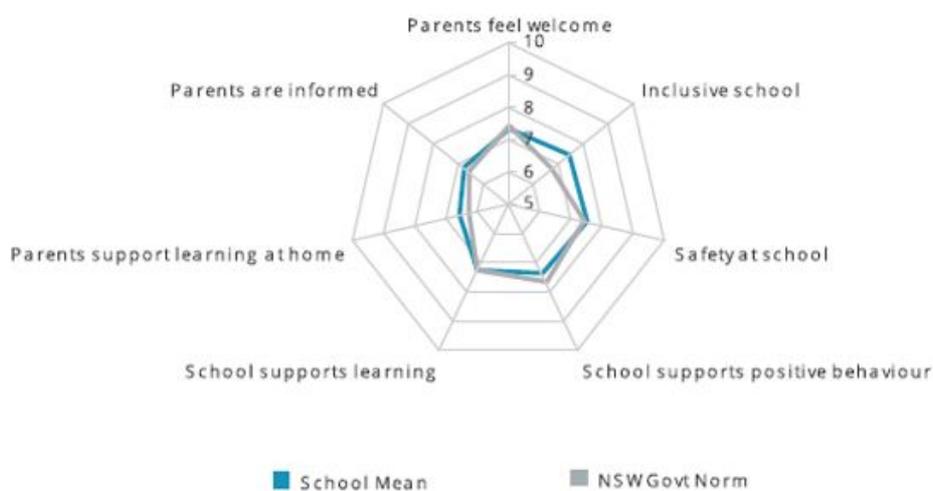
Parent/caregiver, student, teacher satisfaction

Generally parent satisfaction with Warialda High School grew significantly. The first graphs show a huge change for the better across most areas. Of particular note are:

- Parents feel more informed
- Parents feel the school supports learning more
- Parents feel the school supports positive behaviour more
- Parents feel their students are safer at school
- Parents feel the school is more inclusive
- Parents feel the school reputation has improved markedly



2018

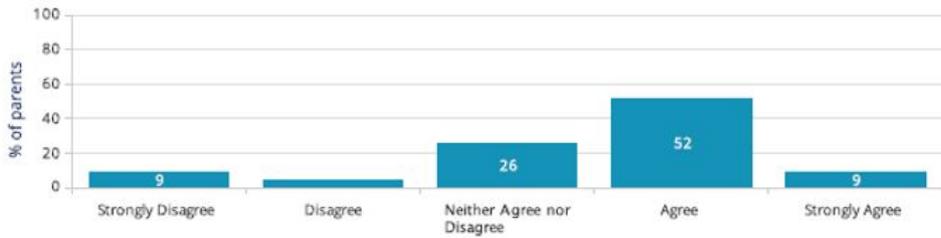


2019

NSW DoE Custom Measure(s)

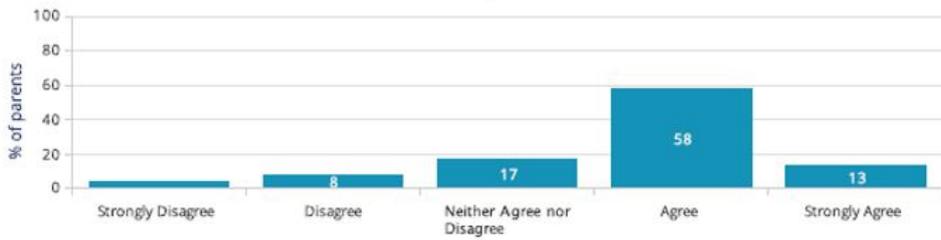
High School Reputation

The high school has a good reputation in the local community.



High School Communication Satisfaction

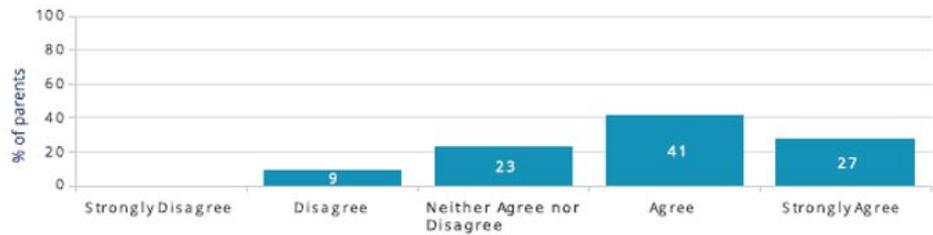
I am satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media, etc.).



NSW DoE Custom Measure(s)

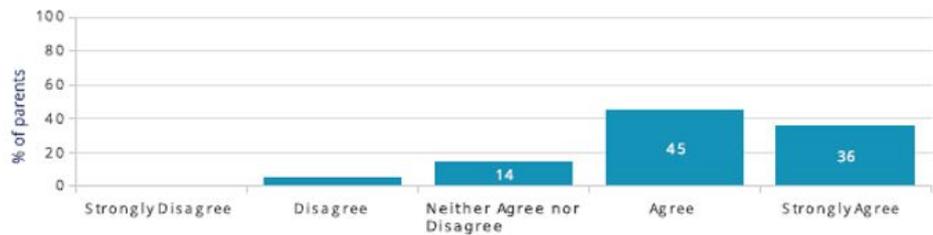
High School Reputation

The high school has a good reputation in the local community.



High School Communication Satisfaction

I am satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media, etc.).



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.