

2020 Annual Report

Wagga Wagga High School



8142

Introduction

The Annual Report for 2020 is provided to the community of Wagga Wagga High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Wagga Wagga High School

Coleman St

Wagga Wagga, 2650

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

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

6925 3611

School vision

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

School context

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name "the high school on the hill", in 1917. The school is a large co-educational, inclusive, comprehensive high school situated in a large regional centre. The enrolment for 2020 is 1024 students including an Indigenous population of 86 and an ESL population of over 110 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school. The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing.

The school has excellent facilities with a Trade Training Centre for vocational education, a commercial kitchen which includes a student run cafe, a ten hectare farm for rural education, assembly hall, sporting facilities including a gymnasium and well landscaped school grounds. The school has a committed and dynamic teaching, administrative and executive staff with a range of experience and an active and involved Parents & Citizens Association. Close links have been established with partner primary schools, Charles Sturt University, the Riverina Institute of TAFE and the wider community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching

Purpose

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

Improvement Measures

Improved collaboration and learning culture

Increased use of evidence-informed pedagogy by all teachers

TPL aligned with PDP and Strategic Directions

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Survey staff on their understanding of this process. Senior executive discuss and plan TPL needs with further discussion with the executive team.. Extra support was given to all staff to manage the change from face to face learning to online learning.	Relief days for staff, \$8,800.00

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

Evaluation	Funds Expended (Resources)
Reflect on survey's and the data provided to assess the staff involvement and the success of their plans. Covid did change most of our staff's plans for 2020.	Ongoing support via PDP meetings with staff and their supervisors. Relief given as requested. \$13,200.00

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

Evaluation	Funds Expended (Resources)
Staff have reflected on our outstanding HSC results and this showed most students who completed year 12 value added on their individual scores.	Tell Them From Me survey was used to provide data and feedback from our community.

Strategic Direction 2

Learning

Purpose

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

Improvement Measures

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

External results at or above state average.

70% Achieving above expected growth in Literacy and Numeracy

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Working with the challenges of online learning the extra support has seen students engage in their learning. Once the students returned to school we did see them working at or above expectations in most cases.	Targeted funding used to support all staff with students in their classes. Extra LSO have been employed to improve the learning of all across the school. \$121,000.00

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

Evaluation	Funds Expended (Resources)
Review value added data and student engagement in Sentral. DP's to access data and forward information to all staff. This process has seen students achieving more outcomes and improved marks in all areas of the school.	Extra funding has been used in this area to employ admin staff to complete plans and present to staff quicker to allow more timely adjustments in the classroom. \$40,000.00

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

Evaluation	Funds Expended (Resources)
Data relating to extended responses have shown continual improvement over the previous three years. More than 80% of staff regularly use Alarm in their teaching and classroom practice.	Relief time for staff to share and team teach in this area. \$4,400.00

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

Evaluation	Funds Expended (Resources)
Due to Covid this progress measure had to be delayed until further notice.	

Strategic Direction 3

Community

Purpose

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

Improvement Measures

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

Data indicates an improved movement towards school goals and expectations.

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All data from the two main sources showed a decrease in negative issues across the school. The more consistent approach by staff has helped students develop an understanding of the expectations within the school and their opportunity to learn.	TTFM Principal survey and Sentral. \$10,000.00

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

Evaluation	Funds Expended (Resources)
Data has reflected the change in the school where the students feel better supported, they want to come to school and they have a place that is safe with the chance to learn.	Extra staff have been employed to offer more welfare support for our students and families. \$330,000.00

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

Evaluation	Funds Expended (Resources)
With the increase in the sharing of information between schools and outside supports, our students now are receiving a better and more balanced approach to their needs. This allows our students to focus on learning and success with their education.	The wellbeing hub has allowed greater access for outside agencies to meet with our students. This supports students making appointments and still attend school. \$80,000.00

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of 2 x AEO's \$93,000.00	Covid has delayed this progress. With the use of our two AEO's, discussions with Elders and working with our AECG we are starting to progress to having cultural content in all faculties. This process will take further consultation with our community.
English language proficiency	Employment of staff and buying of support material \$442,270.00	Students through the online process received modified learning and support so they were able to achieve targeted outcomes and not fall behind expected learning. This has seen many students be successful with their schooling.
Low level adjustment for disability	Employment of staff and materials \$307,510.00	The learning support team worked with all faculties and teachers to help adjust and modify student learning opportunities. This did see students achieve above expectations in all years.
Socio-economic background	\$367,070.00	All student have been able to access their education this year. Upon request student had uniform, fees and excursion subsidised to allow them to concentrate on learning not worrying about funding.
Targeted student support for refugees and new arrivals	\$40,900.00	Students were able access a LSO to help with their learning and as required work to be adjusted.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	557	516	500	469
Girls	515	524	535	515

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.1	90.5	91.1	91.2
8	92	88	89.7	88
9	89.1	87.1	88.6	89.8
10	86.5	85.9	86.1	88.8
11	88.3	86.7	88.7	89.3
12	88.4	87.1	88.2	90.5
All Years	89.6	87.6	88.7	89.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	2	4
Employment	12	26	31
TAFE entry	2	1	12
University Entry	0	0	42
Other	0	0	9
Unknown	4	3	2

Year 12 students undertaking vocational or trade training

57.93% of Year 12 students at Wagga Wagga High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

76% of all Year 12 students at Wagga Wagga High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	16.77
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,237,208
Revenue	13,705,749
Appropriation	13,159,333
Sale of Goods and Services	23,866
Grants and contributions	510,342
Investment income	4,173
Other revenue	8,035
Expenses	-14,229,306
Employee related	-12,660,545
Operating expenses	-1,568,761
Surplus / deficit for the year	-523,557
Closing Balance	713,651

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.

	2020 Approved SBA (\$)
Targeted Total	339,436
Equity Total	1,206,039
Equity - Aboriginal	89,191
Equity - Socio-economic	367,069
Equity - Language	442,271
Equity - Disability	307,509
Base Total	10,394,917
Base - Per Capita	255,237
Base - Location	1,934
Base - Other	10,137,745
Other Total	474,996
Grand Total	12,415,388

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

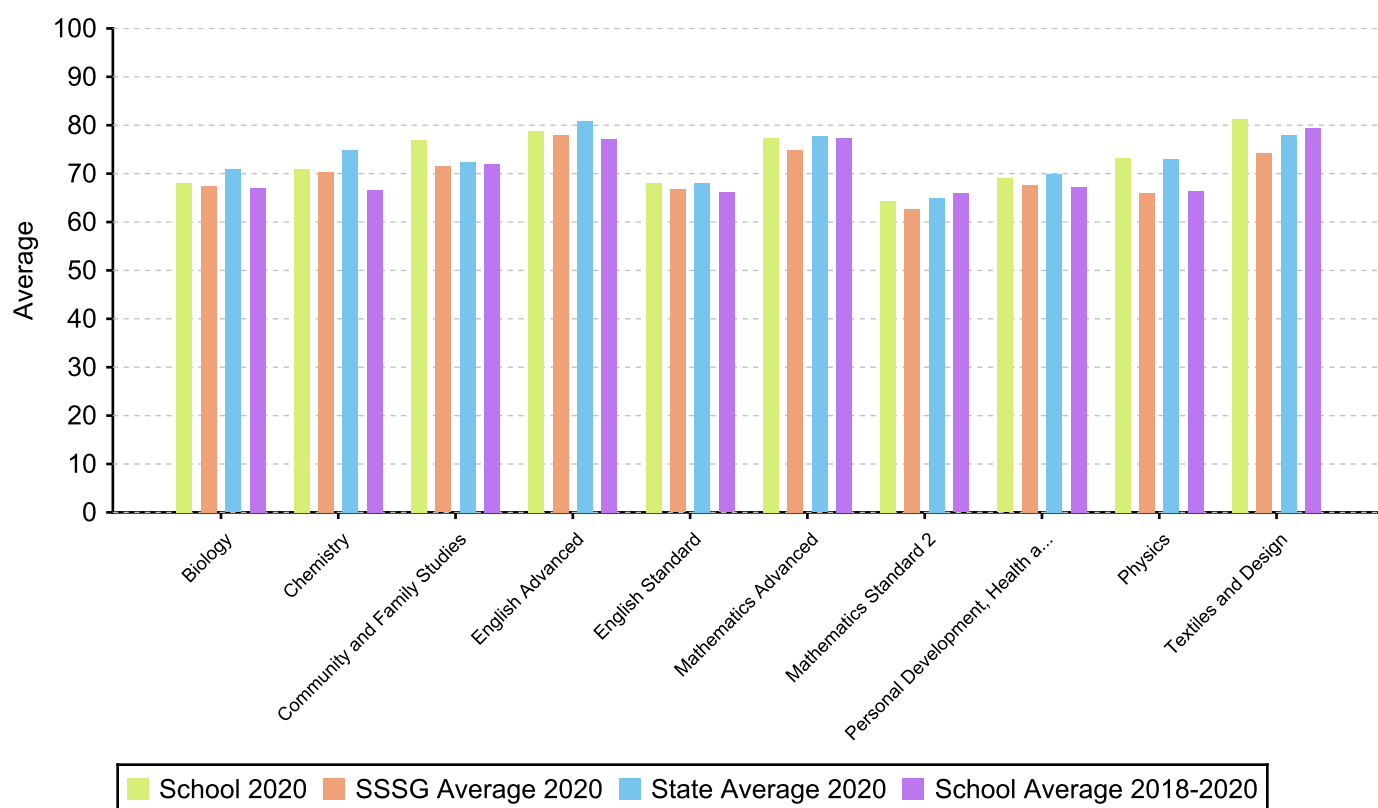
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	68.0	67.4	70.8	67.1
Chemistry	70.9	70.3	74.8	66.7
Community and Family Studies	76.9	71.5	72.4	72.0
English Advanced	78.8	77.9	80.8	77.1
English Standard	68.1	66.7	68.1	66.1
Mathematics Advanced	77.3	74.9	77.7	77.3
Mathematics Standard 2	64.3	62.7	64.9	65.9
Personal Development, Health and Physical Education	69.0	67.7	69.9	67.2
Physics	73.2	65.9	73.0	66.4
Textiles and Design	81.3	74.2	77.9	79.4

Social Engagement

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

Intellectual Engagement

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

What Schools Can Do

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

About this School Report

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

schedules, the ways students are grouped for instruction, and assessment strategies.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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