2020 Annual Report

Wadalba Community School

8278

Introduction

The Annual Report for 2020 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

Wadalba Community School
Orchid Way
Wadalba, 2259
www.wadalba-c.schools.nsw.edu.au
wadalba-c.school@det.nsw.edu.au
4356 2888

School vision

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 Woongarrah 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 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

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	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	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

NAPLAN did not occur due to COVID-19.

74% of students with average NAPLAN scores less than 600 achieved HSC score above 60 (benchmark 72% 2017-2015).

67% of students with average NAPLAN scores 600 or above achieved HSC score above 70 (benchmark 33% 2017-2015).

In primary, the school mean for TTFM Expectations for success was 9.0 compared with state 8.7. In secondary, the school mean for TTFM Expectations for success was 7.4 compared with state 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

Embed- Literacy strategy

Evaluation	Funds Expended (Resources)
DP/ Exec teams have been embedded. Processes were evaluated as part of developing 2021 Executive meeting schedule.	$200K

Progress towards achieving improvement measures	
Numeracy problem solving focus has been embedded. School based data and NAPLAN data has highlighted improvements. Literacy strategy has been reviewed and a new strategy developed for implementation in 2021.	

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)
Evaluation of program has led to diversification for final presentations and option for students to undertake one year courses on the Micro-Credential lines.	$20K

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)
Staff level review of Soundwaves Staff level review of English Scope and Sequence	$50K

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 (Resources)
Year 6 numeracy Extension group embedded to be taught by high school specialist Stage 3 maths ability groups embedded Digital technologies taught in classes K-6 Extension groups embedded K-6 in the areas of literacy, numeracy and technologies Stage 3 flexible furniture implemented	

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

Progress towards achieving improvement measures

Process 5:   Embed- Exec led approach to curriculum delivery & assessment; enhanced focus on progress to support academic achievement.

Evaluation	Funds Expended (Resources)
Formative Assessment Professional Learning Community (PLC) model has been implemented. Following evaluation, the PLC process will continue with a focus of formative assessment and expanded to include new areas of focus in 2021. Whole school approach to digital literacy programming was developed. Support for data analysis continues to be collaboratively developed to support teachers and Executive. Executive led curriculum development has focused on a range of areas including Assessment, Culture (high expectations), Community partnerships, and Strategies. Whole school support for promoting academic achievement has included a focus on progress in learning, student agency, and providing choice in learning to tailor support for student learning. Assessment Schedules reviewed- Stage level Exec level review of Soundwaves	$75K

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)
Multiple classrooms have been remodeled using future focused furniture. Evaluations have supported refining approaches to align the physical spaces and pedagogy. PAT Data collection School Planning for 2021-2024	$100K

Next Steps

Promoting academic achievement through student led learning and quality teaching remains a focus for School Planning 2021-2024.

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

The attendance gap between school and state was halved to 2.3 (K-12). Attendance rates exceeded state in Kindergarten, Y2, Y3 and Y6.

We exceeded our benchmarks for the proportion of students achieving 100%, 98% and 90% attendance for School-All and 98% and 90% for Aboriginal students.

In primary, the school mean for TTFM Sense of belonging was 84% compared with state 81%. In secondary, the school mean for TTFM Sense of belonging was 62% compared with state 69%.

Student referral ratios were 1:3.

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)
Behaviour Code Review team established and has produced draft documentation for trialing. Playground duty Rover position and Clubs embedded. Staff review of SEL units Parent focus group- friendly schools policy Student focus group- friendly schools policy MAPA training has been made available. Focus group of teachers, students, exec and families	$20K

Progress towards achieving improvement measures

Process 2: Secondary 2: Pushing the boundaries for excellence

Embed- mentoring processes to support individual student progress.

Evaluation	Funds Expended (Resources)
Qualitative feedback has highlighted the positive impact for learning. Ideas will be expanded, including through the development of a Y7 home teacher concept.	$50K

Process 3: Primary 1: Laying the foundations for success

Initiate- GATS team;

Implement- LST review;

Embed- LAS & SLSO roles.

Evaluation	Funds Expended (Resources)
Friendly Schools will be implemented in Primary T1 2021 as part of Everybody Matters Day.	District support/ Expert input $10K

Process 4: Primary 2: Pushing the boundaries for excellence

Initiate- Develop GATS procedure.

Evaluation	Funds Expended (Resources)
HP&G team formed including Snr Exec, HT/ AP and class teachers from both primary and secondary to work with regional support staff on developing a plan for implementation in 2021 and beyond.	

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

Embed- Complex cases procedure; attendance procedure.

Evaluation	Funds Expended (Resources)
Implement Friendly Schools in Primary Investigate value of Friendly Schools program Secondary	$10K

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 processes have been embedded, including reviewed through the Executive team to refine processes. Healthy Canteen strategy and has been implemented, including the menu being evaluated externally.	$100K

Progress towards achieving improvement measures

Strategies to support the development of relational capacity, advocacy and knowing our students have been regularly shared through whole school PL opportunities.	

Next Steps

Implementation of the revised School Discipline Code, attendance and promoting Everybody Matters remains an ongoing focus as part of School Planning 2021-2024.

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

In primary, the school mean for TTFM Advocacy was 8.6 compared with state 7.7. In secondary, the school mean for TTFM Advocacy was 6.7 compared with state 6.2.

Median Net Promoter Scores for stakeholder group exceeds 20 for question "Would you recommend WCS to others?" was 12.

ROSE ceremonies occurred in line with COVID-19 restrictions.

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)
Programs are being embedded across the school. ARCOs promoted across the school.	SLSO

Process 2:   Secondary 2: Pushing the boundaries for excellence

Initiate- Y13 coordinator role;

Implement- Duke of Edinburgh

Embed-

Evaluation	Funds Expended (Resources)
Students have a contact point back to school after they graduate, including with peers. The school is also able to utilise past students to speak with current students from various year groups.	Social media group established.

Process 3:   Primary 1: Laying the foundations for success

Process 3:

Initiate-

Implement-

Embed-

Evaluation	Funds Expended (Resources)
Professional Learning processes have been embedded and reviewed as part of School Planning 2021-2024. Former students have been utilised to speak with current students as part of drawing on the school's history to promote future success.	$200K

Process 4: Primary 1: Pushing the boundaries for excellence

Initiate-

Implement- Review volunteer procedure; Updated volunteer coordinator role

Embed-

Evaluation	Funds Expended (Resources)
This was unable to occur due to COVID restrictions for volunteers on site.	

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)
Sentral Activities will be rolled out across the school in 2021. The school is seeking to draw on past student stories as part of inspiring current students. Relational capacity strategies have been embedded across the school.	$20K

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)
Primary staff survey PL team to review year and plan changes for next	$50K

Next Steps

Further strengthening of school-community partnerships continues to be a focus as part of School Planning 2021-2024.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$200 814	As a result of COVID-19 some of the programs had to be adjusted. Additional funds available were utilised to purchase artefacts and library resources.
English language proficiency	$4347	EAL/D support processes are embedded within the school.
Low level adjustment for disability	$507 016	Teaching and non teaching staff are utilised across the school.
Quality Teaching, Successful Students (QTSS)	$61 036	Funds are utilised to release Executive staff to support Collaborative Conversations program with their teams.
Socio-economic background	$1 003 553	The resources are embedded in our School Plan (see Strategic directions 1-3).
Support for beginning teachers		All eligible staff are provided with additional release time and mentoring support.
K-12	$100K	As a K-12 school, we invest in opportunity to work across primary and secondary to provide synergies. This includes team teaching, Quality Teaching Rounds and primary Genius Hour.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	767	815	840	837
Girls	723	734	753	804

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	93.9	93.4	93.6
1	91.6	93.3	93	91.8
2	93.9	91.1	93.7	93.7
3	94	92.8	91.3	93.8
4	92.5	94.3	93	91.5
5	94.4	92.6	92.8	90.9
6	92.4	93.4	90.5	93.8
7	91.3	88.2	88.9	90.5
8	86.6	86.5	84	88.6
9	87	82.7	84.8	87.5
10	83.8	82	78.9	87.4
11	83.8	79.3	82	83
12	86.1	84.7	83.6	89.1
All Years	87.7	85.7	85.5	88.8

State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
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	92.3	91.5	91	91.1

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	0	14.77	12.16
Employment	0	13.64	30.41
TAFE entry	10.26	17.05	7.43
University Entry	0	0	21.62
Other	87.18	37.50	23.65
Unknown	2.56	17.05	4.73

Year 12 students undertaking vocational or trade training

47.44% of Year 12 students at Wadalba Community School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.4% of all Year 12 students at Wadalba Community 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)	3
Assistant Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	81.83
Literacy and Numeracy Intervention	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, 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	849,286
Revenue	19,208,805
Appropriation	18,961,087
Sale of Goods and Services	11,518
Grants and contributions	228,710
Investment income	1,579
Other revenue	5,910
Expenses	-20,108,557
Employee related	-18,278,581
Operating expenses	-1,829,977
Surplus / deficit for the year	-899,752
Closing Balance	-50,466

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	438,115
Equity Total	1,718,364
Equity - Aboriginal	203,448
Equity - Socio-economic	1,003,553
Equity - Language	4,347
Equity - Disability	507,016
Base Total	15,121,761
Base - Per Capita	390,473
Base - Location	0
Base - Other	14,731,288
Other Total	1,179,747
Grand Total	18,457,987

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.

Legend: School 2020 | SSSG Average 2020 | State Average 2020 | School Average 2018-2020
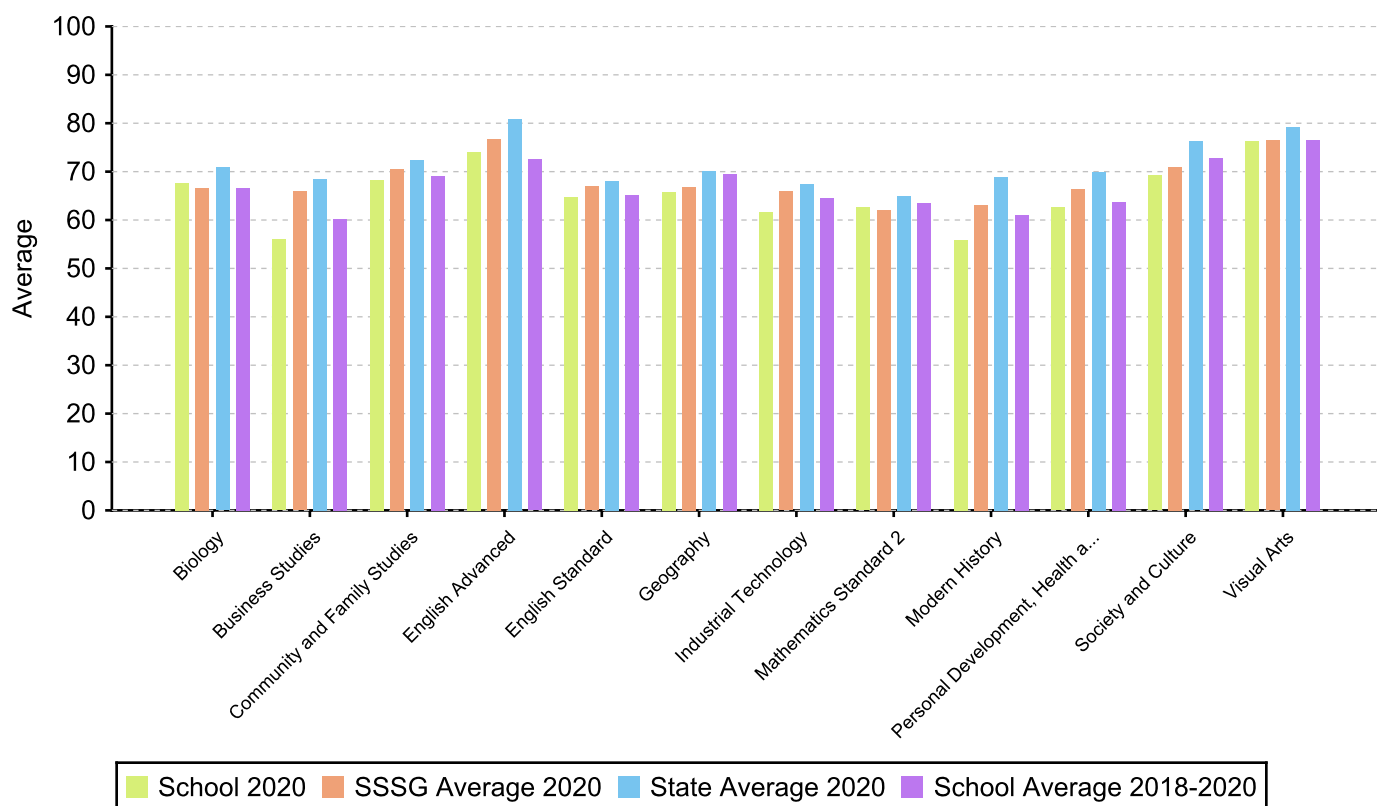
Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	67.6	66.6	70.8	66.6
Business Studies	56.0	65.9	68.6	60.3
Community and Family Studies	68.2	70.5	72.4	69.1
English Advanced	74.0	76.7	80.8	72.5
English Standard	64.8	66.9	68.1	65.2
Geography	65.8	66.8	70.1	69.5
Industrial Technology	61.7	65.9	67.5	64.6
Mathematics Standard 2	62.6	62.1	64.9	63.5
Modern History	55.8	63.1	68.9	61.1
Personal Development, Health and Physical Education	62.6	66.3	69.9	63.8
Society and Culture	69.2	70.9	76.2	72.8
Visual Arts	76.4	76.4	79.2	76.5

Parent/caregiver, student, teacher satisfaction

The school seeks the opinions of parents, students and teachers about the school. This included Tell Them From Me 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 issued to identify the percentage of "promoters". Percentage of promoters for various stakeholders ranged between 19% and 65% (median score was 48%). 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. As a result of Learning from Home (COVID-19) the school produced a special edition of the school newsletter to reflect the experiences of students, families and staff which was also submitted to the National Museum of Australia's social history project "Bridge the distance".

In Primary, we have continued to build positive parent engagement to enrich student learning and wellbeing. All newsletters are emailed home with print copies provided to parents that request them. All classes and teachers utilise the Class Dojo app, which encourages two-way communication. As a response to COVID, we utilised Google Classrooms, Zoom and added an Aboriginal Education Dojo group to support student wellbeing and help students feel connected during home-based learning. Each class sends home a class information book at the start of the year, along with a learning newsletter each term. We continue to utilise the school Twitter, YouTube and Facebook accounts for reminders and celebrations of student learning. We consult with parents/carers and obtain their valued feedback through Family Surveys and Aboriginal Parent Check-Ins. Responses this year were overwhelmingly positive with 100% of parents/carers feeling welcome at our school and 93.8% of Aboriginal parents believing that the school values their cultural background. Our continued commitment to making sure our students feel known, valued and cared for is reflected in comments such as "Staff at WCS were absolutely amazing this year and have gone above and beyond. All of the teachers should be praised for their effort and hard work. Without them, this year would have looked very different".

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.