

2020 Annual Report

Walgett Community College - High School



8475

Introduction

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

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

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Message from the principal

Achievements, efforts and commitment to continuous improvement across WCCHS is listed throughout this report. The successes are the result of the growing sense of community and the unrelenting pursuit of excellence from our staff and students.

The improvements have been built upon thorough examination of our strengths, identifying areas of need, and accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes.

This year was an incredibly challenging year due to the Covid-19 Pandemic and the restrictions placed within our school community. I am thankful to our students, staff, parents and community for their ongoing support during these difficult times.

The focus for 2021 continues to be around the wellbeing of all, developing leadership capacity at all levels, ensuring that students are engaged in high quality teaching and learning is driven by research and analysis of data, and the strengthening of the partnerships between home and school.

School vision

Vision:

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

Motto:

Courage and Excellence

Values:

Respect

Safety

Learning

School context

Walgett Community College is located 290 km north-west of Dubbo. The College has a Year 7-12 enrolment of 131 students, including approximately 90% Aboriginal and Torres Strait Islander students, across two campuses. The college is in a remote, rural location allowing learning opportunities to occur in unique environments. Facilities at the college include two trade training centres offering courses including hospitality, metal and engineering and construction.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

The results of this process indicated that in the School Excellence Framework domains of Learning, Teaching and Leading that Walgett Community College High School is at Working towards Delivering in all three areas.

The self-assessment highlighted the need to have a clear focus on student performance maximising student learning outcomes in Literacy and Numeracy, develop a learning culture of high expectations and for the school community to take responsibility for student learning, growth and success. Attendance was also highlighted as a shared responsibility between the school and parents with staff promoting and monitoring regular attendance at school, guided by the Walgett Community College High School attendance policy (updated term 1, 2021). The school has created collaborative systems to plan, implement, monitor and evaluate processes and practices to ensure high levels of accountability. These processes provide feedback to consistently refine teaching practices to improve teacher and student outcomes.

Strategic Direction 1

Build Capacity for Student Success

Purpose

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

Process 1: Personalised Learning Plans

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">- 90% of personalised learning plans were completed with parent/carer input.- Student PLP's provided opportunity of students to identify staff mentors. Pirru Thankuray - mentoring program- Whilst PLPs were initially set up we were unable to fully engage in this valuable process due to learning from home for a period of time in 2020.	<ul style="list-style-type: none">- AEO engaged for the PLP process and staff availability- AECG supported - Piru Thankuray- Aboriginal background equity \$35000

Process 2: Collaborative practice

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

Evaluation	Funds Expended (Resources)
Additional training to be undertaken in 2021	Professional learning funds \$5000

Next Steps

- Professional Learning to continue to support teachers to develop and understanding of differentiating the curriculum, formative assessment including providing explicit feedback.feedback.

- Engage authentically in the PLP process to develop strong partnerships between students and parents /carers ensuring that goals are aspirational, informed by the data and student's understand their progress towards achieving their goals.

Strategic Direction 2

Positive Behaviours for Success

Purpose

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

Improvement Measures

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

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

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

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

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

10% decrease in student suspensions.

15% increase in positive entries on Sentral.

20% decrease in major incidents.

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

Progress towards achieving improvement measures

Process 1: Consistent use of Positive Behaviour for Learning

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

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

Evaluation	Funds Expended (Resources)
- Common language to encourage PBL values and general positive behaviour from students was introduced.. (PBL disbanded in 2019)	Fast and frequent rewards \$5000
- Increase of 10% positive entries on Sentral.	

Process 2: Parent and Carer Partnerships

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

Evaluation	Funds Expended (Resources)
LST meet regularly to update, provide intervention and support, monitor and track student progress and celebrate student success.	NA

Next Steps

- A whole school approach to behaviour to be developed and implemented. including the FRIENDS Resilience Program

Strategic Direction 3

Community, Culture & Language & Engagement

Purpose

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

Improvement Measures

All students learning Gamilaraay language P - 10.

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

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

Proportion of students involved in Sista Speak and Bro Speak.

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

Increased community satisfaction and student success with the programs.

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

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

Progress towards achieving improvement measures

Process 1: Language

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

Evaluation	Funds Expended (Resources)
The development and implementation of Gamilaraay Language at the High School was successful; further expansion is planned for 2021, whereby all students will complete Gamilaraay Language lessons.	Resources allocated included the engagement of a teacher (shared with the Primary School), the completion of Certificate I Gamilaraay Language as a staff professional learning activity and the purchase of resources including Gamilaraay Dictionaries.

Process 2: Targeted Programs

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

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

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

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

Evaluation	Funds Expended (Resources)
Students were engaged in the learning and assessment tasks outlined in the 'Language and Culture' and the program 'Healthy Culture, Healthy Country'	Aboriginal background loading \$349 793 were partially used for these programs.

Progress towards achieving improvement measures

Process 3: Involvement

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

Evaluation	Funds Expended (Resources)
In 2021, the strengthening of student participation and building of leadership skills will continue to be coordinated through the Junior AECG and supported by student mentors and the Year Advisors.	The primary resource targeted in this process to support student participation were the travel costs associated with representation and the purchase of sporting team equipment.

Next Steps

- Ensure that the knowledge, skills and understandings from the 'Language and Culture' and 'Healthy Culture, Healthy Country' are sustained and all new staff and students have the opportunity to participate.
- Build the profile of our student leadership team, by improving their leadership capabilities and promoting student voice within our school through regular, scheduled meetings.
- Reigniting community involvement after the pause that was placed on all community initiatives due to COVID-19.
- Re-establishing collaborative partnerships with the local community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	In 2020, the school received \$349793 funds for this initiative.	Committee established to oversee this initiative and the implementation of Language and Culture, Sista Speak and Bro Speak and Healthy Culture.
Low level adjustment for disability	In 2020, the school received \$131752 funds for this initiative.	Personal learning and support plans (PLASPs) were created where necessary in accordance with Disability Discrimination Act (DDA) requirements to ensure adjustments were made to teaching and learning programs to improve student access to the curriculum.
Quality Teaching, Successful Students (QTSS)	In 2020, the school received nil funds for this initiative.	Not applicable
Socio-economic background	In 2020, the school received \$273122 funds for this initiative.	We will continue to invest in programs to support parents in the importance of wellbeing and supporting children with their learning and to provide opportunities for our community to connect with each other.
Support for beginning teachers	In 2020 the school received \$43443 for this initiative.	Systems are embedded to support beginning and early career teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	48	50	57	55
Girls	50	57	49	62

Student attendance profile

School				
Year	2017	2018	2019	2020
7	84.4	69.1	76.6	71.7
8	71.9	64.8	63.9	69.6
9	59.9	55.4	65.7	65.1
10	59.6	47	65.1	65.9
11	45.6	26.6	33.1	58.1
12	56.7	41.9	52.3	54.9
All Years	63.5	53.3	62.6	66.1
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	NA	20	28
Employment	NA	20	70
TAFE entry	NA	NA	NA
University Entry	NA	NA	NA
Other	NA	NA	NA
Unknown	NA	NA	NA

Year 12 students undertaking vocational or trade training

42.86% of Year 12 students at Walgett Community College - High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

66.7% of all Year 12 students at Walgett Community College - 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)	4
Classroom Teacher(s)	10.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	9.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,829,323
Revenue	5,178,579
Appropriation	5,090,624
Sale of Goods and Services	80,989
Grants and contributions	6,410
Investment income	555
Expenses	-3,996,134
Employee related	-3,461,377
Operating expenses	-534,757
Surplus / deficit for the year	1,182,445
Closing Balance	3,011,769

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 management processes at Walgett Community College High School include overall budget management by the finance committee. The finance committee comprises the Principal, the Deputy Principals, the School Administrative Manager and the school executive.

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	0
Equity Total	769,785
Equity - Aboriginal	364,911
Equity - Socio-economic	273,122
Equity - Language	0
Equity - Disability	131,752
Base Total	3,048,898
Base - Per Capita	26,941
Base - Location	61,998
Base - Other	2,959,959
Other Total	793,381
Grand Total	4,612,064

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.

RAP data unavailable for the size for the school size.

Parent/caregiver, student, teacher satisfaction

Parent/Carer evenings were introduced in 2019 as an inclusive and informal opportunity for the parents/carers to receive, read and discuss their child's learning with the teaching staff. Unfortunately, due to the Covid-19 pandemic this was limited.

Fortnightly newsletters which showcase students engaged in their learning and extra-curricula activities continued to be delivered.

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

In 2021, we will be working towards reigniting string relationships with out families and community.

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.

We currently have 119 Aboriginal and Torres Strait Islander students enrolled at Walgett Community College High School. We continue to support Aboriginal history, culture and contemporary Aboriginal Australia within our school by embedding Indigenous perspectives throughout the curriculum and celebrating Aboriginal culture.

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.

Students from 3 language backgrounds other than English, representing 16.7% of our school enrolment, were involved in our English as an Additional Language or Dialect program.

Other School Programs (optional)

The school has excellent resources to cater for students and their individual learning needs with facilities that include two trade training centres offering courses including hospitality, metal and engineering and construction. A significant and longstanding partnership exists between the school and the PCYC where extracurricular activities are supported, such as the early morning fitness program which is well attended by the high school students on a regular basis. Other extra curricular activities include a dance group partnership (with WCC primary school) and inclusion in statewide sporting opportunities.