

2021 Annual Report

Wee Waa High School



8270

Introduction

The Annual Report for 2021 is provided to the community of Wee Waa 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 Strategic Improvement 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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School vision

Wee Waa High School educates students in a caring, inclusive and culturally respectful learning environment. We aim to empower our students to become agile, lifelong learners and successful, future-focused citizens, adept with technology and prepared for life in a changing world.

Every student and every teacher will be challenged to continue to learn and improve every year. To achieve growth and prepare students for higher education, training and work we maintain high expectations for student attendance, behaviour and self-direction, fostering student strengths and using explicit, evidence-based teaching strategies to build strong foundations in literacy, numeracy and ICT.

School context

Wee Waa High School is a co-educational, comprehensive rural secondary school in North-West NSW that services students from the small towns of Wee Waa, Burren Junction and Pilliga. We respectfully acknowledge the traditional custodians of the land on which we provide our education, the Gamilaraay nation. Approximately 36% of the students at Wee Waa High School identify as Aboriginal or Torres Strait Islander and the school is committed to promoting its cultural diversity through a strong educational program for Aboriginal students and an increasing focus on the learning of Aboriginal language.

Wee Waa High School sits in an area strongly underpinned by Agriculture, and offers a broad curriculum. The school equally prepares students for tertiary education or vocational training, including successful programs in Agriculture, Primary Industries, Manufacturing and Engineering, Retail and Hospitality. This is supported by a strong and encouraging welfare structure and a variety of extra-curricular activities in sport, the creative arts, agriculture and STEM. The school has developed strong partnerships with businesses both locally, nationally and globally to provide opportunities for students to engage in a variety of activities to become lifelong learners in a fast paced, changing world.

As a result of our situational analysis we will build teacher capacity to use data in teaching and planning, ensuring that our teaching and learning programs are dynamic and data-driven to support student improvement. Embedding processes for mentoring, coaching and building leadership capacity, with a continued focus on evidence-based teaching practice to drive improvements in student learning are central to our Strategic Improvement Plan. We will support staff and students alike to develop their collaborative practice and leadership skills and we will build our capacity to identify and support high potential students.

Attendance and wellbeing data reveal areas for continued development. Wee Waa High School has a strong focus on professional development for all staff alongside the wellbeing and cultural growth of our students. Community partnerships will continue to be integral to the growth and success of the school in the new planning cycle.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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: Student growth and attainment

Purpose

Ensure that every student shows strong growth in reading and numeracy through explicit, research-informed teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Numeracy and Reading
- Differentiation

Resources allocated to this strategic direction

Low level adjustment for disability: \$132,118.00

Socio-economic background: \$161,212.00

Summary of progress

A clear and consistent platform for staff and students to access and complete Literacy lessons was implemented during 2021, focusing on reading across the school. The content and structure in these lessons enabled a clear learning goal with student growth data regularly reviewed. This approach will be continued and consolidated in 2022. Literacy will continue to be integrated across all KLAs, with a focus on supporting staff with professional learning and establishing data points to collect evidence of process quality and impact.

The school conducted evaluation on its use of differentiation to support student learning with the analysis highlighting areas for improvement and the development of a plan to commence in 2022. This includes a focus on: further differentiation training for all staff and the creation of a procedure on how to consistently provide evidence of differentiation. The school will embed differentiation for individual students and undertake analysis and feedback on the effectiveness of the differentiation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the portion of students achieving in the top 2 NAPLAN bands trending towards the lower bound target of 9.4% in numeracy and 10.3% in reading.	Data indicates that 0% of students in top 2 bands reading and 10% of students in top 2 bands numeracy showing growth from baseline data in numeracy and a decline in baseline data for reading.
Increase the portion of students achieving expected growth in NAPLAN trending towards the lower bound target of 65.7% in numeracy and 55.8% in reading.	Percentage of students achieving expected growth in numeracy decreased by 23% indicating progress yet to be seen toward the system-negotiated target. Percentage of students achieving expected growth in reading decreased by 54% indicating progress yet to be seen toward the system-negotiated target.
Increase the portion of Aboriginal students attaining the HSC whilst maintaining cultural identity, trending beyond the baseline network target of 39.6%.	45.5% of Aboriginal students attained their HSC whilst maintaining their cultural identity trending above the baseline network target of 39.6%.

Strategic Direction 2: Connect, Succeed, Thrive, Learn.

Purpose

Ensure that there is a strategic and planned approach to Wellbeing so that all students can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Informed Future Citizens
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$142,000.00

Location: \$35,111.00

Student support officer (SSO): \$96,045.00

Aboriginal background: \$104,901.00

Summary of progress

Tell Them From Me data indicated that our students had increased their expectations of success at school to a level higher than the NSW norm. Students in various stages were engaged in programs to develop leadership pathways including: Year 8 (Project Rokit), Year 9 (Baytr Program), Years 11 and 12 in Life Ready activities and ABCN Leadership Development. Students were successful in applications to be elected on the Narrabri Shire Youth Council, increasing their voice and that of others from the school in decision making. When interviewed, students indicated that staff at WWHS had high expectations of their growth and a willingness to support students engage in wellbeing and leadership activities. Teaching staff engaged in a variety of leadership development activities both internally (Head Teacher leadership development) and externally (HSC marking and Assessment Professional Learning, Coaching for Leadership and Choice Theory) with strategies implemented by staff from these activities. Teaching staff engaged in Professional Learning to extend their own knowledge and skills in curriculum areas to broaden student's interaction with other staff and students from across the state. Moving forward into 2022, students and staff will engage in activities that provide them with the opportunities outside the school environment, to engage with other school communities (re-engaging with the City Country Alliance), HSC PL, Stage excursions, ABCN and curriculum excursions/incursions.

A range of strategies were implemented when permitted by COVID-19 restrictions including breakfast club, Girls Group and cultural activities to support attendance at school. The merit system will be restructured in 2022 after surveying students and staff to promote consistency and enable students to value the program. This will allow students to see attendance, commitment to classes and involvement in whole school activities as a positive aspect of school that is rewarded and recognised as important to the school and its community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In the "Tell Them From Me" areas of advocacy, success and belonging, our school will be performing towards state levels. Uplift of 3.7% from system negotiated wellbeing target by 2023.	Tell Them From Me data shows 61% of students reported positive wellbeing, including an increase in advocacy at school to 63%, an 8% increase in sense of belonging to 63% and expectations of success rising from 2020.
Uplift in attendance of all students by 4.3%, from system negotiated target 2019	The number of students attending greater than 90% of the time has decreased by 8%.
School Excellence Framework: Wellbeing - Working towards Sustaining	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element Wellbeing.

and Growing	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element Curriculum.
Curriculum - Excelling	
Data Skills and Use - Excelling	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element Data.
Reporting - Excelling	
Learning and Development - Excelling	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element Reporting.
	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element Learning and Development.

Strategic Direction 3: Evidence based teaching and leading

Purpose

Enhance our leadership team in maintaining and building a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leading for Learning
- Collaborative practice

Resources allocated to this strategic direction

Professional learning: \$40,000.00

Socio-economic background: \$101,886.00

Summary of progress

Staff engaged in a range of professional learning during the year to enhance classroom engagement, classroom management, assessment and leadership skills. A whole school focus on staff completing What Works Best evidenced based practice professional learning and implementing strategies within their classrooms based on the reflection activities. A continued focus on embedding these strategies will be a focus in 2022. To compliment this, a number of Executive and Aspiring Leaders have enrolled in 2022 in the Art of Leadership program. Executive members will expand their leadership skills with individualised professional development to further embed Evidenced Based Classroom Practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SEF Leading - Instructional leadership = Reflect and consolidate current level of Sustaining and growing	Self-assessment against the School Excellence framework shows the theme of instructional leadership to be sustaining and growing.
SEF Learning- Teaching and Learning Programs = Working towards sustaining and growing	Self-assessment against the School Excellence framework shows the theme of teaching and learning programs to be sustaining and growing.
Teacher PDPs are completed with clear links to the SIP and aspiring leaders linked PDP goals to standards for higher levels of accreditation.	All teaching staff completed the annual PD cycle, with four staff aspiring to leadership positions included links to HALT standards.
An increase in the number of staff aspiring to leadership positions and/or undertaking higher level accreditation.	Delays in implementing initiatives in 2021 have required this work to be postponed to 2022.
Staff collaboration structures and practices are in place to improve teaching and learning.	Delays in implementing initiatives in 2021 have required this work to be postponed to 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$95,341.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wee Waa High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: The employment of 1.4 FTE Student Learning Support Officers to support identified students with high level learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the school will continue to employ Student Learning Support Officers to support students with high level learning needs. The school will use additional flexible funding to maintain our level of support for these students as well as other students with identified learning needs.</p>
<p>Socio-economic background</p> <p>\$405,098.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wee Waa High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy and Reading • Leading for Learning • Attendance • Collaborative practice • Informed Future Citizens <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support wellbeing program implementation. • additional staffing to implement small group programs to support identified students with additional needs. • supplementation of extra-curricular activities. • equitable access to specialist resources. • engage with external providers to support student engagement and retention. • professional development of staff through targeted SLSO training in differentiation to support student learning. • staff release to increase community engagement. • resourcing to increase equity of resources and services. • employment of external providers to support students with additional learning needs. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: students engaging in small group literacy programs, including Quicksmart and MacLit. This was important, especially due to the disruptions to learning caused by COVID and school health issues. This was supported through targeted programs in our daily Literacy sessions.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$405,098.00</p>	<p>funding will be: to support our students with this funding will be to continue to engage staff to support our trajectory towards achieving targets in numeracy and reading.</p>
<p>Aboriginal background</p> <p>\$104,901.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wee Waa High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. • employment of specialist additional staff (LaST) to support Aboriginal students. <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, with the AEO, Year Advisor, student and family member. Tell Them From Me data indicated 71% of Aboriginal students feel like their culture is valued at school. A number of students gained additional support onsite at Wee Waa High School with the AEO to improve their access to attend TARROT appointments with Psychologists and Paediatric Doctors using remote support due to COVID-19 restrictions. The additional SLSO was utilised in working with small groups on targeted literacy and numeracy strategies identified through the COVID intensive learning program. Each Aboriginal student was allocated time to collaborate on their PLP with the AEO, Year Advisor and family in a supportive environment. Staff time was allocated to ensure students reflected on their goals during the year. 10 students, AEO and one staff member participated in the Narrabri Shire flag development project, resulting in the production of cultural murals for display across the Narrabri Shire. The Tell Them From Me student survey indicated that 71% of ATSi students agreed that they felt comfortable with their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: to expand the PLP process to include the development of personalised goal magnets for students to display at home to enable regular reflection. The school will continue to support AEO and year advisor involvement in mentoring students to achieve their PLP goals. Also, two Aboriginal SLSO's will be enrolled in BroSpeak and Sista Speak training in 2022 to broaden cultural understanding and strategies to empower and engage our ATSi students. Time will be allocated for our AEO to participate in Connecting to Country workshops in relation to the Wee Waa High School redevelopment, ensuring that students, families and the community have input into the development, ensuring connection and cultural appropriateness.</p>
<p>Low level adjustment for disability</p> <p>\$132,118.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wee Waa High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Numeracy and Reading <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$132,118.00</p>	<ul style="list-style-type: none"> • employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in: a staffing entitlement was allocated to the school. In addition, a number of staff were engaged as SLSO's to provide a range of support to students in the class setting. SLSO's undertook professional learning to enhance skills in effective class support and differentiation within the classroom. During the COVID Learning from Home period, SLSOs were integral in maintaining contact with students to ensure they had access to appropriate work and support online. All students were supplied with a school laptop and dongle to ensure connectivity and allow access to their class TEAMS and OneNote.</p> <p>External support was sourced from within the Department (including the Student Support Team) and externally (Centrecare) to provide targeted programs for students with a disability.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the professional development of SLSO's to be engaged and supporting them with more in-depth professional learning around differentiation of classwork in collaboration with classroom teachers. This will ensure students have access to learning and assessments that are educationally appropriate to their learning needs.</p>
<p>Location</p> <p>\$35,111.00</p>	<p>The location funding allocation is provided to Wee Waa High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Informed Future Citizens <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate. • student assistance to support excursions. <p>The allocation of this funding has resulted in: students having equitable access to learning materials and uniforms to ensure all students are prepared for learning and feel they are a part of the school community. Financial support to attend the Stage 5 excursion, which due to COVID-19 restrictions required modification in order for it to take place.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support students to attend and engage in a broad range of activities that expose them to new experiences regardless of residing in a rural location.</p>
<p>COVID ILSP</p> <p>\$122,916.43</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. <p>The allocation of this funding has resulted in: Year 8 - The cohort snapshot analysis in PLAN2 indicated 69% of targeted students are achieving 'always' status in the selected Understanding Text Unit indicators as per their area of focus. This indicates a significant positive</p>

<p>COVID ILSP</p> <p>\$122,916.43</p>	<p>shift in this tuition cycle.</p> <p>Year 9 - The cohort snapshot analysis in PLAN2 indicated 70% of targeted students are achieving 'always' status in the selected Understanding Text Unit indicators as per their area of focus. This indicates a significant positive shift in this tuition cycle.</p> <p>Year 10 - The cohort snapshot analysis in PLAN2 indicated 77% of targeted students are achieving 'always' status in the selected Understanding Text Unit indicators as per their area of focus. This indicates a significant positive shift in this tuition cycle.</p> <p>Year 11 and 12 - All students successfully completed all HSC Minimum Standards Testing.</p> <p>Engagement</p> <p>As a direct result of the consistent, targeted intervention, teachers are reporting increasing engagement by students both in small group tuition and upon return to class. Many have stated that their reading skills show a marked improvement.</p> <p>Teacher capacity</p> <p>Analysis of Professional Learning exit slips and surveys shows educators found the COVID ILSP Professional Learning modules highly effective in developing their understanding of and capacity to deliver effective small group tuition. Of particular note was Module 5 'Assessment practices to support small group tuition' and professional learning 'Introduction to the literacy and numeracy progressions', 'HSC Minimum Standards', 'Stage 6 Writing for the HSC'. Attendance at weekly Coffee Catch-ups enabled the team to access point of need answers to PLAN2 functionality and SPaRO for reporting purposes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of literacy and numeracy tuition in 2022. Staff will engage in frequent analysis of student assessment and recording of data on PLAN2 and SCOUT-especially looking at Best Start Year 7, NAPLAN and Check-in Assessment data. This data will be used to better inform decisions in relation to COVID ILSP in 2022 and the development Individual Learning Plans for targeted students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	72	71	64	67
Girls	91	83	78	64

Student attendance profile

School				
Year	2018	2019	2020	2021
7	85.8	87.9	83.7	77.9
8	82.5	85.5	84.8	75.9
9	85.6	81.1	83.9	74.5
10	84.3	81.3	77.7	71.3
11	72.8	75.2	77.2	72.4
12	85.3	87	79.5	80.2
All Years	83	82.6	81.3	75.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	0
Employment	13	37	93
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	7

Five students gained University entry, but have deferred their places until 2023 to gain employment for 12 months.

Year 12 students undertaking vocational or trade training

56.52% of Year 12 students at Wee Waa High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

88.2% of all Year 12 students at Wee Waa High School expected to complete Year 12 in 2021 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)	13.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	7.38
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	620,672
Revenue	4,656,363
Appropriation	4,547,301
Sale of Goods and Services	84,855
Grants and contributions	22,276
Investment income	531
Other revenue	1,400
Expenses	-4,778,783
Employee related	-4,388,544
Operating expenses	-390,238
Surplus / deficit for the year	-122,420
Closing Balance	498,252

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,734
Equity Total	500,574
Equity - Aboriginal	111,212
Equity - Socio-economic	262,072
Equity - Language	0
Equity - Disability	127,290
Base Total	3,305,725
Base - Per Capita	36,489
Base - Location	35,111
Base - Other	3,234,124
Other Total	194,394
Grand Total	4,069,427

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.

School performance - HSC

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

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

Parent/caregiver, student, teacher satisfaction

The school has small but highly-invested Parents and Citizens Association. This group meets regularly and provides valuable feedback in regards to teaching and learning. In addition our Parents and Citizens Association has a representative on the school Project Reference Group supporting the rebuild of our new school. Feedback from the Tell Them From Me survey indicated very positive parent/carer satisfaction, xxx levels of student belonging and teacher satisfaction.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.