

2021 Annual Report

Walgett Community College - High School



8475

Introduction

The Annual Report for 2021 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 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.

School contact details

Walgett Community College - High School

Arthur St

Walgett, 2832

<https://walgett-h.schools.nsw.gov.au>

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

6828 1022

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-High School is located approximately 280km north of Dubbo. Walgett has a population of approximately 2300 and is situated in a remote, rural context. Student enrolment Year 7-12 is 124 students, including approximately 97% Aboriginal and Torres Strait Islander students.

The school implements the Connected Communities strategy and is committed to providing a broad, high quality education for all students through a diverse, relevant curriculum with a focus on student and community engagement. The school is well resourced including two trade training centres. There is a strong focus on improving literacy and numeracy outcomes. Active partnerships are established between the school and the community.

The school website is <https://walgett-h.schools.nsw.gov.au/>

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 Strategic Improvement Plan and annual report. Every four 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 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy, to build educational aspiration, committing to the implementation of effective, explicit teaching methods and develop consistent teaching and learning practices to support continual progress and achievement for all students.

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.

- Effective Literacy and Numeracy Practices
- Data Informed Teaching and Learning

Resources allocated to this strategic direction

Socio-economic background: \$375,816.00

Low level adjustment for disability: \$150,270.00

Professional learning: \$45,000.00

Aboriginal background: \$272,404.00

Summary of progress

At the beginning of Term 3, it was determined that all students needed assessment to benchmark reading and numeracy. The Senior Executive identified at WCHS that the Learning and Support Team would benefit from professional learning in YARC testing and What Works Best to clearly identify student needs in Literacy and Numeracy. The LaST teacher was upskilled and trained in YARC (York Assessment Reading Comprehension) and literacy strategies by the Instructional Leader. After this initial training the Learning and Support Team's ability to interpret the data and identify student needs was significantly enhanced. Self-assessment against the School Excellence Framework shows the school is well positioned for this as a focus of opportunity for further growth.

The NSW Department of Education Spelling diagnostic assessment trial identified the need for improvement in spelling. Professional learning led by the Instructional Leader for the Learning and Support Team was instigated as a consistent approach to strategies in identifying needs and support improvement in spelling.

Students were mapped against the National Literacy and Numeracy Progressions:

Assessment in numeracy identified opportunity for student growth in Number Sense and Algebra - Additive Strategies; Number and Place Value; Number Patterns and Algebraic Thinking. This assessment also identified opportunity for student growth Measurement and geometry - Understanding Geometric Properties; Understanding Units of Measurement.

Assessment in literacy identified opportunity for student growth in Reading and Viewing - Understanding Texts; Fluency. This assessment also identified opportunity for student growth in Writing - Creating texts; Grammar; Spelling; Punctuation.

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
50% of students achieving expected growth in Reading	<p>Reflecting on the annual progress measure of 50% of students achieving expected growth in reading resulted in further testing students. The data highlighted students' needs for more detailed understanding when reading. Strategies were introduced to help students achieve expected growth in Reading</p> <p>The percentage of students achieving expected growth in reading increased by 8.33%, indicating the achievement of the lower bound target. Further focus will concentrate on progress toward achieving upper bound target.</p>

<p>50% of students achieving expected growth in Numeracy</p>	<p>Assessment of student using the ILSP online COVID-19 tutoring highlighted students' need for targeted interventions in numeracy. Strategies were introduced to work toward achieving expected student growth.</p> <p>The achievement of this target will be a area of renewed focus in 2022 to ensure students are tracking toward expected growth in numeracy to the lower bound target.</p>
<p>Improvement in the percentage of students achieving in the Top 2 NAPLAN bands in Numeracy and Reading. With 2% uplift of students achieving in Numeracy and 2.5% uplift in Reading.</p>	<p>The achievement of this target will be an area of renewed focus in 2022 to concentrate on the work that maximises student progress toward achieving this target. Strategies in both Numeracy and Reading are in place to support students.</p>
<p>Improvement in the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands in Numeracy and Reading. With a 5% uplift of students achieving in Numeracy and a 5% uplift in Reading.</p>	<p>The achievement of this target will be a area of renewed focus in 2022 to ensure students are tracking towards achieving this target. Strategies in both Numeracy and Reading are in place to support students.</p>
<p>10% improvement in students achieving in the Top 2 HSC bands</p>	<p>The achievement of this target will be a area of renewed focus in 2022 to ensure students are tracking towards achieving this target.</p>
<p>20% improvement in students achieving in the Top 3 HSC bands</p>	<p>This target was achieved in 2021.</p>
<p>Increase the percentage of Aboriginal students attaining the HSC by 5% each year whilst maintaining their cultural identity</p>	<p>This was an area of significant improvement with all the 2021 cohort of students attaining the HSC.</p>
<p>100% of staff are engaged in professional learning on analysis and use of data to inform teaching and learning</p>	<p>100% of staff engaged in professional learning of data analysis, with a focus on the use of data as an area for further development.</p>
<p>The SEF themes of 'Explicit Teaching', 'Literacy and Numeracy Focus', 'Differentiation' and 'Data Skills and Use' are validated as developing.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently in the process of training staff in the element of data skills and use. Training in explicit teaching strategies with a literacy and numeracy focus is developing through training, and modelling and was assessed externally as delivering.</p>

Strategic Direction 2: High expectations through a continuous improvement culture and opportunities to develop self and others

Purpose

To develop a professional learning community prioritising student growth whereby a culture of high expectations, innovation and curiosity is created by focusing on continuous self development in learning.

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.

- Community of Learners
- Contemporary Teaching and Learning Pedagogies

Resources allocated to this strategic direction

Summary of progress

Head Teachers and Senior Executive initiated regular review of teaching and learning programs to provide clarity on meeting compliance requirements and achieving the intended improvement measures through collaboration and capacity building. Teachers actively contribute to the development of teaching and learning programs in collaborative meetings. Regular professional discussion around the School Excellence Framework elements and themes by Senior Executive was initiated and responsibility assigned according to the schools organisation structure and leadership. This is an area for further development in 2022 and teams for review will be formed and implemented providing leadership through whole staff reflective sessions.

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
Uplift of 1% in student engagement TTFM	The TTFM data was impacted on by the period of learning from home in Semester 2 in 2021.
Decrease of 10% in student behaviour levels / suspensions	Comparison data across 2021 shows a 44% decrease in suspensions which exceeds the improvement measure. This supports our focus on a culture of high expectations, developing connections with community and professional learning with focus on trauma informed practice and restorative justice. This
Percentage of Aboriginal students achieving expected growth in NAPLAN reading and numeracy moves closer to the percentage of students in similar schools across the state	<p>The percentage of Aboriginal students achieving expected growth in year 9 reading decreased to 35% indicating achievement of above 9% against students in similar schools across the state. Further work in Year 9 numeracy is required against students in similar schools, however is on par with the state average growth.</p> <p>The percentage of Aboriginal students achieving expected growth in year 7 reading was on par with students in similar schools across the state and state average. Further work in Year 7 numeracy is required against students in similar schools.</p>
All beginning teachers are aligned to a mentor and involved in a beginning teacher induction program.	All new teachers are assigned a mentor through the organisation structure and participate in a multi faceted induction process including cultural perspectives and Making School A Better Place.
5% increase yearly of parent and carer involvement in the Aboriginal personalised learning plans (PLPs) and reviews	Challenges with COVID restrictions impacted the schools ability to meet with parents. There has been a small improvement but remains a focus.

Strategic Direction 3: Collective responsibility for student learning, growth and success

Purpose

To establish and build positive relationships with the school community to ensure there is a collective responsibility for student learning, growth and success, underpinned by culture and language, where learning is driven by a holistic approach to students based on their academic and wellbeing needs.

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.

- School Community
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$118,508.00

Location: \$70,000.00

Summary of progress

Regular review of data sources provide clarity around the school being on track for achieving the intended improvement measures. Effective partnerships with Aboriginal Elders, students, parents, Aboriginal community, the AECG and the DoE Aboriginal Education and Communities team have supported the development of programs that are relevant, challenging and reflect the high expectations of the school community. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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
New staff trained in certificate I Gamilaraay language and Aboriginal staff trained in Sista Speak and Bro Speak.	15 staff members of a combination of new and existing staff are signed up for Certificate I Gamilaraay language for delivery in 2022. All Aboriginal staff have achieved the training in Sista Speak and Bro Speak in 2021.
100% students successfully using the Gamilaraay Language.	This initiative remains a focus area, with further work being undertaken in this area by establishing a Culture and Language Hub in 2022 to work towards explicit connections through core curriculum delivery.
100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy Country	This initiative remains a focus area, with further work being undertaken in this area by establishing a Culture and Language Hub.
A growth of 13% in student attendance.	Attendance has been a key area of focus with concerted efforts particularly in years 7/8. While the school has seen improvements, consistency is required to sustain this improvement.
Staff implementing anti-bullying program to all students 7-12	100% of staff participate in Wednesday period 5 well being lessons for year 7 through to year 11. Each member of staff form a team per cohort and lessons are led and delivered by the 4 year advisers. Lessons are scoped and sequenced through the well being team meeting once a week.
4.7% increase in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging (TTFM)	Tell Them From Me data indicates majority of students who participated, report a positive sense of well being (Expectations for success, advocacy, and sense of belonging at school). This remains consistent with an upward trajectory and is above that reported by students of similar schools.

Funding sources	Impact achieved this year
<p>Aboriginal background</p> <p>\$390,912.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walgett Community College - 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"> • Effective Literacy and Numeracy Practices • School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff SLSOs and a Farm Assistant to support Aboriginal students. <p>The allocation of this funding has resulted in: Assisting teachers to make connections in curriculum delivery that draw upon local knowledge of culture and language from Aboriginal support staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further engagement with the Culture and Language hub.</p>
<p>Low level adjustment for disability</p> <p>\$150,270.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Walgett Community College - 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"> • Data Informed Teaching and Learning • Effective Literacy and Numeracy Practices <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Additional resources of ICT equipment such as Surface Pro, interactive boards, iPads, associated software etc. Support through professional development in the implementation of ICT for teaching and support staff in activities that support best practice pedagogy to engage students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review of curriculum delivery and teaching and learning programs to further enhance this initiative that also supports future requirements for online learning.</p>
<p>Location</p> <p>\$70,000.00</p>	<p>The location funding allocation is provided to Walgett Community College - 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"> • School Community

<p>Location</p> <p>\$70,000.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> Utilising external resources, knowledge, understanding and skills to engage a rural, remote community with the intent to bring together key stakeholders through genuine and authentic consultation. <p>The allocation of this funding has resulted in: All key stakeholders identified and agreed on the 10 key areas in the Making School A Better Place initiative.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of the 10 plans on a page, with continual review and evaluation, consulting key stakeholders with the intent to sustain the initiative through the current school planning cycle.</p>
<p>COVID ILSP</p> <p>\$120,000.00</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"> Providing online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: Improved student engagement in lessons in literacy and numeracy. Identifying needs in reading, understanding texts and numeracy money matters.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued to use the same model, as it meets the learning outcomes.</p>
<p>Socio-economic background</p> <p>\$375,816.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walgett Community College - 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"> Data Informed Teaching and Learning Effective Literacy and Numeracy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> additional staffing to implement cultural perspectives to support identified students with additional needs <p>The allocation of this funding has resulted in: Assisting teachers to make connections in curriculum delivery that draw upon local knowledge of culture and language from Aboriginal support staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further engagement with the Culture and Language hub</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	50	57	55	54
Girls	57	49	62	61

Student attendance profile

School				
Year	2018	2019	2020	2021
7	69.1	76.6	71.7	60.7
8	64.8	63.9	69.6	44.6
9	55.4	65.7	65.1	49.9
10	47	65.1	65.9	39.5
11	26.6	33.1	58.1	40.4
12	41.9	52.3	54.9	53.9
All Years	53.3	62.6	66.1	46.2
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	38
Employment	0	0	50
TAFE entry	0	0	0
University Entry	0	0	12
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Walgett Community College - High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Walgett Community College - 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)	2
Head Teacher(s)	4
Classroom Teacher(s)	10.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
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 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	3,011,769
Revenue	5,144,775
Appropriation	5,062,184
Sale of Goods and Services	63,499
Grants and contributions	18,871
Investment income	221
Expenses	-4,551,490
Employee related	-3,559,306
Operating expenses	-992,184
Surplus / deficit for the year	593,285
Closing Balance	3,605,054

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	0
Equity Total	896,965
Equity - Aboriginal	389,877
Equity - Socio-economic	373,149
Equity - Language	0
Equity - Disability	133,939
Base Total	3,092,569
Base - Per Capita	30,963
Base - Location	69,805
Base - Other	2,991,802
Other Total	697,802
Grand Total	4,687,337

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

Whilst COVID-19 pandemic disrupted regular parent feedback and surveys from occurring, the feedback on parent satisfaction that was received regarding the school was positive.

The School Reference Group (SRG) is a collaboration of stakeholders from the community who gather to offer guidance to the school leadership team. Meeting twice a term, the SRG focuses on the Connected Communities Strategy key deliverables, consulting on ways to approach issues that affect the school. After consultation with the SRG, the school was supported to work with an external advisor who engaged with the school on an initiative now known as, Making School A Better Place. In consultation with key stakeholders, students, families, SRG and school staff, 10 focus areas were identified and plans drafted and ratified as guiding principles to achieve the given purpose. The 10 areas of focus are; School Leadership, A Positive School Environment, Embedding Local Language and Culture, Student Engagement, A Focus on Literacy and Numeracy, Wellbeing, Vocational Education Pathways, Linking Education to the Community, Communication and Engagement with Families and Community, and Facilities and Equipment.

Through weekly Wellbeing lessons, student feedback was collated on Making School A Better Place. Students reported against 8 focus areas of quick wins and opportunities for student voice and choice. This feedback established a mechanism to loop back progress to students enabling the school to establish student feedback is respected, considered and actioned where possible. Issues identified include:

Culture

- Incorporate Aboriginal Art and Language in learning
- Provide experiences to be On Country
- Invite Elders to participate in learning

Learning

- Focus on how to read and write and have literacy and numeracy early in the day
- Make lessons fun
- Invite ex students in who are role models

Activities

- Have excursions On Country and experiences around the two rivers
- Mufti day for gold coin donation and students decide where the money raised is donated

Wellbeing

- More engagement with PCYC
- Include Elders in learning

Skills

- Learn music
- Learn sports coaching
- Go to TAFE
- Learn to drive
- Get short qualifications (Tickets for Work, e.g. White Card etc.)

Family

- Include family in school events and "Yarn up"
- Hold a family day at school

Facilities

- Use the gym equipment

Enjoyment

- Learn On Country
- More sporting opportunities for seniors
- Excursions
- Graffiti wall available at school
- Hands on learning e.g. VET Construction

Teacher satisfaction was measured through pulse surveys known as the WCCHS Cultural Survey and administered once a term. The results of the surveys in the 6 months since engagement with this as an initiative provided the following through the analysis of the quantitative data:

Highlights:

- All questions have shown a movement towards more staff either "strongly agreeing" or "agreeing" and conversely less staff "disagreeing" or "strongly disagreeing".

- The overall "score" staff gave the school culture has increased by a massive 67% - from 34/100 to 57/100.

Next Steps:

- Leadership of the school need to consider how to get more staff participating in the survey so the results can be deemed to be representative of the whole staff (participation rate 40%).
- Leadership of the school need to discuss actions which can be taken to see ongoing improvement.
- Leadership team professional learning in 2022 will focus on further developing trust and respect.
- Using the data for consideration of what needs to be done to move staff to a growth mindset.

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.