

2022 Annual Report

Wagga Wagga High School



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Introduction

The Annual Report for 2022 is provided to the community of Wagga Wagga High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

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School vision

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

School context

Wagga Wagga High School (WWHS) was established in 1912 and moved to its present site, initiating the name "the high school on the hill", in 1917. The school is a large co-educational, inclusive, comprehensive high school situated in a large regional centre. Enrolments are generally over 1000 students including an Indigenous population of 82 and an ESL population of over 100 students, many of whom were once refugees from Africa, Burma and the Middle East. Almost 40 languages are spoken in the school. The school has a broad range of programs which include: an academic selective class in each of Years 7 to 10, a Year 10 engagement and vocation class, a highly effective learning support team, an excellent performing arts program, a broad vocational education program, an extensive careers program and inclusive support classes for students with disabilities. The school is a Positive Behaviour for Learning school with the core values of Respect, Responsibility and Challenge and there are proactive student welfare programs to enhance student wellbeing.

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

Through our consultation process with parents and carers, students, staff and AECG, our high level areas for improvement were identified as:

- 1) Student growth and attainment, will see the outcomes for students improve each year with targeted programs and strategies
- 2) Teacher support and development improving teaching practice in the classroom
- 3) Wellbeing of students and staff to allow all to be valued and respected in all aspects of school life.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students reach their learning potential through explicit teaching, high expectations, consistent and research informed practice.

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.

- High Expectations and Effective Differentiation
- Explicit Teaching With A Focus On Literacy and Numeracy Strategies
- Use of data.

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Integration funding support
English language proficiency
Per capita

Summary of progress

Our focus for 2022 was on

- High Expectations and Effective Differentiation
- Explicit Teaching With A Focus On Literacy and Numeracy Strategies
- Use of data

To support this we delivered professional learning to help with concerns over Numeracy within the school. As part of the review, we changed some key processes within the school and addressed our weakest results. We developed a whole school approach to literacy and numeracy to allow staff to have a common language and approach across faculty areas. This has been implemented in the past informally, but the formal approach allowed school wide discussion and success. This changed approach supported a whole school approach to language and shared learning to support growth across all area of literacy. Numeracy has been an improvement area from our Naplan results. With a document produced by the mathematics faculty to help support a common approach and language within the school with support further improvements in this targeted area. Our Aboriginal students were supported on many levels within the school. this year we employed an Elder in residence, increased our AEO support and introduced a First Nations roll call. These will all have an impact on students staying at school and achieving the HSC..

In 2023 we will focus on specific areas of literacy and numeracy to implment high leverage evidence based explicit teaching strategies.. Staff will be supported to use appropriate evidence and data to support effective 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
• Improvement in the % of students achieving in top 2 bands in reading increasing by 10%	2022 NAPLAN data indicates 14% of students in the top two skill bands for reading indicating the school has not met the system negotiated target.
• Improvement in the % of students achieving in top 2 bands in numeracy increasing by 8%	2022 NAPLAN data indicates 9% of students in the top two skill bands for numeracy indicating the school has not met the system negotiated target.
• Improvement in the % of students achieving HSC results in the top bands increasing by 5%	42% of students attained results in the top three bands demonstrating progress toward the target.

<ul style="list-style-type: none">• Improvement in the % of Aboriginal students attaining the HSC by 4%	The proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity has increased from 2021. Due to the small size of the cohort accurate/actual percentages cannot be reported
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Strategic Direction 2: Teacher support and development

Purpose

To create a culture of effective collaboration where teachers work together to implement and share evidence-informed practices, knowledge and problem solving.

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.

- Quality Assessment
- Collaboration

Resources allocated to this strategic direction

Professional learning

Per capita

Summary of progress

Our focus for 2022 was on:

- Quality Assessment
- Collaboration

To support this we provided high impact professional learning in quality assessment and collaboration, specifically in the area of formative assessment. Collaboration was supported through professional learning being codesigned and codelivered across the Wagga Wagga Public Schools Alliance, which involves the three high schools in Wagga working together. Faculties across the three schools shared resources and assessment strategies and evaluated their effectiveness. This collaboration has led to improvements with quality assessment across all faculty areas. This also strengthened the Alliance with teachers collaborating across schoolsites.

In 2023 we will focus on the use of the quality teaching rounds strategy to provide feedback to support quality assessment and to strengthen collaboration within the school and the network.

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
• % of students achieving expected growth in reading increasing by 10%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• 70% or more of teachers participate in a QTR or a peer observation (reflecting best practice) throughout the school year.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Wellbeing - students, staff and community

Purpose

To implement practices and initiatives that promote a supportive environment across the whole school.

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.

- Staff Wellbeing
- Student Wellbeing and Community Engagement

Resources allocated to this strategic direction

Per capita

Professional learning

Integration funding support

Student support officer (SSO)

Socio-economic background

Aboriginal background

Summary of progress

Our focus for 2022 was on:

- Staff Wellbeing
- Student Wellbeing and Community Engagement

To support this we targeted staff wellbeing with professional learning focused on staff welfare and strategies all staff could engage with to help them maintain a balance in their lives.

The school implemented key initiatives to increase community involvement.. The school employed an Elder in residence to support the school to culturally implement Aboriginal perspectives in all faculty areas. Head teachers worked with the Elder to assess their ideas, make modifications, give direction teach these in their classes.

Student wellbeing continued to be a focus, with many students needing support and limited resources in the community. A review of our wellbeing programs helped us streamline what we do and improved the impact in moving forward. The demand for wellbeing support increased additional funds were used to allow extra time for year advisors, increased time for a second Head Teacher welfare and the employment of an external agency to further support families. This meant the school was able to support more students and families.

Attendance has been a challenge since Covid. We continued to follow the departments and school's processes to re-engage students from all years. We increased our parent meetings especially with year 10-12 to discuss progress and options to move forward in education or alternatives to help them reach their goals.

In 2023 we will continue to use additional funds to support our community on all levels of need.. We will work with families, the department and agencies to help all students find their educational opportunities either at school or another setting. We will maintain the focus on increasing attendance by focusing on barriers to attendance and opportunities for improvement.

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
• % of students with positive wellbeing increasing by 3% from 69%	60% of students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.
• % of students attending school 90% of the time or more increasing by 4%	The number of students attending greater than 90% of the time or more has decreased, however this figure was significantly affected by the public

from 64%	health orders.
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$28,283.63</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • strengthening orientation and transition program for identified students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: We have seen a positive movement of EALD students into mainstream education. This has resulted in students being able to access the curriculum and plan further for the future. There are still challenges in being able to have the students comprehend HSC language in stage 6.</p> <p>After evaluation, the next steps to support our students will be: We will continue to develop positive experiences for our students and their schooling. The transition from EALD targeted classes to mainstream will continually be refined to help in the learning outcomes for these students.</p>
<p>New Arrivals Program</p> <p>\$39,007.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wagga Wagga High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students have been involved in a range of activities to improve their language and knowledge skills. This has been achieved through targeted programs and individual learning activities. Support from regional and state staff have helped in the development of these plans.</p> <p>After evaluation, the next steps to support our students will be: The school will continue with links to other intensive English centers building on their skills and knowledge and working this into our programs and schools.</p>
<p>Socio-economic background</p> <p>\$512,297.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wagga Wagga 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"> • High Expectations and Effective Differentiation • Student Wellbeing and Community Engagement <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$512,297.82</p>	<p>include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • employment of additional staff to support our welfare program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students have been support with uniforms, school fees, educational items, food and links to external supports. In addition to this learning support officers have been employed to add additional support in the classroom for many of these students. These have allowed all students the ability to access education and educational opportunities to achieve on all levels. We have seen an increase in students being able to have success in the HSC and with apprenticeships.</p> <p>After evaluation, the next steps to support our students will be: Every student deserves the opportunity to access education and be successful. this looks different for every child. As a school we need to continue this process and provide support to allow students to achieve their goals without concern of financial challenges.</p>
<p>Aboriginal background</p> <p>\$100,502.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wagga Wagga 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"> • Student Wellbeing and Community Engagement <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • Employment of an Elder in resident to support staff in their implementation of curriculum.. <p>The allocation of this funding has resulted in the following impact: We have improved our support for both staff and students in the school with the employment of AEO's and an Elder in residence. The expansion of our First Nations leadership team and the implementation of a First Nations roll call has seen students improve their attendance, have increased contacts / supports in the school and a voice in the direction of the school.</p> <p>After evaluation, the next steps to support our students will be: The school will increase the employment of AEO's and strengthen the impact and use of the Elder in residence. The school will further develop staff knowledge on Aboriginal education and create better links with our community.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$659,331.52</p>	<p>all four phases of English language learning at Wagga Wagga High School.</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"> • Explicit Teaching With A Focus On Literacy and Numeracy Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Our EALD students had a range of learning opportunities to improve their language in a small group setting and then be involved in the transition into mainstream education. The staff continually updated their knowledge and built positive relationships with their students and families.</p> <p>After evaluation, the next steps to support our students will be: Funding and direction is outlined by the department, we will reestablish our links to the Sydney EALD center to confirm and develop our delivery programs. The ongoing development of the staff to improve their knowledge is critical to the success of the program.</p>
<p>Low level adjustment for disability</p> <p>\$311,487.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Wagga Wagga 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: With the organisation of the welfare team, we were able to support more students than funded. The grouping of students requiring support allowed the school to stretch the money further while still giving full support as required. Learning support officers were upskilled in their rolls and support teaching staff with the modification of programs and lesson plans. We saw a positive increase with student engagement and willingness to try new learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: As this has been a positive and successful process we will continue to manage the funding to reach as many of our students as possible. The further development of staff is required to improve outcomes even more.</p>
<p>Location</p> <p>\$2,053.05</p>	<p>The location funding allocation is provided to Wagga Wagga 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>

<p>Location</p> <p>\$2,053.05</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: We have supported students to access their chosen educational experience. This has been supported with the welfare budget and other funding sources.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support all students to access their education via a variety of funding sources.</p>
<p>COVID ILSP</p> <p>\$186,440.00</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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were below expected outcomes for their year. • employing/releasing teaching staff to support the administration of the program • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: The school developed a program based around small group withdrawal to clearly target the needs of the individuals. These students were identified based on a range of data. There was pre and post testing to measure the success of the program and the students involved did change to increase the impact of the funding.</p> <p>After evaluation, the next steps to support our students will be: With the challenges of staffing the school is changing the approach in 2023 to look at more in class support with the employment of learning support officers. This will be linked to core classes and in year 7 trying to catch up all students.</p>
<p>Per capita</p> <p>\$246,073.62</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wagga Wagga High School</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"> • Quality Assessment • Collaboration • Staff Wellbeing • Student Wellbeing and Community Engagement • Use of data. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of learning support officers to increase learning opportunities. • Improve facilities and resources to allow the best educational experience.

<p>Per capita</p> <p>\$246,073.62</p>	<p>The allocation of this funding has resulted in the following impact: Students were able to access help when required in most settings. The school is continually developing the facilities to improve the opportunities of the students. Faculties were able to purchase new equipment to deliver a better experience for our students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to identify areas that can be improved and the areas that will need support from staff to allow students success.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wagga Wagga High School</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"> • Student Wellbeing and Community Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Engages with students to support their wellbeing via external supports or within the school. • Delivered targeted programs to students to support positive outcomes for students. <p>The allocation of this funding has resulted in the following impact: The SSO has been able to support the wellbeing of staff and students as another positive point of contact. Our SSO has worked with a variety of students and needs, as required they have been able to link them to outside support agencies. Students have been supported and valued by the SSO, school and community.</p> <p>After evaluation, the next steps to support our students will be: Our SSO will continue in their role expanding to delivering more programs working with our welfare team. this will allow an increase in impact for a greater number of our students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	500	469	450	483
Girls	535	515	498	476

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.1	91.2	88.2	84.8
8	89.7	88.0	82.7	78.8
9	88.6	89.8	83.3	74.0
10	86.1	88.8	82.2	74.6
11	88.7	89.3	84.3	81.8
12	88.2	90.5	87.3	83.1
All Years	88.7	89.5	84.6	79.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4	3	0
Employment	10	24	56
TAFE entry	3	6	7
University Entry	0	0	40
Other	16	5	5
Unknown	2	3	13

Year 12 students undertaking vocational or trade training

51.67% of Year 12 students at Wagga Wagga High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

80.6% of all Year 12 students at Wagga Wagga High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	51.5
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	5.2
School Counsellor	1
School Administration and Support Staff	17.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	601,894
Revenue	14,026,630
Appropriation	13,594,284
Sale of Goods and Services	17,048
Grants and contributions	398,668
Investment income	8,230
Other revenue	8,400
Expenses	-13,658,859
Employee related	-12,182,972
Operating expenses	-1,475,887
Surplus / deficit for the year	367,771
Closing Balance	969,665

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.

	2022 SBAR Adjustments (\$)
Targeted Total	388,956
Equity Total	1,583,619
Equity - Aboriginal	100,502
Equity - Socio-economic	512,298
Equity - Language	659,332
Equity - Disability	311,487
Base Total	10,447,356
Base - Per Capita	246,074
Base - Location	2,053
Base - Other	10,199,230
Other Total	672,119
Grand Total	13,092,049

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

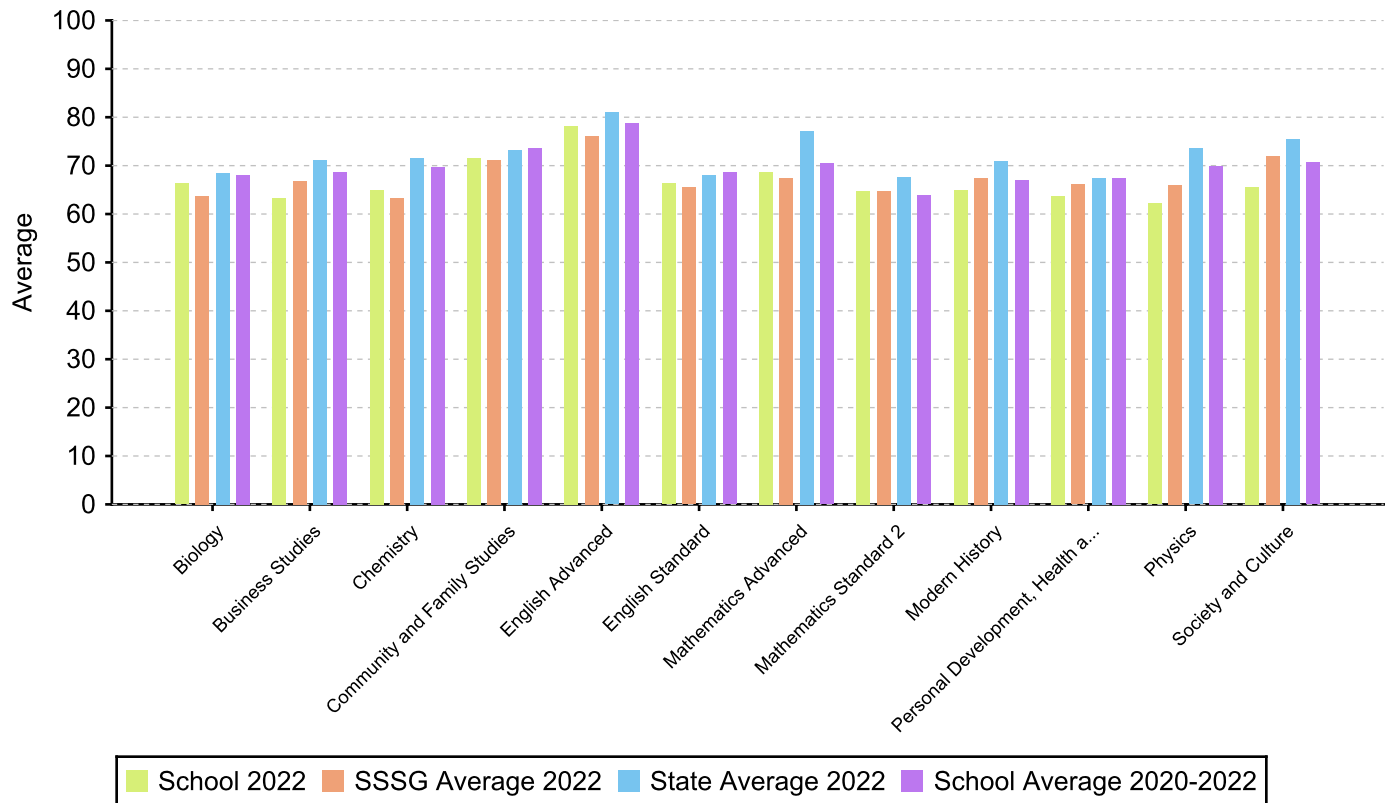
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	66.3	63.8	68.5	68.1
Business Studies	63.3	66.8	71.2	68.6
Chemistry	65.0	63.3	71.7	69.6
Community and Family Studies	71.6	71.2	73.2	73.7
English Advanced	78.2	76.1	81.0	78.8
English Standard	66.3	65.5	68.1	68.6
Mathematics Advanced	68.7	67.5	77.1	70.5
Mathematics Standard 2	64.7	64.8	67.6	63.8
Modern History	64.9	67.4	70.9	67.1
Personal Development, Health and Physical Education	63.7	66.1	67.5	67.4
Physics	62.2	66.0	73.5	69.9
Society and Culture	65.6	72.0	75.5	70.7

Parent/caregiver, student, teacher satisfaction

The school has targeted our connection to our parents over a number of years. With a recent survey a range of positive outcomes were identified with some areas that need development.

Students are increasing their involvement in the school as extra curricular activities open up. This allows a better connection with peers, staff and the school.

Parents feeling welcomed to the school, informed about activities and events and the clear expectation of students learning from home were our top results. Other positive results include the school expects and supports learning for all students, positive behavior is expected and supported. Their children feel safe at school and the school is inclusive.

Staff are now able to use external opportunities to enhance their teaching which helps student engagement and job satisfaction. Staff continue to work hard to improve their individual skills supporting the opportunities for students and learning outcomes.

Areas that the school can develop is the involvement in school decisions, attendance to information meetings and more interaction with their children's teachers.

Further opportunities for parents can be accessed via our P&C to involve themselves with decision making in the school and child's education. The school is and will continue to encourage parent teacher communication at all levels. This year we did increase our parent teacher evenings to allow this connection and as always parents are able to contact teachers either via email or phone.

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.