

2022 Annual Report

Wee Waa High School



8270

Introduction

The Annual Report for 2022 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.

School contact details

Wee Waa High School

Purcell Ave

Wee Waa, 2388

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

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

6795 4477

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 42% 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

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

English language proficiency: \$2,479.00

Integration funding support: \$18,134.00

Low level adjustment for disability: \$91,936.80

Socio-economic background: \$3,285.30

Summary of progress

Staff engage with data from NAPLAN, SCOUT, check-in assessments, and literacy and numeracy progressions to analyse teaching and learning and the impact it is having on student growth. The ongoing impact of this will involve staff developing a culture of explicit teaching practices to enhance literacy and numeracy and deliver an upward trend in the growth of student performance. This will be supported through the COVID Intensive Learning Support Program, MacqLit and Quicksmart programs.

The school continued its development and consolidation of a whole school literacy and numeracy program to support student development and mastery. Faculties engaged in the implementation of targeted literacy strategies in each Key Learning Areas. After evaluation the next steps will be to implement an improved whole school Literacy and Numeracy program which will involve the implementation of key literacy and numeracy skills within subject areas. This aligns with research that separating literacy and numeracy on its own is less effective. A focus will be to increase and develop teacher understanding of literacy and numeracy, enhancing their ability to use progression indicators to monitor and plan for student growth and attainment.

Differentiation was a core focus across the school, with staff undertaking professional learning and collaborating across faculties to ensure quality differentiation in teaching and assessment resources was a focus. The Learning and Support Teacher provided in-depth information on individual student needs and ensured that all teaching and non-teaching staff had access to ensure appropriate differentiation was provided.

Quality Higher School Certificate Teaching and Learning was led by the Deputy Principal to up skill Head Teachers on NESA monitoring processes and embed a digital monitoring system across the school. Two additional teachers undertook Higher School Certificate marking through the Rural and Remote Higher School Certificate marking strategy and a further two staff undertook Higher School Certificate Professional Learning in Biology and English.

Barriers faced by the school due to COVID staffing absence and ongoing flooding led to extended periods of disruption from learning as the school had to operate under minimum supervision and many students' attendance and engagement was impacted. To overcome issues of isolation and poor internet access, students were provided with booklets that contained equivalent learning material to that issued online to all classes. Teachers continued to be accessible through TEAMS to support students to engage in and complete work.

Moving forward, the school will have a strong focus on embedding literacy and numeracy with Key Learning Areas, providing staff with high impact professional learning to support this focus. Within classrooms, teacher will be supported to provide quality differentiation covering High Potential and Gifted Education elements and to individuals with specific learning difficulties, to ensure quality learning and assessment.

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
The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in numeracy will be at or above the system-negotiated lower bound target of 9.4%.	<p>0% of Year 7 students are now in the top two skill bands (NAPLAN) for reading and 0% for numeracy, indicating progress yet to be seen toward the annual progress measure.</p> <p>0% of Year 9 students are now in the top two skill bands (NAPLAN) for reading and 0% for numeracy, indicating progress yet to be seen toward the annual progress measure.</p>
The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in reading will be at or above the system-negotiated lower bound target of 10.3%.	<p>0% of Year 7 students are now in the top two skill bands (NAPLAN) for reading and 0% for numeracy, indicating progress yet to be seen toward the annual progress measure.</p> <p>0% of Year 9 students are now in the top two skill bands (NAPLAN) for reading and 0% for numeracy, indicating progress yet to be seen toward the annual progress measure.</p>
The proportion of students achieving expected growth in NAPLAN numeracy between Year 7 and 9 will be at or above the system-negotiated lower bound target of 65.7%.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores requires the matching of students NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
The proportion of students achieving expected growth in NAPLAN reading between Year 7 and 9 will be above the system-negotiated lower bound target of 55.8%.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores requires the matching of students NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
The proportion of students achieving expected growth in NAPLAN reading between Year 7 and 9 will be above the system-negotiated lower bound target of 55.8%	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores requires the matching of students NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.

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: \$54,174.70

Aboriginal background: \$116,662.57

Location: \$33,815.74

Student support officer (SSO): \$96,058.00

Summary of progress

Barriers faced by the school due to COVID staffing absence and ongoing flooding led to extended periods of disruption from learning as the school had to operate under minimum supervision and many students' attendance and engagement was impacted. To overcome issues of isolation and poor internet access, students were provided with booklets that contained equivalent material to that issued online to students. Teachers continued to be accessible through TEAMS to support students to engage in and complete work.

Our focus was on developing school wide behaviour and well being processes and practices. Systems needed to be created so that students, staff and parents were effectively kept informed through various communication channels. This included staff working collaboratively to improve attendance and well being success across all cohorts. A range of well being programs were implemented to support attendance and engagement across year groups, including: Brospeak, Sistaspeak, RAISE mentoring, Centrecare programs, Connecting to Country, Breakfast Club, Fitness programs, stage excursions, Project Rockit, Illuminate and Lifeready. Feedback from students and staff was positive and assisted in building a culture of engagement across the school.

An attendance team was established and met on a regular basis with our Home School Liaison Officer to build communication and ensure all students are accounted for and a plan of action was established to support students and their families in improving attendance rates. This included accessing internal supports, along with engaging with external support agencies like Centrecare and the Aboriginal Education Consultative Group. The attendance team communicated with Year Advisors at fortnightly meetings to focus on support strategies for identified students. The team was supported with a School Administration Officer and an Aboriginal Student Learning Support Officer to engage with families around attendance a daily and weekly basis. The importance of returning students after our ongoing disruptions throughout the year was a challenge. Programs such as breakfast club and reward systems were implemented to encourage re-connection with the school and to highlight the importance of attendance. Moving into 2023 we expect to see a positive change in attendance data as we move towards moving into our new school.

During 2023, attendance team will collaborate with the Strategic School Support team to embed a range of programs across the school to support an improvement in attendance. Strategies will target students, families and staff so that the responsibility for attendance is shared across the whole school 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
The proportion of Year 7 to 12 students identifying positive well being as recorded in the three Tell Them From Me survey measures will be trending	Tell Them From Me data indicates that despite the numerous disruptions to learning in 2022, students continue to be positive in regards to their well being, including an increase in advocacy at school to 56%, an increase in sense of belonging to 61% and expectations of success rising from 2021 to

towards the system-negotiated lower bound target of 67.7%.	80%
The proportion of Year 7 to 10 students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 60.5%.	The number of students attending greater than 90% of the time has decreased by 2% to 66.1%.
<p>School self-assessment against the School Excellence Framework (SEF) elements indicate that:</p> <ul style="list-style-type: none"> • Wellbeing is at Sustaining and Growing • Curriculum is at Excelling • Reporting is at Excelling • Data Skills and Use is at Excelling • Learning and Development is at Excelling 	<p>Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element Wellbeing.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element Curriculum.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element Data.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element Reporting.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element Learning and Development.</p>

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

Beginning teacher support: \$19,814.00

Professional learning: \$80,973.00

Per capita: \$13,945.00

Summary of progress

The schools Professional Learning plan was based around High impact Professional Learning elements to ensure staff were supported in individual development of their teaching practice that was linked to improving outcomes for students in relation to progress and achievement. All staff completed mandatory training and engaged in a range of online and face to face professional learning activities. The school continued its focus on ensuring all staff remained current in relation evidenced based teaching practices and continued are professional learning around the What Works Best Document.

Four Executive team members completed 'The Art of Leadership' professional learning which will allow each to develop their leadership skills and support their faculty. Six teaching staff completed Choice Theory accreditation. The continued mentorship and coaching of early career teachers will allow for staff to reflect and evaluate teaching practice. Non-teaching staff participated in a range of activities related to their role and to deepen their knowledge and skills. This included Student Learning Support Officers undertaking intensive Professional Learning about creating differentiate task and how to best meet the need of students they are supporting.

Professional learning was a focus of building our collaborative practice skills. The disruptions throughout the year, limited our ability to go deeper into a whole school approach to collaboration, this will be a focus in 2023.

Senior Executive will develop a 2023 Professional Learning calendar that will reflect the outcomes from the Educational Readiness Professional Learning, along with targeted High impact Professional Learning throughout the year, based on improving student outcomes. Staff will continue to be encouraged to include Highly Accomplished or Lead Teacher standards in their Professional Development Plans. This will ensure that they're collecting evidence towards any future applications of Highly Accomplished or Lead Teacher accreditation.

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
School self-assessment against the School Excellence Framework (SEF) element of Educational Leadership indicates that the theme of: <ul style="list-style-type: none">• Instructional Leadership is at Sustaining and Growing• Community Engagement is at Sustaining and Growing	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element Instructional Leadership. Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element Community Engagement.
School self-assessment against the School Excellence Framework element of Educational Leadership indicates	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element Educational Leadership.

that the theme of High Expectations Culture is at Sustaining and Growing. Staff collaboration structures and practices are in place to improve teaching and learning.	<p>Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the theme of High Expectations Culture.</p> <p>Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.</p>
School self-assessment against the School Excellence Framework element of Educational Leadership indicates that the theme of Performance Management and Development is at Sustaining and Growing. Teacher Professional Development Plan goals are completed with clear links to the School Improvement Plan and aspiring leaders linked Professional Development Plan goals to standards for higher levels of accreditation.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element Educational Leadership.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Performance Management and Development.</p> <p>All teacher Professional Development Plans are linked to the School Improvement Plan, with goals recorded against Highly Accomplished or Lead Teacher standards.</p>
School self-assessment against the School Excellence Framework element of School Resources indicates that the theme of Staff Deployment is working towards Sustaining and Growing. There is an increase in the number of staff aspiring to leadership positions and/or undertaking higher level accreditation.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element School Resources.</p> <p>Two staff were successful in gaining relieving positions after indicating their leadership aspirations and were supported by the Senior Executive through mentoring.</p>
School self-assessment against the School Excellence Framework element of Curriculum indicates that the theme of Teaching and Learning Programs is working towards Sustaining and Growing.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element Teaching and Learning Programs.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,134.00</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"> • Numeracy and Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: The employment of Student Learning Support Officers to support identified students with high level learning needs. All Individual Education Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: In 2023, 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, to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Individual Education Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$57,460.00</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 • Informed Future Citizens • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities. • Providing students without economic support for educational materials, uniform, equipment and other items. • Employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact: Students accessing Wellbeing programs and excursions. Students engaged in targeted programs around Literacy and Numeracy, which was essential especially due to the disruptions to learning caused by COVID, natural disasters 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 will be: To support our students with this funding the school will continue to engage staff to support our trajectory towards achieving targets in numeracy and reading.</p>
<p>Aboriginal background</p> <p>\$116,662.57</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</p>

<p>Aboriginal background</p> <p>\$116,662.57</p>	<p>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"> • 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 specialist additional staff (Student Learning Support Officer) to support Aboriginal students. • Staffing release to support development and implementation of Personalised Learning Plans. • Community consultation and engagement to support the development of cultural competency. <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the Personalised Learning Pathway process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. This was further enhanced, with a dinner for staff and families and the launch of the Wee Waa High School Personalised Learning Pathway magnet, which students took home and were able to continually reflect on with their families. The Tell Them from Me data indicated 70% of Aboriginal students feel good about their culture at school.</p> <p>After evaluation, the next steps to support our students will be: To focus an identified position to deliver differentiated and personalised support to Aboriginal students based around the Personalised Learning Pathway and Individual Learning Pathway process. The continuation of Brospeak and Sistaspeak to embed relationships and improve attendance.</p>
<p>English language proficiency</p> <p>\$2,479.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wee Waa 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"> • Numeracy and Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement Individual Educational Plans for all EAL/D students. <p>The allocation of this funding has resulted in the following impact: Our EALD student was assisted in successfully completing all Higher School Certificate assessments.</p> <p>After evaluation, the next steps to support our students will be: The student complete her Higher School Certificate and has gained employment.</p>
<p>Low level adjustment for disability</p> <p>\$91,936.80</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"> • Numeracy and Reading <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

<p>Low level adjustment for disability</p> <p>\$91,936.80</p>	<p>employment of School Learning and Support Officers.</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 the following impact: Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. The 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> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained Student Learning Support Officers.</p>
<p>Location</p> <p>\$33,815.74</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"> • Attendance <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. • Technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, in particular Narrabri High School, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$80,973.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wee Waa 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"> • Leading for Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff participation in a range of High Impact Professional Learning activities. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective leadership practices within faculty teams to embed quality teaching and learning strategies.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring to embed Choice Theory practice and the use of Window of Certainty.</p>
<p>Beginning teacher support</p> <p>\$19,814.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Wee Waa High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Beginning teacher support</p> <p>\$19,814.00</p>	<ul style="list-style-type: none"> • Leading for Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for beginning teachers and mentors. • Participation in Professional Learning. <p>The allocation of this funding has resulted in the following impact: Despite ongoing staffing and disruptions cause by health and environmental factors, beginning teachers and their mentors were still able to engage in quality professional conversations, review of lessons and professional learning to embed quality teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: To conduct a review of the program and develop a modified program for continuing support as the staff move into their second year of teaching to ensure that there is continuous improvement, review and support of the beginning staff.</p>
<p>COVID ILSP</p> <p>\$98,300.00</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. <p>The allocation of this funding has resulted in the following impact: Literacy -an analysis of the data on the Year 7 cohort we chose focus on in 2022. Many of the boys in this cohort were very low in their literacy levels especially their reading ability, we wanted to target these students early as we suspected their behaviour in the classroom was related from them not understanding their schoolwork.</p> <p>An analysis of Reading data indicates in: Year 7 - the cohort snapshot analysis in PLAN2 indicated 95% of targeted students are achieving 'always' status in the selected Phonic Knowledge & Word Recognition indicators as per their Area of Focus. This indicates a significant positive shift in this tuition cycle. Waddington Test 1 was completed in Term 1 2023 and a follow up (Waddington Test 2) at the start of term 3. All participants who completed both Tests increased their reading and spelling ages. Year 8 - the cohort snapshot analysis in PLAN2 indicated 72% of targeted students are achieving 'always' status in the selected Phonic Knowledge & Word Recognition indicators as per their Area of Focus. This indicates a significant positive shift in this tuition cycle.</p> <p>Engagement The engagement of Student Learning Support Officers as tutors saw an increased motivation in students attending their tutorials. Students would attend the tutorials on time without having to be collected from class. 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 Analysis of Professional Learning exit slips and surveys shows educators found the COVID Intensive Learning Support Program Professional Learning modules was highly effective in developing their understanding of and capacity to deliver effective small group tuition. All staff participated in modules as directed by the COVID Intensive Learning Support Program</p>

<p>COVID ILSP</p> <p>\$98,300.00</p>	<p>Coordinator who suggested the modules which were most appropriate for their role in the program.</p> <p>After evaluation, the next steps to support our students will be: To continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and SCOUT. Coupled with school-based assessment such as Waddington Tests and YARC assessment when needed. With the view on using the data to inform in more detail the COVID Intensive Learning Support Program in 2023.</p>
<p>Per capita</p> <p>\$13,945.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wee Waa 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"> • Leading for Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employing a School Administration Officer to support the Principal. <p>The allocation of this funding has resulted in the following impact: Additional administration support for the Principal and Senior Executive team.</p> <p>After evaluation, the next steps to support our students will be: To continue to allocate funding for a School Administration Officer to support the Senior Executive team.</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 Wee Waa 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"> • Attendance <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Student Support Officer <p>The allocation of this funding has resulted in the following impact: The Student Support Officer embedding their role within the whole school Wellbeing team through involvement in developing targeted programs for groups and individual students. Developing strong ties to external agencies and engaging them in providing quality support programs.</p> <p>After evaluation, the next steps to support our students will be: The evaluation of the connections between the Student Support Officer, School Wellbeing Nurse and the Well being team to create a scope and sequence of programs that cover a range of wellbeing needs of students at Wee Waa High School.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	71	64	67	71
Girls	83	78	64	60

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.9	83.7	77.9	83.3
8	85.5	84.8	75.9	75.4
9	81.1	83.9	74.5	66.6
10	81.3	77.7	71.3	66.6
11	75.2	77.2	72.4	68.5
12	87.0	79.5	80.2	83.9
All Years	82.6	81.3	75.2	72.7
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	0	0	0
Employment	10	21	40
TAFE entry	0	0	0
University Entry	0	0	60
Other	0	0	0
Unknown	0	16	0

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at Wee Waa High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Wee Waa 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)	1
Head Teacher(s)	4
Classroom Teacher(s)	13.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.38
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 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	498,252
Revenue	4,852,066
Appropriation	4,712,184
Sale of Goods and Services	87,002
Grants and contributions	46,674
Investment income	6,207
Expenses	-4,804,749
Employee related	-4,323,808
Operating expenses	-480,942
Surplus / deficit for the year	47,316
Closing Balance	545,569

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	18,068
Equity Total	459,551
Equity - Aboriginal	116,663
Equity - Socio-economic	215,406
Equity - Language	2,479
Equity - Disability	125,003
Base Total	3,388,846
Base - Per Capita	34,354
Base - Location	33,816
Base - Other	3,320,675
Other Total	433,607
Grand Total	4,300,072

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 monthly and provides valuable feedback in regards to teaching and learning. In addition our Parents and Citizens Association has a representative supporting the rebuild of our new school, along with representatives assisting in resdesigning a new school uniform. . Feedback from the Tell Them From Me survey indicated positive parent/carer satisfaction, with students responding positively about the learning culture and expectations for success at the school. Within the survey, teachers responded strongly to the support they had received from school leaders, especially during stressful times within the school.

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.