

2022 Annual Report

Walgett Community College - High School



8475

Introduction

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

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

School contact details

Walgett Community College - High School

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School vision

Vision:

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

Motto:

Courage and Excellence

Values:

Respect

Safety

Learning

School context

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

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

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

Self-assessment and school achievement

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$209,476.30

Aboriginal background: \$159,206.00

Low level adjustment for disability: \$91,936.80

Summary of progress

'Think Aloud' Strategies

Teachers and SLSOs identified a need for training in literacy and numeracy strategies for the classroom. The LaST team collaborated to work through the learning progressions to better understand and identify student needs in reading and numeracy. A team of teachers participated in training in Quality Teaching Rounds and reported the usefulness of the training in providing quality lessons and feedback to teachers. The LaST team identified small student progress from Stage 4 in demonstrating greater understanding of what they are reading. Progress in Stage 5 readers with students assessed can demonstrate an understanding of reading complex texts. RED.i invited to aid in reading with students in AL program with training on "Think Aloud" to RED.i staff tutor. Students have a high aversion to testing as they believe they will fail. As a result participation rates in student assessment was initially low. Discussions with teachers and SLSOs to try to build student confidence requires further support which is challenged by time constraints. LaST teachers and SLSO continue to have conversations with families and carers on assessments of students and the importance of student participation. To assist in better student engagement, teachers, SLSOs and AEOs will be required to contact parents and explain the assessment and start the literacy conversation with parents and their students. Staff need continual modelling of the 'Think Aloud' strategy to continue the use in class and more PL is identified as being needed. Students still need help in using the strategy, and teachers need to embed the strategy into lessons. Continual discussion on 'Think Aloud' is required and ongoing systematic YARC testing is to continue for all students and new students to the school.

Diagnostic Testing for Reading

Through anecdotal observations by teaching staff, SLSOs and input obtained by community members, including parents and carers, it was identified that students attainment of outcomes of reading and understanding text presented in class was an area for concentrated intervention. On average, students were reading well below stage based reading benchmarks. Using a variety of data sources the Learning and Support Team identified a need for students to read and understand the text presented in class. Collaborating with feeder primary schools and in consideration of NAPLAN and Best Start data the decision was made YARC (York Reading and Comprehension) assess all students as this was identified as a tool to map student reading levels. Testing of all students resulted in the ability of the Instructional Leader and LaST team to identify students' needs on the Learning Progressions. The Learning Progressions were used to link strategies for reading, and LaST team members and Instructional Leader modelled strategies in various classes for students and teachers. The LaST team needed training on YARC and PL on the importance of testing all students to build students reading levels. There was a slow uptake from students to the assessment as confidence in their abilities preventing engagement. The LaST communicated with SLSOs, parents, and carers to build relationships and understand the intention of assessment and how the data would be used. It was reinforced by family, community and students that there was a genuine concern about being set up to fail. The IL identified a need for more Professional Learning sessions for staff in YARC data and continued professional dialogue using data walls easily accessible for all staff in the stateroom. The data wall was implemented in term 3; by term 4, not all students had been mapped on this wall. Additionally, although the students are mapped on an electronic data wall, not all teachers have accessed this resource. Identifying student success and abilities through YARC testing will continue with SLSOs being trained. All students will continue to be assessed at the start of the year and in term 3. This gives time for the LaST team and teachers to make adjustments in teaching and learning program for targeted interventions for student needs.

Continuation and increasing PL in using data from YARC testing to up-skill teachers and SLSOs. LaST team members will continue to build success in students reading progress. Continuing the narrative with families and students of assessment data, identifying strategies that work through PL and teacher programming for reading abilities are all designed to improve student success, and celebration of this success will enhance engagement of families with students progress at school.

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
100% of students achieving expected growth in Reading (system-negotiated target)	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
100% of students achieving expected growth in Numeracy	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving in the Top 2 NAPLAN bands in Numeracy and Reading. With 5% uplift of students achieving in Numeracy and 5% uplift in Reading. (system-negotiated target)	<ul style="list-style-type: none"> The achievement of this target will be an area of renewed focus in 2023 to concentrate on the work that maximises student progress toward achieving this target. Strategies in Reading are in place to support students.
Improvement in the percentage of students achieving in the Top 2 NAPLAN bands in Numeracy and Reading. With 2% uplift of students achieving in Numeracy and 2.5% uplift in Reading.	The achievement of this target will be an area of renewed focus in 2023 to concentrate on the work that maximises student progress toward achieving this target. Strategies in Numeracy are in place to support students.
Improvement in the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands in Numeracy and Reading. With a 10% uplift of students achieving in Numeracy and a 10% uplift in Reading. (system-negotiated target)	<ul style="list-style-type: none"> The achievement of this target will be an area of renewed focus in 2023 to concentrate on the work that maximises student progress toward achieving this target. Strategies in Numeracy are in place to support students.
Improvement in the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands in Numeracy and Reading. With a 10% uplift of students achieving in Numeracy and a 10% uplift in Reading. (system-negotiated target)	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 23% of students in the top three skill bands for reading indicating the school exceeded the system negotiated target.
20% improvement in students achieving in the Top 2 HSC bands (system-negotiated target)	The achievement of this target will be an area of renewed focus in 2023 to concentrate on the work that maximises student progress toward achieving this target. Strategies are in place to support students.
40% improvement in students achieving in the Top 3 HSC bands (system-negotiated target)	100% of HSC scores were in Band 4 in 2022 compared with 25% of HSC scores in band 4 in 2021
Increase the percentage of Aboriginal students attaining the HSC by 5% each year whilst maintaining their cultural identity	The achievement of this target will be an area of renewed focus in 2023 to concentrate on the work that maximises student progress toward achieving this target. Strategies are in place to support students.

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

Purpose

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

Initiatives

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

- Community of Learners
- Contemporary Teaching and Learning Pedagogies

Resources allocated to this strategic direction

Student support officer (SSO): \$96,000.00

Integration funding support: \$32,617.00

Socio-economic background: \$37,186.00

Summary of progress

Leadership, Engagement and Vocation

Rich, robust and genuine engagement through the key stakeholder, Red Earth Advisory, SRG and key staff provided the basis for explicit outline of negotiable and non-negotiable aspects of the initiatives. This was done in collaborative and future focused forum based around respect but most important with student centered outcomes central to discussion.. Ensuring that a fair and equal representation of community voice was present through the consultation period was difficult and some invitees chose not to participate. As this type of consultation was a new approach in this context it is easily inferred that apprehension of some participants in providing voice to the initiatives may have been somewhat stifled. The consensus is that this will continue in 2023 after evaluation to inform any changes and future focuses.

Literacy and Numeracy

Senior Leaders led the discussion to refine curriculum delivery, student well-being, individual student pathways and alternate pathways. The consensus was that the focus needs to be on literacy and numeracy to build the and uplift student knowledge, understanding and skills that would then flow through to the other two core subjects of Integrated Units and STEM Project Based Learning. Staffing constraints and challenges of skills and codes for traditional methods of curriculum delivery, coupled with issues of attraction and retention of teachers where all focuses under the lenses of what was achievable and then sustainable. After evaluation of the 2022 curriculum structures and in consideration that the intention would be to slowly withdraw curriculum delivery in this model, the consensus as negotiated with key stakeholders would be to continue with this model till at least 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Uplift of 2.7% in student engagement TTFM	<ul style="list-style-type: none">• The number of students engaging with the TTFM survey has more than doubled from the previous years, however the data is unable to be populated as a percentage.
Decrease of 15% in student behaviour levels / suspensions	In 2022 the percentage of suspensions decreased by 32% from 2021 which exceeded the planned reduction by 17% for the year.
Percentage of Aboriginal students achieving expected growth in NAPLAN	This data is unavailable because NAPLAN was not conducted in 2020 due to COVID 19.

<p>reading and numeracy moves closer to the percentage of students in similar schools across the state</p>	
<p>All beginning teachers are aligned to a mentor and involved in a beginning teacher induction program.</p>	<p>Two beginning teachers started in 2022. A school based induction program was written and mentors assigned.</p>
<p>5% increase yearly of parent and carer involvement in the Aboriginal personalised learning plans (PLPs) and reviews</p>	<p>The achievement of this target will be an area of renewed focus in 2023 to concentrate on work that maximises school progress toward achieving this target. Strategies in wellbeing and culturally safe spaces are in place to support students to complete their PLPs with greater opportunity for parent and carer involvement.</p>

Purpose

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

Initiatives

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

- School Community
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$121,148.00

Professional learning: \$44,167.46

Aboriginal background: \$279,212.00

Low level adjustment for disability: \$39,000.00

Location: \$69,803.00

Summary of progress

Making School a Better Place (MSaBP)

The creation of a negotiated framework (MSaBP) that would clearly identify current position and reality, versus aspirations for the future, created a baseline for how to work together moving forward. To achieve this distributed leadership and delegation of authority to school leaders created a portfolio of work and a whole school area of responsibility. By chunking the tasks and creating ownership, depth and density in the leadership model and structure provided the platform for capacity building within the Leadership Team. A sense of value and worth, and trust as a key value as negotiated by all staff was established and therefore becoming an intrinsic motivator for success and a feeling of a job well done. Staffing is an ongoing and continuing issue in reality. Although there has been personnel against all leadership positions at the school throughout 2022, many are beginning leaders or there has been a high turnover in positions. This creates a dynamic context and extra support required through Senior Leaders at the school. An evaluation of each focus area was conducted at the beginning of Term 4. Identified issues such as the canteen operations, covering elements of the Wellbeing and Facilities and Equipment Plans on a Page have been difficult to get positive movement in the right direction. This is attributed to recruitment of personnel and to resources of the physical areas and equipment. However, overwhelming support is given through all levels of key stakeholders to continue to work within this framework and as some focus areas have progress better than others. The next steps are positioned individually either pushing to the next level in moving towards excellence or, for areas like the canteen, there is a need to revisit this as requiring further refinement to achieve the desired outcomes.

Culture and Language

The willingness of participation for the consultation and planning meetings, facilitated through the expertise of Red Earth Advisory, demonstrated a clear commitment from all stakeholders to establish a culturally appropriate and culturally safe resource, managed and funded by the school and managed through the Senior Leader Community Engagement, Senior Project Officer in collaboration of the School Reference Group, representing the AECG, Aboriginal Medical Service, Redi.e, Dharriwaa Elders Group and others. The resource would be initially tasked for the delivery of weekly Culture and Language lessons, timetabled and resourced with a teacher and SLSO, to manage students and the lessons delivered through a local language teacher and local language tutors. Cultural connections would also make up the curriculum delivery and guest presenters such as AECG delivering local knowledge. The main barrier has been the engagement of the teacher and tutors. Redi.e has been approached and fundamentally agreed to provide resources, however, at the end of the year language lessons have not been able to be achieved. Cultural perspectives delivered by AEO, SLCE and AECG members has successfully been achieved and great artifacts of students work are proudly on display in the Culture and Language Hub. Further investigation to delivering language will be required. It is proving a challenge as there is a reluctance within the local community to engage. Other tasking for the resource such as AEO community Yarn Ups have commenced and these will be promoted and pushed more consistently in 2023 so to promote the Culture and Language hub as a community entrance or soft entry point for greater community engagement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
New staff trained in certificate I Gamilaraay language and Aboriginal staff trained in Sista Speak and Bro Speak.	12 staff (teaching and non-teaching) completed the Certificate 1 language course at TAFE. Sister Speak and Bro Speak was implemented with both teaching and non-teaching staff trained.
100% students successfully using the Gamilaraay Language.	The achievement of this target will be an area of renewed focus in 2023 to concentrate on the work that maximises student progress toward achieving this target. Strategies through Making School a Better Place and through the Culture and Language Hub are in place to support students.
100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy Country	The achievement of this target will be an area of renewed focus in 2023 to concentrate on the work that maximises student progress toward achieving this target. Strategies through Making School a Better Place and through the Culture and Language Hub are in place to support students.
A growth of 23.5% in student attendance.	The school finished with an average attendance rate across the College of 33.6% for 2022 compared to 41.2% average in 2021. Both years 1.9% students had an average attendance rate over 90%.
Staff using consistent language when explicitly teaching the expectations of whole school approach to wellbeing.	The achievement of this target will be an area of renewed focus in 2023 to concentrate on work that maximises staff progress toward achieving this target. Strategies through Making School a Better Place including culturally appropriate safe spaces, professional learning and consistent structures of wellbeing support this target.
7.7% increase in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging (TTFM)	Advocacy at school - decreased by 3% Expectations for success - decreased by 10% Sense of belonging - increased by 11%

Funding sources	Impact achieved this year
<p>Aboriginal background</p> <p>\$438,418.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walgett Community College - High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy and Numeracy Practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <p>Teachers and SLSOs identified a need for training in literacy and numeracy strategies for the classroom. The LaST team collaborated to work through the learning progressions to better understand and identify student needs in reading and numeracy. A team of teachers participated in training in Quality Teaching Rounds and reported the usefulness of the training in providing quality lessons and feedback to teachers. The LaST team identified small student progress from Stage 4 in demonstrating greater understanding of what they are reading. Progress in Stage 5 readers with students assessed can demonstrate an understanding of reading complex texts. RED.i invited to aid in reading with students in AL program with training on "Think Aloud" to RED.i staff tutor.</p> <p>Students have a high aversion to testing as they believe they will fail. As a result participation rates in student assessment was initially low. Discussions with teachers and SLSOs to try to build student confidence requires further support which is challenged by time constraints . LaST teachers and SLSO continue to have conversations with families and carers on assessments of students and the importance of student participation. The willingness of participation for the consultation and planning meetings, facilitated through the expertise of Red Earth Advisory, demonstrated a clear commitment from all stakeholders to establish a culturally appropriate and culturally safe resource, managed and funded by the school and managed through the Senior Leader Community Engagement, Senior Project Officer in collaboration of the School Reference Group, representing the AECG, Aboriginal Medical Service, Redi.e, Dharriwaa Elders Group and others. The resource would be initially tasked for the delivery of weekly Culture and Language lessons, timetabled and resourced with a teacher and SLSO, to manage students and the lessons delivered through a local language teacher and local language tutors. Cultural connections would also make up the curriculum delivery and guest presenters such as AECG delivering local knowledge.</p> <p>The main barrier has been the engagement of the teacher and tutors. Redi.e has been approached and fundamentally agreed to provide resources, however, at the end of the year language lessons have not been able to be achieved. Cultural perspectives delivered by AEO, SLCE and AECG members has successfully been achieved and great artifacts of students work are proudly on display in the Culture and Language Hub.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To assist in better student engagement, teachers, SLSOs and AEOs will be required to contact parents and explain the assessment and start the</p>

<p>Aboriginal background</p> <p>\$438,418.00</p>	<p>literacy conversation with parents and their students. Staff need continual modelling of the 'Think Aloud' strategy to continue the use in class and more PL is identified as being needed. Students still need help in using the strategy, and teachers need to embed the strategy into lessons. Continual discussion on 'Think Aloud' is required and ongoing systematic YARC testing is to continue for all students and new students to the school. Further investigation to delivering language will be required. It is proving a challenge as there is a reluctance within the local community to engage. Other tasking for the resource such as AEO community Yarn Ups have commenced and these will be promoted and pushed more consistently in 2023 so to promote the Culture and Language hub as a community entrance or soft entry point for greater community engagement.</p>
<p>Low level adjustment for disability</p> <p>\$130,936.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Walgett Community College - High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy and Numeracy Practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Macqlit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Increased student engagement in the classroom. Teachers have developed their understanding of programming and lesson building.</p> <p>After evaluation, the next steps to support our students will be: Building staff capacity in data use and analysis. Implement small group instruction approach to literacy at Year 7 and 8.</p>
<p>Location</p> <p>\$69,803.00</p>	<p>The location funding allocation is provided to Walgett Community College - High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <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 • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Students being able to access experiences that they would otherwise not be able to. Provision of engaging activities and experiences to improve student attendance. Students are able to access industry training requirements subsidised and organised by the school.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Location</p> <p>\$69,803.00</p>	<p>Explore other options for camps and experiences for students to increase engagement and attendance.</p>
<p>Professional learning</p> <p>\$44,167.46</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 Walgett Community College - 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"> • School Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Several teaching and non-teaching staff attended the Indigenous People's Conference in Adelaide. • 6 staff trained in the Berry Street Education model <p>The allocation of this funding has resulted in the following impact: Improved teacher understanding of trauma informed practice. SLSO staff developed knowledge and understanding of Aboriginal Education practices and built networks.</p> <p>After evaluation, the next steps to support our students will be: Building teacher knowledge of instructional practices - QTR. Building teacher understanding of learning difficulties.</p>
<p>COVID ILSP</p> <p>\$120,673.00</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] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Student growth of 14% in student reading comprehension. Student growth of 31% in numeracy.</p> <p>After evaluation, the next steps to support our students will be: Develop staff knowledge and understanding on learning difficulties. Develop staff knowledge and understanding of evidence based literacy instruction.</p>
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Walgett Community College - 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"> • Community of Learners <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employ Student Support Officer to support student learning and

<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>engagement.</p> <p>The allocation of this funding has resulted in the following impact: Unfortunately there was no impact due to staff unavailability.</p> <p>After evaluation, the next steps to support our students will be: Continue to seek appropriate staff to fill the position.</p>
<p>Integration funding support</p> <p>\$32,617.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Walgett Community College - 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"> • Contemporary Teaching and Learning Pedagogies <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 • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Increased attendance overall and for targeted students identified for alternative learning program.</p> <p>After evaluation, the next steps to support our students will be: Reflect on and define the student referral process. Build staff knowledge and capacity in learning difficulties. Allocate SLSO based on student need and provide training and support for staff.</p>
<p>Socio-economic background</p> <p>\$367,810.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walgett Community College - High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy and Numeracy Practices • Contemporary Teaching and Learning Pedagogies • School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support YARC diagnostic testing program implementation support by the employment of an IL, LAST, identified LAST. • employment of additional staff to support Alternative Learning program implementation to increase attendance and engagement. <p>The allocation of this funding has resulted in the following impact: Senior Leaders led the discussion at meetings to refine curriculum delivery, as well as student well-being, individual student pathways and alternate pathways. The consensus was established that focus on literacy and numeracy where knowledge understanding and skills would flow through to core subject of integrated units and STEM PBL. Staffing constraints, skills, codes and attraction and retention of teachers.</p> <p>After evaluation, the next steps to support our students will be: After evaluation and consideration that the intention would be to slowly withdraw curriculum delivery in this model, the consensus through key stakeholders would be to continue with this model till at least 2024</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	57	55	54	43
Girls	49	62	61	61

Student attendance profile

School				
Year	2019	2020	2021	2022
7	76.6	71.7	60.7	54.7
8	63.9	69.6	44.6	34.1
9	65.7	65.1	49.9	36.6
10	65.1	65.9	39.5	45.3
11	33.1	58.1	40.4	19.7
12	52.3	54.9	53.9	36.7
All Years	62.6	66.1	46.2	36.7
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	20
Employment	0	0	60
TAFE entry	0	0	20
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

53.33% of Year 12 students at Walgett Community College - High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

66.7% of all Year 12 students at Walgett Community College - High School expected to complete Year 12 in 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)	4
Classroom Teacher(s)	10.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.38
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	2,938,436
Revenue	5,992,278
Appropriation	5,934,147
Sale of Goods and Services	50,543
Grants and contributions	5,698
Investment income	1,891
Expenses	-5,454,818
Employee related	-4,105,321
Operating expenses	-1,349,497
Surplus / deficit for the year	537,460
Closing Balance	3,475,896

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	32,617
Equity Total	912,649
Equity - Aboriginal	429,252
Equity - Socio-economic	352,546
Equity - Language	0
Equity - Disability	130,851
Base Total	3,133,816
Base - Per Capita	30,963
Base - Location	74,002
Base - Other	3,028,851
Other Total	949,825
Grand Total	5,028,907

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 Safeguarding Kids Initiative conducted a student voice survey and provided feedback to staff. Students were asked about programs and activities they liked at school and how the school could better support them. Students indicated they liked special event days such as NAIDOC week and Harmony Day as well as wellbeing programs like Bro Speak and Sista Speak. They also indicated support for sports activities and excursions off site.

As part of the Making School a Better Place initiative, WCCHS created a Pulse survey to identify our goals and whether we are achieving them. There were 10 questions staff were asked in relation to achieving goals, purpose, decision-making, communication and sense of belonging. The surveys were taken from November 2021 through August 2022.

55% of staff identified that WCCHS was achieving common goals and purpose; 50% felt that their contribution to the school was welcomed and valued; 26% of respondents were unsure. In creating ideas and working to improve practices, staff data recorded a 48% and 25% increase over the year, with the final data in August 2022 peaking at 58% and 50%, respectively. In addition, the rating of school culture and working together to achieve purpose rose from November 2021 to August 2022, increasing from 34.5% school culture to 55.6% positive endorsement.

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.