

2022 Annual Report

Warialda High School



8519

Introduction

The Annual Report for 2022 is provided to the community of Warialda 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

Warialda High School

Apollo Ave

Warialda, 2402

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

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

6729 1000

School vision

Warialda High School aims to empower all students to be responsible, engaged and successful learners with a focus on life long learning in order to develop a broad range of career options beyond school. Every student and every teacher will be challenged to achieve this each year through reflective improvement.

School context

Warialda High School is a comprehensive, coeducational High School with a current enrolment of 167 students, of which 22% identify as Aboriginal or Torres Strait Islander. A large proportion of our students come from rural properties and family incomes fluctuate with farming conditions. The majority of students have a strong work ethic, highly valuing education and extracurricular sport. School resourcing is significant, based on a FOEI of 135, with 21.5 teachers and a small number of individually funded students. A third of senior students are engaged in a school based apprenticeship or traineeship.

In consultation with students, parents and the community our strategic directions aim to improve student reading, writing and numeracy while moving into the excelling areas of the School Excellence Framework relating to Learning Culture, Effective Classroom Practice and Educational Leadership.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan in the areas of Reading, Writing, Numeracy, Professional Learning Teams for improved pedagogy and the use of Learning Coaches.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student has strong growth in their learning in terms of literacy and numeracy through collective, collaborative teacher practice.

Initiatives

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

- Highly Effective Teaching Practices
- Evidence-based reflective supports for ATSI students
- Whole school implementation of evidence-based reading comprehension methods

Resources allocated to this strategic direction

COVID ILSP: \$55,000.00

Literacy and numeracy: \$2,900.00

Socio-economic background: \$144,000.00

Professional learning: \$4,800.00

Aboriginal background: \$49,000.00

Summary of progress

Renaissance Reading has demonstrated strong impact with over 9.11 months growth in an 8 month period (112%). NAPLAN numeracy is very strong also, however improving into the top 2 bands for reading and numeracy has been limited due a tradition of top performing students moving schools after Year 7 or 8. Next steps is to continue with Renaissance Reading for 2023, embed reading in Target Teams within faculties including peer reading and aiming to improve attendance for Year 9/10 students, particularly males with higher wellbeing needs. Nurturing Aboriginal students with a Learning Coach and Careers Advisor directions has been successful resulting in meeting the ATSI targets for 2022 and 100% of students gaining a HSC or a job or both. Our top three and two band targets were achieved, however with teacher movement in 2023, this may alter.

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
<ul style="list-style-type: none">• The reading age growth of Years 7 to 10 students in relation to 'STAR Reading' will be a minimum of the same amount of months as it is from the pre-test to the post-test in months. ie: pre-test in mid-February to post-test in mid October gives 8 months. Therefore the minimum amount of growth should be 8 months.	Achieved - Average STAR reading growth achieved a growth of 9.11 months within an 8 month period and has been very successful.
<ul style="list-style-type: none">• The percentage growth of Year 7 to 9 students in relation to 'STAR Maths' will be at least 10%.• 55% of staff confidently teaching targeted numeracy skills within junior classes in other KLA's as per staff surveys.	<p>Achieved - STAR numeracy growth is evident, particularly fro those regularly completing homework booklets, however Star Numeracy won't continue to be a measurement tool in 2023.</p> <p>Achieved - Over 55% of staff are confidently teaching the targeted numeracy skills within their junior classes as per Target Team minutes.</p>
<ul style="list-style-type: none">• 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	Not achieved - Year 7 almost met the target with a 14.3% of students (5 pupils) in the top two bands and Yr 9 with 3.7% of students which was only 1 student.

bound target of 14.7%.	
<ul style="list-style-type: none"> • 80% of Year 10 and 11 and all Year 12 students have achieved minimum standards. • 75% of ATSI students have achieved the HSC or are in sustained employment. 	<p>Achieved - 100% Year 12 achieved Minimum Standards with one student exempt</p> <p>Achieved - 98% of Year 11 have achieved all Minimum standards</p> <p>Achieved - 92% of Year 10 students have achieved Minimum standards (100% reading, 97% writing, 81% numeracy)</p> <p>Achieved - 100% of ATSI students have achieved the HSC or are in sustained employment.</p>
<ul style="list-style-type: none"> • 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 16.2%. 	<p>Not achieved - 4.1% of students in Year 9 achieved the top 2 bands for NAPLAN in numeracy while 3.4% achieved top two bands in Year 7 . Two students with potential to reach the top bands In Year 9 were sick with Covid during the exam period.</p>
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy between Year 7 and 9 will be trending towards the system-negotiated lower bound target of 69.8%. 	<p>Achieved - Though NAPLAN growth cannot be measured due to Covid causing 2020 NAPLAN not to take place, the following indicates Numeracy growth:</p> <ul style="list-style-type: none"> • Year 7 NAPLAN Numeracy is between SSG and State Average • Year 9 Numeracy is well above State average and SSG
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading between Year 7 and 9 will be trending towards the system-negotiated lower bound target of 70.1%. 	<p>Mixed achieved and not achieved - Though NAPLAN growth cannot be measured due to Covid causing 2020 NAPLAN not to take place, the following results are":</p> <ul style="list-style-type: none"> • Year 7 NAPLAN Reading is above state average and SSG • Year 9 Reading is below state and SSG average
<ul style="list-style-type: none"> • The proportion of Year 12 students achieving in the top 3 HSC bands will be trending towards the system-negotiated lower bound target of 54.4%. 	<p>Achieved - 48.5% of the HSC students available for bands achieved 4 or higher.</p>
<ul style="list-style-type: none"> • The proportion of Year 12 students achieving in the top 2 HSC bands will be trending towards the system-negotiated lower bound target of 23.5%. 	<p>Achieved - 18.5% of bands available were in the top two bands.</p>
<ul style="list-style-type: none"> • The portion of Aboriginal students attaining the HSC whilst maintaining cultural identity will be trending towards the network lower bound target of 58.8%. 	<p>Achieved - Three ATSI students gained a HSC in 2022, which is 50% of ATSI students from the same Year 9 cohort and 60% of ATSI students in the same cohort in Year 10.</p>

Strategic Direction 2: Reflective Practise

Purpose

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priorities given to evidence based teaching practices.

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.

- Reflective, highly effective teaching practice
- Whole school implementation of evidence-based writing practices informed by "What Works Best" practices.

Resources allocated to this strategic direction

Professional learning: \$1,200.00

Socio-economic background: \$57,000.00

Summary of progress

Warialda High has clear evidence having maintained or grown in six out of the seven elements within What Works Best for teaching as supported by student surveys. Target Team fortnightly meetings have impact growth in writing and numeracy very effectively and will continue next year. Professional Learning Teams, whilst successful cannot be staffed next year unless we have a full compliment of teaching staff, which is unlikely at this stage.

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
Evidence of sustaining and growing in the SEF elements within the Teaching Domain. <ul style="list-style-type: none">• Staff have maintained or improved their teaching in line with the 'What Works Best' areas based on the What Works Best Self Assessment.• Student surveys show strong Explicit Teaching, High expectations and Feedback as compared to 2020 and 2021 survey data.• Staff surveys show strong Explicit Teaching, High expectations and Feedback.	Achieved - Staff have maintained or grown in six out of the seven elements within What Works Best for teaching. Achieved - Student surveys show very strong Explicit Teaching High Expectations and Feedback as compared to 2020 and 2021 data Achieved - Student and staff results both indicate strong explicit teaching, High Expectations and Feedback
Evidence to support excelling in at least one of the following SEF elements: Learning Culture, Student Performance Measures, and Educational Leadership. <ul style="list-style-type: none">• Growth in NAPLAN writing to be at or above the state average in the areas of cohesive devices and grammar and punctuation.• Progressive Achievement Test (PAT) results in writing show growth.	Working Towards - There is some evidence of excelling in Educational Leadership and Student Performance Measures with Learning Culture being a key area for development in partnership with families in 2023. Achieved - Year 7 writing is well above state average, however Year 7 need further improvement in grammar and punctuation as we are similar to SSG. Achieved - Year 9 writing is on par with the state average Achieved - PAT test writing growth was demonstrated

Strategic Direction 3: Learning Culture

Purpose

To provide a strategic and planned approach to whole school wellbeing processes that support all students to connect, succeed, thrive and learn in an environment focused on building educational aspiration and performance 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.

- Use of evidence-based reflective coaching conversations
- Positive Behaviour For Learning processes
- Processes for improved attendance

Resources allocated to this strategic direction

Per capita: \$9,800.00

Summary of progress

We are excelling in aspects within Educational Leadership and Wellbeing, as proven by meeting wellbeing targets, Distributed Instructional Leadership, Professional Learning Teams, and a high performance culture, however we have not succeeded in improving students attending more than 90%. Barriers have included students being unable to attend with flu-like symptoms, three floods cutting access to school and sport at the pool for all Year 7-10 students. Other barriers include being understaffed, often impacting the functioning of Professional Learning Teams. In 2023 a whole new approach to attendance will take place with a focus on target Year 9&10 students in line with Attendance Matters and further whole school efforts towards excelling by including 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
SEF - By the end of 2022 at least one element will have moved from sustaining and growing to excelling in each of the following domains: SEF Element - Learning Culture SEF Element - Wellbeing SEF Element - Educational Leadership	Achieved - Educational Leadership demonstrates evidence of Excelling, whilst there is some evidence of excelling in part of Wellbeing SEF.
• The percentage 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 52.6%.	Not achieved - The percentage of year 7-10 student attending above 90% is 23.2%, with floods, Covid, not attending with flu symptoms and avoiding sport all contributing to lower attendance rates.
• The proportion of Year 7 to 12 students identifying positive wellbeing as recorded in the three TTFM measures will be trending towards the system-negotiated lower bound target of 66.5%.	Achieved - 68% of students have a positive sense of belonging, above the state mean for advocacy at school, positive learning climate and expectations of success.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,823.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warialda High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Aide support within classes <p>The allocation of this funding has resulted in the following impact: IFS students settled, supported with maximised time spent on learning,.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting IFS students with targeted aide support in 2023.</p>
<p>Socio-economic background</p> <p>\$201,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warialda 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"> • Highly Effective Teaching Practices • Whole school implementation of evidence-based reading comprehension methods • Reflective, highly effective teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Homework booklets with specific and targeted question styles • Whole school focus on specific areas such as ratios and percentages to focus on in all classes within their own curriculum • Small group withdrawal for targeted numeracy development <p>The allocation of this funding has resulted in the following impact: There is clear evidence of above average reading growth and numeracy growth in the junior school. There is clear evidence of excellence in teaching as per student and staff survey results in terms of What Works Best in teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Reading withdrawal and Target Team collegial fortnightly planning will continue to embed literacy and numeracy within all junior classes. Professional Learning Teams are not able to continue in 2023 without consistency of casual cover.</p>
<p>Aboriginal background</p> <p>\$49,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warialda 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"> • Evidence-based reflective supports for ATSI students <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$49,000.00</p>	<ul style="list-style-type: none"> • Aboriginal language delivered once a fortnight to Year 7 language classes by trained staff. • Aboriginal and Torres Straight Islander Learning Coach working regularly and individually with students on their own goals, barriers and assisting with overcoming hurdles for improved learning, wellbeing and outcomes. <p>The allocation of this funding has resulted in the following impact: We met our HSC targets with 50% of the Year 9 2019 cohort achieving a HSC and all known students completing a HSC or gaining full time employment. Learning Coaching has been well received and is very successful on a personalised level for our Aboriginal students. Aboriginal language has been timetabled to be delivered in LOTE lessons once a cycle, however this has been limited due to delivery staff availability.</p> <p>After evaluation, the next steps to support our students will be: Learning Coaching will continue in 2023. Careers planning to continue and LOTE lessons for Aboriginal language will be delivered via immersion lessons in 2023 matching staff availability.</p>
<p>Low level adjustment for disability</p> <p>\$124,251.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Warialda 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"> • Other funded activities <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 [program name] to increase learning outcomes • Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: Student Learning Support has continued to be supported by LAST, aides, IEPs, Access Requests for funding and one student supplied with additional significant aide support to assist him settling. A significant number of students were also identified with adjustments and accommodations on NCCD.</p> <p>After evaluation, the next steps to support our students will be: Top up the 0.6 LAST allocation to a 0.8 to ensure Learning support needs are met, inclusive of Access Requests for funding for students identified via LST.</p>
<p>Location</p> <p>\$56,016.90</p>	<p>The location funding allocation is provided to Warialda 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Incursion expenses • Subsidising student excursions to enable all students to participate • Student assistance to support excursions

<p>Location</p> <p>\$56,016.90</p>	<ul style="list-style-type: none"> • Technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: All students have been able to engage in educational experiences on equal footing. Students have attended excursions, sporting events, had uniforms, food and opportunities supplied to them.</p> <p>After evaluation, the next steps to support our students will be: The same methods will be employed in 2023 to support student learning and opportunities.</p>
<p>Professional learning</p> <p>\$32,000.00</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 Warialda 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"> • Highly Effective Teaching Practices • Whole school implementation of evidence-based reading comprehension methods • Reflective, highly effective teaching practice • Evidence-based reflective supports for ATSI students • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • identified Professional Learning as per PDP processes <p>The allocation of this funding has resulted in the following impact: Evidence demonstrates a high level of teacher quality as per student surveys and staff surveys.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning Teams have been successful in 2022 but are only able to continue with consistency of casuals. The PL funds cannot be allocated at present in 2023 due to the lack of consistent available casuals. Funds will therefore be allocated as per PDP identified learning and supporting those implementing the new curriculum.</p>
<p>COVID ILSP</p> <p>\$95,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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"> • Highly Effective Teaching Practices • Whole school implementation of evidence-based reading comprehension methods • 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 • Employing staff to supervise and monitor progress of student groups engaging in after school tuition • Providing intensive small group tuition for identified students <p>The allocation of this funding has resulted in the following impact: Student reading withdrawal led to an additional 2 month reading age growth on top of the average reading growth. Numeracy withdrawal led to clear growth in numeracy skills. Tutoring had a clear impact on improved writing.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$95,000.00</p>	<p>The limited Covid funds for 2023 will go towards Reading Withdrawal with funding added to continue Reading Withdrawal after Covid funds have been expended.</p>
<p>Student support officer (SSO)</p> <p>\$61,016.90</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Warialda 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Planning and embedding The Resilience Project across Year 7-11 Supporting students in need • Learning Coach Conversations <p>The allocation of this funding has resulted in the following impact: 95% of students feel supported by the school. Student wellbeing targets have been met for 2022.</p> <p>After evaluation, the next steps to support our students will be: Maintain SSO role and further enhance community involvement and inclusion to aim towards Excelling in the School Excellence Framework.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	80	80	78	83
Girls	86	76	82	83

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.0	92.2	84.3	89.0
8	83.9	93.6	83.1	82.8
9	86.8	88.3	84.1	78.6
10	81.1	90.7	79.5	75.9
11	65.6	79.5	82.6	76.7
12	89.6	79.4	77.2	80.5
All Years	83.7	88.4	82.2	80.9
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

Covid regulations to not attend school with flu like symptoms as well as multiple rain/flood events preventing students from travelling to school resulted in lower attendance rates in 2022.

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	5	24	56
TAFE entry	10	0	20
University Entry	0	0	20
Other	0	0	4
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

72.97% of Year 12 students at Warialda 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 Warialda 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)	12.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	6.38
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	504,077
Revenue	4,432,883
Appropriation	4,310,146
Sale of Goods and Services	28,222
Grants and contributions	89,906
Investment income	4,610
Expenses	-4,319,518
Employee related	-3,619,073
Operating expenses	-700,445
Surplus / deficit for the year	113,365
Closing Balance	617,441

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	96,435
Equity Total	379,232
Equity - Aboriginal	53,814
Equity - Socio-economic	201,166
Equity - Language	0
Equity - Disability	124,252
Base Total	3,216,573
Base - Per Capita	40,429
Base - Location	56,017
Base - Other	3,120,127
Other Total	285,400
Grand Total	3,977,639

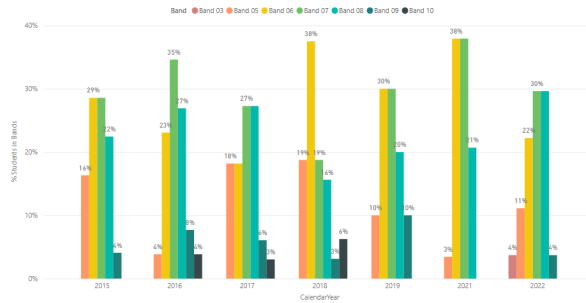
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

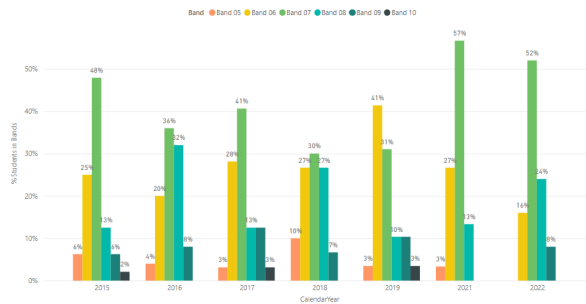
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

% Students in Bands by Calendar Year



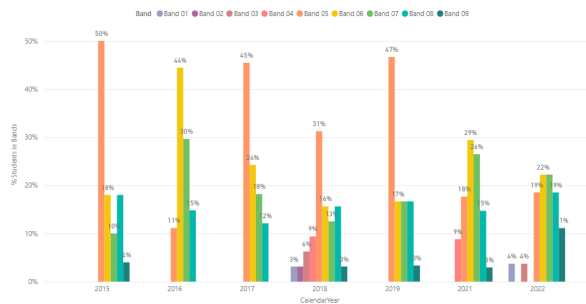
Year 9 Reading demonstrates a clear shift to the higher bands over the years.

% Students in Bands by Calendar Year



Year 9 Numeracy also shows a clear shift to the higher bands over the years since 2019.

% Students in Bands by Calendar Year

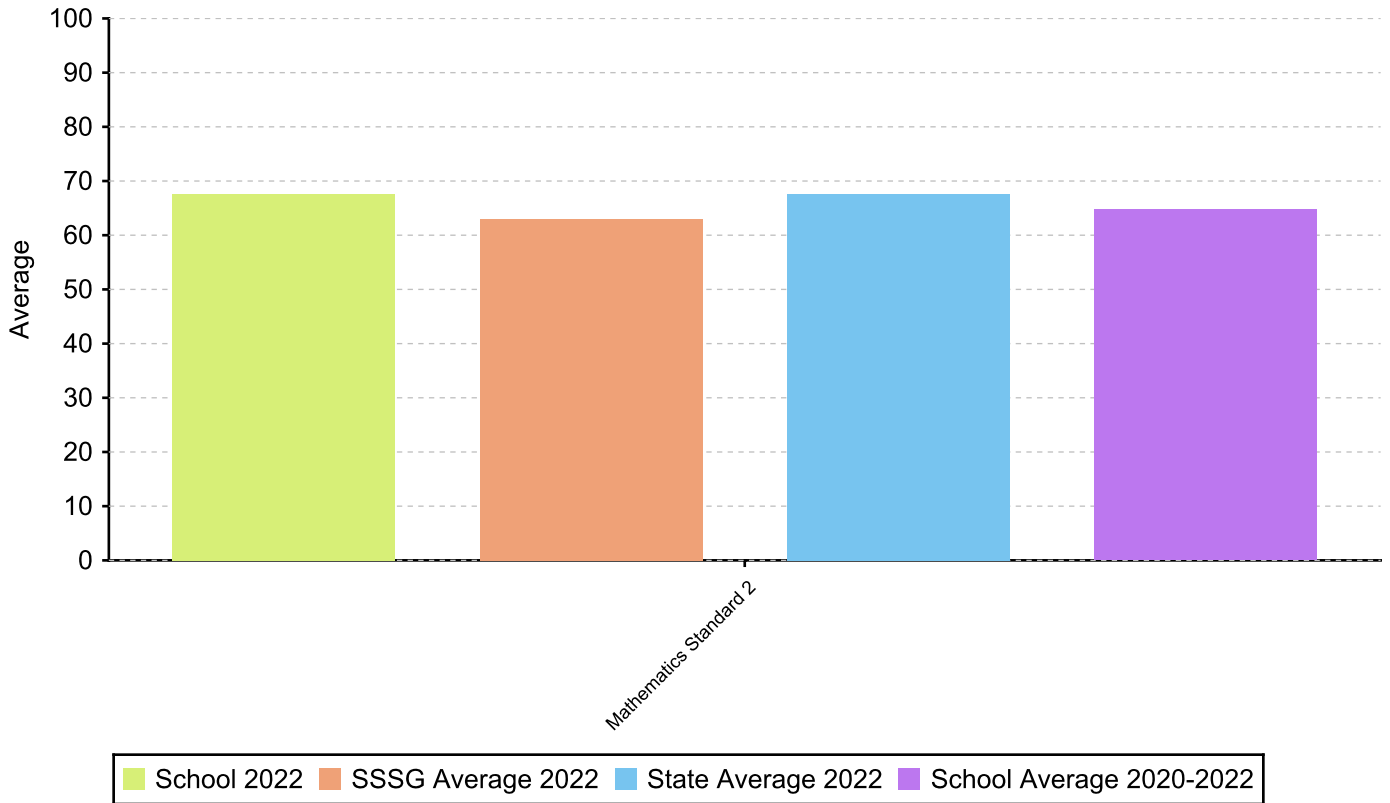


Writing has moved over the years from being our weakness to our strength as a result of a whole school writing focus.

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Mathematics Standard 2	67.6	63.1	67.6	64.7

Warialda High School HSC students achieved four Band 6 results which is exceptional given the low cohort numbers in a small rural school. Our results are on par with state average which demonstrates a small rural school does not disadvantage student outcomes in the HSC.

Parent/caregiver, student, teacher satisfaction

Tell them from me parent survey results were limited due to small numbers completing the survey despite extensive email, text message and newsletter requests. The seven parents completing the survey expressed a general neutrality or negativity towards the school in general from communication and connection with the school to satisfaction with learning and teaching programs.

Since 2019 a limited number of parents have taken up the opportunity to attend parent teacher evenings and this pattern has remained consistent. The general sense is therefore, that parents feel students are supported in their learning at Warialda high school. It has been decided that parent surveys will take place via limited text messages requesting replies via Sentral in 2023. Next steps include a school community focus to improve parent school connections and inclusivity in student learning content. Parent check-ins with staff will take a different form such as a morning breakfast as a trial in attempts to improve community connections.

Staff Tell Them From Me survey completion was also very limited, therefore other forms of staff surveying will take place next year. The limited results indicated a general feeling of exhaustion among staff and a greater need for improved communication from the executive team. Both staff and student survey results surrounding learning demonstrated high consistent levels of quality teaching and quality learning experiences as a result of a consistent focus on professional learning teams. Next steps for 2023 include a priority to reduce staff workload where possible whilst maintaining a united message from the executive team to all staff.

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.