

2023 Annual Report

Wee Waa High School



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Introduction

The Annual Report for 2023 is provided to the community of Wee Waa High School as an account of the school's operations and achievements throughout the year.

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

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School vision

Wee Waa High School educates students in a caring, inclusive and culturally respectful learning environment. We aim to empower our students to become agile, lifelong learners and successful, future-focused citizens, adept with technology and prepared for life in a changing world.

Every student and every teacher will be challenged to continue to learn and improve every year. To achieve growth and prepare students for higher education, training and work we maintain high expectations for student attendance, behaviour and self-direction, fostering student strengths and using explicit, evidence-based teaching strategies to build strong foundations in literacy, numeracy and ICT.

School context

Wee Waa High School is a co-educational, comprehensive rural secondary school in North-West NSW that services students from the small towns of Wee Waa, Burren Junction and Pilliga. We respectfully acknowledge the traditional custodians of the land on which we provide our education, the Gamilaraay nation. Approximately 42% of the students at Wee Waa High School identify as Aboriginal or Torres Strait Islander and the school is committed to promoting its cultural diversity through a strong educational program for Aboriginal students and an increasing focus on the learning of Aboriginal language.

Wee Waa High School sits in an area strongly underpinned by Agriculture, and offers a broad curriculum. The school equally prepares students for tertiary education or vocational training, including successful programs in Agriculture, Primary Industries, Manufacturing and Engineering, Retail and Hospitality. This is supported by a strong and encouraging welfare structure and a variety of extra-curricular activities in sport, the creative arts, agriculture and STEM. The school has developed strong partnerships with businesses both locally, nationally and globally to provide opportunities for students to engage in a variety of activities to become lifelong learners in a fast paced, changing world.

As a result of our situational analysis we will build teacher capacity to use data in teaching and planning, ensuring that our teaching and learning programs are dynamic and data-driven to support student improvement. Embedding processes for mentoring, coaching and building leadership capacity, with a continued focus on evidence-based teaching practice to drive improvements in student learning are central to our Strategic Improvement Plan. We will support staff and students alike to develop their collaborative practice and leadership skills and we will build our capacity to identify and support high potential students.

Attendance and wellbeing data reveal areas for continued development. Wee Waa High School has a strong focus on professional development for all staff alongside the wellbeing and cultural growth of our students. Community partnerships will continue to be integral to the growth and success of the school in the new planning cycle.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Ensure that every student shows strong growth in reading and numeracy through explicit, research-informed teaching.

Initiatives

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

- Numeracy and Reading
- Differentiation

Resources allocated to this strategic direction

Low level adjustment for disability

Professional learning

Socio-economic background

Summary of progress

Attendance and engagement continue to be outstanding in the COVID small group tutoring, MacLit and Quiksmart literacy programs. Check-in assessment for stage 4 students and Waddington assessments have occurred in term 4 to check the growth of reading learning outcomes of students in the program. With the allocation of funding to small group tuition continuing in 2024, Wee Waa High School will expand the number of students involved in the program.

With the implementation of the English and Mathematics curriculum in 2024, staff have developed new programs, which will then be reviewed to ensure explicit teaching of numeracy is evident.

Due to teacher shortages, we will hold over the activity in relation all classes Years 7 to 10 having a focus on the metalanguage for each unit of work during 2024. Teachers will pre-test students, explicitly teach the vocabulary (metalanguage), post-test the students and evaluate the program for each unit of work.

NCCD data collection has been prioritised. Staff in all faculties provided examples of differentiated activities and strategies that they are using successfully in the classroom. In 2024, we will undertake whole school professional learning and support around differentiation for students.

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
An increased proportion of 2023 student cohort achieving the HSC Minimum Standard in Numeracy compared to 2022 and 2021.	HSC Minimum Standard achievement has decreased from 2021 and 2022 data by 15% .
An increased proportion of 2023 student cohort achieving the HSC Minimum Standard in Reading compared to 2022 and 2021.	HSC Minimum Standard achievement has decreased from 2021 and 2022 data by 19% .

Purpose

Ensure that there is a strategic and planned approach to Wellbeing so that all students can connect, succeed, thrive and learn.

Initiatives

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

- Informed Future Citizens
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Student Support Officer

Aboriginal background

Summary of progress

Evidence of 21st Century skills in classrooms was gathered by the team as a baseline assessment of where the school was sitting, taking into account the limitations of our current location. Teaching staff embedded Learning modes into all subject areas, after undertaking professional Learning with the SLEC team.

Due to our focus on other programs, Digital literacy classes postponed to Term 1, 2024.

Staff engaged in an on-country Staff Development Day at Tulladunna, organised in conjunction with the AECG. Staff implemented strategies in their programs and lessons as a result of learning from this day.

A range of Wellbeing programs, including: Sista Speak, guest speakers, Digeridoo making, Bush Tucker gardens were implemented through other year to increase attendance, engagement and cultural understanding. Students were supported to attend excursions, sporting events and cultural activities. The attendance team have revised the school policy and flowchart to ensure that attendance is monitored, and DoE polices implemented correctly to improve individual attendance.

In 2024, Wee Waa High School will continue to strengthen partnerships with parents to grow understanding of the importance of regular attendance and engagement in activities to increase student outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• The proportion of Year 7 to 12 students identifying positive wellbeing as recorded in the three TTFM measures will be at or above the system-negotiated lower bound target of 67.7%.	Tell Them From Me data indicates that, students continue to be positive in regard to their wellbeing, including an increase in advocacy at school to 66%, a decrease in sense of belonging to 50% and expectations of success declining to 78%.
• The proportion of Year 7 to 10 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 60.5%.	The number of students with an attendance rate of greater than 90% has increased from 15% to 16%.
School self-assessment against the School Excellence Framework (SEF)	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element Wellbeing.

<p>elements indicate that:</p> <ul style="list-style-type: none"> • Wellbeing is at Sustaining and Growing • Curriculum is at Excelling • Reporting is at Excelling • Data Skills and Use is at Excelling • Learning and Development is at Excelling 	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element Curriculum.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element Data skills and use.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element Reporting.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element Learning and Development.</p>
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Strategic Direction 3: Evidence based teaching and leading

Purpose

Enhance our leadership team in maintaining and building a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Initiatives

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

- Leading for Learning
- Collaborative practice

Resources allocated to this strategic direction

Professional learning

Location

Per capita

Summary of progress

During 2023, teaching staff engaged in a range of High Impact Professional Learning which was linked to their Individual Professional Development Plans. The High Impact Professional Learning supported teacher's individual development of their teaching practice and was linked to improving outcomes for students. All staff completed mandatory training and engaged in a range of online and face to face professional learning activities. Staff also engaged in professional learning from the Schools Learning and Engagement team to prepare for new learning opportunities in the new school environment.

Two Head Teachers and School Administrative Staff members completed 'The Art of Leadership' professional learning which will allow each to develop their leadership skills and support their faculty. Two beginning teachers completed Choice Theory accreditation. The continued mentorship and coaching of early career teachers will allow for staff to reflect and evaluate teaching practice.

Non-teaching staff participated in a range of activities related to their role allowing them to deepen their knowledge and skills required for their role at the school. We continued to provide Student Learning Support Officers with Professional Learning about creating differentiated tasks and how to best meet the needs of students they are supporting.

The Executive made the decision to defer further work on a whole school approach to collaboration, this will be a focus in 2024.

Senior Executive will develop a 2024 Professional Learning calendar based on improving student outcomes. The plan will reflect the outcomes from the Educational Readiness Professional Learning and with targeted High Impact Professional Learning throughout the year. Staff will continue to be encouraged to include Highly Accomplished or Lead Teacher descriptors in their Professional Development Plans. This will ensure that they're collecting evidence towards any future applications of Highly Accomplished or Lead Teacher accreditation.

Progress towards achieving improvement measures

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

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

<ul style="list-style-type: none"> • School self-assessment against the School Excellence Framework (SEF) element of Educational Leadership indicates that the theme of High Expectations Culture is at Sustaining and Growing. Staff collaboration structures and practices are in place to improve teaching and learning. 	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element Educational Leadership.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of High Expectations Culture.</p> <p>Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.</p>
<ul style="list-style-type: none"> • School self-assessment against the School Excellence Framework (SEF) element of Educational Leadership indicates that the theme of Performance Management and Development is at Sustaining and Growing. Teacher PDPs are completed with clear links to the SIP and aspiring leaders linked PDP goals to standards for higher levels of accreditation. 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element Educational Leadership.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Performance Management and Development.</p> <p>All teacher Professional Development Plans are linked to the School Improvement Plan, with some goals recorded against Lead Teacher standards</p>
<ul style="list-style-type: none"> • School self-assessment against the School Excellence Framework (SEF) element of School Resources indicates that the theme of Staff Deployment is at Sustaining and Growing. There is an increase in the number of staff aspiring to leadership positions and/or undertaking higher level accreditation. 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element School Resources.</p> <p>Two staff were successful in gaining relieving positions after indicating their leadership aspirations and were supported by the Senior Executive through mentoring.</p>
<ul style="list-style-type: none"> • School self-assessment against the School Excellence Framework (SEF) element of Curriculum indicates that the theme of Teaching and Learning Programs is at Sustaining and Growing. 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element Teaching and Learning Programs.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,124.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wee Waa High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The employment of Student Learning Support Officers to support identified students with high level learning needs. All Individual Education Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ Student Learning Support Officers to support students with high level learning needs in mainstream class settings. The school will use additional flexible funding to maintain our level of support for these students as well as other students with identified learning needs, to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Individual Education Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$235,984.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wee Waa High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Informed Future Citizens • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities. • employment of additional staff to support small group tutoring program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students accessing Wellbeing programs and excursions. Students engaged in targeted programs around Literacy and Numeracy, which was essential especially due to the disruptions to learning..</p> <p>After evaluation, the next steps to support our students will be: To support our students with this funding the school will continue to engage staff to support our trajectory towards achieving targets in numeracy and reading, through expanding our small group tuition programs. Students will be supported to participate in academic, cultural and sporting excursions.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wee Waa High School. Funds under this</p>

<p>\$123,277.86</p>	<p>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"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the Personalised Learning Pathway process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. The Tell Them from Me data indicated 77% of Aboriginal students feel good about their culture at school. Wee Waa High School met its target for the number of Aboriginal students completing the HSC.</p> <p>After evaluation, the next steps to support our students will be: To focus an identified position to deliver differentiated and personalised support to Aboriginal students based around the Personalised Learning Pathway and Individual Learning Pathway process. The implementation of culturally appropriate programs to enhance educational outcomes for Aboriginal students, including creative art, Sistspeak and expansion into STEM programs with the CSIRO.</p>
<p>Low level adjustment for disability</p> <p>\$125,003.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Wee Waa High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy and Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the leaning and development needs of identified students. The employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. These staff engaged in additional Professional Learning to support their skills in differentiation and learning styles of students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ additional Learning and Support Staff across the year groups to support students in mainstream classes. The Learning and Support team will meet fortnightly and review individual learning plans of students and communicate changes and strategies to teaching staff.</p>

<p>Location</p> <p>\$35,517.74</p>	<p>The location funding allocation is provided to Wee Waa High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading for Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for executive staff release • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: An improvement in the understanding and capacity of executive staff to lead through mentoring of staff and students. This was done through observations and feedback.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we have two new executive staff which will be supported through this leadership model.</p>
<p>Professional learning</p> <p>\$47,964.40</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wee Waa High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy and Reading • Differentiation • Informed Future Citizens • Attendance • Leading for Learning • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators <p>The allocation of this funding has resulted in the following impact: Teaching staff engaged in a range of professional learning to consolidate classroom practice, including What Works Best, Differentiation, Choice Theory and Learning Mode programs. Student Support Teachers actively participated in professional learning around differentiation, interacting with students and student behaviour programs. All staff were provided with Professional learning around attendance policy and procedures, to ensure our data is captured correctly. Six executive team members completed the Art of Leadership training.</p> <p>After evaluation, the next steps to support our students will be: To consolidate the training from 2023, and ensure that there is consistent implementation of differentiated learning and assessments, whilst engaging in the use of a variety of learning modes to engage and extend each student. The executive team will map high impact professional learning against individual professional development plans and the identified needs of students.</p>
<p>COVID ILSP</p> <p>\$75,019.00</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$75,019.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Year 7 focus on reading and handwriting - then progress onto comprehension.</p> <p>Year 8 focus on reading and comprehension.</p> <p>Students attend CILSP sessions between 2 and 4 half hour lessons a week, depending how much support they need. Also depending on the students' needs the group size is one on one or two on one.</p> <p>Students are taught explicitly the skills required for them to develop their reading & comprehension skills.</p> <p>Learning activities are based around the students' hobbies & interests.</p> <p>After evaluation, the next steps to support our students will be: to continue intensive tuition in 2024 to support our students one on one or in small groups.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wee Waa High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Student Support Officer <p>The allocation of this funding has resulted in the following impact: A staffing entitlement was allocated to the school., allowing for the continuing employment of a Student Support Officer (SSO). Data was collected by the Wellbeing team, and the SSO, resulting in targeted programs been implemented across the school. Whole school programs focused on drug and alcohol workshops, whilst small group programs involved the selection of students with specific wellbeing needs, including RAISE mentoring, anger management and resilience building. Breakfast club was expanded to five days a week and managed by the SSO and the Aboriginal Education Officer. These programs have been successful in improving attendance of individual students and importantly in rebuilding the school whole approach to wellbeing.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the SSO, will develop in conjunction with the Wellbeing team a scope and sequence of wellbeing programs over the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	64	67	71	77
Girls	78	64	60	60

Student attendance profile

School				
Year	2020	2021	2022	2023
7	83.7	77.9	83.3	84.4
8	84.8	75.9	75.4	71.4
9	83.9	74.5	66.6	72.6
10	77.7	71.3	66.6	58.4
11	77.2	72.4	68.5	71.4
12	79.5	80.2	83.9	81.8
All Years	81.3	75.2	72.7	71.4
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	7	11
Employment	11	0	67
TAFE entry	0	0	0
University Entry	0	0	22
Other	0	0	0
Unknown	0	13	0

Year 12 students undertaking vocational or trade training

53.85% of Year 12 students at Wee Waa High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Wee Waa High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	13.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	522,151.76
Revenue	5,333,358.81
Appropriation	4,922,669.34
Sale of Goods and Services	129,356.22
Grants and contributions	262,901.28
Investment income	18,431.97
Expenses	-5,364,768.14
Employee related	-4,538,290.61
Operating expenses	-826,477.53
Surplus / deficit for the year	-31,409.33
Closing Balance	490,742.43

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.

	2023 SBAR Adjustments (\$)
Targeted Total	88,564
Equity Total	484,266
Equity - Aboriginal	123,278
Equity - Socio-economic	235,985
Equity - Language	0
Equity - Disability	125,003
Base Total	3,480,458
Base - Per Capita	35,765
Base - Location	35,518
Base - Other	3,409,175
Other Total	446,670
Grand Total	4,499,958

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

During 2023, our students had the opportunity to participate in the Tell Them From Me survey. Our strongest cohort in completing the survey was Year 7 with almost 80%, with Year 9 following close behind at nearly 70%. The results in 2023 in sense of belonging are down slightly from 2022, this is explained through comments made by students that they continue to focus on the building of the new school and are looking forward to relocating early in 2024.

While our Tell Them From Me Parent/carer survey had limited uptake, the principal has received many positive comments and feedback regarding student support and wellbeing. In particular, the transition from Year 6 to Year 7 through the streamlined enrollment processes and promptness and accuracy of communication.

Teachers did not participate in a formal survey; however regular feedback is sort from teachers throughout the year at opportunities such as staff meetings and professional learning opportunities. Inline with student feedback teachers are looking forward to relocating to the new school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.