

# 2023 Annual Report

## Walgett Community College - High School



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# Introduction

The Annual Report for 2023 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

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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 91 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	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, implementing effective, evidence based 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.

- Highly Effective Teaching Practices
- Curriculum Provision

### Resources allocated to this strategic direction

Integration funding support

Socio-economic background

Low level adjustment for disability

Location

Professional learning

Aboriginal background

### Summary of progress

Clarification of role statements and internal structures was seen as a priority with a new principal coming in and a changing team of executive and staff. Creating stability through clear and consistent processes and structures is important for all team members. Using DoE general role statements, specific role descriptions for the two DP positions, 5 Head Teacher positions and other key roles including AEOs, SSOs and Year Advisors were developed and shared with people in these roles. The school organisational structure was developed and clear portfolios for each of the senior executive staff were established. Further work is required to refine these role statements after 12 months. More focus can be placed on some of the finer processes and procedures at school level.

The Literacy Team was established early in the year to support literacy instruction and intervention at the school. Led by one of the DPs, this team took responsibility for Vocabulary instruction. The team undertook PL on evidence based vocabulary instruction and began testing different ways of teaching vocabulary in the classroom. Regular meeting time for this team and the engagement of staff have been enablers in this process. Further work is required to develop explicit teaching models to support vocabulary development with 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
The percentage of questions answered correctly by Year 7 - 10 students in the Check In assessment increases from semester 1 to semester 2.	Year 8 students literacy results increased from semester 1 to semester 2. The school is continuing to focus on a whole school approach to vocabulary.
The percentage of questions answered correctly by Year 7 - 10 students in the Check In assessment increases from semester 1 to semester 2.	Numeracy remains a focus for the school across all year levels.
20% improvement in students achieving in the Top 2 HSC bands (system-negotiated target)	Due to small cohort size no data available.
40% improvement in students achieving in the Top 3 HSC bands (system-	Due to small cohort size no data available.

negotiated target)	
Increase the percentage of Aboriginal students attaining the HSC by 5% each year whilst maintaining their cultural identity (school determined target)	6 students completed HSC in 2023, an increase from 3 the previous year.

## Strategic Direction 2: Build a culture of High Expectations.

### Purpose

To build a culture of high expectations where all students are expected to be at school and to make learning progress.

### 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.

- Learning Culture
- Wellbeing

### Resources allocated to this strategic direction

**Student Support Officer**  
**Socio-economic background**  
**Professional learning**  
**Aboriginal background**  
**Per capita**

### Summary of progress

To improve staff capacity in effective pedagogical practice, WCCHS staff developed an Instructional Model. Research was conducted and feedback taken on board during professional learning opportunities, and a dedicated team further developed the instructional model. Continuous and evaluative professional learning has been delivered in alignment with the instructional model to engage staff with the next steps in effective application of the model. Most staff are beginning to engage with the instructional model. Next year we will continue to deliver professional learning to deepen staff understanding and support teaching staff in how to effectively implement the instructional model. As a leadership team, we will work more collaboratively and focus on implementation of the instructional model through lesson observation and executive team modelling of quality teaching across all Key Learning Areas.

### 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
Expectations for Success in TTFM at least 70% positive responses.	This progress measure was not met and remains a focus area for 2024.
Pulse survey Q8 (The WCCHS Team works together to improve our work practices and processes) - continued improvement in positive responses (agree/strongly agree).	Pulse survey conducted in semester 1 only.
Aboriginal students attendance rates will increase from 2022 levels.	Attendance rates for Year 7, 8, and 11 increased.
Increase the proportion of students attending >90% of the time from baseline target of 10.7%.	6.3% of students attending 90% of the time in 2023.
Increase the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School from baseline of 69% positive responses.	Progress measures were not met in 2023. These areas remain a focus for 2024.

## Strategic Direction 3: Community Engagement

### Purpose

To engage with the community and value their identity, culture, goals and aspirations and be responsive to their 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.

- Local language and culture
- Communication and Engagement

### Resources allocated to this strategic direction

#### Aboriginal background

#### Location

#### Socio-economic background

#### Student Support Officer

### Summary of progress

Across 2023, students at WCCHS have been exposed to and participating in regular on-country learning experiences, with a focus on activities that embed culture in learning (e.g River Project, BroSpeak, SistaSpeak, Dance Troupe, Culture & Language lessons).

These initiatives were aimed at improving educational and wellbeing outcomes through cultural understanding and connections. They targeted engagement and attendance through a variety of formats that were evaluated and reflected upon continually. Attendance increased and positive wellbeing is observed. Teachers now have experience in delivering teaching and learning on country. There are more defined pathways for teaching and support staff to engage with local Aboriginal knowledge holders, and local Cultural protocols are more likely to be known and followed by staff, leading to an increase in Community Engagement.

Students and community feel that the school values Aboriginal culture and identity and that there has been a significant improvement in the opportunities for students to express their Cultural goals and aspirations.

Next year we will continue to engage with Community knowledge holders and increase opportunities that build capacity of our local Aboriginal staff to contribute significantly to students' education and wellbeing because it increases students' sense of identity and belonging at WCCHS.

Next year we will work more collaboratively, and more effectively, possibly through the Aboriginal Education Team, to streamline processes and procedures for on-country learning because we need to be more proactive rather than reactive.

### 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.	All staff completed a 3 hour course in Gamilaraay Language and Certificate 2 course is planned for 2024.
100% students successfully using the Gamilaraay Language.	Approximately 15 students are currently completing weekly classes towards a Certificate 1 in Gamilaraay Language.
100% students engaged and completion of learning and assessment tasks in 'Language and Culture' and the program 'Healthy Culture, Healthy	All students in Year 7-10 undertake weekly Language and Culture lessons. Opportunities for On Country learning experiences have expanded.



Country	
50% of students participate in Health Checks in partnership with WAMS.	Health checks did not occur as planned due to staffing shortages with WAMS.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,373.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff received professional learning in Verbal Interventions/Safety Interventions training and additional SLSO staff were employed to support individual students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide individual support for students and professional learning for staff.</p>
<p>Socio-economic background</p> <p>\$371,712.62</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Local language and culture</li> <li>• Communication and Engagement</li> <li>• Culture of Learning</li> <li>• Wellbeing</li> <li>• Highly Effective Teaching Practices</li> <li>• Curriculum Provision</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have access to a high quality food program each day and have the ability to attend camps and excursions to different locations in NSW.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide the food program and establish a range of extra-curricular opportunities to support student learning and engagement.</p>
<p>Aboriginal background</p> <p>\$422,187.65</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Local language and culture</li> <li>• Communication and Engagement</li> <li>• Culture of Learning</li> <li>• Curriculum Provision</li> <li>• Other funded activities</li> </ul>

<p>Aboriginal background</p> <p>\$422,187.65</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Weekly language and culture lessons for all students in Year 7-10 and opportunity for staff and students to complete formal certificate in Gamilaraay language.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to build on the strengths of the Culture and Language lessons and enhance cultural understanding for all staff.</p>
<p>Low level adjustment for disability</p> <p>\$130,851.16</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Training staff in the Macqlit Literacy Intervention program to support reading development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop teacher understanding of literacy across all curriculum areas and build capacity of support staff to support literacy development.</p>
<p>Location</p> <p>\$67,356.39</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Local language and culture</li> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Providing students with opportunities to access work experience and alternative environments and activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support student access to extracurricular activities by subsidising excursions and camps.</p>
<p>Professional learning</p> <p>\$51,510.49</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>Professional learning</p> <p>\$51,510.49</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Culture of Learning</li> <li>• Wellbeing</li> <li>• Highly Effective Teaching Practices</li> <li>• Curriculum Provision</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Delivering Professional Learning to staff on trauma informed practice for consistent approach to student/staff interactions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Complete training in trauma informed practice and develop implementation plan at school level.</p>
<p>COVID ILSP</p> <p>\$47,900.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Weekly timetabled literacy and numeracy intervention sessions for all students in Stage 4 and 5.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to deliver timetabled literacy and numeracy support sessions for all students as required.</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 Walgett Community College - High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Communication and Engagement</li> <li>• Culture of Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Early identification of students through improved data use has led to re-engagement of students with chronic attendance concerns.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Student Support Officer

\$99,516.00

Continue to utilise data to provide early intervention for students to prevent chronic absenteeism. Continue to work closely with external agencies and stakeholders to support student attendance and engagement.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	55	54	43	39
Girls	62	61	61	59

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	71.7	60.7	54.7	68.5
8	69.6	44.6	34.1	55.6
9	65.1	49.9	36.6	36.2
10	65.9	39.5	45.3	35.5
11	58.1	40.4	19.7	30.3
12	54.9	53.9	36.7	26.1
All Years	66.1	46.2	36.7	41.0
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

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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	5	40
Employment	0	10	50
TAFE entry	0	5	0
University Entry	0	0	0
Other	0	5	0
Unknown	0	5	10

## Year 12 students undertaking vocational or trade training

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40.00% of Year 12 students at Walgett Community College - High School undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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54.5% of all Year 12 students at Walgett Community College - 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)	2
Head Teacher(s)	5
Classroom Teacher(s)	12.4
Learning and Support Teacher(s)	0.7
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 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	2,967,277.16
<b>Revenue</b>	6,552,684.28
Appropriation	6,426,186.90
Sale of Goods and Services	54,373.73
Grants and contributions	53,890.80
Investment income	6,268.94
Other revenue	11,963.91
<b>Expenses</b>	-6,445,561.30
Employee related	-4,006,167.70
Operating expenses	-2,439,393.60
<b>Surplus / deficit for the year</b>	107,122.98
<b>Closing Balance</b>	3,074,400.14

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	164,583
<b>Equity Total</b>	924,751
Equity - Aboriginal	422,188
Equity - Socio-economic	371,713
Equity - Language	0
Equity - Disability	130,851
<b>Base Total</b>	3,220,419
Base - Per Capita	28,410
Base - Location	67,356
Base - Other	3,124,652
<b>Other Total</b>	1,384,190
<b>Grand Total</b>	5,693,943

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](https://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

35 students completed the Tell Them From Me survey in 2023, providing feedback and findings in 3 key areas - Expectations for Success, Sense of Belonging and Advocacy at School. 46% of students responded positively about Advocacy at School compared to 53% the previous year. 58% of students responded positively to Expectations for Success which also declined from 64% the previous year. Sense of Belonging was 49% positive compared to 58% in 2022.

Parents were invited to the school on a number of occasions in 2023 to engage and provide feedback. The new Mobile Phone policy was one particular instance where parents and carers gave feedback on the implementation of the new policy and were overwhelmingly supportive of the ban. Parents were presented with the 5 options for managing mobile phones at school and clearly preferred the option of students handing their phones in at the office. This option was decided upon as the local policy.

Staff completed the Making School a Better Place 'Pulse' Survey twice in Terms 1 and 2. Staff provided responses in both qualitative and quantitative form. 50% of staff surveyed felt they were part of the WCCHS Team and 45% of staff surveyed indicated that the staff works together to support the Leadership Team. Overall staff rated the school culture at 52/100, remaining steady compared to other results over the past 18 months.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.