West Wyalong High School
Annual School Report 2014
School context statement

Students at West Wyalong High School continue to access a wide range of academic, cultural, social and sporting programs. The school provides many opportunities for students to overcome their rural isolation. Students are happy and resilient and are active members of their community.

Students are supported by a committed, professional, and caring staff dedicated to the welfare and well-being of all students. Staff provide many extra-curricular opportunities for students and devote significant time to support students in their sporting and academic pursuits.

2014 saw the continuation of a range of successful school programs including Middle School and the Lake Cowal Conservation Centre.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The school’s enrolment continues to remain relatively stable. Changes that do occur reflect the overall demographics in this age group for the Bland Shire.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>149</td>
<td>151</td>
<td>156</td>
<td>152</td>
<td>149</td>
<td>137</td>
<td>138</td>
</tr>
<tr>
<td>Female</td>
<td>180</td>
<td>179</td>
<td>170</td>
<td>175</td>
<td>171</td>
<td>180</td>
<td>164</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school keeps parents informed of concerns about attendance. SMS messages are sent home for unexplained absences every morning. Regular roll checks and parental contacts are made to check the legitimacy of student absences. Rolls are marked electronically every period and discrepancies are followed up. Should a student become absent without notice during the school day parents are contacted via SMS. The welfare team monitors absences and attendance patterns and identifies and acts upon any welfare concerns. When school intervention has been unsuccessful in ensuring the regular attendance of a student the matter is referred to the Home School Liaison Officer.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>employment</td>
<td>6%</td>
<td>10%</td>
<td>47%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>4%</td>
<td>6%</td>
<td>26%</td>
</tr>
<tr>
<td>university entry</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
</tr>
<tr>
<td>other</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>unknown</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The majority of students stay on and complete Year 12. Those students who leave early do so to...
take up apprenticeships or traineeships or permanent employment. Of the 34 students who completed Year 12, 6 gained apprenticeships or traineeships, 16 gained full time employment and 13 have taken up study through university or TAFE.

Year 12 students undertaking vocational or trade training

Eighty percent of Year 12 students also attained their HSC vocational education qualification. This was across a range of subjects, including construction, hospitality and metals and engineering. All of these students received log books of the competencies to present to future employers.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of Year 12 students attained their HSC.

Workforce information

West Wyalong High School has an experienced staff with a strong focus on maintaining and developing learning opportunities that enhance every student’s ability to achieve their potential.

Support staff are key players in providing an environment for quality teaching and learning. They assist students and staff in the classrooms; perform administrative duties in the offices and library; and maintain and improve the school grounds. All staff share a strong commitment to the students and school community.

A number of new scheme teachers joined the staff in 2014. Four staff received accreditation at Professional Competence.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
</tr>
</tbody>
</table>

There were no permanent indigenous peoples employed in 2014.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff participated in professional learning activities in 2014. An audit of the professional learning needs of staff was undertaken at the beginning of the year and focused professional learning was sought to address the areas of weakness. Other activities focused on the explicit teaching of literacy.

2014 saw the continuation of weekly professional learning sessions for all staff. These sessions occurred on a Wednesday morning for one hour and covered whole school priorities, individual learning and collaborative learning experiences.

Average expenditure per teacher on professional learning was $1,153.03, with total school expenditure on teacher professional learning of $35,744.00. All staff participated in the school’s staff development days. These days saw a focus on literacy, assessment for learning and reporting.

Beginning Teachers

Beginning teachers were provided with a mentor who supported them in the development and delivery of quality lessons and resources. The mentor program provided opportunities for staff observations and opportunities to collaborate on teaching and learning.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>200129.36</td>
</tr>
<tr>
<td>Global funds</td>
<td>268437.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>329758.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>105284.15</td>
</tr>
<tr>
<td>Interest</td>
<td>6969.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>87665.87</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

West Wyalong students continue to achieve across a wide range of activities. The breadth of opportunities and the high expectations of the whole school community create an environment for student achievement.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

### HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2014</td>
<td>-8.0</td>
<td>-3.7</td>
<td>-14.3</td>
</tr>
<tr>
<td>SSG Average 2014</td>
<td>-1.2</td>
<td>-2.3</td>
<td>-3.9</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Other achievements

Arts

For the fourth time students entered the Dramatic Minds Festival. This required students to write, direct and perform a play based around mental health issues.

Three students performed in the NSW Public Schools State Choir at the Sydney Opera House and went on to perform in the School's Spectacular.

A group of 20 students from years 7-10 travelled to Wyalong Public School to present musical acts at their Education Week Celebration. These students included the Junior Vocal Group, Solo performers and the Senior Vocal Group.

Students in Year 8 attended a drama workshop conducted by the visiting Zeal Theatre Company. Zeal Theatre also performed for our students.

The school entered teams in the Years 7/8 and 9/10 State Debating competitions.

Sport

West Wyalong High School students experienced a variety of successes on the sporting field during 2014. There were 18 teams entered in various sporting competitions that competed in 10 different sports.

School carnivals continued to have high participation rates and a number of students were selected in the Western Region swimming and athletics teams.

Other

2014 proved to be a very successful year for Willow Glen Angoras. The show teams had major success at the NATS in Goulburn, the Australian Sheep and Wool Show in Bendigo and the Sydney Royal Easter Show. They continued their dominance in the Angora Paraders and judging competitions and were triumphant in the state and national competitions.

All students in years 9 and 10 took part in the Premier’s Volunteering Program. Students collectively contributed in excess of 2000 hours of volunteering to the wider community. This volunteering occurred both within school and outside of school. The types of activities included: peer support, canteen volunteering, set up and cleanup of the showground for the West Wyalong Show, refereeing and umpiring at a wide range of sports, fundraising, tree planting, horse judging etc. A large number of students completed enough hours to be awarded Certificates from the NSW Premier.

Many students received Bronze Awards for 20 hours of volunteering, Silver Awards for 40 hours of volunteering, Gold Awards for 60 hours of volunteering and Diamond Awards for 80 hours of volunteering.

Each Thursday afternoon a group of Year 10 students volunteered to visit our local Aged Care facility, Waratah Village. The girls spent the afternoon chatting to residents as well as carrying out some hand care activities.

Ten West Wyalong High students travelled to Penrith to participate in the Rotary Work Experience Program. Students were located in workplaces such as Veterinary Clinics, Engineering, Design, Media, Fitness, Health and Education.

Significant programs and initiatives – Policy and equity funding

Student Leadership

West Wyalong High School’s student leadership program continued to successfully develop and nurture the leadership skills of student leaders. The program is highly regarded due to the opportunities it gives to all students who aspire to be better leaders and have a strong desire to make significant contributions to the school community. The success of the program can be measured by the large number of students who volunteer to be part of the program. Between 15 to 30 students from each year group (years 7 – 11) take part in the program each year. All students are welcome in the program with the only criteria being that students are to ensure they demonstrate responsible behaviour at all times and be active members of the team. Some of the highlights for the year included:

- Student leaders from years 9 and 10 took turns to MC whole school assemblies each week. This gave students the opportunity to develop their skills and confidence at getting up on stage and talking to the entire school body. For a large proportion of students this represented their first opportunity to take part in such an activity.
Year 11 leaders each took their turn at addressing the entire school body at weekly whole school assemblies. Each student was required to prepare and deliver a speech that informed the school body of important issues, issues that the student leader felt impacted on society, whether it was on a local, national or international level. This gave each student the opportunity to lift their profile in the school while also developing their confidence and skills at public speaking.

Selected year 11 leaders were trained in and delivered, an anti-bullying program to year 6 students from our partner schools. The program took place over 3 lessons and successfully developed the skills of these students while also enhancing the welfare program at West Wyalong High School.

All student leaders took an active role in organising and running the whole school event known as SCOOD. The event took place over half a day where student leaders organised activities, foods and beverages for the entire student body. The event raised money for worthwhile charities while giving leaders the opportunity to develop their organisational and leadership skills.

Aboriginal education

In collaboration with the West Wyalong Lands Council, WWHS continued to strengthen its connections between Indigenous and Non Indigenous Australians in our community with the involvement of guest presenters and performers throughout the school year. Through the use of local guest speakers students were able to gain a better understanding of the local community and the history and culture of the Wiradjuri. Teachers at WWHS continue to enhance students understanding of Aboriginal history, culture and contemporary Australia with Aboriginal education incorporated into programming across all KLA’s.

Students from WWHS were invited by the West Wyalong Local Aboriginal Land Council to join in a unique day of themed interactive entertainment to celebrate our Community NAIDOC Event.

All students in Year 8 took part in the ‘River Dreaming’ canoeing and camping trip on the Lachlan River run in conjunction with the Lachlan Catchment Management Authority.

Multicultural education and anti-racism

Approximately twenty five students from West Wyalong High and Middle School attended the Harmony Day activities at the West Wyalong Wetlands.

Students have had opportunities to engage in multicultural activities through attending live performances in Griffith and Wagga and through programs embedded in the school curriculum in English and in the elective subjects in Years 9 and 10. Through this variety of activities students were engaged in experiences of other cultures, societies and points-of-view.

Aboriginal background

The school works closely with the West Wyalong Local Aboriginal Lands Council to implement the Aboriginal and Torres Strait Islander Education Action Plan. Our partnership ensures collaboration between the school, Aboriginal families and Aboriginal community.

Project based learning has provided authentic experiences for quality teaching and learning for Aboriginal students. This has included a partnership with the local council in the development of a local wetland.

Socio-economic background

The Middle School program continues to provide a transition for all students into high school. It strengthens the partnership between the community of schools and families across schools. It enhances students’ access to a wider range of curriculum learning experiences, specialist teachers and resources.

In 2014 the school trial personalised learning programs for all students in Year 9. This ensured a focus on pathway planning for all students and the delivery of resources in an equitable manner.

Learning and Support

The Learning and Support team provided teacher professional learning in making reasonable adjustments to teaching and learning program and lesson artefacts.

The introduction of personalised learning plans for all students in a cohort improved the delivery of teaching and learning programs.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- SWOT Analysis
- Longitudinal analysis of NAPLAN data
- Stakeholder surveys

School planning 2012-2014:

School priority 1

Curriculum and assessment

Outcomes from 2012–2014
To increase overall achievement in literacy and numeracy.

Evidence of achievement of outcomes in 2014:

- Students continue to make strong progress in numeracy. With high value-added data from Year 7 to Year 9.
- Students in years 7 and 8 progressed along the literacy continuum in reading comprehension.
- Students across years 7 -12 accessed a formalised study program.

Strategies to achieve these outcomes in 2014

- Extend literacy continuum use across years 7 – 10.
- Situational analysis of numeracy.

School priority 2

Literacy and numeracy

Outcomes from 2012–2014
Decreased gap between male and female students in literacy achievement.

Evidence of achievement of outcomes in 2014:

- Males progressed along the literacy continuum.
- Male value-added in literacy higher than female value-added.

Strategies to achieve these outcomes in 2014:

- Continued professional learning for staff in explicitly teaching literacy strategies.
- Expansion of the grammar program.
- Continued focus on differentiated learning.

School priority 3

Student engagement and attainment

Outcomes from 2012–2014
All students developing pathways planning skills.

Evidence of achievement of outcomes in 2014:

- An increase in the percentage of stage 6 students completing a minimum of 35 hours industry work placement or work experience from 65% to 85%
- An increase in the number of SBAT and VET qualifications.

Strategies to achieve these outcomes in 2014:

- Faculty programs highlight the teaching of workplace skills.
- Teaching strategies highlight employment related skills.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

All parents surveyed expressed overall satisfaction with the school. They believe the school takes concerns they have seriously and that the school is meeting the academic needs of their children.

A survey of teaching and support staff found a high level of satisfaction. Staff appreciated the supportive environment and the happy cohesive team of which they are a part. Students particularly appreciated the wide range of extra-curricular activities available to them. They also strongly agreed that staff expected them to achieve their best. Senior students highlighted their appreciation of the willingness of staff to help them after school and in school holiday time.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be
published on the school’s website from the beginning of Term 2 2015.

The school underwent an extensive two year consultation process. The process started with a whole school review of teaching and learning and included consultation with all stakeholders. The whole school review formed the starting point for establishing the school vision, strategic directions and improvement measures. These were then interrogated by all stakeholders to establish the current vision, direction and evaluation mechanisms for this school plan.

This consultation and interrogation process included the following processes and stakeholders:

- Student focus groups
- Student personal learning profiles
- Staff planning workshops
- Staff focus groups
- Leadership team forums
- Parent focus groups
- Parent meetings – information nights, performance nights, excursions, parent teacher nights
- Partner schools – regular meetings
- Community focus groups
- West Wyalong Local Aboriginal Lands Council
- Community partners feedback eg work placement and work experiences surveys and site visits.
- Local Council – youth development forums, community events
- School evaluations
- School data
- SWOT analysis

**Strategic Directions**

**STRATEGIC DIRECTION 1**

**Active Learning**

**Purpose:**

An analysis of longitudinal data shows low progression and proficiency in reading and writing across the whole school. For students to achieve a Band 4 or higher in the HSC they must complete year 10 at cluster 16 on the literacy continuum. Active learning is needed to ensure all students progress with a year’s learning equal to a year’s growth.

**STRATEGIC DIRECTION 2**

**Explicit Teaching**

**Purpose:**

Teachers need to know how to maximise their impact in the classroom. All interventions have an impact but we need teaching strategies/programs that add value to student learning. We want all teachers to know the impact they have on learning based on research and the evaluation of data. We need to identify and develop those teachers who have powerful influences on student learning and acknowledge excellence and expert teachers.

**STRATEGIC DIRECTION 3**

**Inspiring Leading**

**Purpose:**

Inspired leading occurs at all levels in the school and is essential to the ongoing success and improvement of the school. All staff are responsible for student learning, development, engagement and success. The development of leadership skills in staff and students is critical to ensure a self-sustaining and self-improving school community. Developing the expertise and professional capabilities of leaders and teachers to deliver quality education for children and young people, and lead improvement in outcomes.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Jenene McGrath – Principal
Greg Sheens – Deputy Principal
Grant Lloyd – Head Teacher
Darryl Meredith – Head Teacher
Maxine Martin – Head Teacher (Rel.)
Joanne Kirkby – Head Teacher

Leonie Meredith – Head Teacher (Rel.)

Neil Pokoney – Careers/Transition Teacher

School contact information

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School Code: 8392

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: