

# WAGIN DISTRICT HIGH SCHOOL

## 2016 SCHOOL REPORT

### **OUR SCHOOL CONTEXT**

It is with pleasure we present the 2016 Wagin District High School annual report. This provides an overview of our achievements, operations and events for 2016.

Wagin District High School is a rural school with a mix of town and farming families, we have a dedicated, professional staff, who are committed to ensuring our students Aim High to achieve their potential. Wagin District High School is able to offer inclusive classes with experienced teachers in English, Mathematics, Science, Society & Environment, Design & Technology, Home Economics, Health & Physical Education, Art, Early Childhood and Primary Education.

Majority of our secondary teaching staff teach across the school from Pre-Primary to Year 10. We are also fortunate to have a supportive community and parent body. Both the School Council and Parents and Citizens Association are proactive participants in many school activities and decision making processes. Our school vision is to provide an empowering environment for life-long learning. Our vision underpins our decision making processes to ensure we enable all children to achieve their potential.



## HIGHLIGHTS AND CELEBRATIONS

Winter Carnival

Athletics Carnival

Swimming Carnival

Year 10 Graduation

Woolorama Display

Inter-School Swimming Carnival

Inter-School Athletics Carnival

TAGS Program

Year 7 National Australian History Champion

National Simultaneous Storytime

APEX- Teenage Youth Fashion Awards

Presentation Day

Entertaining Assemblies

Careers Camp

Leadership Camp

ANZAC Ceremony

Aboriginal Playgroup

Book Fair

Breakfast Club

NAPLAN Progress

Year 6 Camp

Skills West Expo

Kindy Transition

Youth Focus

Teddy Bears Picnic

White Ribbon

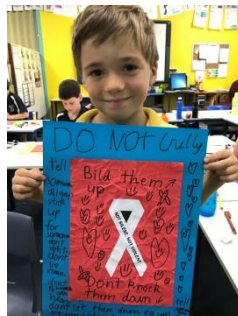
Messy Play

Bendigo Bank Netball Carnival

Country Week - Mixed Basketball Champions

Drama Production - Hating Alison Ashley

Country Week - Netball team Sportsmanship award recipients





## **TEACHER SATISFACTION**

The National School Opinion Survey was conducted in 2016. Feedback is also sought from students, staff and parents at various times throughout the year. The information gathered is used when self assessing our progress and in setting future directions.

**Parents:** Overall, parents indicate a high level of satisfaction with teaching staff and the expectations, care and feedback shown to students. They also indicated teachers are approachable and work with families to support student learning. The major area for focus is managing student behaviour; however, it is pleasing to note the overwhelming majority of parents understand our Positive Behaviour Support program and the support offered to families when addressing behaviour concerns.

**Students:** Overall, students indicate a high level of satisfaction with the expectations teachers have for them to do their best, the feedback they are provided, that our school looks for ways to improve and that teachers motivate them to learn. Areas for focus include managing student behaviour and ensuring students are treated fairly. Pleasingly students understand the purpose of our Positive Behaviour Support program and feel they have at least one adult at school they can talk to when concerned.

**Staff:** Staff survey results indicate satisfaction when working with students and parents, the level of staff expectation and that as a school we strive for ways to improve. Areas for focus are student behaviour and providing staff with useful feedback. Pleasingly 85% of staff surveyed have a strong understanding of the purpose of our Positive Behaviour Support Program.

## **PROGRESS ON SCHOOL PRIORITIES**

**TEACHING & LEARNING:** Our objective is to improve teaching and learning across the school with specific targets in Literacy & Numeracy. Specific targets are set for year groups, individuals and groups of students across the school. While they are being achieved in several areas across all year groups emphasis still needs to be given to strengthening teaching and learning to differentiate learning across the range of student abilities. Reading will continue to be a school focus, with guided reading being a major focus across Pre-Primary to Year 6 and targeted reading support being provided in Year 7-10. Writing results are beginning to improve, the whole school approach to writing and our partnership with the North East Metropolitan Language Development Centre (NEMLDC) will continue into 2017 to support further progress in this area. Spelling, Grammar and Punctuation are also addressed via reading and writing tasks in addition to explicit instruction in these areas. With our continued partnership with the NEMLDC, an updated and revised Whole School English Plan and targeted support for teachers and students, our results will continue to improve. While NAPLAN is reported here, a range of assessments are used to ensure students are provided many opportunities to show progress at an individual level.



### **Literacy as measured against National Testing**

#### **Percentage of Students At or Above Minimum Standards (NAPLAN)**

NAPLAN	Yr 3		Yr 5		Yr 7		Yr 9	
Year of Assessment	2015	2016	2015	2016	2015	2016	2015	2016
Reading	91%	82%	93%	78%	91%	84%	88%	85%
Writing	91%	91%	96%	93%	64%	68%	65%	71%
Spelling	75%	82%	93%	85%	64%	74%	71%	71%
Grammar & Punctuation	88%	68%	89%	93%	64%	84%	82%	79%

#### **Percentage of Students Achieving in Top Bands (better than like schools)**

NAPLAN	Yr 3	Yr 5	Yr 7	Yr 9
	Bands 6-10	Bands 8-10	Bands 9-10	Bands 10
Reading	5%	7%	11%	8%
Writing	9%	0%	0%	0%
Spelling	14%	4%	0%	11%
Grammar & Punctuation	9%	15%	11%	0%

### **Numeracy as measured against National Testing**

#### **Percentage of Students At or Above Minimum Standards (NAPLAN)**

NAPLAN	Yr 3		Yr 5		Yr 7		Yr 9	
Year of Assessment	2015	2016	2015	2016	2015	2016	2015	2016
Numeracy	82%	84%	93%	89%	91%	83%	100%	100%

#### **Percentage of Students Achieving in Top Bands (better than like schools)**

NAPLAN	Yr 3	Yr 5	Yr 7	Yr 9
	Bands 6-10	Bands 8-10	Bands 9-10	Band 10
Numeracy	11%	11%	6%	0%

While our 2016 Numeracy results continue to demonstrate progress in Year 3 and 9 and that several students across Year 3, 5 and 7 are achieving excellent results a continued focus on explicit instruction will continue in 2017. Numeracy Blocks will continue to be used across primary, along with targeted professional learning for teaching staff.

### **POSITIVE WITH NAPLAN**

The Australian Curriculum, Assessment and Reporting Authority (ACARA) have recognised our school as demonstrating **substantially above average gain in NAPLAN results** since 2013.

***"On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement." Robert Randall CEO ACARA***

**LEARNING ENVIRONMENT:** Our objective is to create engaging, relevant student focused learning environments. This objective had targets to support student engagement and behaviour and teacher feedback. A major focus in 2016 was ensuring students knew the intention of each lesson and that they were given specific feedback to assist improvement. Other major strategies include implementing individual and group plans for students at educational risk (SAER) including talented and gifted students. Staff worked with Jenny Mackay to gain skills and increase their understanding of student behaviour and strategies they can implement to support positive behaviour, including having clear lesson intentions. This will continue to be a focus in 2017.

Student suspensions increased by 3.5 days when compared to 2015 data; however the number of students suspended remained steady. Behaviour support including our School Chaplain, Mentors, Breakfast Club, Classroom Teachers, Form Teachers, School Administration, our AIEO, Education Assistants and, when required, outside agencies continue to work with students and families to support positive behaviour.

Support for SAER students is a major focus with teaching staff, school administration, families and outside agencies working collaboratively to support students across the school. 2016 saw the continuation of our talented and gifted program being offered to identified Year 5 and 6 students, this will be offered to Year 7 and 8 students in 2017. Year 5 and 6 students continue to participate in regional PEAC sessions in addition to participating in special events.

**LEADERSHIP:** Our objective is to increase leadership opportunities and ability to deliver effective, relevant and engaging learning programs. Throughout 2016 staff were afforded several opportunities to engage in leadership roles including:

- Leading committees across the school to review and/or draft whole school policy
- Acting in administration roles
- Representing Wagin District High School on community committees e.g. Wagin Early Years Network
- Representing staff on the Finance Committee and School Council
- Delivering Professional Learning
- Participating in Network Hubs
- Organising whole school events
- Organising camps, excursions and incursions

Student leadership was supported throughout 2016 by providing opportunities for students to:

- Participate on Student Council
- Organise and host whole school events
- Represent Wagin District High School in the wider community
- Year 9 and 10 student volunteer one hour each week across the school
- Host whole school assemblies



**RELATIONSHIPS AND PASTORAL CARE:** Our objective is to improve student attendance, behaviour and well-being across the School K-10. Major strategies include improving attendance, increasing positive behaviours and strengthening links with families and the wider community.

**Students with regular attendance (90% or above)**  
**(\* better than like schools, \*\* better than state)**

Year	Primary	Secondary
2014	90.2%	<b>**90.5%</b>
2015	90.7%	83.7%
2016	90.8%	80.1%

Wagin District High School attendance rates continue to be on par with like schools and slightly lower than all Western Australian public schools. Secondary attendance is low due to students being on whereabouts unknown and transiency. Primary attendance rates are remaining steady. A severe bout of winter flu also impacted student attendance across the school in term three.

To continue to improve and support attendance, school staff regularly monitor attendance by sending SMS messages daily to families when their child is absent, sending letters to families when their child's attendance falls below 90%, conducting home visits and/or have phone conversations with families. Classroom teachers ensure their classroom environment is welcoming and supportive and follow our Positive Behaviour Support matrix to build positive relationships and expectations across the school. Our Chaplain will also continue to be available 5 days per week to support students including operating breakfast club, lunch time activities, seeking mentors for students and providing support to students, staff and families to ensure attendance is a priority.

To improve attendance for 2017 staff at Wagin District High School will continue with the above strategies, along with providing attendance information before the commencement of the school year and throughout the year in the school newsletter.

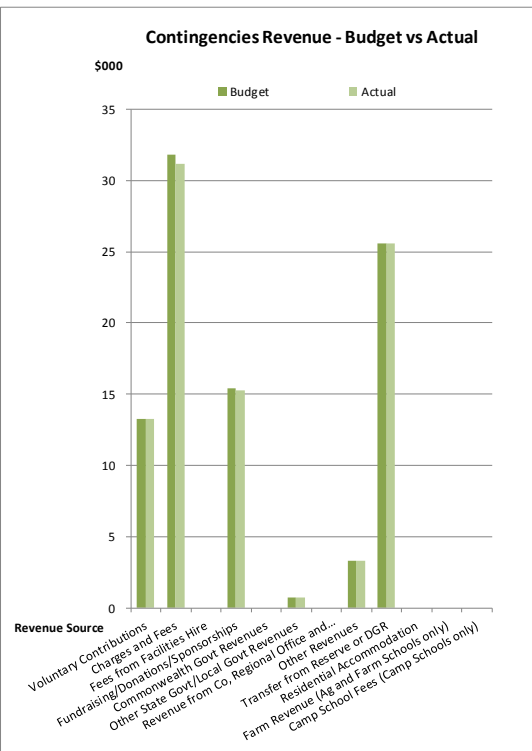
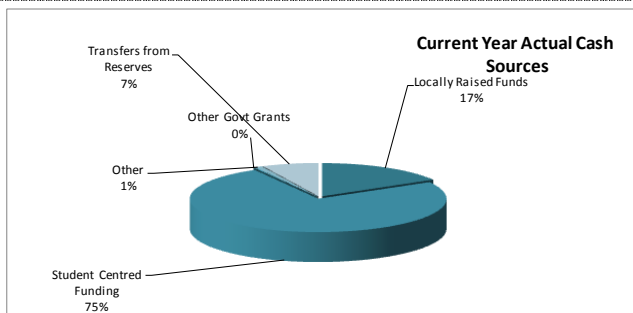
To ensure families are provided opportunities to engage with school we continue to foster open and transparent communication between school and home by:

- Distributing a fortnightly newsletter
- Inviting parents to information sessions
- Requesting parent involvement at whole school events
- Conducting whole school assemblies throughout the year
- Informing parents when their child is involved in an incident
- Emailing, phoning or meeting with parents as needed
- Sending home interim reports for Year 7-10 students in Terms 1 and 3
- Sending home 2 formal reports each year for all students
- Classroom support rosters for group work in Kindy - Year 6
- Using SMS to support attendance and to keep parents up to date when students are off school site e.g. expected time of return from an excursion
- Seek parent feedback after whole school events and bi-annually
- Sending home permission notes and information relating to specific school events
- Active P&C
- Active School Council

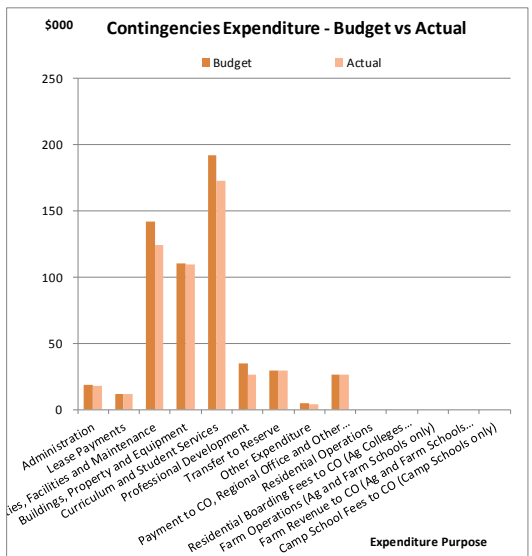
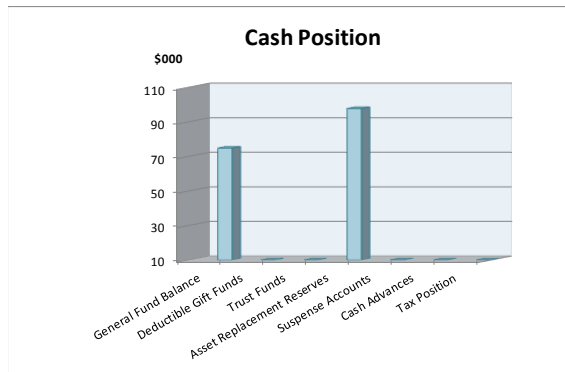
To continue to support family involvement across the school in 2017 we will investigate using alternative methods of communication such as Connect.

**Wagin District High School**  
Financial Summary as at  
31.12.2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 13,298.00	\$ 13,298.00
2	Charges and Fees	\$ 31,812.50	\$ 31,176.33
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 15,415.09	\$ 15,254.70
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,326.05	\$ 3,292.72
9	Transfer from Reserve or DGR	\$ 25,566.00	\$ 25,566.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 90,167.64</b>	<b>\$ 89,337.75</b>
	<b>Opening Balance</b>	<b>\$ 236,038.00</b>	<b>\$ 236,037.55</b>
	<b>Student Centred Funding</b>	<b>\$ 269,098.00</b>	<b>\$ 269,098.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 595,303.64</b>	<b>\$ 594,473.30</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 595,303.64</b>	<b>\$ 594,473.30</b>



	Expenditure	Budget	Actual
1	Administration	\$ 18,247.00	\$ 17,552.53
2	Lease Payments	\$ 11,175.35	\$ 11,175.19
3	Utilities, Facilities and Maintenance	\$ 141,713.00	\$ 124,205.82
4	Buildings, Property and Equipment	\$ 109,853.14	\$ 109,299.83
5	Curriculum and Student Services	\$ 191,318.36	\$ 171,927.74
6	Professional Development	\$ 34,260.00	\$ 26,198.39
7	Transfer to Reserve	\$ 29,124.00	\$ 29,124.00
8	Other Expenditure	\$ 4,240.00	\$ 3,827.72
9	Payment to CO, Regional Office and Other Schools	\$ 26,387.00	\$ 26,386.50
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 566,317.85</b>	<b>\$ 519,697.72</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 566,317.85</b>	<b>\$ 519,697.72</b>
	<b>Cash Budget Variance</b>	<b>\$ 28,985.79</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 167,768.72</b>
Made up of:	-
1 General Fund Balance	\$ 74,775.58
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 97,657.56
5 Suspense Accounts	\$ 237.58
6 Cash Advances	\$ -
7 Tax Position	\$ 4,902.00
<b>Total Bank Balance</b>	<b>\$ 167,768.72</b>