2009 Annual School Report
Walgett Community College

NSW Public Schools – Leading the way
Messages

Principal's message

The year 2009 was a new chapter in the structure of Walgett Community College. It moved from having three principals to one who has control of both the high school and primary school sites.

Extra positions were added to support community desires. The Gamilaraay Language is taught from preschool to Year 7 by Ms Karen Flick. A room was established to support suspended students return to school earlier than would normally have been the case. A sports position was added to address the need for the demands of students participating in local and district competitions and to improve the delivery of sporting opportunities at school.

In the executive roles, a deputy position was created to support programs across the school and an assistant principal position developed to support the teaching of the Aboriginal Education Policy requirements across the school.

The school was shaped into three departments being based on the NSW Department of Education and Training’s (DET) research and documents that support junior, middle and senior years. The junior and middle divisions are situated on the Warrena St site. The senior division is at the Arthur St site.

Numerous other changes were made in a minor way to allow the new structure to function. For the first year of the model I am delighted with the progress. With any change there are always unforeseen issues and my staff and students rose to the occasion magnificently. This attitude bodes well for the new school year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Peter Partridge

Student representative’s message

As students of Walgett Community College-High School we have had many opportunities in developing the school culture and leadership. Members of the School Representative Council (SRC) met regularly to discuss issues such as littering, uniforms and the school aesthetics. Fund raising was also a key factor of the SRC. Fund raising was done for the school and other organisations such as Cancer Research. The SRC hosted a number of BBQ’s at school and community events.

A number of students were members of the Walgett Shire Youth Representative Council. This involved meeting with students from the local shire schools (including Collarenebri and Lightning Ridge) and looking at issues faced by youth in shire. The representatives organised activities including discos, movie nights and local infrastructure modifications (local skate parks in each town). These meetings were the student's opportunity to have a leadership role in their community and were supported by the school.

A number of programs focussed on student well being. The Anti Bullying and Student Merit System were surveyed and rewritten to incorporate the student’s beliefs and values.

The Walgett Community College School Board positions were adjusted to include school captains so students had a voice in the Board’s decisions for future directions.

A number of students, including students with disabilities, were involved in Adopt a School and Career Transition Support Programs. These programs allowed students to attend work regularly and develop leadership and work ethic skills.

Paul Ryan School Captain

School context

Student information

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

Student enrolment profile
The school introduced a strengthened attendance plan in 2009. The plan involved daily calls to families with students absent, street beats three times a day and referral of acute cases to specialist personnel in the DET.

The school's internal data suggests for those students living in Walgett, regular attendance was a feature. There was some truanting in secondary that the school moved to address.

The biggest impact on the school’s overall attendance figures was its having to include on the rolls, students living out of town but not attending another school and others placed in institutions. These students could account for 95% of the daily absences and the school had no control over their attendance.

The junior and middle divisions offered “lunch with the principal” at one of the venues in town for those students with 95% or better attendance in a term. Approximately 25% of students were rewarded which is a significant number for the school.

Management of non-attendance
The school worked diligently on non-attendance. Apart from those out of town as mentioned above, the school visited homes to discuss attendance with families, rang daily to check the student was home and involved specialist DET staff.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

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Class sizes
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The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<td>5</td>
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<td>3-6HORAN</td>
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<td>KD</td>
<td>K</td>
<td>15</td>
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Retention to Year 12
The school’s retention rate for 2009 was 28.6%. However, this was influenced by students leaving the town and attending schools in other districts or going to employment.

Post-school destinations

Year 12 students undertaking vocational or trade training
Sixty-six percent of Year 12 students undertook vocational training in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification

<table>
<thead>
<tr>
<th>School</th>
<th>SC03 - HSC0 5</th>
<th>SC04 - HSC0 6</th>
<th>SC05 - HSC0 7</th>
<th>SC06 - HSC0 8</th>
<th>SC07 - HSC0 9</th>
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<tbody>
<tr>
<td>Scho</td>
<td>38.1</td>
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<td>35.3</td>
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<td>SEG</td>
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Staff information

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<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.5</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18.188</td>
</tr>
</tbody>
</table>
In 2009 19 out of 34 teaching staff were New Scheme Teachers (NST) – teachers in their first three years of teaching. K-6 had mainly temporary NST who were unable to access the Teacher Mentor allocated to secondary. This will be resolved in 2010.

Only 2 staff had taught for more than 15 years. Seven were in their first year of teaching.

Six out of ten executive staff were in the school for 4 or more years. However, of the 6, only 1 had held the position for longer than one year. This meant that the executive were very inexperienced in their current positions. Two of the head teacher positions were filled by NST.

There was 15 temporary teaching staff.

Fourteen teachers were in their first year of teaching at Walgett, 16 were in their first 5 years. Four staff members had lived in Walgett for longer than 10 years.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>79</td>
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<tr>
<td>Postgraduate</td>
<td>21</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2009

Income $  
Balance brought forward 300 376.06  
Global funds 230 672.15  
Tied funds 196 047.90  
School & community sources 37 887.54  
Interest 8 446.76  
Trust receipts 19 992.31  
Canteen 0.00  
Total income 793 422.72

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Key learning areas</th>
<th>23 376.58</th>
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<tr>
<td>Excursions</td>
<td>8 784.38</td>
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<tr>
<td>Extracurricular dissections</td>
<td>11 472.04</td>
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Library 2 495.98  
Training & development 2 812.09  
Tied funds 194 976.92  
Casual relief teachers 889.32  
Administration & office 134 839.70  
School-operated canteen 0.00  
Utilities 55 826.52  
Maintenance 67 196.54  
Trust accounts 24 545.71  
Capital programs 101 940.62  
Total expenditure 629 156.40

Balance carried forward 164 266.32

Primary

Date of financial summary: 30/11/2009

Income $  
Balance brought forward 493025.90  
Global funds 206945.57  
Tied funds 351218.33  
School & community sources 27961.53  
Interest 15524.73  
Trust receipts 1586.06  
Canteen 50225.88  
Total income 1146488.00

Expenditure

Teaching & learning

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<tr>
<th>Key learning areas</th>
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<td>Excursions</td>
<td>91.85</td>
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<tr>
<td>Extracurricular dissections</td>
<td>77199.32</td>
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</tbody>
</table>

Library 1606.82  
Training & development 5915.67  
Tied funds 515647.27  
Casual relief teachers 1814.34  
Administration & office 57873.87  
School-operated canteen 37139.15  
Utilities 49811.45  
Maintenance 29684.73
A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Board. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Moorambilla Choir

Early 2009 the organisers of the Moorambilla festival came to the school to audition students for participation in the Moorambilla Regional Boys and Girls Choirs. Participation involved a considerable commitment from students, requiring them to attend rehearsals in Walgett throughout the year and also attend two residential workshops in Barradine along with students from many other schools in the region.

Four students, Stewart Murray, Barbara Kennedy, and sisters Claudia and Theresa Murray put in the effort to attend all rehearsals and performed with pride in the two gala concerts held in Coonamble in September.

These students had a wonderful, rich cultural experience and were excellent ambassadors for their school and community.

We hope to continue participating in this music program and have many more student representatives at Moorambilla next year.

Sport

In 2009, Walgett Community School participated in numerous sporting events throughout the year. In the NSW Primary School Sports Association (PSSA) knockouts and the NSW Combined High schools(CHS), the school fielded teams in:

- Cricket
- Netball
- Rugby League
- Basketball

The school was also lucky enough to participate in several coaching clinics throughout the year. These clinics included:

- Golf
- Cricket
- Rugby league
- Basketball
- Netball

The school held several successful events throughout the year. For the first time we held K-12 athletics and cross country carnivals. These days proved to be a major success with the interaction between the older students and younger students a major positive.

The school also continued its fantastic relationship with the Country Rugby League (CRL). The CRL ran skills clinics, gala days, refereeing courses, first aid courses and coaching courses throughout the year.

A group of our high school students completed a business services course which was run by the CRL. The students learnt the skills needed to run a successful gala day and how to organise events. They ran several gala days on their own through the year.

The CRL supported the school in running the Ricky Walford and Neville Thorne shields in Term 3. Also, for the first time, an all girls rugby league tournament was held. The inaugural Vicki Lang shield proved to be extremely popular and will grow as big as the other tournaments in the years to come.

The school had students chosen in representative teams for the following sports:

- Rugby league
- Netball
- Swimming
- Athletics
- Cross country

The primary school ran a successful swimming program in terms 1 and 4 which increased our students’ swimming skills and improved their safety in the water.

Other

The secondary developed numerous programs to support, develop and engage students. These programs were developed to enhance students’ sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships.
Programs included:

- **School Representative Council (SRC).** Students in this group were representatives of their year cohort. This allowed students to identify formal and informal school activities that promoted a sense of belonging for students.

- **Cultural Experiences** included Hip Hop, Yaama FM (the school radio), visits to the Narran Lake, Cuddy Springs. These experiences allowed students to feel a strong sense of belonging to their local environment and community.

- A successful breakfast program and Walgett Aboriginal Medical Service (WAMS) supported community involvement and engagement.

- **School Merit System.** Students were encouraged to recognise and respect the needs, interests, rights and values of others and to act to ensure the safety of themselves and others. Students were encouraged to take responsibility for individual roles and contribute positively to group objectives.

- **Adopt a School Projects and Career Transition Support.** Trades in Schools, Walgett Shire Council, Kookaburra Court and Café 64 all supported and engaged students in the world of work. They developed students’ sense of self and connectedness to the community and allowed them to make valuable, worthwhile contributions.

**Academic**

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 the assessments.

- **Yr 3:** from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Yr 5:** from Band 3 (lowest) to Band 8 (highest for Year 5)
- **Yr 7:** from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Yr 9:** from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

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

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 reading](chart1)

![Percentage of students in bands: Year 3 writing](chart2)
Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 grammar and punctuation

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 numeracy

Numeracy – NAPLAN Year 5
Literacy – NAPLAN Year 7

**Percentage of students in bands:**

- **Year 7 reading**
- **Year 7 spelling**
- **Year 7 writing**
- **Year 7 grammar and punctuation**

### Year 7 reading

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### Year 7 spelling

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### Year 7 writing

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### Year 7 grammar and punctuation

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School Certificate

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands:
Australian History, Civics and Citizenship
Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Percentage of students in performance band: Computer Skills

Higher School Certificate
Being less than 10 students in the cohort, no data is available.

Higher School Certificate relative performance comparison to School Certificate (value-adding)
**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>77</td>
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<tr>
<td>Spelling</td>
<td>67</td>
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<tr>
<td>Punctuation and grammar</td>
<td>42</td>
</tr>
<tr>
<td>Numeracy</td>
<td>46</td>
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</tbody>
</table>

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

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<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>31</td>
</tr>
<tr>
<td>Spelling</td>
<td>64</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>27</td>
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<tr>
<td>Numeracy</td>
<td>46</td>
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Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009**

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<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
<td>29.</td>
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<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>60.</td>
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</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009**

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<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
<td>9.1</td>
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<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
<td>18.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50.</td>
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**Significant programs and initiatives**

**Aboriginal education**

Walgett Community School had a very large Aboriginal enrolment, numbering 98% of the school student population.

Walgett Community School provided support for its Aboriginal and non-Aboriginal students and delivered programs that educated all students about national and local Aboriginal history, culture and contemporary Aboriginal Australia.

The academic progress of these students was monitored and supported on an individual basis through class programs adapted to suit the local Aboriginal culture of Walgett and surrounding communities.

All students participated in school activities to celebrate National Aboriginal and Islander Observance (NAIDOC) week and National Sorry Day.

The school continued to participate in excursions relevant to the Dreamtime stories surrounding the
Walgett community and neighbouring communities.

The school’s Aboriginal Language Program delivered a quality program to all students, Pre School to year 7, with a focus upon understanding the Aboriginal cultural difference and the learning of the Gamilaraay/Yuwaalaraay language.

**Multicultural education**

Walgett Community School had a small group of students with an ethnic background.

The staff of Walgett Community School was committed to ensuring that all students were aware of the diverse, multicultural nature of our modern Australian society, and that students show empathy and understanding towards others.

The academic progress of students was monitored and supported on an individual basis and plans were been developed to support their schooling.

Units of work, with a multicultural focus were taught to all students as part of the classroom COGs programs.

For 2010 we will promote the students involvement in Harmony Day as a means of promoting cultural harmony.

**Respect and responsibility**

In 2009 the school reviewed its values. Community consultation occurred at the school development day in the second school term and consultation with students and staff occurred throughout the term.

The outcome of the consultations is a policy containing the school values, what they should look like in the school and possible consequences for disrespecting the values.

Supporting the values for 2010 will be the implementation of a program called “You Can Do It!” This program promotes resilience and self-reliance in students and will use the values as the basis for numerous learning experiences.

**Other programs**

**Priority Schools Programs (PSP) - Primary**

In 2009 PSP supported the further development and implementation of Connected Outcomes Groups units for all classes K-6.

Judy-Ann Abdini, a curriculum consultant, who has worked with the school since 2008 ensured that local Aboriginal perspectives were embedded in the class units of work that she developed with teachers and community.

Resources were purchased to support the teaching of the units. These included puppet studios, maths and reading aids, texts for teachers and computer software to support literacy.

Teachers were also given additional time off class to plan, consult and evaluate with Mrs Abdini and other teachers from their stage groups.

Feedback about the COGs from students and teachers was mostly positive. Staff developed new methods of programming their subjects and incorporated Reading to Learn literacy strategies in most classrooms. Student engagement was demonstrated by increased on-task behaviour in class and the quality of work that was produced across the school.

School and community activities were run and included Harmony Day, preschool breakfasts and morning teas, parent/teacher meetings and term assemblies. These were well patronised and provided the school with valuable feedback.

**Priority Schools Programs (PSP) - Secondary**

To strengthen classroom support for students, all School Learning Support Officers (SLSO) were sponsored to attend a “Helping Hand” TAFE course which focussed on literacy, numeracy and technology skills. The course improved SLSO confidence, esteem and increased support strategies they could use with students.

The employment of an educational consultant for staff training and development related to the engagement of students, classroom management, and staff-student interactions. The training was highly valued by staff with direct, positive implications for improved student outcomes. The cost of this person was shared with CAP money.

Staff attended the State Equity Conference and were exposed to high quality speakers. An initiative involving the teaching of grammar from the South Coast of NSW will be investigated in 2010 and possibly delivered by the PSP consultant.

Casual support staff were employed to provide individualised support in the classroom. The support staff provided in-class assistance to Year 8 and 9 students, including students who are at risk in terms of attendance rates and engagement with school.

**Country Areas Program (CAP) - Primary**

CAP funding was used toward costs associated with the Connected Outcomes Groups development (COGs). COGs units were a major change in the way the NSW syllabus was taught at Walgett and substantial resourcing and time
was allocated to ensure their success for both students and teachers.

Executive skills were improved and teacher understandings increased through the relationship that built between Walgett Primary and Crestwood Public School in Sydney.

Four teams from Walgett including 3 teachers, 2 assistant principals, the deputy principal and the college principal visited Crestwood to share classroom expertise, observe quality teaching strategies in use and develop executive skills.

Two groups from Crestwood including 5 teachers, 1 assistant principal and the principal visited Walgett to improve their understandings of the Aboriginal Education Policy and see it in practise.

The program was hugely successful with staff returning with renewed enthusiasm, additional resources and new strategies and techniques to enhance their teaching to benefit students. The Walgett-Crestwood Exchange will continue in 2010 led by Mr Hunt.

CAP funding paid for several visiting performances this year covering poetry, music, storytelling and folklore to supplement the COGs units. The Life Education Van was also paid for by these funds.

Mr Warren Fernando painted the beautiful murals around the school, to reflect the local culture and beautify our school grounds. They have been noted by a large number of visitors to our school.

Country Areas Program (CAP) - Secondary

The school employed an educational consultant for staff training and development related to the engagement of students, classroom management, and staff-student interactions. The training was highly valued by staff with direct, positive implications for improved student outcomes. The costs of this person was shared with PSP money.

A variety of specialist science laboratory equipment including temperature probes, Geiger counters, spectrosopes, laser units, electronic balances, powerlinks, motion sensors and data studios was purchased. These resources led to enhanced quality teaching in the science classes and an improvement in student outcomes.

A secondary executive member attended a CAP meeting during the year. This ensured the executive were kept up to date with CAP developments.

An inexperienced teacher attended an Aboriginal Studies conference. This assisted the teaching of his course with improved student outcomes for this very important KLA.

A group of senior students visited Western Sydney University to learn about post-school options and possible tertiary educational opportunities. Outcomes included exposure of remote Indigenous students to opportunities otherwise unavailable to them, improved educational outcomes and students saw possible future pathways for their post school life.

An allocation for a computer mini-lab to assist in the teaching of Mathematics (9-12) and to support classrooms for years 7-8 has ensured student access to technology and provided enhanced curriculum outcomes for mathematics and various Stage 4 KLAs. Supporting the explicit teaching of Literacy and Numeracy has been a major use of the technology.

Stage 4 library resources on the Warrena St site were insufficient to support studies in the KLAs. Appropriate literature, games for thinking strategies, software for KLA support and some soft furnishings to make the library more inviting to the students were purchased to address the need.

Progress on 2009 targets

The targets set for 2009 were based needs identified from school data and reflect the Bourke group of schools target areas in general.

The school set specific strategies to address the targets.

There was overall growth of students who were regular school attendees in the target areas. Irregular attendance and a large number of students moving between towns interrupted learning and impacted on results.

Target 1  
*Increase the proportion of students meeting or exceeding the national minimum standard in literacy by 5% in 2009 when compared with 2008 NAPLAN.*

Our achievements include:

- School data suggests strong growth for many students in K-8 grades in literacy throughout the year.
- Targeted programs such as Reading to Learn proved effective where fully implemented.
- In NAPLAN testing, most students had positive growth but not to the level required to move to another band.
- Writing results greatly lowered the overall literacy result.

This target was not met and will be continued in 2010.
Target 2
*Increase the proportion of students meeting or exceeding the national minimum standard in numeracy by 5% in 2009 when compared with 2008 NAPLAN*

Results in numeracy did not improve on 2008’s results.

Students performed poorly in measurement, patterns and shapes.

Interestingly, students scored well in the more difficult questions.

This target was not met and will be continued in 2010.

Target 3
*Increase Years 10 to 12 retention rates by 5% in 2009 when compared with 2007.*

This target was achieved.

Target 4
*Reduce the gap in the School’s attendance rates with the State’s rates for K-6 and 7-12 by 5% in 2009 when compared with rates in 2007.*

The school achieved this target after a concerted effort with new and strengthened attendance strategies.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Aboriginal education and school management.

Educational and management practice

School management was selected to identify strengths and areas for improvement in the new school model.

Background

The school restructured and a large number of management practices involve both school sites. The executive members wanted feedback on the effectiveness of the overall school management practices and to identify possible improvements for 2010.

Findings and conclusions

The school was generally found to be continually looking for ways to improve and to make changes from time to time to improve practices.

There were a cross-section of responses ranging from “Almost Always” to “Rarely” in areas of staff welfare, resource allocation and professional development being planned and systematic.

From these responses it is suggested that overall practice is not effective and ingrained.

Future directions

The executive work with staff in 2010 to establish a cycle of evaluation for KLAs and school practices, review the TARS process used by staff and implement strategies to address staff welfare needs.

Curriculum

Aboriginal education was a strong focus in 2009. An executive position was established and a local Aboriginal teacher fulfilled the role for the year.

Background

The teaching of the Aboriginal Education Policy (AEP) and the Cultural induction of new staff were concerns for the AECG and local people.

The school teamed with AECG and Walgett Aboriginal Medical Service personnel to conduct Cultural induction programs. These proved popular and will continue in 2010.

The staff was surveyed on their confidence in teaching the AEP and Aboriginal Perspectives, the resources available to them and the professional development and support available to them.

Findings and conclusions

Staff generally indicated they did not fully understand the Policy or were confident in teaching it and would like more training.

Teachers acknowledged there were other staff members who were good resources and sources for professional support.

Understanding of what resources were available in the school and online was limited. However, the executive member regularly promoted sites and resources to staff by e-mail.

The survey suggests teachers are keen to work with the AEP and desire further professional support.

There is a need to explicitly promote the resources available and this might be through regular staff meetings with an allocation of time to
the executive member responsible for Aboriginal education.

A need exists for staff to professionally share their strategies and resources in a suitable forum.

Future directions
The executive member maintain the regular meetings with individual staff members and focus on resource identification and demonstrating same where required.

The executive responsible for the AEP, review teaching programs with each supervising executive and decide on actions that could occur to support staff teaching the AEP.

The executive responsible for the AEP have regular timeslots at staff meetings to discuss aspects of the AEP or promote resources.

Other evaluations
Effective communication happened within the school in various ways. The school is established across two campuses and staff were actively encouraged to be using email as a means of communication. The uptake of this form of communication was a focus area for 2009.

Both campuses had notice boards for daily communications and the Warrena Street campus staff met daily for organisational purposes. The Arthur Street Campus used a weekly ‘Kalori’ information bulletin.

On a rotational basis the following meetings occurred:
- Whole staff meetings
- Campus staff meetings Senior Executive meetings
- Executive Meetings
- Campus Learning Support Meetings

The school communicated with the community via involvement with:
- Community Working Party
- Interagency Meetings
- Dharriwaa Elders
- Aboriginal Education Consultative Group

Every two weeks a school newsletter was distributed throughout the community, local newspaper articles were written as required and home visits occurred daily to families requiring support or intervention.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Overall, there was a favourable support for the school.

Their responses are presented below.

Most students displayed an overall positive view about school life including general satisfaction at school, a strong sense of achievement, positive sense of adventure in learning, relevance of schooling and positive student-teacher relationships.

The majority of parents were pleased with the role of the support staff and the feedback through home visits.

The main concern from both parents and students was the location of Year 7 and Year 8 at the primary site.

Focus Areas:
- Students not wearing uniform.
- Students walking the streets during school time.
- Bullying- teasing and swearing and lack of respect.

The findings from the random parent/student school satisfaction survey were:

Parents
The best things about our school
- Teacher aides
- Sport
- Home visits
- Excursions
- Teachers

The things I don’t like about our school
- No uniforms
- Students out of school walking around the street during school hours
- Students lack of respect
- Years 7 & 8 should be at the high school
- Suspensions

Students
The best things about our school
- Sport
- Friends
- Excursions
- Help from teachers
- Learning

The things I don’t like about our school
- Year 7 at the primary
Professional learning

Professional learning had two major foci in 2009: Quality teaching (QT) and information communication technologies (ICT).

Both involved specialists working with staff. QT aimed at directly improving classroom data analysis, programming and assessment strategies and modelling of practices, by the consultant, for the teacher.

ICT was led by executive staff in the school as part of an executive development exercise with the specialists from the DET.

Both foci were highly rated by staff. The QT support saw growth in teachers’ abilities to stretch student learning and set high expectations. Student data reflected this growth and classroom programs demonstrated targeted intervention strategies and rich tasks that had more depth than earlier attempts.

ICT proved effective in that teachers shared strategies they used to engage students with ICT, taught in front of peers and trained each other in areas where an identified need could be matched to a strength a peer could demonstrate.

The ICT approach was so effective that the group voluntarily agreed to continue meeting and sharing after the support was withdrawn.

School development 2009 – 2011

The school plan was developed amidst an extremely unsettled first term. The school structure for 2009 had only been decided a few days before the close of school 2008 and staff had to organise a new structure, the roles within it and procedures they needed in place for a smooth operation.

The staff and community had identified in the 2008 Review, areas of concern and these were addressed in the plan.

Of the targets set for 2009, those for literacy and numeracy were not attained.

Targets for 2010

From a situational analysis conducted in 2009 the school identified the following targets.

Target 1

Increase the proportion of students meeting or exceeding the national minimum standard in literacy by 5% in 2010 when compared with 2009 NAPLAN

Strategies to achieve this target include:

- an increased focus on Reading to Learn methodologies across the school;
- grammar training for all staff to support improved student writing; and,
- professional support from peers across the Bourke school education group and other schools.

Our success will be measured by:

- all staff being trained in Reading to Learn and evidence of its implementation in teaching programs;
- staff being confident in grammatical instruction with students after continued support from the Priority Schools Program consultant; and,
- staff satisfaction survey results indicate professional visits and support from peers in other schools was a valued strategy.

Target 2

Increase the proportion of students meeting or exceeding the national minimum standard in numeracy by 5% in 2010 when compared with 2009 NAPLAN

Strategies to achieve this target include:

- basic number facts, expected to be known by the secondary maths faculty, being mastered by all K-6 students by the end of Year 6;
- maths groups operating in Stages 2 and 3; and,
- professional support from peers across the Bourke school education group and other schools.

Our success will be measured by:

- a defined sequence of number fact requirements is developed, published and taught K-6;
- staff feedback in professional meetings with supervisors indicates maths groups are effective and students progress is closely monitored to enable movement to the relevant ability group; and,
- staff satisfaction survey results indicate professional visits and support from peers in other schools was a valued strategy.

Target 3
Increase Years 10 to 12 retention rates by 5% in 2010 when compared with 2008

Strategies to achieve this target include:
- increased VET offerings;
- continued placements in School to Work initiatives and traineeships; and,
- increased student voice in school operations.

Our success will be measured by:
- VET offerings being at least 50% greater than those of 2009;
- All eligible students receiving School to Work or traineeship placements; and,
- Student representation on the School Board, Student Representative Council (SRC) operating across the school and student voice in youth activities in the town.

Target 4
Reduce the gap in the School’s attendance rates with the State’s rates for K-6 and 7-12 by 5% in 2010 when compared with rates in 2008.

Strategies to achieve this target include:
- embedding of the attendance plan developed in 2009; and,
- the employment of two Targeted Attendance Mentors (TAM) to manage many of the proactive strategies in the plan.

Our success will be measured by the target being met.

Target 5
Improvements in performance for Walgett Community School’s Aboriginal students equal or exceed that for all students in the State in 2010

Strategies to achieve this target include:
- specific plans to address learning needs identified in NAPLAN, School Certificate and Higher School Certificate analysis;
- the implementation of a resilience program for students called, “You Can Do It!” and,
- students having greater interactions with students in other schools and seeing the application and standards being achieved.

Our success will be measured by the target being met.

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.

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