School context

Walgett Community School is located in the rural and remote community of Walgett, approximately 280km north of Dubbo. The school caters for Pre-School to Year 12 and has an enrolment of 255 students, of which 95% identify as indigenous. The school is split over two sites, a Pre-School/ Primary site (Warrena Street) and a Secondary site (Arthur Street). The school is supported by various funding sources including National Partnership, In Focus and Transition. The town is only one of two in NSW which are part of the Remote Service Delivery strategy. Walgett Community School has strong links with the AECG, Dharriwaa Elders group, TAFE Western and a wide variety of government and non-government agencies.

Principal’s message

In 2013 our school was included as one of fifteen to become part of the Connected Communities Strategy. The strategy aims to develop strong ownership of the school by its community and to form a meaningful partnership in its operation and to “close the gap” between Aboriginal students’ learning outcomes compared with non-Aboriginal students in the state. There will be positive changes in the coming years as this strategy is further developed and we begin to see stronger learning outcomes emerging for our students. With support and encouragement from all sectors of Walgett I am confident the school has a bright and successful future. In 2014 the Reference Group will take up its role working closely with the school to bring about sustainable change.

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.

Richard Rule

Management of non-attendance

The “George Rose” attendance scheme operates in the primary school where classes are rewarded for the highest attendance each week.
An attendance merit system operates in the secondary school with limited effect.

Eight Attendance Officers have been appointed to encourage students to come to school this year and some improvement has been recorded. The school works very closely with Home School Liaison Officers to improve the attendance of students with long term histories of non-attendance.

**Post-school destinations**

In 2013 10 students were enrolled in the HSC, 3 students completed their HSC and 100% are undertaking further education or are employed. One student secured a traineeship with Emergency Services. The remaining 7 students left school with a ROSA. Four students enrolled in TAFE for further studies and one student undertook full time employment.

**Year 12 students undertaking vocational or trade training**

All students in Year 12 undertook VET Hospitality and 1 student completed TVET CRL Business Services in 2013.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

The Universities of Sydney, New South Wales and Western Sydney have all provided valuable exposure to students through school based workshop days, university visits and taster days. These links lead to opportunities for both students and staff. All Year 12 students participated in varying forms of vocational trade or trade training. Courses included, Business Services, Fashion and Design and Hospitality.

**Workforce information**

The school is well resourced in terms of teaching staff and support staff.

**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>3</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
</tbody>
</table>

A significant turn-over of staff continued in 2013 with transfers and replacements. Incentive transfers were activated by those who were eligible. A new Deputy Principal took up a permanent position in the Secondary School in Term 4.

All teachers meet the professional requirements for teaching in NSW public schools with a number having additional qualifications. All staff are required to participate in on-going professional development courses offered by the school, online or regional personnel.

42% of staff at Wareena Street identify as Aboriginal. 23% of staff at Arthur Street identify as Aboriginal.

Staff retention is approximately 65% at Wareena Street while the percentage at Arthur Street is approximately 20%.

**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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tbody>
</table>

**Secondary 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>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>182899.2</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
<td>13709.2</td>
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<tr>
<td>Trust receipts</td>
<td>10456.1</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>
School performance 2013

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 and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Twelve students participated. The majority of students were placed in Bands 1&2 for all aspects of Literacy. However 34% in Reading, 50% in Writing and 33% in Spelling were placed in bands 3 and 4.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Seven students participated. 80% of students were placed in Band 5 in Spelling while 85% were placed in bands 4 and 5 in Reading.

In Literacy 75% of matched students between years 3 and 5 equaled or exceeded state growth rates.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
NAPLAN Year 5 – Numeracy
Seven students participated. 50% of students were placed in Band 4 while 50% were placed in Band 3.

In Numeracy 40% of matched students between Years 3 and 5 either equaled or exceeded state growth rates.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Nineteen students participated. 62% were placed in Bands 4-6 in Reading, 33% in Writing, and 58% in Spelling.

In Literacy 70% of matched students between Years 5 and 7 either equaled or exceeded state growth rates.

NAPLAN Year 7 – Numeracy
Nineteen students participated. Half of the students were placed in Band 5 and half in Band 6.

In Numeracy 20% of matched students between Years 5 and 7 either equaled or exceeded state growth rates.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Eleven students participated. 100% of students were placed in Bands 5-6 in Reading and 85% in Writing. 27% of students were placed in Bands 7 and 8 in Spelling.

In Literacy 57% of matched students between Years 7 and 9 either matched or exceeded state growth rates.

NAPLAN Year 9 - Numeracy
Eleven students participated. Student performance was evenly divided between Bands 5 and 6.

In Numeracy 57% of matched students between Years 7 and 9 either equaled or exceeded state growth rates.

Record of School Achievement (RoSA)
Seven students left school with a RoSA

Other school based assessments
K-2 Literacy and Numeracy Continuum placements were completed and will inform teaching practice in 2014.

Other achievements

Arts

The School Band
The school band is called "No Shame" and in 2013, consisted of five Year 7 and 8 students: Gary Abel (bass, guitar and drums), Tyrell Dennis (bass, guitar and vocals), Cassie Sharpley (vocals), Kihana Leslie (keys, bass) and Jenaya (vocals). During 2013, No Shame performed at numerous community and school events including NAIDOC Day, Year 12 Formal, the opening of the new WAMS building, the opening of Gingie Hall, Opera QLD workshops and performance, Walgett Community Festival and the Walgett Community Christmas Carols.

During Terms 2 and 3, No Shame wrote a song called "Clean Up Your Act" and entered it into the Enviro Song Writing Competition which they won. They have recently filmed a music clip of the song over two days in Walgett and spent a day at the Hot Trax recording studio in Dubbo where the song was professionally recorded. We hope to have the song on local radio stations and YouTube.

The members of No Shame attended a final music camp in Sydney where they visited the Australian Institute of Music, the Sydney Conservatorium, the Australian Film Television and Radio School and a number of other facilities such as art
galleries, museums and other educational facilities. They also attended the School Spectacular concert on Friday night at the Sydney Entertainment Centre after performing their song in front of the Talent Development Team at the Entertainment Centre that morning.

CAPA Camp
During Term 3, the members of No Shame and other music students attended a Creative and Performing Arts Camp in Dubbo where they visited the Macquarie Conservatorium and did a drumming workshop. They visited the Dubbo Arts Centre and Art Gallery, Gilgandra and Coonamble Art Galleries and the Wellington Caves. The camp was a huge success and enjoyed by all.

Opera Queensland
Students were given the opportunity to take part in workshops run by professional opera singers, musicians and music directors. Our school’s very own talented musicians worked with Opera Queensland’s artists each day to discover their creative potential through voice, movement and drama classes that were specially tailored to their abilities. At the end of the week the students and workshop team took to the stage together to perform for their peers, family and the local community.

Gingie Mural
During Term3 students K-12 were involved in contributing to a six panel mural at the Gingie Village shed. The mural portrays the parallel history of Aboriginal people and the national history of Australia. It is a magnificent piece of work and offers a great deal to the HSIE curriculum for K-12 students.

Other visits
- The Bell Shakespeare Company performed Romeo and Juliet to an enthralled secondary student audience.
- Some members of South Sydney Football team visited the Primary School to discuss nutrition and healthy eating habits with the students.

Student Representative Council
Secondary students were nominated for this position in Term One. To celebrate their appointment a special assembly was held where family and friends were invited to attend the investiture. The highlight of the assembly was the pinning of the badges on the students by a member or members of their family. Each student had a photo taken with their family and this was placed on our website a copy given to all representatives. In 2014 an SRC will be established in the Primary School.

Significant programs and initiatives
Aboriginal education
Walgett Community College became a part of the Connected Community Strategy in 2013 along with 14 other schools in the state. The strategy is aimed at involving the local community in a partnership with the school to improve all outcomes for Aboriginal students.

A Reference Group representing the AECG, P&C and community members was formed to establish the partnership between the school and the community and to advise the school on appropriate matters.

A Senior Community leader was appointed through a merit process to provide a link between the school and community agencies.

It is proposed that the Connecting to Country program for staff and community be held in Term 2014.

A highlight of the year was the visit to the school by the Director General of Education, Michelle Bruniges. Staff mixed with her at morning tea and she spoke of her support for the Connected Communities Strategy. Ms Bruniges returned later in the year to witness the opening of the Gingie Mural in the Gingie shed where a number of students had made a contribution.

Later in the year the Minister for Education, Adrian Piccoli visited the primary school where he met staff and enjoyed classroom activities with
many students. Following a visit to the secondary site it was announced that significant funding would be allocated to improve the educational facilities for the students.

**Multicultural education**

Harmony Day Celebrations were held in March at the primary site. The Jimmy Little Foundation worked in the school for the week preceding Harmony Day, organising music workshops with all classes. A well attended assembly was held with many speakers talking about what Harmony Day meant to them. The whole school and guests moved to the oval and watched an outstanding Aboriginal Dance performed by the school’s dance group. This was followed by the release of hundreds of bright orange balloons into a clear blue sky.

An excellent lunch followed capping a great celebration.

**Sport-Primary**

Walgett Primary had another successful year in regards to sporting achievements. Highlights of the year include:

- Geraldine Jones qualifying for the state athletics in Sydney for 100 metres and long jump
- Raylene Kennedy being selected in the “Possibles and Probables” trial for the North West netball team.
- The Open girls’ netball team reaching the semi-finals of the North West PSSA knockout.
- The Open Boys’ rugby league team reaching the fourth round of the PSSA North West knockout
- The Girls’ rugby league team winning the outback challenge in Bourke
- The Open rugby league team won the Ricky Walford shield for a second year in a row. They were runners up at Goodooga gala day, Brewarrina gala day, David Peachey shield and at the Outback challenge.
- The Open rugby league team also qualified for the finals of the David Peachey shield held in Dubbo.

- The Open rugby league team also qualified for the Legends shield in Sydney.

One of the major highlights of the year was the Year 6 farewell which showed the community the commitment the staff have towards the students and the special relationship between the class and their teacher. It was a very memorable night and everyone who attended mentioned how brilliant the night was.

**Secondary Sport**

- **Swimming Carnival:** High participation of students in a wide range of event and many records were broken and some extremely talented swimmers showcased their talents. Students went on to Armidale to compete in the regional trials. Unfortunately our students didn’t make it any further however they performed very strongly against many others schools.
- **Athletics:** This year a small number of students participated at zone in Coonamble for athletics and four of our students progressed to regionals in Armidale in javelin, high jump and running.
- **NTS:** The annual Neville Thorne Shield was held on the 8th August 2013. The shield is named after Neville Thorne who was an active member of the Walgett Football Community. Neville passed away in a car accident and the school has taken the opportunity to run a shield with the family in his name which has been going for 15 years now. The day ran smoothly and overall was a great day of football celebrated with the Suey-Thorne family.
- **Rugby League:** Walgett Community School competed in four rugby league Gala days this year where they came away champions at the Brewarrina and Lightning Ridge Gala Days. Our students demonstrated their raw talent in rugby
league and were lucky enough to have some NRL stars come out to the west and watch them play.

- **Basketball**: 2013 proved to be our most successful year in basketball. Both boys and girls won many of their games competing against schools such as Coonabarabran, Narrabri, Wee Waa, Boggabilla and Collarenebri. Both teams made it to the semi-finals.

- **Netball**: Girls participated in netball this year in the North West knockout defeating Wee Waa and at the Ronnie Gibbs 7 netball gala Day. The girls enjoyed training and playing netball

- **Clinics**: Students have been engaged in a variety of sporting clinics mainly by CRL developing student’s skills in all aspects of rugby league (first aid, coaching and refereeing). Students have been engaged in rugby union clinics learning how to play the Rugby 7’s game and netball clinics.

### State of Origin Excursion

In July the Good Friend’s class (Special Education) and selected students travelled to Sydney where they stayed at the National Centre of Indigenous Excellence. Students experienced Sydney life commuting by trains and ferries. They visited some of Sydney’s attractions including the Sydney Aquarium, Opera House, Harbour Bridge, Bondi, Town Hall and of course ANZ stadium where the Blues took on the Maroons in a crowd of over 85,000. Students had a great time and were given a fantastic opportunity and excellent experience they will take with them forever.

### Transitional Equity Funding

- These funds were used to employ an additional teacher in each school to support the Literacy and Numeracy programs. Three Learning Support Officers were employed to support learning in Years 2, 4 and 7.
- Teaching staff were also deployed to release other teaching staff for Professional learning, excursions, representative sport and other learning opportunities.
- Funds were also used to support the Ikki Fit program to enhance positive behaviours and the leadership skills of students as well as programs such as Multilit, and Mathematics.
- Secondary students were supported in a major excursion to Sydney as well as the University Of NSW Aspire program for senior students.
- The school also contributed significantly to the employment of an officer who coordinated and supported this funding as well as a Quality Teaching and Learning consultant who worked with staff over a number of staff meetings.

### 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:

The Quality of School Life Survey was completed by more than forty students to gain a baseline record as to how they see their relationship with the school. The majority of students indicated that they were;

- comfortable at school and that other students accepted them
- not depressed, upset or lonely at school
- treated fairly by most teachers and that they were helped to do their best
- feeling important and they were mostly treated with respect
- learning things that were important to them in life and some of the work was interesting
- Involved in their work and reached and reached good standards.

Most boys indicated a drop in interest in school during Year 10 while girls interest levels dropped in Years 8 and 9 and rose again in year 10.
A whole school survey was conducted through the parents, grandparents and community members across a range of satisfiers in relation to the performance of the school. The major findings included:

- The questions based around feeling welcome, approachability, contact, response and access to teachers gained the highest satisfaction rate.
- Other questions with high scores were where family members were involved in developing their child’s learning plan and that the school report card kept them well informed.
- The lowest score involved whether the respondents thought the school was a “good” school. Responses were split with half saying it was not.
- An area of the survey indicated that parents were not always clear about the expectations of the school and nor were they sure the school took an interest in their child/grandchild. The information gained from this comprehensive survey by the Dharriwaa Elders Group has been invaluable to the school and will inform future planning along with other evaluations completed during the year across both sites.

**School planning 2012—2014: progress in 2013**

**School priority 1**
To improve the Literacy and Numeracy outcomes of students P-12

**Outcomes from 2012–2014**
Steady improvement is evident.

**Evidence of progress towards outcomes in 2013:**
- Growth rates of matched students between Years 3 and 5 and Years 5 and 7 have matched or exceeded state growth rates in Literacy especially at the lower end of the performance scale. The gains in Numeracy have been erratic with some outstanding growth in some students.
- Matched students between Years 7-9 have registered below state growth rates in Literacy and Numeracy.
- Modest improvement in reading is the strongest area of improvement in all years.
- Most students perform below national standards.

**Strategies to achieve these outcomes in 2014**
- The appointment of an Instructional Leader K-2 will focus on explicit teaching strategies in Literacy and Numeracy in K-2.
- Professional Learning for all staff in National Curriculum English.
- Learning and Support teams in both schools will identify and support students whose reading levels are not meeting expected outcomes in Literacy and Numeracy.
- Planned program and teaching interventions will address learning issues in both schools especially through PLP’s.

**School priority 2**
To increase the overall attendance rates by at least 5% compared with figures of 2009-2012.

**Outcomes from 2012–2014**
Attendance has improved beyond the target in the primary school for Terms 1-3. Secondary attendance remains at pre target levels.

**Evidence of progress towards outcomes in 2013:**
- Records show attendance rates of 80-85% in the primary school for Terms 1-3.
- Records indicate secondary attendance falls away in the second half of each term.
- The George Rose attendance strategy was successful in Terms 1-3 in the primary school.

**Strategies to achieve these outcomes in 2014:**
- Attendance officers will work with the community to encourage and support students attending school daily across Gingie and Namoi villages as well as in town.
Supervising attendance mentors will support these officers and liaise with the school to coordinate programs for students which will increase engagement of students.

A Reflection and Reengagement Room have been established in the primary and secondary school respectively to assist in increasing attendance and retention at each site.

The introduction of the Positive Behaviour for Learning program (PBL) on both sites to lay a common platform for learning behaviours in coming years.

**School priority 3**

Aboriginal Education

**Outcomes from 2012–2014**

All students have a written Personalised Learning Plan. (PLP)

**Evidence of progress towards outcomes in 2013:**

- Meetings were held between the student, teacher(s) and family members to construct the learning plans.
- Staff training showed how to make adjustments to individual student programs in order for the PLP’s to achieve strong learning improvements for students.
- Aboriginal Education Officers played a significant role in bringing the family, the student and the staff together to establish the PLP’s.

**Strategies to achieve these outcomes in 2014:**

- Link the PLP process with the school’s assessment and reporting schedule to ensure greater relevance to learning programs.
- Review the application of the Aboriginal Education Policy and its application across both sites.
- The introduction of scope and sequence Aboriginal cultural and Language perspectives across all Key Learning Areas in both schools.

**Professional learning**

During 2013 Professional Development was delivered in a variety of ways.

Selected staff attended subject related courses in Maths, English, HSIE and Science in preparation for the roll out of the new National Curriculum.

Members from the Merrylands High School staff spent blocks of time with staff in the key areas of Integrated Curriculum design and the use of laptop technology in the classroom.

Ray Handley, leader of the Campbelltown Suspension Centre, visited twice during the year to train staff in behavior management techniques and re-engagement learning programs.

Mandatory training was delivered in the areas of student learning adjustments, child protection, code of conduct and emergency procedures. (Epipen, asthma, and CPR)

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are recorded in the self evaluation section of this report.

**Program evaluations**

**Background**

The Discipline system on the secondary site was evaluated following the arrival of new staff and observed inconsistencies with the application of the current policy.

**Findings and conclusions**

The current policy was not understood.

It did not state clear expectations of staff, students or the community.

Its application tended to be erratic and inconsistent.

Consequences for both positive and negative behaviours were not explicit.

It became clear that an explicit set of expectations were explained and listed so that staff and students had a common base from which to work.
Future directions
Following extensive staff, student and community consultation a Level system was drawn up, discussed, modified and introduced.

The operation of this system will be carefully monitored during 2014 and revisited in light of the introduction of the PBL program.

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.

Richard Rule—Executive Principal
Bryce O’Connor—Deputy Principal Secondary
Glynis Simons—Relieving Deputy Principal Primary
Kaye Smith—School Administrative Manager
Carol Clarke—School Administrative Officer

As part of the Connected Communities Strategy the School Reference Group will have a significant role in the Evaluation Committee in compiling the 2014 Annual School Report.

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School Code: 8475

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: