Wadalba Community School
Annual School Report 2014
School context statement

Wadalba is proud to be a comprehensive K-12 community school. The school was established in 2000 and in 2014 the Governor of NSW visited our school to help celebrate the first cohort of kindergarten students graduating Y12. We currently have over 200 students in our primary section and over 1100 students in our secondary section which allows us to offer a broad range of learning programs (for example, we literally run Rocket Science in as an elective in Y9).

As a relatively younger school, we are proud of the contemporary teaching and learning practices that we promote and continue to develop, including opportunities to draw on expertise K-12.

Flagship programs include our Targeted Sports Program (TSP) and Creative And Performing Arts Gifted and Talented (CAPA GATS). We also work closely with community to support cultural affirmation, encourage student involvement in a range of co-curricula groups/opportunities. We are a PROUD school.

The school is located in the Wyong Local Government Area and works closely as part of the Wadalba Local Management Group that partner with our secondary. These schools, covering established and newer suburbs, are Woongarrah PS, Kanwal PS, Warnervale PS, Tuggerawong PS and Tacoma PS. We also work closely with our neighbouring high schools and are part of the Central Coast Secondary and Primary School networks.

The school is placed in the village centre and is well supported by families and the community. The P&C is active, including operating the canteens and uniform shop.

The school has many specialist facilities which support delivery of a diverse, quality curriculum program, including a recording studio, aquaponics centre and agriculture plot, vocational education facilities and dance studio.
“I can say with confidence that you are probably the best generation we have ever had and you can all make the world a better place”

The Governor of New South Wales, Her Excellency Professor the Honourable Dame Marie Bashir AD CVO, Wadalba Community School, 12 June 2014.

We thank the Governor for her wonderful visit to our school.

It was a great day and it was terrific to see so many students engage directly with Her Excellency. Our children and young people were extremely respectful and enthusiastic. The pride they showed by simply being themselves was remarkable.

Congratulations to the students and their families who were recognised by the Governor. Thank you to all of the students, staff and community who supported the occasion. Our Year 1 class summarised the key messages from the Governor’s talk as:

- she told us that love and respect always go together
- Her Excellency said we should always care for other people and that is what makes us good Australians
- she was really nice and looked happy sitting on the stage looking at us all.
Principal Report

The achievements in this Annual School Report are the culmination of the work that has occurred in classrooms each day by students and their teachers with the support of the families and the wider school community.

One of the highlights of this year was the visit by Dame Marie Bashir in one of her final duties as Governor of NSW to help us celebrate our first kindergarten cohort of students reaching Year 12. She told us that love and respect always go together and that we should always care for other people and that is what makes us good Australians. By the end of her visit the Governor was proudly comparing our facilities to those of some of the elite schools in Sydney.

As one parent eloquently wrote as part of our School Planning conversations, school is about “learning being first and foremost” and I would like to acknowledge our teachers who work so closely with our children and young people each day to teach and to guide learning. They are skilled, committed to the kids and caring about their whole child development.

I would like to acknowledge the Executive team who lead the development of pedagogy in each of the curriculum areas and our administration and support staff who support the operation of the school.

We are proud of our contemporary approaches to teaching and the facilities we have to support learning. As well as introducing some new curriculum next year we have been strengthening our focus on writing, using the super six reading strategies, student led learning, project based learning and the Quality Teaching framework. We seek to make learning relevant to our students and to utilise opportunities for this learning to contribute back to community. For example,

The work of our students, led by Mr Tunks, who apply their skills on school improvement programs, including restoring Tacoma Primary School’s playground boat. Having seen the poor condition of the boat in the playground at the start of the year it was wonderful this week to see it put back into its place in their playground as a wonderful example of collaboration between TAS, ART, primary and secondary students as well as a Cultural Affirmation group.

This year we published a CAPA GATS CD which contains original songs, recorded in our studio, by our students. Profits from the sales of this learning activity will be donated to the Wyong Hospital Paediatric Ambulatory Care Unit (a specialist children’s unit at our hospital up the road).

Six primary and 16 secondary Aboriginal students participated in the future writers program. The program was designed to help improve the students’ literacy skills in a positive and proactive manner. The students were firstly tutored in many areas of literacy then set about writing short stories and about themselves and their culture. This program resulted in the students producing a professionally published book and winning the “Deadly Vibes” short story competition. Student work has been professionally published in a text WCS Writers of Futures.
I would like to acknowledge our community for its support, including the P&C for the amount of time, energy and commitment provided to support the school with the canteen, fundraising and governance through membership of our committees. The P&C have contributed to many projects that have improved our facilities, including purchasing a class set of iPads. We are also in the middle of key projects to upgrade the hall for performances and as a meeting place with our families and a second project to upgrade our library as a 21st learning space.

I would personally like to thank the team I work closest with each day, the Deputy Principals in our school who make up the Senior Executive team: Mr Dusting and Ms Harris who have provided constant support and wisdom. We welcome Mrs Burge who started with us in term four. Mr Harris and Ms Sanday have relieved for significant periods in the role this year. The team has made a significant contribution to building the culture of the school, including the level of individual support that they provide to students, staff and families.

Our school has made tremendous use of the additional equity funding which we believe will add to the learning outcomes for our students to the benefit of Australian society. As a result of the extra funding this year we have been able to:

* create a new class to support vulnerable students in Y8/9 which has achieved some of the best outcomes of all classes this year
* employed a speech pathologist, currently working in the primary section but we are investigating some innovative opportunities for assisting secondary students as well
* extra para professional support to assist with both initiatives
* funding for a Community Liaison Officer and Aboriginal Education Officer role
* in the spirit of Google and other 21st organisations, we have introduced 14 staff Research and Development teams, identified and led by our staff, that focus on innovative practice and we have been able to provided additional professional learning support in key areas
* we have also been training and planning for an exciting new Y8 class next year called AVID which stands for Advancement for Individual Determination.

As we look to next year we will be finalising our school plan for the next 3 years, integrating the feedback we have received from staff, students and families.

Jason McGrath
Principal
2014 was a busy and successful year in the Primary. With an increase in student numbers a ninth class was formed resulting in smaller numbers in all classes.

In and out of the classroom the focus continued to be the provision of the best possible opportunities for students in all areas, academic, sporting, cultural and social/ emotional.

In the academic area there was a continuation of previous programs as well as the introduction of new initiatives. These included:

- Reading Recovery (Year 1)
- Letterland (Stage 1)
- ‘Working in Number’ (WIN) groups (Stage 1)
- ‘Focus on Reading’ (K – 6)
- Premier’s Debating Competition
- Regional Public Speaking
- Science Road safety Day
- Participation in the UNSW English and Mathematics Competition
- Maths Olympiad
- Best Start

There were many opportunities for students to be involved in a variety of sporting activities including:

- ‘Sport in Schools’ (Term1)
- After School Sport
- LMG Sport (Terms 2 & 3)
- Rugby League
- Touch Football
- Oz Tag
- Mariners’ Workshops
- NRL Workshops
- Intensive Swimming Scheme
- Swimming, Cross Country and Athletic Carnivals
- Various sporting Gala days

In the creative and performing arts students participated in the following activities:

- Dance groups (Central Coast Dance Festival)
- Choir
- ‘Didge’ group
- Music Count Us In

Our excursions this year included:

- Student Leadership Conference with Bronwyn Bishop (student leaders)
- C.A.R.E.S (Stage 3)
- Canberra (Stage 3)
- Movie Fun Day (K – 6)
- Mingara (Stage 3)
- Cockatoo Island (Stage 2)
Newcastle Museum and Fort Scratchly (Stage 1)

We strongly believe that the wellbeing and growth of all of our students is fundamental to academic progress. We have the following programs to support this:

In school speech therapy sessions for targeted students in Stage 1.

- A dedicated SLSO to run support groups to help students in a variety of areas such as fine motor and remedial reading.
- Life Education
- Responsible Pet Education program
- Kindergarten Orientation
- KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter Primary provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. We are already seeing positive changes occur.

- Peer Support Groups K-6

There were many opportunities for students, staff and our community to join together in celebration including:

- Simultaneous Storytime
- Reconciliation Week activities
- The Governor’s visit
- Book Week Parade
- NAIDOC celebrations
- Our Primary Concert

- Grandparents and Families day
- Education Week Activities
- Australia’s Biggest Morning Tea
- Fathers’ Day Breakfast

- Mothers’ Day Morning tea
- Cuppa and Cake afternoon tea

Being part of a K-12 school allows for meaningful collaboration with both our high school students and staff. Some examples include:

- Child Studies practical sessions where high school students program learning experiences for our younger students. These senior students also assist within the primary classes.
- Science lessons have been taught in our Stage 3 classes by high school teachers. We have also had Science Days in the Primary run by our science staff.
- High school teachers and students have been involved in our sporting carnivals as well as in sports coaching.
- Our students engage in Agriculture lessons on our farm with guidance from our High School teachers and students.
- Our students have frequently used the hospitality rooms, technology labs, and music rooms to enhance student learning.

The above is just a snap shot of the many and varied activities that occur in the Primary. Staff and students in the Primary continually strive to ensure ongoing development and growth in the academic, sporting and cultural areas as well as the social/emotional well being of all.

Ms Roxanne Sanday
Deputy Principal (Relieving) Primary
P&C

It is with pleasure that I write on behalf of the Wadalba Community School P&C committee for the Annual School Report. It has been another very rewarding year as President of the P&C representing the parents, working with the staff as we support the students of Wadalba CS.

Thank you to the small but dedicated P&C team who give up their time to volunteer and support our school in the canteens, uniform shop, at events and functions such as Mother’s Day and Father’s Day or by participating on committees and in merit panels. The P&C work hard and raise funds to support extra educational opportunities available to students. Thank you one and all.

Wadalba CS enjoyed hosting many events and forums with schools from across the Central Coast in attendance such as the debating challenge, spelling bee and teachers professional network meetings. Thank you to the hardworking canteen staff and volunteers for doing this extra catering as well as our own school events, such as the Athletics and Swimming carnivals, Harmony Day, Trivia Night, the Christmas Carols and the Staff Development Days. Also a big thank you to the team for the professional manner in which the P&C Uniform Shop is run and the quality service provided.

The Wadalba CS P&C meetings continue with good numbers in attendance and there is always a wide, varied agenda where many topics are discussed and information is shared. The email loops keeps us all informed and enable discussions, when needed, between formal meetings. The P&C is now incorporated under the NSW Fair Trading legislation.

Wadalba CS P&C work in close partnership with the school leadership team, teachers and the auxiliary staff. Wadalba Community School has much to be proud of and 2015 should be another exciting year as the P&C supports all the students and their learning across the entire Wadalba school community.

Sharryn Brownlee
President
Wadalba Community School P&C Inc.

Student Leadership Team

2014 has been a year of change and progress in the Wadalba Community School Leadership Team. We have worked hard to bring together the Leadership Team from Primary School through to Year 12. This has been achieved through our action plan processes and formal meeting structure. As well as this we have formalised our democratic voting procedures, inclusive of leadership training and reworked the House Captain role in preparation for Wadalba Cup 2015.

Wadalba Cup is an exciting school spirit idea brought to the Leadership Team by Ms Melissa Norris and 2014 Leadership Team members, Bradley Falzon and Jaron Purcell. The Wadalba Cup will change the idea of house points and increase house pride. All students have the chance to earn points for their house throughout
the year and work toward the illusive Wadalba Cup and reward excursion.

As well as Wadalba Cup and new team processes, the Leadership Team has continued to dedicate their time to raising awareness and financial assistance for a range of causes. Throughout 2014 the Leadership Team planned and organised:

- Valentines’ Day Roses in support of Year 12
- Biggest Morning Tea to raise funds for Cancer Council - More than $350 raised
- Anti-Bullying Day and Harmony Day - where a wave of orange balloons were released into the sky to show our support for creating a school where bullying and harassment is not tolerated.
- Go Red for Redkite Week - Inspired by our outgoing captain Corey Miskell. The school was turned red for a week to raise much needed funds for Redkite. Students versed the teachers in dodgeball. A range of red food was sold and over $2000 of much needed funds were handed to Redkite.
- Cinema Under the Stars - a joint venture with Wadalba Rural Fire Service. Aladdin was played out under the stars in the quad. Families, students and teachers enjoyed the night sky and a Disney classic.
- All formal school assemblies and representations in the community including ANZAC ceremonies and the inclusion in the visit of the Honourable, Dame Marie Bashir

Attendance at the GRIP Leadership Forum and Wyong Shire Future Council.

None of the above would have been possible without the leadership and enthusiasm of the outgoing school captains, Corey Miskell and Samantha Mills who led a dedicated team who have worked tirelessly to make Wadalba Community School a place where all students want to be and enjoy.

We look forward to continuing on the great work of the previous Leadership Team and hope to share some new innovations and carry on our Wadalba School spirit.

Elizabeth Parker and Oscar Waite
School Captains 2015

Learning Achievements @WCS 2014

School performance 2014

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.

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).
It is great to see the variety of university offers covering a broad range of areas such as business, science, environmental studies, teaching, communications and the arts - including several who have been admitted into honours programs.

Analysis of HSC value added data shows better than state performance in the bottom quartile and an overrepresentation of students in the middle. The learning characteristics of students who are achieving the highest value added are independent workers, focussed and goal orientated. We continue to promote these qualities in student learning.

We have also been developing other strategies, including:

- faculty led PL looking at advanced performance
- Introduce study seminars utilising Elevate
- development of a Student Led Homework (Study skills) Google Doc [http://ow.ly/yYPTk](http://ow.ly/yYPTk)
- additional support for writing extended responses.

Debating and Public Speaking Awards

2014 has been a rewarding and successful year for our dazzling debaters and proficient public speakers. We have had students compete in a range of competitions throughout the year including The NSW Premier’s Debating Challenge, The Sydney Morning Herald Plain English Speaking Awards, Junior Legacy Public Speaking Awards and The Model United Nations Assembly (MUNA). Each of these competitions gives our students the platform to perfect their oratory skills against students from all over the Hunter and Central Coast.

2014 started off well with our Year 11 and 12 Senior Debating team consisting of Rhys Chirgwin, Sybrand Bester and Jack Bell heading up the NSW Premier’s Debating Challenge. The boys debated on a range of social, educational and political topics, some highly topical and others controversial, against both Hunter and Central Coast schools. The team was given one hour to prepare their team stance on the issue and their arguments, but all their quick thinking came into play when they had to rebut the opposing side’s view on the spot. These students have proven time and time again that they can pack a punch in the debating world and delivered their speeches with passion and persuasion. They were also excellent role models for all students at Wadalba Community School, particularly our younger debaters who supported the team at every meet. A special mention goes to Jake Fonti and Ben Marshall who stepped in to help the team on a number of occasions this year.

The momentum continued for the Year 11 and 12 Senior Debating team as they went on to compete in the Model United Nations Assembly (MUNA). MUNA is a simulation of the United Nations where countries that support the UN come together in a peaceful environment to debate topical world issues. This year the team decided to be representatives of Australia. Both individually and as a team, the students researched a series of motions relevant to Australia’s stance on current world issues and their relationships with other countries within the UN. On the day, the team had to join alliances with other supporting countries and work towards the most equitable and peaceful solution to the motions passed. I received many compliments about the students throughout the
day for their professionalism and comradeship, as well as their ‘Australian’ costuming consisting of cork hats, stubbies, singlets and things. Needless to say they certainly got into the spirit of the competition.

The baton was soon passed on to our Year 9 and 10 Debating team when they entered the NSW Premier’s Debating Challenge shortly after. The team, consisting of Tarni Heath, Lisa Clare, Emma Fletcher and Sarah Stratford were required to collaborate as a team to devise a series of arguments on topics ranging from the media through to sport.

They are a well-oiled machine whose varied debating styles complement each other extremely well. The girls were put in high-pressure situations and all of them rose to the occasion each and every time. They didn’t even bat an eye lid when they had to debate in front of a full class of year 9 students at Swansea High School. Well done girls! Onwards and upwards for next year.

Our Junior debaters reciprocated all the skill and finesse of our Senior debaters and successfully competed in the NSW Premier’s Debating Challenge. This year we had two teams of students in year 7 and 8 who were keen to showcase their skills in persuasion. This is an impressive feat to have so many students engaged with debating, and Wadalba Community School is one of the only schools within the Hunter Central Coast region to have two teams competing – even against each other on some occasions! As a result, we came away with a number of wins demonstrating that our students have bright futures in debating and public speaking. Not only did these students smash it out of the park in the debating domain, but they set up and packed up each and every time the Senior teams had in-school debates. Thank you to Jordyn Watts, Lachlan Niehues, Jarrod Taylor, Jade Turner, Anna Jones, Ellie Heaton, Jacob McPherson and Daniel O’Toole for showing respect, responsibility and excellence.

Our greatest success this year has come from our public speakers, both junior and senior. In the Junior Legacy Public Speaking Awards we had two entrants, Anna Jones and Teghan Irwin. The girls had to select a topic relating to an ideal represented through Legacy and present that speech in front of over sixteen students from both public and private schools across the Central Coast. As the youngest competitor in the competition, Anna Jones delivered a phenomenal prepared speech on Asylum Seekers, presenting the idea that asylum seekers are people ‘just like you and me’. Teghan Irwin chose the emotive and topical subject of medicinal marijuana. Both Anna and Teghan were then given three minutes to prepare a speech on an unseen topic. The girls did a fantastic job of thinking on the spot and delivered confident presentations. Teghan went on to receive an ‘honourable mention’ from the adjudicator for her efforts. Congratulations ladies on your performances!

Our final flurry in the world of public speaking for 2014 was in The Sydney Morning Herald Plain English Speaking Awards. Similar to the Junior Legacy Public Speaking Awards, our entrants Tarni Heath and Lisa Clare had to deliver a prepared and impromptu speech in front of a crowd of students from both public and private schools across the Central Coast. Lisa’s prepared speech on the issues of gender inequality was a reminder of the power of our own actions. Tarni’s prepared speech, also on medicinal marijuana, was emotive and captivating. The girls then delivered an impromptu speech with confidence. Great effort!

All of our debaters and public speakers at Wadalba Community School represented the core values of respect, responsibility and excellence in school and out in the community. They have made their mark on the community, demonstrating that our students are a talented group, with which we are extremely proud.
The Arts

Our Gifted & Talented Program continues to blossom into something special for Wadalba Community School and the CAPA Department. The passion, commitment and inspiration the students reflect and demonstrate everyday through their art work, musical performances and collaborative projects are an extremely rewarding part of the job. Highlights included the release of the CAPA GaTS CD ‘Soaring’ which brought together all the skills of our musicians and artists resulted in something special the whole school could be proud of. What made it more special was to have the CD officially launched by Her Excellency Professor The Honourable Dame Marie Bashir during her visit to our school.

Showcase maintains it position in the Creative & Performing Arts Faculty as our ‘big ticket’ performance night with a huge, diverse range of performances and displays from the whole faculty on display. It sits as a show piece during the schools Education Week Celebrations and is a brilliant demonstration of the skills, knowledge and programs of what our Drama, Music, Dance and Visual Art students are capable of.

Education Week itself is a busy week for the CAPA department with the Wadalba’s Got Talent annual performances taking place as well. The whole school gets to enjoy some of the hidden talent at Wadalba with some brilliant performances bringing the house down in front of our ‘guest judges’. Well done to Sam and Losa in 2014, our joint winners.

The new kids on the block, our Trivia Themed Night, had its second running in 2014 with an Australian flavour. 20 classics were belted out by
our students and teachers of the Music department. 22 table battled it out for trivia domination with a SASS staff eventually winning the night. Great support from the Art, Drama and Dance departments made the night a great success. Thanks too to the the P&C who helped out significantly with prizes and marking on the night.

This year our Variety Night was replaced with our new Drama Night, an opportunity for our young Drama students to have a performance night to themselves. Well done to Mrs Wright and Miss Coghlan for

The year 10 Self Portrait and Art Exhibition was again a highlight for Term 4 showing of the culmination of a years work in the classroom. The skills and creativeness of the students again, always amazes staff and parents who view the exhibition.

Each Wednesday afternoon the music department runs the Production Unit. Students from all years and our GaTS program get an opportunity to work together on skills that are found both out on stage and behind the scenes. Maintaining a sound desk during a performance, connecting technologies and multimedia units to performance and ceremonies, advanced performance and composition techniques and the recording process all feature in this diverse program.

The annual Central Vision Art Exhibition, running for a month through February and March, which exhibits works from 19 different schools across the Central Coast, ran again very successfully. The exhibition is based at the Gosford Regional Art Gallery and happily, one of our own, Ms Sandra Florido, became the regional director for the exhibition. This involves coordinating and organising the display and the selection of works. A great and successful job done.

Our CAPA GaTS Music and Elective Music students also participated in a wonderful collaborative community event with ‘The Grove’ Arts Centre and Tantrum Youth Arts. Our musicians, under the guidance of Mr Vojkovic and Music Industry representatives wrote and composed music for a play title ‘Central Coast Ghosts’. The students then performed this music love with the actors to a captive audience in November. Well done to all involved.

Our Dancers again featured heavily in the Central Coast Dance festival from both the primary and secondary schools performing admirably at the Laycock Theatre in Gosford.

Kelsey Rush-Wichelow, one of our up and coming CAPA GaTS Music students entered her original song, featured on the Soaring CD into the National Song-Writing Contest and was placed second in the local Creative Arts Competition.

Wadalba Community School art students also featured heavily in the First Class Lake Macquarie Art Exhibition with works on display throughout last year. Well done to Rebecca Laundess, one of Miss Norris’s HSC students, who was selected to
be exhibited. Reconciliation Art Prize and the Deadly Vibe Portrait Competition were well contested and represented by Wadalba Art students with success coming and artworks being published. Four students were published in the magazine, Katelyn Puckeridge, Zoe Wilson, Emma House and Tayla Rae. These programs ran as part of our Cultural Affirmation Program involving all our art teachers with some wonderful extra-curricular programs ran an integrated by Miss Barron, including Indigenous Art Workshops run by Gavi Duncan.

Our music students also got opportunities to perform in the community Vibes On The Green at Toukley. CAPA Gats and elective music students gained valuable experience performing live in front of an audience. All students were well received by the Toukley locals, often getting requests for specific songs! We look forward to maintaining this valuable relationship with the community.

The Creative & Performing Arts faculty is committed to success. We are inspired by the students we teach daily and will continue to strive forward, holding the school values of Excellence, Respect and Responsibility high.
Support
In 2014 the support unit of Wadalba Community School maintained its total of four classes. These classes are:

- K-6 Multi-Categorical
- Years 8-10 IO/IS
- Years 7-9 Multi-Categorical
- Years 10-12 Multi-Categorical.

These four classes are another example of the school’s ability to cater to the diversity of its surrounding community.

Some highlights of the school calendar year for the support unit included:

- The completion of TAFE qualifications in Primary Industries and Hospitality by several of our students’
- The support class students being very active in assisting in the daily functioning of the school café through taking orders, handling money, preparing food and beverages and then delivering the goods
- Faculty members leading professional learning sessions at staff meetings
- Faculty members becoming trained in Non-violent crisis intervention techniques and completing other relevant professional learning
- Utilisation of external services such as Riding for the Disabled, Job Centre, Eleanor Duncan, Headspace, Life without Barriers and weekly Music Therapy sessions with a qualified music therapy teacher
- Students attending external events such as the Mariners Soccer enrichment day, “Come try” day, swim scheme, and Ausrapid carnivals
- The visit of the Governor of NSW the Honourable Dame Marie Bashir AD, CVO to the primary multi-categorical class
- The utilisation of our parent knowledge base in the teaching and learning process with a highlight being Mr Shane Blackman’s “Trench Life” presentation that vividly demonstrated life in the trenches during WWI
- Successful participation in the National Consistent Disability Data Collection trial as a pilot school.

Importantly, both standard mainstream and Life Skills programs of study were offered, providing a
range of options to accommodate individual choices and needs. In 2014, the patterns of study included approved KLAs, community access and social skills programs. These were successfully completed both within the Support Unit and as inclusive practice, with and without School Support Learning Officer (SLSO) assistance.

Targeted Sports Program (TSP)

In 2014 our Targeted Sports Program (TSP) has continued to provide 167 students with opportunities to develop their knowledge and skills of their chosen sport. Our coordinators and coaches are continuing to develop their programs and build the program into a very successful school initiative. Our programs have attracted a great range of talented students and we greatly appreciate the continued support from our local industry links especially Wyong League Club. We have continued to provide these athletes with opportunities to strengthen their skills, reach their academic and social potential and uphold the school values of respect, responsibility and excellence in; Rugby League, Netball, Touch Football (girls), Soccer and the newest addition to the program Individual Sports.

Rugby League

The 2014 Rugby League year was an extremely successful one for TSP Rugby League. Throughout the year we competed in a number of events ranging from the NRL 7’s, NSW 9’s, NSW All Schools, NSW Country Cup and NSW University Shield competitions. Our school did very well in all events. Our U 13’s Rugby League team made it through to the semi-finals in the Central Coast gala day. They look to gain some great new players from our junior students in the off season and show great promise for next year. The U14’s won the NRL 7’s and finished Central Coast runners up in the Buckley Shield. The U15’s came second in the NRL 7’s, whilst the U16’s won their 3rd consecutive NSW Central Coast All Schools Competition and finished second in the
Newcastle University 7’s. Our Open’s side were extremely successful as they finished in the Top 4 in the NSW University Shield and came 3rd in the NSW 9’s. To top it off, we had a number of students gain selection into representative sides, with the pick of the crop being Jacob Liddle who made the Australian Schoolboys team. Jacob is Wadalba Community School’s first ever Australian Representative.

The program continues to benefit from the expertise and professionalism of Mr Matt Lavin and Mitchell Williams, the development coach from Wyong Rugby League Football Club. Our coaches Mr Huff, Mr Ristuccia, Mr McLennan and Mr Hodges are very proud of the efforts of all the boys and are looking forward for further success in future years.

Netball

TSP netball students participated in a range of activities throughout 2014 to build on their core netball skills.

The year started off with intensive fitness programming and then during Terms 2 & 3 focus shifted towards building skills such as passing, footwork, driving to the ball, passing into the space and one-on-one defence. The addition of the Year 7/8 netball NSW gala day gave the juniors a great opportunity for more game time and one team made it to the State finals. The other team unfortunately came in a close third in the first round and narrowly missed out on a chance to attend regionals. The Year 7/8 team was also strong at the Sydney North Gala day and the 9/10 team struggled with injuries but played their best and worked well as a team.

Overall, it was a successful year for TSP Netball and Ms Morgan and Mrs Hesse look forward to an even better 2015.
**Touch**

2014 has seen some promising results for the touch football program. Girls involved within the program played integral parts in the year 7 & 8 and the year 9 & 10 touch teams that only missed out in the final series of the Central Coast Cup by for and against. This was the best results that both teams have achieved in this competition since the programs development.

The girls were involved in a range of sessions that built on all aspects of their game play. These included, basic skills, tactical knowledge, fitness components and set plays. The girls should be commended on their efforts in the past few years as it is beginning to show in results in a variety of competitions.

**Individual Sports**

2014 was the second year of the Individual Sports program at Wadalba. There was a wide range of sports that were covered such as Swimming, Tennis, Golf, Boxing and Athletics. The Indi sports students all excelled at their chosen sports and represented the school at a high level.

Each week, the students undertook different types of fitness training. Miss Kettle attempted to provide as much variety as possible with activities such as Beach fitness, Boot camps, sessions at Millennium Health Club and Allsorts fitness Wyong, pool fitness sessions and fitness sessions at different local park areas.

During Term 3 we started experimenting with students training with their coaches or undertake training set by their coaches. This proved to be beneficial to the students involved and prompted the program to be run like this in 2015.

**Soccer**

TSP Soccer students developed their skills this year through fitness testing, boot camp, gym sessions, fitness challenges, and beach sessions. The majority of time during the program was spent being expertly trained at the Wadalba Sporting Complex by our qualified coaches: Mr Atmore, Mr Allanson and Mrs Welsh. Students participated in the Bill Turner Cup and Trophy as well as the Open Boys and Girls teams. They went on an excursion to Telstra Stadium where they had the opportunity to experience what it feels like to be a professional athlete. It was pleasing to note the increase in the number of females being selected into the TSP Soccer program, an area we are keen to continue developing in the future.

**TSP Elective**

The Stage 5 (Year 9 and 10 elective classes for TSP) students continue to provide extra depth of knowledge for our young athletes. These classes, taught by PDHPE staff and cover relevant topics such as Improving Performance, Nutrition, Event Management and Movement Analysis. We offer four specialisations in the TSP: Rugby League, Soccer, Touch (Girls only) and Netball (girls only). We are mindful of the need to not expand beyond our capacity to deliver quality programs and whilst other sports are mentioned, these four areas appear sustainable. All four TSP specialisations have access to quality coaching support.
Innovation @ WCS 2014

Significant programs and initiatives – policy

Aboriginal education

The school created and participated in a variety of programs in consultation with students, families and community members to support student engagement. Programs included school specific programs and also local and state wide initiatives. All programs were supported by all staff and especially identified Aboriginal staff members.

The didgeridoo program was a highlight of Aboriginal student engagement throughout the year. Twenty Aboriginal males were involved in the program, learning the skills of didgeridoo playing and sharing this skill across the community. High school students travelled to three partner primary schools once a week and taught small groups of primary students. Warnervale Primary School, Woongarrah Primary School, Tacoma Primary School and Wadalba primary students were all involved. The didgeridoo program also assisted with the transition from primary school to high school. The didgeridoo and community events including the Wollotuka 30 year anniversary celebrations.

Another group of our students have been collaborating with an Aboriginal elder, photo and video artists to connect art, skateboarding and reconciliation. Again, the innovative media and making connection and meaning to students’ lives models the importance of school be an authentic and engaging place to learn. The student work featured in The Entrance Gallery, as part of Maliga (Darkinjung language for “shine”), an Art showcase. The works exhibited demonstrated a tremendous diversity of style and message.

Creative and Performing Arts teacher Mrs Barron was integral in planning and delivering a Cultural Affirmation Program with Aboriginal artist Brett Parker. Selected Aboriginal students worked with Brett on creating a number of Aboriginal artworks. Our students working parent Ben Laws, community artist Brett Parker, TAS (Mr Tunks) and Art (Ms Barron) teachers took out first prize in the Indigenous and non-Indigenous Collaborative Reconciliation School Project Reconciliation award winners at Gosford Gallery.

As part of the ILNNP project 6 primary and 16 secondary Aboriginal students participated in the future writers program. The program was designed to help improve the students’ literacy skills in a positive and proactive manner. The
students were firstly tutored in many areas of literacy then set about writing short stories and about themselves and their culture. This program resulted in the students producing a professionally published book and winning the “Deadly Vibes” short story competition. The students have gained a positive image of their own literacy levels and understand the value of further improvement. While 22 ATSI students were involved in the future writers program, all ATSI students K to Y10 were given targeted literacy tutoring.

The NAPLAN component of the Norta Norta tutorial assistance scheme allowed the school to employ two Aboriginal community members to work with students requiring additional support. This involved in class mentoring and support as well as students working together in small groups to focus on improving a particular skill. The individual sponsorship component of the Norta Norta program allowed Year 11 and Year 12 Aboriginal students to access one on one tutoring. Most students used this time to work with their tutor on improving the quality of their assessment tasks. Both components of the Norta Norta program will continue in 2014.

As part of the Improving Literacy and Numeracy National Partnership, improving Aboriginal student learning outcomes was a priority. Ninety Aboriginal students were involved in a reading program as a reader, a reading mentor or both. It was great to see senior students reading with younger students, emphasising the importance of literacy skills.

All Aboriginal students and families participated in the Personalised Learning Plan (PLP) process. Students and families worked with a representative from the school to develop learning goals and created strategies to achieve these goals. The aim of this process was to help strengthen relationships between the school and our Aboriginal students and families.

All staff continue to participate in professional learning aimed at improving their knowledge and understanding of Aboriginal Australia. A team of staff also participated in Smarter Stronger training. Staff are committed to improving the educational outcomes of Aboriginal students and educating ALL students about Aboriginal Australia.

Multicultural education and anti-racism

The makeup of the school remains similar to previous years. Staff and students participate in a variety of initiatives aimed at developing an understanding of different cultures and belief systems. Across all year levels students learn the similarities and differences that exist within their own community and also look at communities from other areas of Australia and overseas.

The secondary Cultural Dance Group continued to practice and perform at a variety of school and community events, including with our primary students.

We celebrate harmony day with whole school activities, including primary and secondary school assemblies.
Accompanied by the most amazing 14 students, five HSIE teachers dared to do what no other Wadalba teacher had done before – an overseas excursion with Vietnam School Tours! We were all so excited to be going but could never have predicted the journey we would experience during this 10 day whirlwind tour.

We began in the North of Vietnam arriving in Hanoi and travelling up to the UNESCO world heritage site of Halong Bay. We spent a night on a Junk on the Bay and had many adventures kayaking through caves and trying new foods. The students spent time at an orphanage and were able to give the many gifts that they had taken for them from home, while gaining a new appreciation of home. We visited Ho Chi Minh’s Mausoleum and felt the respect the people have for this Communist leader. The ‘Hanoi Hilton’, where prisoners were kept during the war, was an eye-opener for all and a tour through the French Quarter on a cyclo was an interesting way to experience the Hanoi traffic. Our next flight took us to Da Nang, on the Central Coast of Vietnam where we stayed in the resort village of Hoi An. Here we were able to refine our bartering skills by shopping our way through the town. An eco-tour of the community included a bike ride through the farms, riding water buffalo, net fishing as well as a relay race in the basket boats. There was plenty of opportunity to perfect our cooking skills and sample Vietnamese foods at the food market tour and cooking classes.

The final destination was Ho Chi Minh City, formally Saigon. After a small delay at the airport (6 hours sitting in an airport with 14 teenage girls – thank goodness for Wi-Fi), we visited the many historical sites of the Vietnam War, including the Cu Chi Tunnels, the War Remnants Museum and the Reunification Palace. Spending the day exploring the Mekong Delta was a highlight for many of the girls. By boat, we saw the floating markets and ended up making candy, drinking snake whiskey (teachers only) and cuddling up with a python. The Vietnamese delicacies of rice rat and elephant-ear fish were on the menu at lunch, just before a bikeriding expedition of the local fishing markets, which involved a ferry ride next to pigs on a motorbike.

Our amazing tour came to an end with many of us wanting more. We spent the final day at an English speaking café, conversing and playing games with Vietnamese who are learning English and really appreciated the practice. Then, before we knew it, we were on the plane and headed home with wonderful memories and exciting stories to share with our families and friends.

We would like to make special mention and thank the girls that travelled with us. They were adventurous, respectful, hilarious and gave everything a go. Most of all we thank Mrs Bennett for the many hours she spent planning and organising such a successful tour.
Significant programs and initiatives – equity funding

Aboriginal background

In addition to funds to support school programs outlined within this report, the school funded an Aboriginal Education Officer role for 3 days per week.

Funding was also utilized as part of the Norta Norta program to support Stage 6 students with preparation with senior studies, as well as providing literacy and numeracy support for students in Stages 4 and 5.

Socio-economic background

In addition to funds to support school programs outlined within this report, the school funded

* creation of a new class to support vulnerable students in Y8/9 which has achieved some of the best outcomes of all classes this year
* employed a speech pathologist, currently working in the primary section but we are investigating some innovative opportunities for assisting secondary students as well
* extra para professional support to assist with speech pathology
* funding for a Community Liaison Officer role
* AVID (Advancement for Individual Determination) training to support planning for a new Y8 class in 2015.

Learning and Support

During 2014 the school voluntarily engaged with the trial for the National Consistent Collection of Data (NCCD). Participating with the trial provided opportunities for the school to develop quality systems and resources to support the completion of Data Collection. The data collection requires schools to identify students that have additional learning needs and to document evidence of accommodations and adjustments that are being provided within classrooms.

Student Wellbeing

Wadalba Community Schools (WCS) Wellbeing Team recognises that each student has Individual social, emotional and learning needs. The Wellbeing Team continues to support the staff and wider community to ensure that the needs of the whole student are met resulting in improved learning outcomes for all students.

The Wellbeing Team consists of the School Principal, Deputy Principals, Head Teacher Welfare, Year Advisors, School Counsellors, Learning and Support Team, Student Learning and Support Officers and the Student Support Officer. This team meets on a regular basis to discuss individual students in terms of learning support and student wellbeing.

2014 has been a year of reviewing, refining and redeveloping for the wellbeing team. During 2014 the Wellbeing team conducted a review of the current processes and procedures with the purpose of developing quality systems that support student wellbeing. Experts within the Department were involved in the review process to provide support, recommendations and feedback. The major items of review included transition, the roles of support staff including LAS teachers, SLSO’s and the school SSO, welfare programs and delivery organisation, and processes for classroom teachers to access support for students.

Action Teams – An initiative that developed as a result of the welfare review was the implementation of Action Teams. Year Advisors have developed actions teams that focus on investigating the needs within the school and have utilised these findings to develop programs to suit. Currently there are three action teams in place Anti Bullying, Study Skills and Safety. These action teams have spent a significant amount of time reviewing current programs and identifying the needs of our current students to implement meaningful resources, support programs and relevant community involvement.

During 2014 WCS continued the implementation of the Year Advisor Conference. This conference provided professional development and training for the members of the Wellbeing Team. Professionals within the community provided training in a range of areas and assisted with program development.

Anti Bullying Day – The focus of Anti Bullying Day was to bring awareness around the impact of
bullying and harassment and to share with the community Wadalba’s commitment to providing a safe environment for our students and staff. This year saw an increased participation amongst students, staff and the community. The day included the releasing of orange balloons, students wearing orange and a focus assembly with a number of lead up events and competitions.

Student Support Officer – The implementation of the Action Team this year has had a positive impact on the role of the SSO and the programs delivered to our students. Identified student needs that were addressed within action teams drove target areas and project ideas. The Wellbeing Team in particular the SSO has continued to work collaboratively with outside agencies and this year has welcomed continued growth and collaboration. Quality relationships have been developed with a number of new agencies resulting in positive outcomes for our student population.

Wadalba Community School along with a number of other NSW schools engaged with the Social Policy Research Centre at the University of New South Wales in conducting a review of the NSW Student Support Officer Initiative to gather information about how the role of this position has supported school students during their challenging high school years. The review indicated many areas of success and a positive impact within the whole school community.

Wotz up Wadalba – WCS is committed to educating students around bullying and harassment. During 2014 the Anti Bullying Action team instigated the revamping of the Wotz Up Wadalba anti bullying website. The re development of the website will enable staff to continually update resources and communicate relevant and meaningful information to students and their families.

The Wellbeing Team will continue to utilise recommendations and findings from the welfare review to develop quality systems and processes in 2015.

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

Increased enrolments in the primary led to the creation of an additional class during 2014. In general, enrolments remain steady or slightly increasing with a balance of boys and girls.

![Student enrolment profile chart]

Student attendance profile

The school’s Welfare Team comprising Head Teacher Welfare, Year Advisors and Deputy Principals case manage individual student attendance matters, with the support of the Home School Liaison Officer.

The school uses a SMS messaging system to advise family when students are absent.

We utilise a Results Based Accountability approach to monitor attendance enrolment patterns by days in the week, weeks in the term and by term. We also use this approach to
monitor individual students’ attendance performance and support achievement of personal best.

Attendance was a focus in 2014 and results have been positive in terms of increased performance. This includes:

- 40 students achieving 100% attendance compared to 29 for benchmark data (2013-2012)
- 185 students achieving at least 98% attendance compared with 139 for benchmark data
- 926 students achieving 90% at least attendance compared with approx. 740 for benchmark data.

Attendance in primary remains around state performance levels. In 2014, attendance was 1.8 percentage points better than the school’s five year benchmark.

Attendance in secondary has improved by 2.2 percentage points compared to the school’s five year benchmark. This included results for every cohort being better that the school cohort benchmark data

The gap to state has more than halved over the same period to 0.7. Both Y7 and Y12 exceeded state performance.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>2</td>
<td>92.7</td>
<td>93.3</td>
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<td>4</td>
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<tr>
<td>5</td>
<td>90.7</td>
<td>92.6</td>
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<td>94.1</td>
<td>93.7</td>
<td>94.0</td>
<td>94.5</td>
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</tbody>
</table>

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<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>5</td>
<td>90.7</td>
<td>92.6</td>
<td>94.1</td>
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<td>92.7</td>
<td>90.6</td>
<td>93.1</td>
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<td>94.0</td>
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<tr>
<td>Total</td>
<td>94.1</td>
<td>93.8</td>
<td>94.1</td>
<td>93.7</td>
<td>94.0</td>
<td>94.5</td>
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</tr>
</tbody>
</table>

Post-school destinations

The post school destination report shows that students who leave Wadalba Community School are successfully entering University, Further Education, Employment, Traineeships and Apprenticeships. Each year our outcomes and employment retention rates are consistent with students gaining Casual employment, in School Traineeships and Apprenticeships that lead to further employment. Our SVET, TVET and Trade Training students are readily prepared for the workforce, have prevocational training and casual employment. Raising the school leaving age has impacted on the retention of students in Year 10 and Year 11. The report produced the following data.

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 leavers</th>
<th>Year 11 leavers</th>
<th>Year 12 leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>employment</td>
<td>43</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>29</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>other</td>
<td>21</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>unknown</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

The number of students undertaking a vocational pathway has risen simultaneously with the raised school leaving age. This is evident by the fact that some students are studying up to three school-VET courses during their Senior Years. 74 Year 12 students in 2014 were enrolled in Vocational Courses at school studying Business Services, Hospitality, Construction Pathways, Retail Services, Primary Industries, Sport Fitness and Recreation (Sport Coaching) and Industry-Based
Learning. 18 of these students attained a Band 4 or higher in the optional HSC exam. In fact, at least one student attained a Band 5 in every optional exam. As well, 3 students completed their studies in the Certificate III Health Services Assistance and 2 attained a Band 4 or higher in the optional HSC exam. Also, 5 Year 12 students completed a School Based Apprenticeship or Traineeship in the fields of Hairdressing, Warehousing Operations, Sport Fitness and Recreation and Retail.

Additionally, in 2014, 2 Wadalba Community School students undertook studies through the Lakes Community Trade Training Centre (LCTTC), which is a consortium between Wadalba CS, Northlakes HS, Gorokan HS, Lake Munmorah HS and Lakes Grammar Anglican School in Metal and Engineering. 11 students studied 4 Unit Construction Pathways at the Wadalba CS site.

Year 12 students attaining HSC or equivalent Vocational educational qualification
46 School Based VET students, 1 LCTTC student and all Certificate III students attained their Certificate II or III qualification.

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

We welcome new Head Teachers Mr Sawyer (PDHPE), Mrs Holmes (English) and Mr Pickett (TAS). I would also like to thanks our senior teachers who have taken relieving roles this year and continue to offer leadership across the school, particularly Ms Jones, Mr Tunks, Ms Hesse and Mr McKinlay.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>80.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21.1</td>
</tr>
<tr>
<td>Total</td>
<td>128.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has six teaching staff who identify as Aboriginal or Torres Strait Islander, and 11 staff in total.

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>3</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
As a school we are aspiring for a school wide culture of learning and collaboration and striving to achieve a positive professional learning community where all staff are committed to, are able to access and participate in professional learning opportunities that are purposeful, relevant, innovative and student focused. We work together to create both formal and informal opportunities to network, share ideas and engage in professional dialogue to enhance student outcomes.

The school has an active Professional Learning Team who support the high priority given to professional learning. This team is broken into three branches covering the areas of Whole School Planning, Administration of PL and Aspiring Leaders/ Accreditation.

Significant Professional learning opportunities for staff this year have included:

- In school symposiums with guest speakers including Shayne Player and Doug Willms
- Kidsmatter and Mindmatters training
- Focus on Reading Training
- Offsite Staff Development Days with individually chosen workshops
- Opt in after school PL opportunities such as CV writing, supervision, Aboriginal Ways of Learning and programming
- Networking opportunities such as working with our LMG, Head Teacher, Primary Executive and Deputy networks
- Completion of all mandatory training
• Leadership development opportunities such as Covey’s 7 Habits of highly effective leaders training
• A variety of faculty and individual focused PL
• In the spirit of Google and other 21st organisations, we have introduced 14 staff Research and Development teams, identified and led by our staff, that focus on innovative practice and we have been able to provided additional professional learning support in key areas

Our teachers and support staff participated in a range of learning activities during the year. 106 teachers and support staff attended 496 professional learning courses designed to meet the TPL needs of that staff member, address a school priority or meet mandatory requirements. In total 167 different courses were attended which included Best Start, Disability Standards for Education, Professional Accreditation, Highly Effective Leaders, Kidsmatter, NCI Training, Leading School Transformation, Quality Teaching Rounds, Stronger Smarter and Youth Mental First Aid.

Our Teacher Professional Learning (TPL) budget of $78,000 was supplemented by $7,960 from school and tied funds. These additional funds came from Beginner Teacher Resource Allocation (BTRA), Greater Teacher Inspired Learning (GTIL), Research and Development Budget, Curriculum and Pedagogy Budget, Improving Literacy and Numeracy National Partnerships (ILNNP) and faculty budgets. The school also utilized additional RAM money to fund a team of staff to attend high quality learning opportunities linked to the school priorities.

Moving into 2015 we will continue to expand on these forms of Professional Learning as we strive to continually improve on our practices at Wadalba CS.

Beginning Teachers

We had 5 teachers in their first or second year of service. Teachers were provided with a mentor. Additional funds provided under Great Teachers, Inspired Learning was utilised to provide additional release for planning, working with a mentor, observation or other opportunity to support their work.

Financial summary

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

Financial Summary for the Year Ended 31 December 2014 (Wadalba Community School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(1,428,742)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(14,289,189)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(13,752,477)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(23,873)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(489,168)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(19,187)</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>(4,484)</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>13,582,406</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>13,582,406</td>
</tr>
<tr>
<td>Employee Related</td>
<td>12,544,625</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>1,037,780</td>
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<tr>
<td>Capital Expenses</td>
<td></td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>(706,784)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(1,428,742)</td>
</tr>
</tbody>
</table>

* data source: Schools Finance - Learning and Business
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:

- Analysis of annual data sets such as Best Start, literacy and numeracy continuums, NAPLAN and HSC
- Progressively monitoring a wide variety of qualitative and quantitative data as part of the ongoing work of the school
- Undertaking key evaluations, including updating evaluations undertaken in recent years to ensure key themes and ideas are actioned.

School planning 2012-2014:

School priority 1

Literacy and Numeracy.

Outcomes from 2012–2014

- Increased levels of Literacy and Numeracy achievement for all students
- Diminished gap in achievement between Aboriginal students and all students
- Increased representation in the higher bands.

Evidence of achievement of outcomes in 2014:

- Closed the gap between School All and State All by at least 5 percentage points for the top two skills bands for reading (Y5, Y7); writing (Y5, Y7, Y9)
- Closed the gap between School All and State All by up to 5 percentage points for the top two skills bands for numeracy (Y7)
- Closed the gap between School All and State All by at least 5 percentage points for the top three skills bands for reading (Y5, Y7); writing (Y5, Y7); numeracy (Y7)
- Closed the gap between School All and State All by up to 5 percentage points for the top three skills bands for writing (Y9).

Strategies to achieve these outcomes in 2014:

- Coordination of ILNNP
- PL and classroom support for implementation of Focus of Reading and effective literacy strategies
- PL and support for pedagogy and leadership, including assessment, instructional leadership and lesson observations
- Continued development and utilisation of KLA Literacy Booklets
- Develop a literacy program to help improve the confidence and literacy skills of Aboriginal students, including Aboriginal student writers group contributing to Deadly Vibes
- Evaluation of numeracy (Primary/ Middle School/ Secondary) and development of whole school strategies and support for new curriculum development
- Introduce speech pathologist position and primary paraprofessional role.
School priority 2
Curriculum

Outcomes from 2012–2014
Qualitative evidence demonstrates cumulative benefits from classroom, stage/ faculty and whole school levels to enhance curriculum delivery.

Evidence of achievement of outcomes in 2014:

- Faculty and stages with new syllabuses have implemented and evaluated new programs, including utilising a variety of key lenses for program development such as technology, literacy and numeracy, differentiation, Project Based Learning principles, enhanced assessment approaches, extended writing

- Examples of positive change collected through school planning evaluations include implementation of Focus on Reading, collaboration through new curriculum implementation, diversity of creative events and making the most of K-12 opportunities

- Achievements identified by various stakeholders as part of the school planning evaluations include learning opportunities; diverse range of programs for students and elective choices;

Vocational education options; GATS (CAPA GATS, electives in Stage 5 eg. Rocket Science, Y8 Math’s/ Science PBL class); Homework Centre; support for senior students at the top (personalised learning; study support); addressing learning needs (Learning Choices, Support Unit); TSP; differentiation, resources and technology.

Strategies to achieve these outcomes in 2014:

- Faculty/ stage and Executive exploration of quality curriculum practices

- Introduction of unconference style School Development Day PL to support staff choice regarding a variety of lenses that can support curriculum development

- ILNPP team supporting Focus on Reading and other initiatives

- Introduction of a Y8 Science/ Maths class utilising team teaching and Project Based Learning.
School priority 3
Building Inclusive Communities

Outcomes from 2012–2014
An inclusive School Community where positive relationships ensure student potential is reached and student diversity recognised.

Evidence of achievement of outcomes in 2014:
- Achievements identified by various stakeholders as part of the school planning evaluations include learning opportunities; diverse range of programs for students and elective choices; Vocational education options; GATS (CAPA GATS, electives in Stage 5 eg. Rocket Science, Y8 Maths/ Science PBL class); Homework Centre; support for senior students at the top (personalised learning; study support); addressing learning needs (Learning Choices, Support Unit); TSP; differentiation, resources and technology.
- Introduction of Student Voice Ambassador role in each year group
- Involvement in voluntary trial of NCCD.

Strategies to achieve these outcomes in 2014:
- Team of staff involved in Stronger Smarter training
- Invited local agencies to be involved in a forum looking at best ways to support student wellbeing.

School priority 4
Building Capacity and Innovation

Outcomes from 2012–2014
An inclusive School Community where positive relationships ensure student potential is reached and student diversity recognised.

Evidence of achievement of outcomes in 2014:
- The Cultural Affirmation program had regular activities, including collaborations with artists and cross faculty teams to produce high quality products. This included winning the first place prize in the Gosford Art Gallery Reconciliation prize; student exhibition of work in Maliga (Darkinjung language for “shine”) exhibition at The Entrance Gallery; successful publishing of student work in Deadly Vibes Magazine and professional published book WCS Writers of the Future.
- Further strengthening Wadalba Community School within the community Mr Tunks and year 9 and 10 students refurbished a boat originally donated to Tacoma Public school by Stubby Kent. This project not only allowed for curriculum specific skills to be taught but also built community awareness. The finished project now rests back with Tacoma Public school.
- All large school evaluated PL course exceeded a Net Promoter Score (NPS) of 30. 86% of courses had a NPS ranging between 48-85.
- Qualitative evidence that Professional Development focuses have led to change at the two highest levels of the Guskey framework, particularly in the areas of Quality Teaching, Project Based Learning and classroom management.

Strategies to achieve these outcomes in 2014:
- Continuation of LMG activities including Creative Writing, Science and transition
• LMG Expert panel process utilised to look at effective curriculum implementation in primary
• Staff Research and Development Teams initiated to inquire into action research topics.

School priority 5
Engagement and Retention

Outcomes from 2012–2014
To engage and retain students in learning to maximise outcomes.

Evidence of achievement of outcomes in 2014:
• Secondary attendance has improved by 2.2 percentage points compared to the school’s five year benchmark. This included results for every cohort being better that the school cohort benchmark data
• The gap to state has more than halved to 0.7. Both Y7 and Y12 exceeded state performance.
• Primary attendance was 1.8 percentage points better than the school’s five year benchmark
• 40 students achieving 100% attendance compared to 29 for benchmark data (2013-2012)
• 185 students achieving at least 98% attendance compared with 139 for benchmark data
• 926 students achieving 90% at least attendance compared with approx. 740 for benchmark data.

Strategies to achieve these outcomes in 2014:
• Using Results Based Accountability approaches to monitor attendance data and analyse student report progress
• Initiated new student mentoring processes.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. This included as part of the school planning processes. Families, students and staff also had the opportunity to complete one of the various stakeholder Tell Them From Me surveys.

Some of the school’s current achievements highlighted by families were:
• Variety of curriculum
• Variety of opportunities
• Technology
• Homework centre
• Communication with teachers (emails)
• Genuine teaching
• Teachers caring about kids
• K-12.

Some examples of comments by families were:
• “learning is first and foremost”
• “a good community spirit... and the school works in harmony”
• “fun, supportive of various groups, values and equalities”.

Families also shared their hopes for their child/ren. Some examples of responses include:
• To be the best people that they can be socially and academically
• Try their best
• To be happy
• To have the confidence to go and do what he wants to do in his life
• To leave school gaining the best possible ATAR they can, and learning study skills that will help them after school towards their chosen career
• To have confidence to make and chase goals by studying in a safe and supportive environment
• Career ready
• To be able to function successfully in society with all people from different backgrounds and abilities.

Some examples of comment by students were:
• “having great teachers that help you when needed and give up time to make school fun and not boring and teacher us things that would be helpful in our future and in everyday life”
• “I really like this school because I have really nice friends that I can count on when I’m sad and there are really nice teachers and students that I can count on... it’s also a beautiful school at Wadalba”.

Some of the current achievements highlighted by staff were:
• Collaboration and sharing amongst staff
• Dedicated, enthusiastic, passionate, committed, strong work ethic
• Knowledgeable, plan and teach well
• Increased staff input
• Open communication with staff
• Professional Learning.

Key ideas for development have been incorporated into the school planning processes for 2015-2017.

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.

Our plan has been developed through informed practice. This includes evaluations and discussions with people within our school community and a strong understanding of current educational research. Our plan also aligns with the Department of Education and Communities, School Excellence Framework.

We established a School Self Evaluation Governance Committee in term 2, 2014 and have utilised the expertise of other Governance Committees to support the development of the plan as well as our R&D teams, other committees and project teams. WCS Governance committees comprise staff, parent and student representation covering Finance, Technology, Library, Aboriginal Education, Positive Behaviour For Learning and Community. The school also hosted a symposium with special guests from the Aurora project, local teachers and leaders and AECG and community representatives discussed Aboriginal education directions.

We collected information from all of our stakeholder groups. This included self evaluation specific activities (eg. meetings, Executive conferences); utilising other school events (eg. Parent Teacher nights, parent student pick up times) to collect information. We provided open invitations to provide feedback, used random sampling and utilised our school structures to access data “informants”. A range of different stakeholders were also involved in analysis of data and key findings and conclusions have been communicated as they emerged.

We also conducted a number of evaluations utilising different methodologies, including desk audits and focus groups. Areas of focus included student wellbeing processes as well as curriculum specific areas.

Our overall questions were:
• What have we achieved over the last 3 years
• What improvements do we need to sustain or build on
• What changes to the landscape are possible for over the next 3 years
• What do we believe (common purpose)
• What do we need to evaluate
• What are our priorities for the next 3 years.

Our three strategic directions and their purpose are:

Strategic Direction 1- Learning for all is first and foremost

During, our school planning evaluations, parents emphasised the essential role that school play in
support of learning. The OECD highlights the role that quality education and a focus on education for all can play in support of both school achievement and equity. “Seeking educational excellence is the same as seeking educational equity”.

We will be exploring the interplay between explicit Quality Teaching, student led learning and quality curriculum.

Key terms: explicit Quality Teaching; student led learning; curriculum; academic focus; 21st century learning; families support for learning.

Strategic Direction 2 - Challenging students while making the feel successful

During our school planning evaluations, teachers emphasised the importance of a culture that both challenges and supports students.

Research highlights how effective “schools need to be ready for different children” (Sahlberg) and have estimated that students can be up to 18 times more likely to be academically motivated when they feel respected and have a sense of control and purpose over what they do at school (Quaglia).

Key terms: culture; high expectations; behaviour; learning spaces; knowing our students well.

Strategic Direction 3 - A culture fostering optimism, diversity and community

During our school planning evaluations, students emphasised the importance of a culture that can improve work and learning; ensure no one feels left out/ have a sense of belonging; we can show what we are capable of; students have choice in their education and school life; it helps in later life for future endeavours. Research affirms the importance of effective Social and Emotional Learning focuses to support learning and build a strong sense of community.

Authentic learning opportunities provides an opportunity to build community partnerships which can access community expertise and also provide opportunities for real life learning to contribute back to community as well build school spirit.

Key terms: school spirit; professional capital; community partnerships.

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.

Staff: Jason McGrath (principal), Cameron Dusting (DP), Roxanne Sanday (R/ DP), Jane Harris (DP), Erica Burge (DP), Roxanne Sanday (AP) Mel Brown (HT Welfare), Jarrod Walters (HT CAPA), Stan Baric (HT Special Ed.), Lyn Rawson (SAM), Shannon Louie (teacher), Rhonda Boardman (Careers Adviser)

Community: Sharryn Brownlee (P&C President)

Students: Elizabeth Parker and Oscar Waite (School Captains)

School contact information

Wadalba Community School
Orchid Way
WADALBA NSW 2259
Ph: 0243 925 000
Fax: 0243 925 046
Email: wadalba-c.school@det.nsw.edu.au
School Code: 8278

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:
