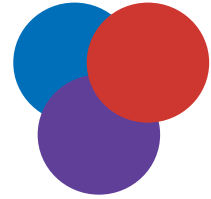


Wellington High School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Wellington High School an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Donald J Harvey

Principal

School contact details:

Wellington High School

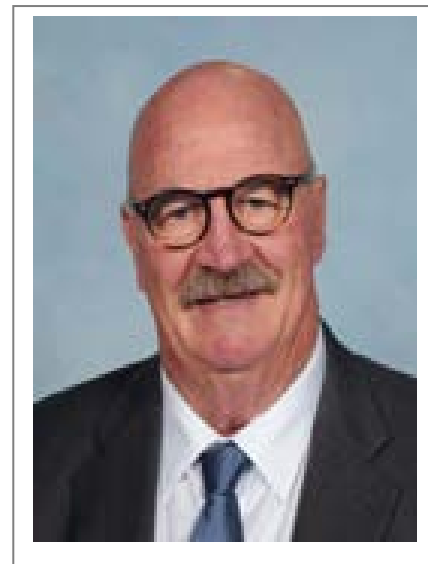
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It is with a great deal of pride that I submit the Wellington High School 2015 Annual Report to you.

2015 saw the school embark on three new strategic directions to enhance the quality of our teaching and learning practices, to further develop the skills and talents of our dedicated staff and to build and grow on the excellent relationships with our community.

Students of Wellington High School participate in a broad curriculum and range of extra curricular activities. A highlight for the school in 2015 was the partnership we entered into between ourselves and Real Madrid Foundation to deliver their Social Schools Program. We are the first Australian school to do so and our students have thoroughly enjoyed participating in the program.

In 2016 a group of students and 5 staff will travel to Madrid as guests of the Foundation to participate in activities along with other students from all over the world, and experience the culture of Spain.

Our self-assessment and milestone monitoring in 2015 identified that our strategic directions needed to be focused around three specific areas of development which now form the basis of our 2016 plan. After a trial in 2015 of a Restorative Justice approach to discipline, the whole school will adopt this process during the course of 2016. Likewise an assessment of our data showed a significant need to concentrate our efforts in the quality of writing being produced by our students and the whole school also identified the need to simplify our welfare and discipline processes to a more cohesive and better delineated system.

- All staff undertook PL in the writing process and strategies to implement them into teaching and learning practices.
- Two faculties trialled the Restorative Justice approach to discipline.
- Two faculties collaborated to develop a whole school approach to lesson observations and feedback.
- All our Indigenous students in Year 7 had PLP's developed in collaboration with their parents, year patrons and AEO's.
- Targeted students and staff have been trained in the Quicksmart Numeracy program. Students will continue to access this program into the future.
- Our parent community was surveyed as to the preferred means of communicating with the school, with a particular emphasis on digital technologies.
- Our Tutors, SLSO's AEO's and teaching staff were surveyed and given PL to ensure the best use of our skilled and talented ancillary staff was being made in the teaching and learning of our students.

School background

School vision statement

Wellington High School will provide a rich educational environment to enable and encourage all of its students to achieve their potential as productive, ethical and valued citizens.

School context

Wellington High School services a rural community in central New South Wales and provides a comprehensive curriculum for Years 7 to 12 in a caring and supportive environment, providing programs which cater for students of all abilities. It is the sole provider for Years 11 and 12 in the Wellington area. The school has 347 students, 48% of whom are Aboriginal and 3% LBOTE. Significant funding is received by the school through the RAM (Resource Allocation Model)

'Achievement for all students' is a focus of school programs. The school has formed strong community partnerships to support the needs of young people in Wellington.

A number of new positions were introduced into the school in 2015 in order to better cater for our students and help to provide support in the areas of greatest need.

- A second Deputy Principal position was created to help better serve the administration of our initiatives and cater for the pastoral needs of our students.
- An additional Head Teacher in Administration assisted in the introduction of new administrative systems and a Head Teacher Mentor and Transition was created to focus on assisting students transition to High School and at their exit points from school. The Head Teacher Mentor also worked with our beginning teachers on their orientation and PL needs as well as assisting other staff with their ongoing accreditation.
- Additional teaching staff allowed the school to broaden our curriculum and provide focused assistance in areas such as Music, PD/H/PP, Maths and Literacy and Numeracy.
- The school provided staffing for an offsite suspension centre which has been well supported by community agencies and assisted in reducing the days lost to suspension relative to previous years.
- Significant SLSO support was provided to assist low level disability students and an SLSO was given the role of attendance co-ordinator.
- The Federally funded TSO position was continued and funded by the school when that Federal role ceased to exist. The TSO continued to provide technology support to all staff and the administration office.
- Other initiatives included our collaboration with NASCA (National Aboriginal Sporting Chance Academy) the employment of an external mentor/coach to provide leadership development and capacity building to the Schools Leadership Team and the purchase and implementation of the Quicksmart Numeracy program.

All of these initiatives and programs were in place in 2015 and our intention is to continue to build on these throughout 2016 and beyond.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our self-assessment process will assist in further refining and developing strategic priorities in our School Plan.

The results of our assessment process indicated that in the domain of Learning we were teaching explicit expectations around behaviour and catering for individual learning needs through our adjustments. We also were transitioning students into tertiary studies and post school pathways effectively. However it was believed that the school needed to do more to establish alternative curriculum offerings and develop a more consistent and streamlined approach to welfare and discipline issues.

Teachers set transparent criteria for student assessment, although reporting needed to show more explicit descriptions of student strengths and areas for growth. PL will be provided around both of these elements in 2016.

In terms of student performances, the data showed clear evidence that our students writing was an area which required significant attention. Consequently this will form one of the strategic directions for 2016.

In the domain of Teaching our evaluation found that classrooms were well managed with planned teaching. Faculty time was being devoted to discussion of strategies in classroom management as well as pedagogical practices. Faculties were also using data to inform decision making and planning, though more PL on this was considered desirable.

Our Head Teacher mentor ensured that our beginning teachers were provided their appropriate orientation and PL with support structures in place for mentoring and coaching. As mentioned earlier, a particular area of need was identified as writing and the school will ensure that PL is provided to staff to further develop their understanding and practice in teaching the writing process.

Our evaluation also found that teachers were working beyond their classroom and contributed to broadening school programs and extra curricular opportunities.

In the domain of Leading the school solicits and addresses feedback on its performance. Leadership development was considered central to the schools capacity building and it has engaged an external mentor/coach to work with the executive staff in building their capacity. It was found that close partnerships and relationships between the school, other agencies, the community and in particularly Universities was enhancing student opportunities.

The evaluation also revealed that whilst there was a broad understanding and support for school expectations and aspirations for improving student learning, clear process with accompanying timelines and milestones were required.

Systematic annual staff performance and development reviews are conducted and school staffing ensures that full curriculum implementation and delivery requirements are met.

The school also has in place processes to deliver services and information to strengthen parental engagement, through our School App, Web Page, Facebook Page and Newsletter.

The new approach to school planning, supported by the new model, is making a major difference to the school progress and direction.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Raising expectations and enhancing the quality of student learning.

Purpose

To empower students with the skills to become independent learners who achieve quality results and continued self-improvement by providing quality teaching and learning and enhanced opportunities.

Overall summary of progress

Each Strategic Direction had three strands in 2015. Each of the strands had an executive member leading the team charged with designing, implementing and evaluating their particular strand.

The Three strands in Strategic Direction 1 included a literacy strand, an increase in the number of PLP for our Aboriginal students, and the introduction of the Quicksmart numeracy program.

Progress was made in all three strands.

In Literacy, significant staff PL has occurred with scaffolds and exemplars for writing strategies developed for inclusion in Teaching and Learning programs.

In the Numeracy strand, Quicksmart has been successfully introduced with the implementation strategy occurring in Term 4. The Quicksmart team has been trained and data was sent for analysis.

All year 7 Aboriginal students had PLP's developed in consultation with their parents and then made available to all teaching staff.

Progress towards achieving improvement measures		Resources (annual)
Students will show improvements in NAPLAN, HSC and School Assessment and Examinations writing tasks	Professional learning sessions were conducted in each faculty to provide staff with the knowledge and skills necessary to instruct students in writing texts types appropriate to their learning area. The Literacy Team worked with faculties to develop scaffolds, exemplars and writing strategies which were incorporated into T&L programs.	Aboriginal Background Funding \$60291.00 Socio Economic Background Funding \$73015.00
NAPLAN data shows a closing gap between all QS students and higher achieving students from Year 7 to Year 9 data. NAPLAN data shows improvement in student growth of QS ATSI students from Year 7 to Year 9 data.	The Mathematics faculty was trained in QuickSmart and a QuickSmart strategy for implementation in 2016 was created. QuickSmart data was sent for analysis and Post-testing completed.	Low level Adjustment for Disability Funding \$40369.00
Increase in parent engagement. Number of PLPs completed. Number of PLPs evaluated.	All of Year 7 Indigenous students completed a Personal Learning Plan (PLP) and each was made available to all teaching staff.	

Next steps

For 2016 the Three Strategic Directions have only one strand each. This was a consequence of our whole school evaluation using the Schools Excellence Framework which identified the need to simplify and focus our efforts on three discrete targets.

Our literacy strategic direction will continue with a more focused approach to improving writing using five identified processes, one of which includes ALARM.

Our numeracy focus will continue with the continued rollout of the Quicksmart program. The focus will however not feature as one of our School Plans strategic directions, it will be run by a team which has been trained and which will report through the executive on its progress and also provide an annual evaluation to the school.

PLP's will also not be part of our School Plan in 2016. We will however continue to develop them with the current year 7 all being completed in 2016. Faculty meetings will be used for monitoring their implementation by staff into classroom practices and teaching and learning strategies.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To provide quality teaching and learning to all students by building individual teacher capacity through improved leadership and professional learning practices.

Overall summary of progress

As with Strategic Direction 1, there were three strands to Strategic Direction 2 in 2015.

One strand was to ensure that time and resources were made available to staff to effectively implement all elements of the Strategic Directions.

The second strand was to develop role statements for the school's Tutors, AEOs, SLSOs and LASTs and to ensure a common understanding by all staff as to each other's roles with the view to enhancing the collaboration and consultation between all those groups in order to improve student outcomes.

In the third strand we introduced a process for colleagues to conduct lesson observations of other staff. A proforma and process was developed and adopted by the whole staff to facilitate observations and feedback.

Progress towards achieving improvement measures		Resources (annual)
Time made available to appropriate staff to implement School Plan Strategies effectively.	Release time for Year Advisors to complete PLPs. All Year 7 Indigenous PLPs completed. Lesson Observations completed. Necessary time allocated for staff PL.	Aboriginal Background Funding \$60291.00 Aboriginal Background Funding
Development of role statements for Tutors, AEOs, SLSOs and LASTs. Evaluation of survey data to measure improvement in collaboration, consultation between teachers, Tutors, AEOs, SLSOs and LASTs and evidence for improved student outcomes.	All staff, tutors, AEOs, SLSOs understand their roles. Evaluation of improvements in collaboration and consultations completed and showed positive results. Evidence of improved outcomes for students yet to be ascertained and criteria developed to do so.	\$72870.00 Low Level Adjustment for Disability Funding \$40369.00
Quantifiable decrease in negative classroom RISC entries. Experience in observing, delivering and providing feedback to colleagues.	All staff in nominated KLAs completed a reciprocal lesson observation and provided feedback. File of completed lesson observation documents established. All faculties adopted a common format and pro forma for observations and feedback.	

Next steps

PLP's will continue to be developed with all of our current 2016 Year 7 Aboriginal students having one developed in consultation with themselves and their families. Each Faculty will then monitor that individual teaching staff are integrating those PLP's into their classroom practices and teaching and learning program.

Role statements have been developed for Tutors, AEOs, SLSOs and LASTs and a survey has been conducted to determine whether there has been an improvement in the level of collaboration and consultations between teacher and those groups of ancillary staff.

The overwhelming results were that there had been a significant growth in the appreciation by teaching staff of all their roles and a far greater level of collaboration and consultation between them.

In 2016 a further assessment will be made to determine whether there has been any significant improvement in the outcomes for students from this greater level of awareness and collaboration.

The school considered that it was too early to establish if these results had translated into improved outcomes for students, hence an evaluation will be conducted later in 2016 to provide evidence.

The third strand has been integrated into the schools process with each Faculty monitoring staff engagement in the lesson observation process and evaluating the ongoing impacts.

Strategic Direction 3

Finding new and better ways of achieving as a school community.

Purpose

To grow and achieve as a school through fostering universal respect for all, valuing the school environment and improving attendance, communication and engagement with the community.

Overall summary of progress

Strategic Directions 3 had three strands also. The first strand was the Restitution – Restorative Justice Framework.

Two faculties TAS and Science trialled the Restorative Justice approach to dealing with discipline issues.

The success of the trial was such, that it has been adopted as one of the three Strategic Directions in 2016. Of the three Improvement measures, positive results were shown in one, we were unable to determine the success of the second and for the third our attendance rate declined rather than improved.

Suspension rates for 2015 showed an overall improvement with a decrease in both the numbers of days lost and the number of short suspensions.

The second strand looked at strategies for improving Positive Parent Contact, particularly through the use of social media.

Facebook was introduced to compliment our School App, Newsletter and other forms of School/Community contacts.

Survey results show that the Newsletter is still the most popular source of information about the school and students for our parents.

Personal phone calls and parent/teacher evenings were the second and third most preferred method. Our Facebook page and App only attracted 50% of parents surveyed.

The third strand to Strategic Direction 3 was Attendance. Unfortunately our attendance rate for 2015 was 82.9% down from the previous year's 86.6%.

In 2016 revised processes for addressing this decline will be implemented.

Progress towards achieving improvement measures		Resources (annual)
Lower suspension rates Lower rates of reoffending	Survey – Agreed upon Teachers role in restitution process in <i>Science and TAS</i> .	Aboriginal Background Funding \$4446.00
Improved attendances	Whole school was made aware of the trial process and results. The TAS and Science Faculty restitution process was put into place.	Aboriginal Background Funding \$48570.00
Increased parent engagement through social media Increased parent attendance Parent/Teacher Nights	Review data from social media and Parent Teacher Night/Showcase attendance. One team member receives PL in Community. Engagement and up-skills staff at PL meeting.	Low Level Adjustment for Disability Funding \$40369.00

Next steps

Restorative Justice has become one of our three Strategic Directions for 2016. The success of the trial in 2015 was noted by the whole school evaluation and hence has become a whole school focus in 2016.

The school will continue to seek ways of better engaging with the school community in 2016 although this will no longer be a strategic direction.

Attendance will remain an important focus for 2016, with a Deputy Principal taking responsibility for the oversight and development of refined processes to address attendance issues at Wellington High School.

Key initiatives and other school focus areas

This section includes:

Key initiatives (from School planning template B).

Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.

Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>All students in year 7 had PLP's (Professional Learning Plans) created in collaboration with parents and carers.</p> <p>The school has a strong partnership with the local AECG with meetings occurring regularly at the school.</p> <p>A significant emphasis has been placed on providing and encouraging Aboriginal students into post-school pathways particularly at Tertiary level. Again this year, one of our Aboriginal students was admitted into Medicine to continue their studies.</p> <p>During 2015 we employed a part-time teacher to assist our senior Aboriginal students with their Preliminary and HSC courses.</p> <p>The school also ran a number of specific programs to enhance the engagement of and outcomes for our Aboriginal students such as National Aboriginal Sporting Chance Academy(NASCA), NORTA NORTA, Sista Speak, Deadly Choices and Iki Fit</p> <p>Our Aboriginal Dance troupe performed again this year in the School Spectacular.</p> <p>The employment of a Head Teacher Transition ensured that our students were assisted at all the transition points in their schooling.</p> <p>Additional Executive positions were created to improve the effectiveness of classroom and school organization.</p> <p>HSC data shows some pleasing results for our Aboriginal students. Our Aboriginal Studies students performed significantly above the state average for both Aboriginal and all students. Likewise our Biology students performed above state average for both groups, as did our General Maths groups.</p>	<p>Teacher Relief \$20187.00 Strategic Direction 1 Strategic Direction 2</p> <p>Individual Sponsorship \$4317.00</p> <p>Iki Fit \$2000.00 NASCA \$6000.00 NORTA NORTA \$98582.00 School Spectacular \$5709.00</p> <p>Executive Positions \$13395.00 Strategic Direction 1 Strategic direction 2 Strategic Direction 3</p>

	<p>In Music our students were only 4% below state average and in Visual Arts students showed a significant improvement to be above state average in both groups.</p> <p>Our NAPLAN results show continued improvement in our closing the gap between ATSI students and the state average in Grammar and Punctuation and Numeracy.</p>	<p>Additional Teachers \$91505.00 Strategic Direction 1 Strategic Direction 2</p>
Socio-economic funding	<p>The executive leadership team engaged an external consultant to lead the team in their capacity development.</p> <p>Additional teaching resources were devoted to Literacy and Numeracy. The employment of an Attendance Officer.</p> <p>The partnership between Real Madrid and Wellington High School was also supported and various excursions were subsidised so that our students could participate in a full and comprehensive range of activities.</p> <p>Additional Executive support was provided as well as the introduction of a new administrative system 'Millennium' so as to be better able to provide the range and quality of data needed and improve the effectiveness of classroom and school organization.</p> <p>Additional teaching positions have meant that students have been able to enjoy a wider curriculum and access to specialist teachers in Music, PDHPE, Literacy and Numeracy.</p>	<p>Leadership Development \$24000.00 Strategic Direction 2 Quicksmart \$9840.00 Strategic Direction 1 Social Schools Programme \$7248.00 Executive Positions \$13395.00 Strategic Direction 1 Strategic Direction 2 Strategic Direction 3 Additional Teachers \$133215.00 Strategic Direction 1 Strategic Direction 2 Strategic Direction 3 Student Assistance \$1112.00</p>
Low level adjustment for disability funding	<p>Parents of students identified as needing additional learning support have been consulted as to how that might best be done and adjustments identified.</p> <p>The engagement of additional SLSO positions to target specific students has enhanced those students participation and engagement in their learning.</p>	<p>Additional SLSO's \$121108.00 Strategic Direction 1 Strategic Direction 2 Strategic Direction 3</p>

	<p>Teachers and SLSO have taken the opportunity to access PL programs to further improve their skills in addressing learner diversity in the classroom, and our LaSTs have created a substantial data base to assist teachers' understanding of the learning needs of those with low level disabilities.</p> <p>Additional executive roles and functions as well as the introduction of a new management system have meant more effective classroom and school organisation.</p>	
<p>Support for beginning teachers</p>	<p>All beginning teachers are provided with relief from face- to- face classroom teaching to work on areas identified by their mentors, or discussed in conjunction with mentor teachers. This included lesson observations, assistance with programming, lesson planning, assessment schedules, reporting and classroom management strategies to name just a few. First year beginning teachers were provided with two hours per week and second year beginning teachers were provided with one hour per week.</p> <p>Beginning teachers were provided with both formal and informal feedback (using a standard proforma) and informal feedback is given by way of collaborative discussion with executive, mentor teachers and various staff, both individually, and at a regular faculty meetings.</p> <p>Support was provided for beginning teachers within the school comprising support from teaching staff, mentor teachers and executive staff through internal training at PL meetings. These structures were put in place to benefit all staff, particularly beginning and mentor teachers. Support from external mentors was also sourced to work with beginning teachers around the accreditation process. The Head Teacher mentor has been provided with training from external sources, within the school, and had access to a variety of professional learning opportunities through My PL. The HT Mentor ensured relevant release timetables were created in a professional and timely manner, catering to the needs of all beginning teachers within the school.</p>	<p>Beginning Teachers \$42588.00</p>

	<p>Beginning teachers had extensive access to professional learning opportunities within the school, through a weekly rotation of faculty, staff and professional learning meetings and externally through My PL. Support materials were provided at each of these meetings, along with collaborative discussions around such areas as classroom management, student engagement, PBL and a variety of literacy and numeracy strategies to enhance their teaching and learning strategies. Biannual Parent and Teacher interviews provide the opportunity to develop productive relationships with parents and carers, with the support of faculty members, mentors and Head Teachers. School- wide practices around our student welfare system that require parental contact were also supported in their implementation.</p>	
Other school focus areas	Impact achieved this year	Resources (annual)
<p>Community Consultation Funding</p>	<p>Regular AECG and Parent and Teacher meetings were held at the school.</p> <p>Parent Teacher nights were held twice during the course of the year as well as numerous individual meetings between parents and staff through the course of the year.</p> <p>Our regularly produced Newsletter was posted to all families, community groups and others who had indicated they would appreciate a copy.</p> <p>The school introduced a Facebook page to complement our Web page and App, a survey was then conducted to ascertain which vehicle for communication was the most popular.</p>	<p>Community Consultation \$6432.00</p>

Mandatory and optional reporting requirements

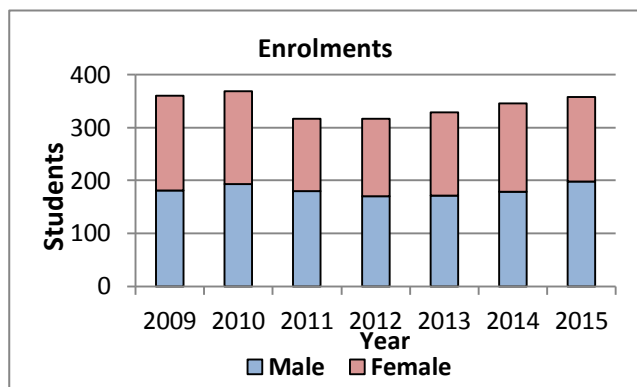
- It is preferable that mandatory items are integrated as evidence of achievements when reporting on progress in Section 2 of the Annual Report: Self-assessment and school achievements.
- Section 3 of the Annual Report must then include information not already reported that is mandated as part of the Australian Education Regulation 2013 and Departmental requirements. Schools may report on the list of optional items as appropriate.
- Further information regarding the Australian Education Regulation 2013:
http://www.austlii.edu.au/au/legis/cth/num_reg/aer2013n195o2013384/s60.html

Student information

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

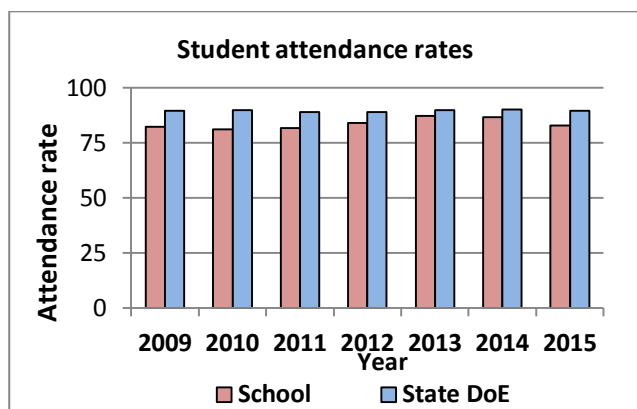
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	181	193	180	170	172	179	198
Female	179	176	137	146	157	166	159



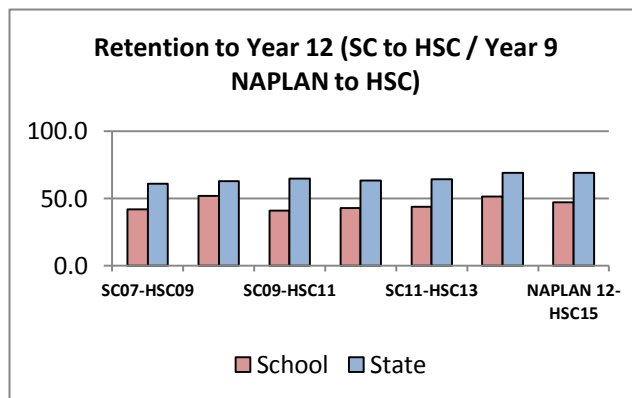
Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
	School	7	89.3	86.4	88.2	89.7	89.1	89.6
	8	84.9	84.2	82.2	87.4	89.4	87.3	83.5
	9	79.4	80.2	84.3	84.4	86.4	85.8	85.2
	10	78.8	77.1	78.8	79.5	85.6	85.6	80.6
	11	84.2	76.1	76.5	76.4	83.0	82.8	77.4
	12	79.6	83.7	82.3	90.3	92.1	88.2	88.5
	Total	82.3	81.3	81.9	84.0	87.5	86.6	82.9
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Retention Year 10 to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	42.1	52.1	40.8	42.9	43.6	51.6	47.2
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9

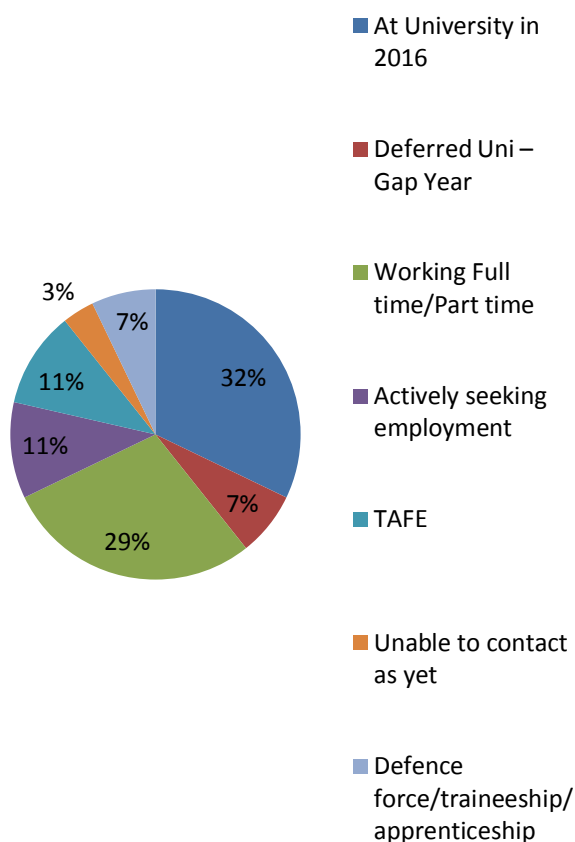


Post-school destinations (mandatory)

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2%	0%	11%
Employment	0%	3%	28.5%
TAFE entry	2%	3%	11%
University entry	N/A	N/A	32%
Other	4%	3%	14%
Unknown	0%	3%	3.5%

Destination	Number	%
At University in 2016	9	32%
Deferred Uni - Gap Year	2	7%
Working Full time/Part time	8	28.5%
Actively Seeking Employment	3	11%
TAFE	3	11%
Unable to contact as yet	1	3.5%
Defence force/traineeship/apprenticeship	2	7%
Total enrolled in Tertiary studies	12	43%

Post School Destinations



Year 12 students undertaking vocational or trade training

Study Year	Enrolled	VET Enrolment	VET%
11	51	23	45%
12	28	10	36%
ALL	79	33	42%

A total of 42% of students were enrolled in vocational education training during 2015

A total of 15% of these students are of Aboriginal background.

Year 12 students attaining HSC or equivalent vocational educational qualification

Wellington High School had 28 Year 12 students sit for their HSC or equivalent qualifications.

A total of 93% achieved HSC or equivalent qualifications.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	N/A
Head Teacher(s)	5
Classroom Teacher(s)	25
Teacher of Reading Recovery	N/A
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	N/A
School Counsellor	1
School Administrative & Support Staff	13
Other positions Careers	1
Total	49.7

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

In 2015 WHS had four Aboriginal staff members employed in roles of AEO, tutor and casual teacher.

Workforce retention

2015 saw the resignation of one staff member the return of another from 2 years LWOP and one from Maternity leave. There were no transfers in 2015.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	52%
Postgraduate degree	48%

Professional learning and teacher accreditation

In 2015 Wellington High School had twelve beginning teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation of Proficient.

We also had 12 beginning teachers maintaining accreditation of Proficient.

Wellington High School provided the following support for the beginning teachers.

All beginning teachers are provided with relief from face-to-face classroom teaching to work on areas identified by their mentors, or discussed in conjunction with mentor teachers. This included lesson observations, assistance with programming, lesson planning, assessment schedules, reporting and classroom management strategies to name just a few. First year beginning teachers were provided with two hours per week and second year beginning teachers were provided with one hour per week.

Beginning teachers were provided with both formal and informal feedback (using a standard proforma) and informal feedback is given by way of collaborative discussion with executive, mentor teachers and various staff, both individually, and at regular faculty meetings.

Support was provided for beginning teachers within the school comprising support from teaching staff, mentor teachers and executive staff through internal training at PL meetings. These structures were put in place to benefit all staff, particularly beginning and mentor teachers. Support from external mentors was also sourced to work with beginning teachers around the accreditation process. The Head Teacher mentor has been provided with training from external sources, within the school, and had access to a variety of professional learning opportunities through My PL. The HT Mentor ensured relevant release timetables were created in a professional and timely manner, catering to the needs of all beginning teachers within the school.

Beginning teachers had extensive access to professional learning opportunities within the school, through a weekly rotation of faculty, staff and professional learning meetings and externally through My PL. Support materials were provided at each of these meetings, along with collaborative discussions around such areas as classroom management, student engagement, PBL and a variety of literacy and numeracy strategies to enhance their teaching and learning strategies. Biannual Parent and Teacher interviews provide the opportunity to develop productive relationships with parents and carers, with the support of faculty members, mentors and Head Teachers. School wide practices around our student welfare system that require parental contact were also supported in their implementation.

School Development Days

There were 5 whole school development days during 2015. Professional Learning activities which were covered included Child Protection,

PBL, The Code of Conduct, The School Plan, Restorative Practice, NASCA, Attendance, Stage 6 Literacy, CPR and Millennium Training.

All staff at WHS were involved in Professional Learning through the course of 2015. Professional Learning was delivered in school and regular PL meetings, online, one on one and in groups and through specific and targeted Professional Development activities. Activities included sessions lifting achievements in 7-12, HSC Module Days, Secondary Literacy Symposium, Supporting the Australian Curriculum, Population Growth and Logistics, Managing Challenging Behaviours, Starting out Strong, Song Writing Workshops, Positive Behaviour Management, Special Education, Careers Conferences, CPR Assessment amongst others.

A total of \$42580.00 was spent on the provisions of Professional Learning to beginning teachers and a total of \$77577.00 on all staff, with an average expenditure on all teachers of \$12041.50 per teacher.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

How to put data into the financial summary table:
Caution do not enter n/a, other text, \$ sign, commas or spaces in the \$ column as this will prevent the table from calculating the data.
Do not press the 'Enter key'. Simply left-click into each cell.
To input data: Left click into the appropriate cell and input data to two decimal places
To calculate data: Right-click in the appropriate cell (ie *Total income, Total expenditure and Balance carried forward*) and select *Update field*.
 Delete this cell when table is complete.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	654300.46
Global funds	424141.05
Tied funds	674030.45
School & community sources	175378.42
Interest	17545.72
Trust receipts	41606.26
Canteen	0.00
Total income	1987002.36
Expenditure	
Teaching & learning	
Key learning areas	143513.78
Excursions	40477.89
Extracurricular dissections	80450.76
Library	5949.77
Training & development	1051.32
Tied funds	727963.66
Casual relief teachers	89297.25
Administration & office	123393.03
School-operated canteen	0.00
Utilities	99491.06
Maintenance	83207.96
Trust accounts	29158.02
Capital programs	0.00
Total expenditure	1423954.50
Balance carried forward	563047.86

NAPLAN

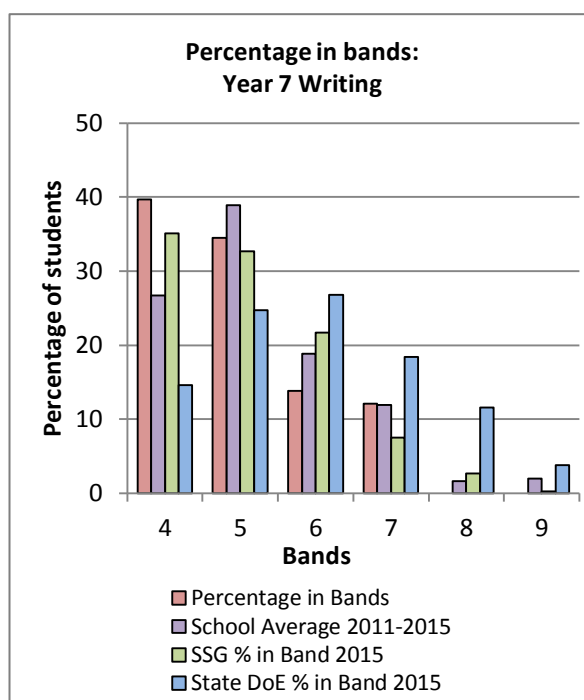
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

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

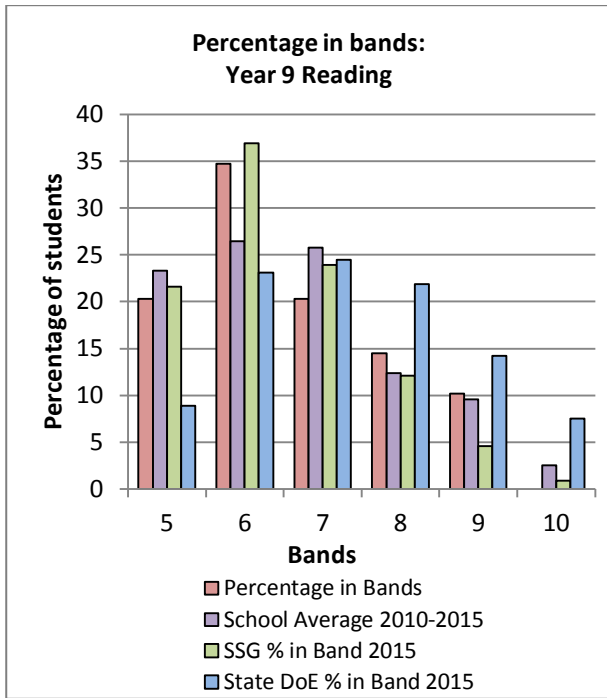
Writing

	School	SSG	State DoE			
Average score, 2015	422.6	437.7	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	23	20	8	7	0	0
Percentage in Bands	39.7	34.5	13.8	12.1	0.0	0.0
School Average 2011-2015	26.7	38.9	18.8	11.9	1.7	2.0
SSG % in Band 2015	35.1	32.7	21.7	7.5	2.7	0.2
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8



Reading

	School	SSG	State DoE			
Average score, 2015	535.3	525.0	573.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	14	24	14	10	7	0
Percentage in Bands	20.3	34.8	20.3	14.5	10.1	0.0
School Average 2010-2015	23.3	26.5	25.8	12.4	9.5	2.5
SSG % in Band 2015	21.6	36.9	23.9	12.1	4.6	0.8
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5

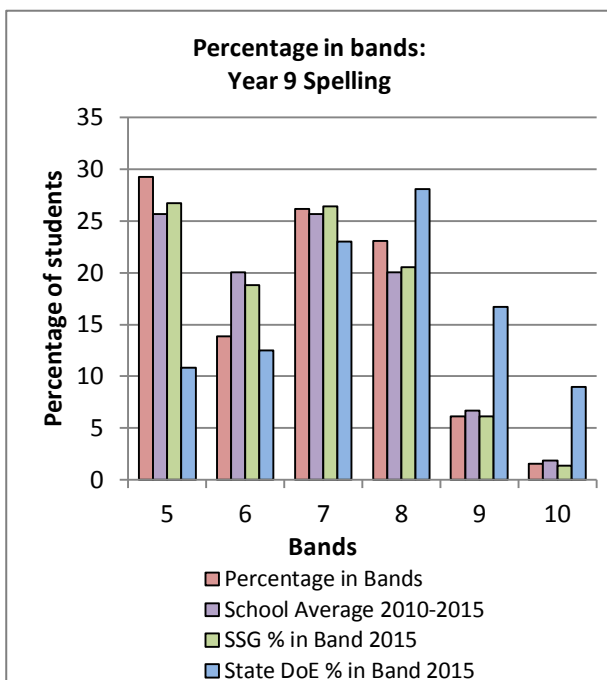
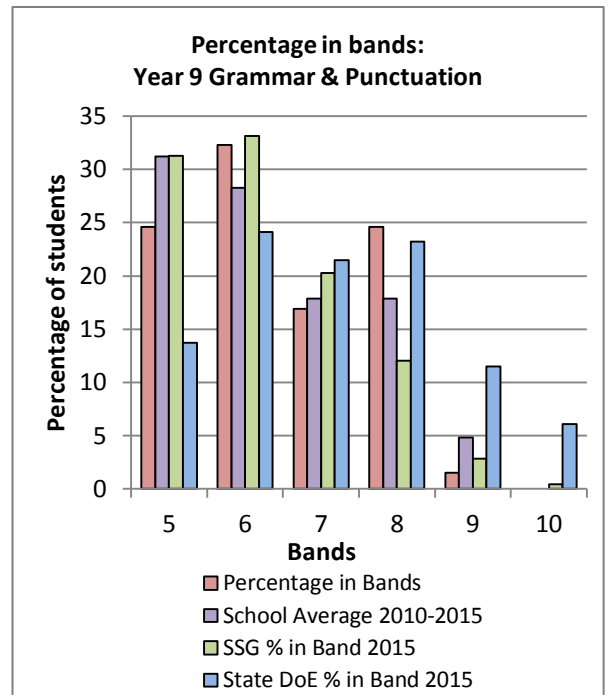


Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	526.3	507.3	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	16	21	11	16	1	0
Percentage in Bands	24.6	32.3	16.9	24.6	1.5	0.0
School Average 2010-2015	31.2	28.3	17.8	17.8	4.8	0.0
SSG % in Band 2015	31.2	33.1	20.3	12.0	2.9	0.5
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1

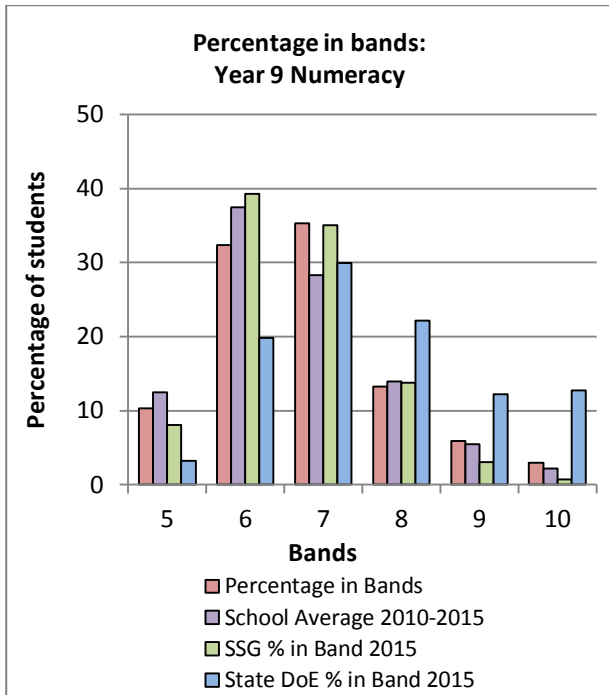
Spelling

	School	SSG	State DoE			
Average score, 2015	530.6	530.0	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	19	9	17	15	4	1
Percentage in Bands	29.2	13.8	26.2	23.1	6.2	1.5
School Average 2010-2015	25.7	20.1	25.7	20.1	6.7	1.9
SSG % in Band 2015	26.7	18.8	26.4	20.5	6.2	1.3
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



NAPLAN - Numeracy

	School	SSG	State DoE			
Year 9 NAPLAN Numeracy						
Average score, 2015	547.3	538.2	590.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	7	22	24	9	4	2
Percentage in Bands	10.3	32.4	35.3	13.2	5.9	2.9
School Average 2010-2015	12.5	37.5	28.3	14.0	5.5	2.2
SSG % in Band 2015	8.1	39.3	35.1	13.8	3.1	0.7
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7



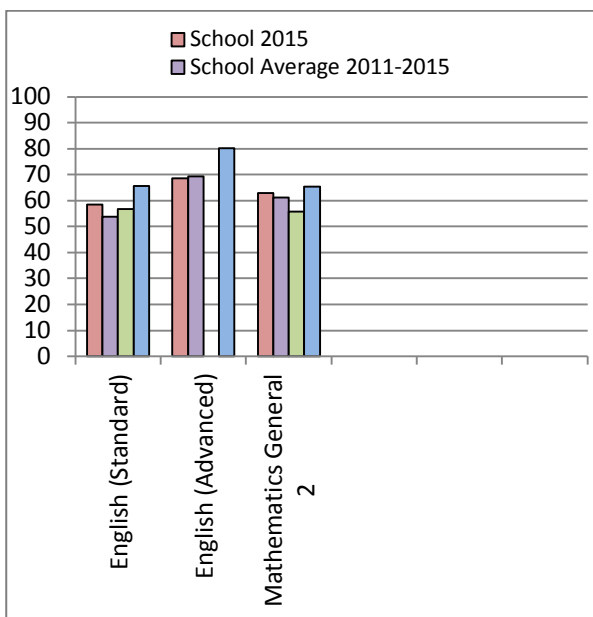
Higher School Certificate (HSC)

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

HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
English (Standard)	58.6	53.8	56.7	65.7
English (Advanced)	68.6	69.4	-	80.1
Mathematics General 2	62.9	61.2	55.9	65.4

HSC: Course Summary Graphs



Parent/caregiver, student, teacher satisfaction

In 2015 the school received informal and anecdotal feedback from parents, students and community as to their level of satisfaction with the school.

Formal school functions were also used to collect data. Included in their number were parent/teacher evenings, information evening, subject selection evening, orientation days, year 10 interviews, NAIDOC day, formal assemblies and parent /teacher interviews.

From these sources the school received many positive comments.

We also sought in 2015 to broaden the scope and usage of sound media to connect with and inform parents. The school developed a Facebook page to compliment our App, Newsletter, surveys, post cards and correspondence home.

645 people to date have used the Wellington High School Facebook page and 216 views were made for a student performance which was posted by the school on Facebook.

Parents were surveyed as to their preferred method of contact, the School Newsletter remained the most preferred 73%, followed by Phone calls home 65%, Parent/Teacher evenings 62% and Facebook and Phone App 50%.

All issues which were raised with the Principal were addressed. Issues raised included bullying, class placement, inter- personal issues between students, students and staff, and staff and staff.

In 2016 WHS will again take part in the Tell Them From Me surveys to provide more detailed and comprehensive feedback to the school on stake holder views.

Policy requirements

Aboriginal education

Wellington High School has a student population, 48% of whom identify as ATSI. Our school takes great pride in recognizing our students and the communities' Aboriginal culture and heritage.

The school has a strong and productive relationship with the AECG which meets regularly at the school.

The school has two full time AEOs who work with our ATSI students to strengthen the links between home, school and community.

The school has a number of specific programs which operate within the school to enhance the engagement of and outcomes for our ATSI students.

Programs include National Aboriginal Sporting Chance Academy (NASCA), NORTA NORTA and Deadly Choices.

As well as specific programs Wellington High School also celebrates significant cultural events such as NAIDOC week.

Our Aboriginal dance troupe has been recognized widely for its skills, again being included in the 2015 Schools Spectacular.

During 2015 we employed a part time teacher to assist our Senior Aboriginal students with their Preliminary and HSC Courses funded from The Individual Sponsorship component of the NORTA NORTA funds.

During 2014 a major review of Aboriginal Education was conducted at Wellington High School funded through the RAM allocation. The review was conducted by the Dare to Lead consultancy team and involved a comprehensive and wide ranging review of how Wellington High School was performing in term of its responses to the Aboriginal and Torres Strait Islander Education Plan. Recommendations of that review continue to be implemented during 2015.

A significant emphasis has been placed on providing and encouraging Aboriginal students into post-school pathways, particularly at a tertiary level. The school has formed strong partnerships with a number of institutions to that end, including UNSW, Charles Sturt University, University of Sydney and the TAFE network.

A significant and growing number of students have taken advantage of these opportunities and for the fourth year in succession Wellington High School has had an Aboriginal student accepted into a medical faculty.

Our HSC data showed some very pleasing results with our ATSI students.

Students in Aboriginal Studies performed significantly above the state average both for Aboriginal students and all students.

Likewise in Biology our students performed above state average for both groups.

Our Mathematics General class showed significant improvement to perform again better than State Average for both groups.

In Music our students were only 4% below State Average and in Visual Arts and our students showed a significant increase over 2014

students to be above State Average against all groups.

In NAPLAN testing our Year 9 students continued improvement in closing the gap between our ASI, students and the State Average in Grammar and Punctuation and also Numeracy.

The position of Head Teacher Transition was continued in 2015 funded from our RAM allocations to assist our students at all the transition points in their schooling, Year 6 into Year 7, Year 10 into Year 11 and Year 12 from school to work or further study.

Multicultural Education and Anti-racism

Wellington High School continues its holistic approach to cultural awareness and tolerance in 2015.

The school has a designated staff member trained as an anti-racism contact officer.

All school procedures and processes regarding alleged racism or discrimination are clear and accessible to all staff.