2008 Annual School Report
Wade High School

NSW Public Schools – Leading the way
Principal's message

My theme for Wade High for 2008 was “Education is the Key”. This theme has been emphasised with students on assemblies, in classroom discussions and when talking individually with students. At this point in time, more than at any time in the past, it is essential that all individuals have well developed skills that are attractive to employers.

The development of these skills is vital for our children because they will be competing on a global scale for jobs. Young people in the 21st century need to be highly skilled if they are to gain satisfying jobs with satisfactory pay and conditions.

To support the development of essential skills for students in 2008 Wade High has:

1. Maintained the focus on Quality Teaching in all classrooms
2. Introduced a Gifted and Talented program for students in Years 7 & 8
3. Involved students in the Adopt-a-School bricklaying project
4. Involved students in the Young Achievement Australia business simulation
5. Hosted staff, student and parent sessions with Celia Lashlie, focusing on Boys’ Education and achievement
6. Commenced a $132,000 upgrade to one of our computer rooms making it a true multi-media centre for the school.

At Wade High School we emphasise three important aspects of school life. One is to provide students with the necessary skills for them to access the world of work and be successful in coping with the changing nature of work. As well, our school is preparing young people to be competent in their every day lives by making positive and healthy choices; and to be active and constructive members of society.

The school’s success in relation to the last point was clearly exemplified by the high level of participation of our students in the ANZAC Day march when seventy-two students participated either in Griffith or in Yenda. This was an impressive turn out of students for our school and shows that students understand the significance of this day in Australia’s history. We also had significant numbers of students collect for the Red Shield Appeal.

Such solid student participation in these community events was encouraged by the leadership of our captains Jarrod Colla and Belinda Fattore who were ably assisted by vice captains Ashley Lowe and David Dovenor. These young people are to be congratulated on the maturity and intelligence that they brought to their leadership positions.

Students at Wade High achieved outstanding HSC results in 2008.

Our top performing students were Jonathon Clarke (UAI 96.05), Kimberly Anderson (95.7), Jamie Close (94.00), Belinda Fattore (93.45), and Emily Chilvers (91.95).

Wade High students achieved 28 Band 6 results across twelve different subjects as follows: Mathematics - 6; Maths Extension 1 – 2; Geography – 2; Textiles – 1; German – 6; Chemistry – 1; Physics – 2; Design and Technology – 2; Biology – 1; Food Technology – 1; French – 3; Community and Family Studies – 1.

The range of subjects where students achieved Band 6 results is testimony to the strength of our teaching staff. Added to these results is the fact that our students also achieved 105 Band 5 results.

Of special note are results for students who had some of our younger teachers who were teaching HSC courses for the first time. Shana Johnson (Geography), Heather Hayes (Physics) and Stuart Whytcross (Design & Technology) all had two students who achieved a Band 6 in the subjects they taught. That is some achievement and augurs well for the future academic success of students at Wade High School.

Finally, 51% of students who finished Year 12 in 2008 received offers of university placements in NSW. This is compared with the state rate of 33% of students in NSW receiving university offers. Again this is a credit to our students and to the teachers who guided them through to the end of the HSC.

Our results make Wade High one of the top performing schools in the Riverina as evidenced by information from the Sydney Morning Herald dated 18th December 2008. On the basis of the raw number of Band 6 results achieved by our students, Wade High is the fourth top performing school in the Riverina out of all public and private schools and we are the top performing school in the Griffith/Leeton area compared to both private and public sector schools.

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

Jennifer Hill
P&C message

The P&C at Wade High has had a busy and sometimes turbulent year, yet amidst all the changes we have successfully raised a total of $50,000 in 2008. This is up by $10,000 from last year, and has come solely through our school canteen.

Our children have benefited directly from these funds with $24,000 being donated back to the various faculties in our school, to purchase resources and equipment that would otherwise not be available. These funds are distributed to faculties based on need and special requests and include items such as books, teaching resources and specialized equipment.

The P&C has also supported students with funding to Australian Business Week, the Royal Far West School, and The Pacific School Games.

This financial support would not be possible without the tireless work of our Canteen Staff. As this is the only fund raising the P&C performs it is important that we all continue to support our school canteen.

A huge thank you goes to Sylvia Ingold, her staff, the canteen committee, and especially all the volunteer helpers who give up their valuable time to work in our canteen. Without their contribution our children would not enjoy many of the facilities they have available to them.

The canteen is always in need of more helpers, so if you can spare even half an hour please contact the school. As a new parent to Wade High I found this to be the perfect way to get to know the staff and students and learn more about our school.

I would also like to invite any interested parents to come along and become an active member of the P&C. The meetings are held every 2nd Monday of the month at 7.30pm. It is a great way to meet new people and become involved in your child’s education. Everyone is welcome!

It is important to acknowledge Lorna Dotta, as the outgoing president in 2008 and thank her for her many years of service to Wade High School.

Thank you also, to the committed group of parents and teachers who have attended the meetings this year. Without your tireless work behind the scenes, and valuable contributions in decision making, the P&C would not have had such a successful year.

All our committee members are driven by the same desire to provide a better school environment for our children and community as a whole. Being part of any committee can take a certain level of courage at times, to speak up and say what we believe, for the benefit of all our children, and I compliment those people who have displayed these qualities and shown such dedication to our school community.

I would personally like to thank Ms Hill, and the executive committee, for making me feel welcome and trusting in me to take on the role of president for the remainder of 2008.

On behalf of the Wade High School P & C thank you to everyone for your support in 2008 and I welcome new members in 2009

Julie Andreazza
P&C President 2008

Student representative’s message

The Student Representative Council of Wade High School was composed of six (6) students from each year, including two (2) School Captains and two (2) Vice Captains. Every second week we would meet with our SRC co-ordinator Ms Tweedie to plan fundraising, to discuss school issues and to brainstorm ways to achieve a more advantageous school life.

During 2008 we:

- Participated in the ‘Clean Up Australia Day’;
- Held events such as chocolate sales and sausage sizzles to raise fundraising money;
- Participated in the local ANZAC day march;
- Organised and ran our school’s weekly assemblies;
- Conducted fundraising for charities such as ‘Canteen and Jeans for Genes’; and
- Organised school socials.

Justine Brummans
School context

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

Student enrolment profile
The increase in enrolments at Wade High in 2008 was largely due to a significant increase in Year 7 student enrolments.

Student attendance profile

Years 7 to 10 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>90.4</td>
<td>90.5</td>
<td>91.9</td>
<td>91.0</td>
</tr>
<tr>
<td>Region</td>
<td>89.5</td>
<td>89.7</td>
<td>90.2</td>
<td>89.7</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
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Years 11 and 12 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.0</td>
<td>91.6</td>
<td>93.4</td>
<td>94.2</td>
</tr>
<tr>
<td>Region</td>
<td>90.0</td>
<td>90.4</td>
<td>90.4</td>
<td>90.6</td>
</tr>
<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
</tr>
</tbody>
</table>
Post-school destinations

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4 2009</td>
<td>118</td>
<td>92</td>
<td>66</td>
</tr>
<tr>
<td>Continuing in 2009</td>
<td>103</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Employed in 2009</td>
<td>7</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Apprenticeships or traineeships 2009</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Further study</td>
<td>1</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>36.5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Behaviour</td>
<td>1.4</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Relief Scheme</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Mentor</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>57.5</td>
</tr>
</tbody>
</table>

Staff retention

There were several changes in staff in 2008 ranging from executive staff through to classroom teachers. Mike Fry, one of our deputies, took a transfer back to Sydney at the end of Term 1. His position was filled for the remainder of 2008 by Tony Roach and Travis Payne in a relieving capacity. Two new head teachers were appointed in English and Science during 2008. At the end of 2008 several of our experienced teachers, Mr Loughman, Mrs Brunswick and Mr Barrett accepted transfers to other areas in NSW.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96%.

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>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Financial summary

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

The school received a Federal Government Grant of $132,000 for the creation of a multi-media centre located in one of the existing computer rooms. This amount is included in the tied funds sub dissection.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>370 239.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>411 717.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>394 307.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>217 855.50</td>
</tr>
<tr>
<td>Interest</td>
<td>34 004.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>38 222.48</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 466 347.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Arts
Jarrod Calabria and Bevan Nicholas were selected in the prestigious NSW Public Schools Band that toured Europe this year. This was a fantastic experience for these boys and they thoroughly enjoyed performing in some of the great music centres of Europe.

Amber Williams and Ashlee Barraclough qualified for the State Finals of the APEX Australia Teenage Fashion Awards held in Newcastle. Amber was named as Designer of the Year for NSW and the ACT. Amber then represented NSW at the National finals.

Melissa Weigand’s major design project for Year 12 Design and Technology was one of only 50 selected from across the state for inclusion in the DesignTech exhibition at the Powerhouse Museum. Melissa’s project was a barbecue trolley.

Our annual MADD (Music, Art, Dance and Drama) Night was held in September and was another successful evening with students from across the school showing their talent.

Five of our students, Jarrod Calabria, Bevan Nicholas, Claire McWilliam, Dylan Brasington and Keldon Richardson were selected to play and tour with the Combined Riverina Schools’ Band this year. The band performed at the Griffith Regional Theatre, among other regional venues, and provided a highly entertaining evening.

The senior band performed confidently and with great skill at the Regional Principal’s Conference in February.

Several of our students participated in the Muso Magic workshop which saw them join together with students from other schools to write and record a song promoting harmony amongst youth. They also created a video clip of the song.

Sport
Patrick Rose and Laura Andreazza were selected to compete in the prestigious Pan Pacific Schools’ Games following their excellent performances at the National level in athletics.

Meg Signor was placed 6th in the 50 metre breaststroke final at the CHS swimming carnival. The Under 14 girls’ relay team were placed 6th in the final at the same carnival.

Our Under 15 boys’ soccer team made it to the final 15 teams out of 500 hundred competing schools in the Bill Turner Cup.

Laura Andreazza came 4th in the 200 metre final and 5th in the 100 metre final at the CHS athletics carnival.

Deon Peato won a silver medal in the long jump at the CHS state carnival.

Pat Rose won a bronze medal in the 800 metres at the CHS state carnival.

Renee Simpson medalled in the triple jump with a jump of 10.68 metres.

The 16 years boys relay team placed 4th in the final at the state carnival.

The 13 years boys relay team placed 7th in the final at the CHS Athletics carnival.

Our boys’ tennis team consisting of Ben Gordon, Joel Gordon, Tavis Bergamin and Blake Gregor were placed 7th in the Open CHS State Tennis finals- a great achievement considering the youthful nature of our side.

Uafu Lavaka left Griffith, signing a three year contract with the Canterbury Bulldogs in the NRL.

The strength of sport at Wade High is reflected in the numbers of students gaining selection in Riverina teams to compete at the state level. Our representation was:

- 10 of our students represented Riverina at the Combined High Schools (CHS) Swimming Carnival in Sydney.
- 13 of our students represented Riverina at the CHS cross-country carnival.
- 30 students represented Riverina at the CHS Athletics Carnival held in Sydney.
- In athletics, 5 of our relay teams were selected for the state carnival.

Finally congratulations to the 34 students who officiated at various sporting events over the past year. Your contribution is highly valued.

Other
Sophie Alpen was named Australian Secondary Business Person of the Year as part of the Young Achievement Australia business simulation activity. Sophie had to make a presentation about the local business FUTYA and then face ten minutes of questioning from the judges.

Dylan Bruce was selected to participate in the RSL Kokoda Leadership Challenge and had the opportunity to walk the Kokoda track. Dylan gained a lot from this experience.

The SRC organised a successful Clean Up Australia Day activity in February that saw many enthusiastic students clean up around the school, at Driver and in the local streets.
Seventy two Wade High School students participated in the ANZAC Day march in April ably led by our captains.

Jarrod Colla represented our school in the Rostrum Voice of Youth competition taking out the school speaking competition honours for this year.

Celia Lashlie worked with Year 9 boys to alert them to the pitfalls of acting on impulse.

Year 10 participated in work experience, enjoying the opportunity to find out about the world of work.

A tertiary information day and careers market was held in June for senior students who had the opportunity to ask questions and obtain information about courses and careers.

Sophie Alpen attended the UBS Finance Academy at Macquarie University in July. This was a fabulous opportunity for Sophie to learn about leadership and investment banking.

Four of our senior students spoke on behalf of all students to the Annual Conference of the Murray Darling Catchment Association. They spoke about the challenges young people see regarding water use and climate change and some of the possible actions that we all could take to address these issues.

Year 10 boys participated in a bricklaying project under the guidance of Craig Morriss. They built a BBQ and paved handball courts in the Year 7 area. The boys did a fantastic job and, learning a lot about how important maths is in the building trades.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 spelling

- Percentage in band 2008
- LSG average 2008
- State average 2008

Percentage of students in bands:
Year 7 numeracy

- Percentage in band 2008
- School average 2006 - 2007
- LSG average 2008
- State average 2008

Percentage of students in bands:
Year 7 grammar and punctuation

- Percentage in band 2008
- LSG average 2008
- State average 2008
Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 grammar and punctuation
School Certificate relative performance comparison to Year 5 (value-adding)
Minimum standards

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

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

### Percentage of Year 7 students achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.7</td>
</tr>
<tr>
<td>Writing</td>
<td>92.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.3</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.0</td>
</tr>
<tr>
<td>Writing</td>
<td>85.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.7</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

- Aboriginal students were provided with significant support with class work, homework and assignments from our Aboriginal Education Worker who is employed using funding from the Aboriginal Programs Unit.
- The In Class Tuition Program also provided significant support for students who did not meet the national benchmarks in the NAPLAN tests.
- Individual Learning Plans were revised in consultation with parents for students in Year 8 and were developed in consultation with parents for students in Year 7.
- A forum was conducted with all Aboriginal students to look at issues that needed to be addressed within the school.
- All staff participated in cultural awareness training that focused on the history and experience of local Wiradjuri people.
- Aboriginal students in Years 7-10 created murals that are displayed in the school with guidance and support from local Aboriginal women and artists.
- On February 13 when Kevin Rudd made a formal apology to the stolen generations of Aboriginal people the school conducted a special assembly to acknowledge the importance of the apology. Students were also given the opportunity to view the apology on February 28 with local Wiradjuri people present to provide background information.
- Reconciliation Week was acknowledged with a special assembly where Alison Johnstone spoke to students about the meaning and importance of Reconciliation Week.

Multicultural education

- Mrs Oliver was employed for two days per week to work with new arrivals students who needed support with English.
- The school celebrated Harmony Day with students and staff wearing orange, a barbecue and sporting activities.
- The school has a trained Anti-Racism Contact Officer. Students are informed about who this person is on a regular basis and are encouraged to make contact with this person if they feel that a racist incident has occurred.

Respect and responsibility

Students are taught respect and responsibility through specific programs such as our student’s welfare and leadership programs and through an emphasis on values education in all key learning areas and at whole school functions.

Students on the SRC and Year 12 students raised funds for a range of charities.

The SRC met regularly each week and made improvements to the school environment particularly through the design and purchase of a changeable sign for the front of the school.

Seventy two students participated in the ANZAC Day marches at either Griffith or Yenda.

Students attended several leadership activities including regional and state SRC meetings. Year 8 SRC representatives also attended a leadership day in Griffith.

Year 9 Commerce students ran elections for the 2009 SRC using democratic principles and procedures similar to those used in general parliamentary elections in Australia.

Senior students participated in a meeting with all Griffith school leaders and the local Police School Liaison Officer to ensure that Year 12 students took a responsible approach to their last days at school.

Year students took part in workshops delivered by the Police School Liaison Officer focusing on cyber-bullying.

Significant numbers of our students collected for the Salvation Army Red Shield Appeal.

Many students donated blood in 2008.
Progress on 2008 targets

Targets for 2008

**Target 1.** To increase numbers of students achieving Band 4 or higher in the School Certificate tests in English, Maths, Science, Geography and History by 2% in 2008.

The percentage of students achieving Band 4 or higher in English increased from 52% to 70%

The percentage of students achieving Band 4 or higher in Mathematics increased from 31% to 41%

The percentage of students achieving Band 4 or higher in Science increased from 50% to 56%

The percentage of students achieving Band 4 or higher in Geography remained at 65%

The percentage of students achieving Band 4 or higher in History decreased from 56% to 38%

**Target 2.** To have a 90% retention rate from Year 9 to Year 10 for Indigenous students from 2008 to 2009.

Ten Aboriginal students were enrolled in Year 9 in 2007 and nine were enrolled in Year 10 in 2008. The target was met.

**Target 3.** To increase by 10% the number of Indigenous students who achieve in the higher achievement levels in the Year 9 NAPLAN test in 2008 and 2009 when compared with their Year 7 & 8 ELLA & SNAP results.

Growth data between SNAP and ELLA and the NAPLAN tests is not available and the tests cannot be compared so this target can not be verified.

**Target 4.** To increase by 3% the number of students attaining Band 5 results or higher in at least three subjects in the HSC in 2008.

The number of students achieving Band 5 or higher in at least 3 subjects increased from 21% in 2007 to 33% in 2008.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school management, programs in the HSIE faculty and student welfare.

Educational and management practice

School Management

Background

The school surveyed 16 parents and 32 teachers on School Management. The survey covered such things as school organisation, staff training and development, communication, allocation of resources and the evaluation of programs and implementation of changes to improve outcomes.

Findings and conclusions

100% of parents felt that staff are valued and supported, that teachers undertake extra training to improve their classroom teaching and that the school is continually looking at ways to improve its performance.

100% of parents also thought that the school is well organised and that the allocation of money and resources is managed effectively.

94% of parents indicated that the educational needs of all students are met by the school and that the school cares about the students and the discipline is fair.

81% of parents felt that the school makes major changes from time to time to improve what it does. The same percentage felt that the school regularly measures the success of its programs.

81% of parents felt the school communicates effectively with students and parents.

100% of staff respondents indicated that student welfare needs are reflected in the school’s policies, programs and practices.

97% of staff felt that the school is continually looking at ways to improve its performance and that the school’s plan, policies, programs and practices are effectively supervised and supported.

93% of staff felt that the school continually makes minor changes to its programs to improve what it does; that the monitoring and evaluation of the plans, policies, programs and practices are planned and ongoing; that students interests, needs, abilities and systemic requirements determine the curriculum and school organisation; and that the allocation of money and other resources are managed effectively.

88% of staff felt that a range of strategies is employed to ensure effective communication.

78% of staff felt that the school’s processes and procedures address staff welfare needs.

71% of staff felt that school makes major changes from time to time to improve what it does and that
professional development is planned, systematic and effective.

Future directions
Staff and parents will be made aware of the school focus for professional development at the beginning of each year through staff meetings, P & C meetings, weekly bulletins and school news; letters.

Staff meetings and school development days will incorporate activities associated with the whole school focus.

The school will continue to invite parents and students to participate in planning meetings, committees of review and school development activities.

All staff will be made aware of the Code of Conduct and its content as a first step in addressing staff welfare needs. Staff will also be made aware of support provided to DET staff through Employee Assistance Program, the staff welfare officer, the NSW Teachers’ Federation Representative and welfare officers and the school counsellor.

The school website was revamped in 2008 after this survey was completed and now provides more up-to-date and comprehensive information about the school for all stakeholders.

The school’s Professional Learning Team will look at ways to address perceived shortfalls in professional development during 2009.

Curriculum
The Human Society and Its Environment (HSIE) faculty undertook to evaluate the teaching of history in the junior school in 2008. This came about as a result of reviewing School Certificate data and also as a means of expanding the teaching of thinking skills beyond junior Geography.

Background
Over several years the performances of students in the School Certificate History tests have not matched the performance of students in other School Certificate tests. In 2008 History was moved from the English faculty so that it now comes under the faculty of Human Society and Its Environment.

Over the last four years the focus in teaching Geography in the junior school has been on thinking skills and strategies that promote students engagement. It was felt that this approach was bringing good outcomes for students.

Findings and conclusions
Using the DET Evaluate Now materials which include statements of best practice the HSIE staff were surveyed about how History in Year 7 was being taught. The key findings were as follows:

The teaching of Year 7 history was found to be poorly co-ordinated with little commonality in relation to what was being taught in different classes.

There was no correlation in the way history was being taught across Year 7 and different topics were being taught to different classes.

Assessments were different across the classes and much time was taken up with teachers devising their own assessment tools rather than there being a co-ordinated faculty approach to developing rich assessment tasks.

It was established that the Year 7 History program needed to be revised.

Future directions
The Year 7 History program is to be revised and re-written in 2009.

The program will incorporate thinking skills in line with how Geography is taught in Year 8 and beyond.

Common resources will be developed by teachers working collaboratively.

Common, rich assessment tasks will be developed by faculty teams.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A review meeting conducted with the Student Representative Council indicated that students are proud of their school and that they are proud of the things that are achieved by students. The students felt this was evidenced by the number of students representing Wade High School in events such as Clean Up Australia Day, the ANZAC Day march, the Red Shield Appeal, Harmony Day activities and other charity and fund-raising activities. Students were very pleased with their contributions to the school in terms of gardens and the new changeable sign.

They also counted among their achievements the expansion of the SRC and its higher profile in the school. They felt that students were being given many opportunities to develop their leadership skills.

In terms of continuing to expand the role of students in leading the school the SRC identified
areas that they could become involved in such as programs to counter peer pressure and bullying. They also suggested that the SRC could have a table at parent teacher nights. Students were also very positive about the changes to the uniform that were being proposed for 2009.

Members of the P&C expressed their ongoing happiness with the progress Wade High is making with students both academically and socially. Parents are very supportive of the merit system and the rewards that are offered by the school for students who are polite and conscientious.

Teachers continue to indicate their satisfaction with the school with many commenting specifically about the level of support they are offered at the school, especially in their early years of teaching.

Professional learning

The main focus areas for professional learning in 2008 were Aboriginal Cultural Awareness, information technology and Boys’ and Girls’ Education.

Twenty one teachers participated in the Pedacomp training package that focuses on using information technology in effective classroom practice.

One School Development Day was devoted to Aboriginal Cultural Awareness Raising with the sessions being led by local Aboriginal community members.

Celia Lashlie’s visit provided a focus on boys’ education with some suggested strategies being used effectively within the school to achieve positive outcomes for all students. These include a focus on the use of reflective questions and the introduction of a new ceremony at the commencement of 2009 to mark the transition into senior study and to consider the responsibilities for students that come with senior study and more flexible timetabling arrangements.

School development 2009 – 2011

Targets for 2009

Target 1

To increase the number of students achieving Band 4 or higher in the School certificate by 3%

Strategies to achieve this target include:

- Analysis of SC results by executive to identify areas to target for improvement
- Long executive meeting to develop whole school literacy plan based on data analysis
- Evaluation and revision of literacy elements in programs across all KLAs.
- Re-emphasising the Plus 2 strategy with students across all KLAs.
- Staff meetings used to provide stimulus to staff re ‘assessment of learning’ and ‘assessment for learning’.
- School Development Day focus on assessment using QT materials
- Each faculty develops at least 3 rich assessment tasks 7-10
- Coding of assessment tasks in staff meetings and feedback provided to individual faculties

Our success will be measured by:

- School Certificate results
- Coding of assessment tasks

Target 2

To increase the number of students achieving at or above the minimum standard in NAPLAN by 5%

Strategies to achieve this target include:

- Revising the whole school literacy focus through review of data and planning at an executive level, followed by revision of programs to ensure that literacy and numeracy are embedded in faculty programs.
- Continuing the focus on basic literacy and numeracy with students targeted for placement in the Year 8 literacy class.
- Continue with the revision and development of personalised learning plans for Indigenous students.

Strategic use of support staff, in particular the Support Teacher Learning, the In Class Tuition Tutor and Teachers Aides.

Our success will be measured by:

- NAPLAN test results
Target 3

To increase the number of Aboriginal students completing Stage 5 and 6 by 10%

Strategies to achieve this target include:

- School-based Staying On Program for Indigenous students in Years 9 & 10 developed and modified using knowledge of program delivered in 2008
- Students identified to participate in program on basis of need and leadership capabilities
- Greater use of rich assessment tasks to engage Aboriginal students

Our success will be measured by:

- Numbers of students completing Stage 5 & 6 in 2009 and 2010

Target 4

To increase the number of students achieving Bands 5 and 6 in HSC English by 3%

Strategies to achieve this target include:

- Encouraging and supporting English staff to do HSC marking and attend marking workshops.
- To provide as many opportunities as possible for staff teaching senior English to attend HSC study days and English Teachers’ Association forums, both locally and in Sydney.
- Specialised workshops for staff will be conducted with experienced HSC English teachers from elsewhere in the region. These workshops will incorporate HSC marking simulations.
- Mentoring by more experienced staff of those teachers teaching HSC English courses for the first time.
- Continuation of providing supervised study time in the library for senior students on Wednesday; thus providing access to Year 12 teachers who can provide assistance for students in specific subjects.

Our success will be measured by:

- HSC English results including comparisons with like school groups.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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