Wade High School

Annual School Report 2013
School context

Students
Wade High School is a comprehensive co-educational servicing the large regional Griffith Community. Our student population in 2013 was 840. Students come from a range of ethnic and socio-economic backgrounds including Aboriginal and Torres Strait Islander, Indian, Italian, Islander, Anglo, Turkish, and Afghani. The school also caters for a significant group of students with learning and physical disabilities.

Staff
Wade High School’s teaching staff consists of a full range from very experienced classroom teachers to new and beginning teachers. Our executive staff are experienced and committed to ensuring excellent educational outcomes for all students. Our teachers are supported by a strong group of support staff consisting of our Support & Administration Officers, our Grounds staff and our Learning and Support Officers.

Significant programs and initiatives
Significant programs conducted by our school include:

- The Middle School Project
- Thinking Thursday
- Learning Centre
- Learning & Support Program
- HSC Mentoring and support Program
- Cultural & Co-curricular Activities including Debating, Music & Drama
- Sport
- Student Volunteering
- Positive Behaviour for Learning (PBL)
- Student Representative Council
- Gifted & Talented Program
- Special Education Programs
- Acceleration Program
- National Partnerships Literacy Project (2013/2014)

Principal’s message
Wade High School students have achieved great success in a wide range of activities. Our student leaders have facilitated the schools development of the Positive Behaviour for Learning (PBL) process by developing and teaching lessons to other students. There have been improvements in NAPLAN achievements in both Literacy and Numeracy.

Our sporting teams and individuals have been extremely successful as have our students in cultural activities such as music, drama, and public speaking. These achievements were showcased at the annual school Sports Awards Presentation, the performance night (MAAD Night) and at Presentation Night.

Congratulations to the Wade High School’s 2013 HSC Class who have achieved excellent results across a range of HSC subjects. Several students achieved ATARs in the 90s and over 50% of the students were offered University Places.

Our students excelled in sport, the Arts, debating and public speaking, volunteering and community involvement.

Our school has continued its PBL journey and the work of the PBL committee has seen improvements in student learning and achievement. Students have led the teaching of PBL values and attitudes in the school with great success.

Wade High School enjoys significant support from its community and from a strong and committed P&C group. The P&C have provided financial assistance that has seen the installation of several interactive whiteboards, air conditioning and the completion of a large COLA over the basketball courts. I would like to thank the P&C for their strong and ongoing support for the school.

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.

Ken Chalmers

P & C and/or School Council message
Seven years ago I attended my first P&C meeting, when our family first arrived at Wade High and now I deliver my final report to the school community as President of our P&C.

Back then I hoped that I might be able to help in some small way to make a difference for our children, and together with our small committee of passionate parents and teachers I believe we have done that.

But there is so much more to do, so I warmly welcome anyone who can make some time, to consider becoming more involved in their child’s school and education, by taking up an active role with our P&C Committee.
As a school community of over 840 students and 1500 parents we only have about 15 parents and teachers (and usually less than this) who regularly attend our monthly meetings!

This is the forum available to all of us to voice our opinions and have our say in a positive environment. A place where everyone’s input is not only valued but necessary when making decisions about our children’s education and of course uniform, which always makes for interesting discussion. But I am sure everyone will agree that our girls look great in their new summer dresses, recently brought in, and represent our school proudly in our Wade High colours. Now we have finally caught up with all the schools in the area who have already made dresses part of their school uniform.

As a school we do not run any major fundraisers so, having input in our decision making at meetings, or volunteering at our canteen is our opportunity as a community to support our children. So please come to our meetings which are held on the 2nd Monday of the month at 7.30 pm or become a canteen volunteer, give as little as 1 hour per term and help make a difference in your child’s life!

This year has seen our income fall slightly, due to the uncertain climate and the lingering effects of drought, flood, and political issues, creating some difficult times for families and therefore forcing us to be more conservative with our spending. With the uncertainty of what the new National curriculum will require and the cutting of the technology funding of laptops for all year 9 students we have tried to save our funds until the needs of our students becomes clearer.

This year our P&C received over $16000, from our school canteen.

We donated $500 to Royal Far West, $4000 for Australian Business Week, and $1500 for our A1 Student Reward Lunch, a total of $6000.

It is important to acknowledge that all the financial support received by the P&C comes directly through our canteen. Thank You to Sylvia, her staff, and our small group of wonderful volunteers and congratulations for receiving an A1 - 100% rating 3 years in a row.

On behalf of the P&C Thank you to the office staff for always being there to support us, and to our amazing teachers and Principals, for your continued commitment and support for all our children.

Thank you to our small group of busy parents and teachers who have attended meetings throughout the year. Our P&C Committee has voluntarily given valuable time, energy and ideas that have all been very much appreciated.

On behalf of our committee I would like to especially thank one of our most dedicated members, who after 12 years, has left us. Sue Del Piano, one of our busy working mothers, has been an integral part of our team over the years, rarely missing a meeting, and always having valuable input. Sue has been an important member of our committee and we wish her well in the future.

I thank you for trusting me over the last few years as President. I have learnt so much, made new friends, and am very proud of what we have achieved together at Wade High, for the benefit of our children. I look forward to welcoming the incoming members for 2014 and I wish them all well.

Julie Andreazza
P&C President 2013

Student representative’s message

[Enter text here.]

[Insert name of student representative(s).]

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

<table>
<thead>
<tr>
<th>Gender</th>
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Student attendance profile

Student attendance at Wade High School compares favorably with that of students in the Region and the State.

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<tr>
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<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
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</tbody>
</table>

Management of non-attendance

Wade High School employs the services of a Home School Liaison Officer to encourage and plan for good attendance. Students experiencing difficulties with attendance at school are counseled; engage in attendance plan making and are rewarded for improved attendance through PBL.

Post-school destinations

2013 HSC: UNIVERSITY OFFERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
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<tbody>
<tr>
<td>Akhtar Yasmin</td>
<td>Communication &amp; Media Studies / International Studies UOW Int’al St/ Communication in Journalism UC</td>
</tr>
<tr>
<td>Arcifa Caleb</td>
<td>Design Integr Prod Design/Crt InIn UTS</td>
</tr>
<tr>
<td>Bianchini Jared</td>
<td>Commerce UC</td>
</tr>
<tr>
<td>Blackburn Alex</td>
<td>Sports Coaching/Exercise Science UC</td>
</tr>
<tr>
<td>Brar Karamveer</td>
<td>Policing &amp; Justice St CSU*</td>
</tr>
<tr>
<td>Brewer Angus</td>
<td>Accounting UC</td>
</tr>
<tr>
<td>Croxon Aleesha</td>
<td>Arts / International Studies UOW</td>
</tr>
<tr>
<td>Culbert Jade</td>
<td>Psychology UOW</td>
</tr>
<tr>
<td>Name</td>
<td>Field</td>
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<tr>
<td>---------------------</td>
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<tr>
<td>Delpiano Shaun</td>
<td>Medical Radiation Physics</td>
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<tr>
<td>Demeyer Krystelle</td>
<td>Nursing</td>
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<tr>
<td>Dixon Mitchell</td>
<td>Science</td>
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<td>Science Advanced UOW*</td>
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<td>Dovenor Bradley</td>
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<tr>
<td>Gordon Joel</td>
<td>Sports Coaching/Exercise</td>
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<tr>
<td>Hathaway Emily</td>
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<td>Hodder Bethany</td>
<td>Education</td>
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<td>James Madyson</td>
<td>Social Work</td>
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<td>International Studies UOW*</td>
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<td>Arts International Studies</td>
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<tr>
<td>Kaur Gurneet</td>
<td>Science Nutrition</td>
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<tr>
<td>Kaur Manpreet</td>
<td>Pharmacy</td>
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<tr>
<td>Kaur Satinderjit</td>
<td>Medical &amp; Health Sciences</td>
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<tr>
<td></td>
<td>Clinical Practice (Paramedic)</td>
</tr>
<tr>
<td>Kaur Simran</td>
<td>Ed (K-12)</td>
</tr>
<tr>
<td></td>
<td>Crim &amp;Crim Jst Social</td>
</tr>
<tr>
<td></td>
<td>Work/Criminology</td>
</tr>
<tr>
<td>Koetmolee Ning</td>
<td>Medical Biotechnology</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
</tr>
<tr>
<td></td>
<td>Eng in Network &amp; Software</td>
</tr>
<tr>
<td></td>
<td>Eng UC</td>
</tr>
<tr>
<td>Kumar Sunalica</td>
<td>International Studies</td>
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<td></td>
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<td>Lloyd Taylah</td>
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<td>Lyons Benjamin</td>
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<tr>
<td>Mannell Emily</td>
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<tr>
<td>McRae Alanna</td>
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<tr>
<td>McWhirter Michael</td>
<td>Commerce</td>
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<td>Maths Education UOW</td>
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<td>Salvestro Aliza</td>
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<tr>
<td>Scott Jacinta</td>
<td>Ed/ Health &amp; PE</td>
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<tr>
<td>Snaidero Jason</td>
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<tr>
<td>Vardanega Kaitlin</td>
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<tr>
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<td>Physical &amp; Health Ed</td>
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<td>Willis Nathan</td>
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<td>Honours CSU</td>
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<td>Wood Charlotte</td>
<td>Education</td>
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</table>

In total: 37 students offered university places

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

**VET at Wade High School**

Vocational Education and Training is a significant part of the Wade High School Curriculum. A large number of students in Years 9 – 12 undertake studies in VET during the final years of their high school education. Students undertake courses in traditional vocational areas such as building and construction, primary industries, hospitality and entertainment. Some undertake school based apprenticeships or traineeships and others are involved in the Links to Learning vocational program and Work Education and Work Studies, including Work Experience and work placement.

**Preliminary**
Primary Industry -> 13 of 23 students completed the Preliminary year (57%).

Hospitality -> 15 of 17 students completed the Preliminary year (88%).

**HSC**

Primary Industry -> 18 students commenced the Preliminary Year in 2012. 10 students completed the HSC (56%). Of these, 6 students gained a Certificate II in Agriculture. The remaining students received a statement of attainment.

Hospitality -> 26 students commenced the Preliminary Year in 2012. 15 students completed the HSC (58%). All students obtained a statement of attainment.

**TVET**

Of the 26 Wade High School students enrolled in TVET courses through the Riverina Institute in Year 12, 14 completed their course and obtained formal qualifications (54%).

**Workforce information**

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

[Enter text here.]

**Workforce composition**

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
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<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.882</td>
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<td><strong>Total</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]

**Teacher qualifications**

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**TAS HE/Music/Creative Arts Faculty**

Some of our achievements in 2013 included:

- Hospitality students studying the Food and Beverage strand participating in a number of catering events including an Exhibition launch at The Griffith Regional Art Gallery, Riverina Deputy Principal’s conference lunch and Year 12 Graduation ceremony.

- Visual Arts students displayed their HSC works at an exhibition at Wade High School and also participated in the Graduate Exhibition at the Griffith Regional Art Gallery. Year 12 student Caleb Arcifa held a solo exhibition of his art works at the Griffith Regional Theatres art space.

Former student and Art Express participant Amy Burgess had her work incorporated into the Multicultural Education Units calendar distribute to schools throughout the state.

Music students Jarrod Bianchini, Samuel Hutchinson and Alice Hutchinson were members of the State Wind Ensemble who performed at the Sydney Opera House and travelled overseas to perform in Hong Kong.

Jarrod Bianchini won the local Nancy Blumer Quest with a number of other Wade High students participating in this event.

**Creative Arts Achievements**

**DANCE**

State representation: Cody Cosson, also received a scholarship with Bangarra Dance Company

Regional: Simone Pfitzner, Miranda Jimenez-Robrero, Allira Evans, Rachel Bolte, were all selected for the Riverina Dance Festival

School Spectacular: Aboriginal dance group – Cody Cosson, Bradley Bamblett, Cory Gibbs, Chiara Gibbs, Sineytah Monaghan, Katie Romeo, Dannielle Overs.

**MUSIC**

State Wind Ensemble: Samuel Hutchinson, Alice Hutchinson, and Jared Bianchini Toured Hong Kong.

Regional: Bailee McDonald reached top 40 soloist auditions for Schools Spectacular.

**DRAMA**

20 year 10 students involved in the "Dramatic Minds Festival"

Riverina Drama Camp: approximately 20 year 10 and 11 students participated

Our school’s MADD (Music, Art Dance and Drama) evenings with hundreds of students involved.
**VISUAL ARTS**

State:

Art Express, Molly Burgess from Year 12, 2012 had her work tour with main exhibition. Molly’s works were Included in Multicultural Unit calendar.

Regional:

Solo exhibitions held by Caleb Arcifa Year 12, 2013. Academic achievements

**NAPLAN**

**Year 7 NAPLAN Performance**

In general Year 7 students achieved at or above the level of students from similar school groups in both Literacy and Numeracy, especially in the mid and higher bands.
Year 9 NAPLAN

Year 9 students were underrepresented in higher bands in Literacy and numeracy; however, their performance was at or above that of students in similar schools in the majority of areas.
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)

Wade High School Year 12 students once again performed very well in the Higher School Certificate course and examinations. Several students attained ATARs of 90 or better and one student, Jade Culbert achieved first in course for 2 Unit German Beginners, and was presented with her acknowledgement certificate by Mr Adrian Piccoli Minister for Education and our Local Member of Parliament. Our congratulations go to all of our HSC students and in particular to Jade.

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).
Record of School Achievement (RoSA)

[Enter your text and data, where available.]

Other school based assessments

[Enter your text and data, where available.]

Other achievements

Multicultural Program

The students at Wade High come from diverse ethnic backgrounds. Cultural diversity is valued and is showcased in many different ways, at the school.

The school was granted $2500 in funding as part of the Multicultural Education Program in 2013. Under the leadership of the HT Welfare, a project titled ‘Stamping out Stereotypes’ was launched. A designated staff member was allocated 1 period every fortnight (through the Learning Centre) to work with a group of students from different ethnic backgrounds. The group consisted of Indigenous, Italian, Turkish, Indian, Islander and other students. These students worked with their teacher to establish a team and came up with ideas on how to promote cultural understanding amongst the staff and students at the school.

The students participated in the group participated in various community events. They also developed and participated in an anti – racism campaign. The students took part in cooking lessons where they cooked and tasted food from other countries. During Term 3 the students (with their teacher) went to Scalabrini Village where they undertook some volunteer work and also shared their experiences with the residents. The residents enjoyed meeting and talking to the students. The students also presented at ‘Thinking Thursday’ assemblies where the Year 7 students participated in some of the activities. The Harmony Day multicultural fete was a huge success. The students got to taste food from other countries.

Some of the outcomes of the program were:

- Increased awareness of the needs of LBOTE students by staff and students at the school
- Promoted harmony between students of different nationalities by encouraging students to participate in whole-school projects.
• Improved the self-esteem and self-confidence of the students in the group.
• Strengthened interactions between the students in the program, who worked as a team.
• Decreased bullying which was often targeted at students from other nationalities.
• Improved the representation of LBOTE students in the SRC, with the school captain (an Indian girl) being the role – model.

The success on the Multicultural Program has resulted in an ongoing awareness of culturally sensitive issues within the school community. It has also become a regular part of the Thinking Thursday Program. The project also helped reinforce the core values of the school in line with PBL.

Science

Thanks go to the fantastic team in the Science Faculty for another great year of Science Education. Without the hardwork of Mr Boland, Ms Dessman, Mr Duncan, Ms Friend, Mr Harris, Ms Licastro, Mrs Murwood and Mr Roberts our classes would not have run as well as they have. A huge thanks also goes to Mrs Pasin for the support she provides.

The focus for the Wade High Science faculty in the past year has been on planning for the new Curriculum ready to implement 7 and 9 in 2014. A continued focus on student engagement and an increased opportunity to integrate ICT into the classroom has been achieved in these programs.

Year 7’s at Wade high school have launched into the world of Science in 2013. The broad content has exposed them to carefully using the Bunsen burner through to precise slicing in Eye Dissections. The Year 7’s have had a full bodied introduction to their future Science learning at Wade High school. Already we have noticed some budding Scientists in our midst.

Below students learn the correct microscope viewing techniques

This year saw Year 8 begin their Science study in the area of plants. This involved, among other things, the construction of their own experiment to test the effects of an array of stimuli, as chosen by student. To complete this, students had to have an awareness of the many variables that could affect an experiment and how to control these to avoid an invalid experiment. Most of these experiments were constructed in the agriculture plot and students were forced to battle the forces of nature and a few sheep.

Year 9 was started off with a bang seeing each student complete a Student Research Project. The quality and enthusiasm that they showed the task was encouraging.

Providing Year 10 students with the opportunity to choose the level of Science they wish to study as part of the Raising Responsibility program has proven very successful again this year. Students were able to select from two strands of the subject for each topic taught, allowing them to have some control of their learning.
Science Week

Year 10 students were invited to share their understanding of science by running some activities with Yenda Public School under the guidance of Mrs Murwood.

The older students guided younger students with chemical reactions, and observations of insects and rocks. They also demonstrated the properties of water and its chemical nature.

All students and staff had a great day and are looking forward to next year’s event.

Our ESSA results showed improvements over the last two years in knowledge and understanding, communicating scientifically and working scientifically aspects of the test. As the Science staff write programs to meet the new curriculum a larger focus will be on extended tasks to help students improve in this area.

Biology, Chemistry, Physics, Senior Science and Primary Industries were studied by the 2013 Year 12 cohort. Solid results were achieved across all five subjects. Biology students achieved particularly well with Band 4, 5 and 6 results above state average, with one student achieving a Band 6 and three earning Band 5’s. One student in Senior Science gained a Band 6, with another receiving a Band 5 and two Chemistry students and two Physics students achieving Band 5’s.

Library

Accelerated Reader Program

Wade High School has continued to support the Accelerated Reader Program as part of our literacy strategy. This program focuses on making reading a positive and rewarding experience for students, and has been financially supported by Wade High P & C committee that has recognized its positive effect.

The Library continues to add resources in support of the program, which provide relevant and interesting reading material for a wide range of reading skills. Those students who struggle with reading comprehension are targeted to receive support with literacy strategies such as the ‘super 6’. The program is run by the Teacher Librarian with the support of the classroom teacher and the literacy support teacher.

It is evident from Library borrowing statistics and the program’s term results for those reaching their Accelerated Reader target, that students overall read more for enjoyment in year 7 than in later years when the ‘reading habit’ appears to decline:

<table>
<thead>
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<th>Year (2013)</th>
<th>Total</th>
<th>% who never borrow</th>
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<td>7.7</td>
</tr>
<tr>
<td>8</td>
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<td>10</td>
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<td>11</td>
<td>134</td>
<td>77</td>
</tr>
<tr>
<td>12</td>
<td>81</td>
<td>77.5</td>
</tr>
</tbody>
</table>
Library Collection Development

The Library aims to provide a wide and interesting range of resources to support the school curriculum. Digital resources will become increasingly important to support inquiry-based learning experiences and reflect the diversity of information sources for the curriculum and the learning needs of students. New computers have recently replaced our aging resources and the book collection will be culled during stocktake to bring it up to date.

The Industrial Arts faculty has continued on a strong tradition in success in the previous year. Although no students succeeded in attaining a band six result in their HSC studies, many students achieved band five grades. Many fine major projects were completed in both the Design and Technology and the Industrial Technology – Timber and Furnishings subjects, such as a multi-function videography device, a parquetry electric guitar and a single-legged chess table.

Our faculty has also assisted in the guidance of students into careers in industry. In the past year, several students have made their way into trades and apprenticeships in the metal, timber and construction industries. The skills that students have learned in the Industrial Arts faculty have assisted those students to find work in a competitive job market.

The Industrial Arts faculty has further developed the range of projects, techniques and technologies that students are exposed to in our subject area. Many of these projects and technologies correlate to the skills and processes used in this region’s industrial employers. Improving the contextual relevance of the education our students receive.

SPORT

2013 has been a year when our students have represented their school and the Griffith community with pride.

They have excelled not only with their athletic aptitude, but have also displayed exceptional dedication, enthusiasm and sportsmanship at all times.

At the beginning of the year - a new initiative was introduced to keep parents and students informed of sporting achievements, events and results by utilising the power of social media and starting a Wade High Sport Facebook page. It has been an amazing success, with over 350 likes. It has been a great way to keep everybody informed and up to date with the endless events which our students have participated in.

In 2013 - we had a large contingent of student’s trialing for Riverina teams in 2013 as a result Wade High School had over 70 students represent the Riverina in a variety of different sports. All of these students played a vital role in
their team or event and we were even lucky enough to have 1 student selected in a NSWCHS Team and a number named as shadows for NSWCHS teams.

Some of our other achievements in Sport also included:

- Over 10 teams reached Riverina Finals of the CHS Knockouts and Gala Days they competed in.
- We had 2 teams progress into State Finals series.
- Had over 30 students officiate various Primary School/Sports Gala Days.
- Wade High entered THIRTY FIVE teams in the NSW CHS SPORT KNOCKOUT.
- We had over 10 teams entered in various Sport Gala Days and Development Days which provided our students with extra opportunity to succeed in Sport.
- Wade High School Year 9/10 Girls Touch team were named the Sporting Team of the Year at the Griffith Australia Day awards in January. Congratulations girls!

Our Annual Sports Dinner was once again a highlight of the school sporting calendar where we had the opportunity to acknowledge the successes of our students in sport throughout the year.

Our Major Award winners for the evening were:

- SUB JUNIOR SPORTSWOMAN OF THE YEAR – Hannah FARRONATO
- SUB JUNIOR SPORTSMAN OF THE YEAR – Jack ROWSTON
- JUNIOR SPORTSWOMAN OF THE YEAR – Zoe WHITWORTH
- JUNIOR SPORTSMAN OF THE YEAR – Ben VEARING
- SENIOR SPORTSWOMAN OF THE YEAR – Megan POLKINGHORNE
- SENIOR SPORTSMAN OF THE YEAR – Hudson FANANI
- DAVID JONES MEMORIAL ALL-ROUNDER AWARD (Female) – Tyler HULM
- DAVID JONES MEMORIAL ALL-ROUNDER AWARD (Male) – Dean SCHMETZER
- Tom BASHFORD MEMORIAL AWARD – Fletcher SHILSON-JOSLING
- PIERRE DE COUBERTIN AWARD – Joel GORDON
- NSW PREMIERS SPORTING CHALLENGE MEDAL – OFFICIAL OF THE YEAR – Jacob BROOKER
- ATHLETES FOOT EXCELLENCE IN SPORT AWARD – Emily MANNELL
- TEAM OF THE YEAR – Under 15 Boys Soccer

Open Girls Touch Team
U15s Soccer

State Athletics

Zone Cross Country

Girls Tennis

U16 Boys Relay
“Thinking Thursday” has been developed to further challenge and stimulate the growth in this important development stage. 2013 is the second year of implementation. The day will run every second Thursday and will incorporate various aspects of the curriculum, including social skills and cross-KLA areas of study.

Staff Involved

Middle Schooling is an important initiative for Wade High School and as a result “Thinking Thursday” has been staffed by very enthusiastic and experienced staff from many KLA’s, including a Deputy Principal and one KLA Head Teacher.

Activities

The structure of the day will be flexible. Group sizes and lesson lengths have varied depending on the type of activity that is being completed.

Throughout 2013 students have participated in a variety of activities. These have included:

- Literacy and numeracy activities
- PBL lessons
- Social skills education – Sixth Sense Program
- Sporting challenges
- Teamwork and leadership challenges
- Wiradjuri language lessons
- NAIDOC Week celebrations
- Ancient Greece style Mini-Olympics

Academic Focus

The teachers involved in the “Thinking Thursday” program will work collaboratively to develop and administer units of study that incorporate the requirements of the prescribed syllabi for each KLA. Overall the day will be a combination of social skill development and academic rigour.

Thinking Thursday is a Middle Schooling initiative developed and implemented at Wade High School. The program was designed to promote engagement in the 10-14 year age group.

- Runs one day per fortnight for a whole day

The Middle Years

Studies have shown that between the ages of 10 and 14 years students are at a crossroads. It is during this time that the quality of education and student involvement has a direct influence on success at school.

Over the last couple of years a strong relationship has been built with the primary schools and a successful Middle Schooling program involving Year 6 has been established.
• Class sizes and structure are flexible
• Session lengths a changed according to the nature of the activities
• Activities have included: PBL lessons, Peer Support, Literacy & Numeracy, Sport, Cultural activities, cross-KLA units of work, leadership and teamwork activities, social skills
• Successful program. Evaluation at end of 2012 showed that over 85% of students found it engaging and worthwhile. Possible plans of expanding it into Year 8 in the future.
• Staffed currently with one DP, one KLA HT, one Year 7 Year Adviser, Middle Schooling Coordinator and 2 other experienced teachers with cross-KLA teaching backgrounds.

1. Have you enjoyed the Thinking Thursday days?
   Yes – 46%
   It’s OK – 45%
   No – 9%

2. Do you enjoy Thinking Thursday more than other school days?
   Yes – 56%
   The same – 25%
   No – 19%

3. Rank your enjoyment of the regular Thinking Thursday activities:
   (1 – Best  6 – Least)
   Morning Assembly  4
   PBL  5
   Numeracy  2
   Literacy  6
   Wiradjuri  3
   Sport/team building  1

Student responses:
Positive:
• I like the girls only groups (2)
• Thank you for putting on Thinking Thursday (2)
• It’s pretty good (7)
• It’s fun (3)
• Great to socialise with other people
• I enjoy being asked things that require us to think more than usual
• Today was the best - 11th April  (4)
• WHS should keep Thinking Thursday
• Should do Thinking Thursday for Year 8
• Thinking Thursday is the best day on the whole timetable (2)
• It shows us how to be respectful, responsible learners
• Better than science and maths
• “Sport is awesome and numeracy is da bomb”
• “Sport is da best! Numeracy is awesome! Literacy is da bomb”

Negative:
• It would be more fun if there wasn’t so much work (7)
• I don’t like missing my favourite subjects
• Morning assembly goes too long
• It’s boring (2)
• It could be better
• I don’t like literacy
• Don’t like getting changed (2)
• “My least favourite teacher was Mr Dixon. He has bad jokes” (Tim Dixon)
Suggestions:
- Can we do more subjects please?
- I would like to pick my own group (3)
- More sport (2)

Total Students Surveyed: 116

Suggestions:
- Can we do more subjects please?
- I would like to pick my own group (3)
- More sport (2)

Total Students Surveyed: 116

Acceleration at Wade High School

Over the past 12 months Wade High School has been targeting students who are identified as Gifted and Talented in Years 9 and 10 to participate in an acceleration program.

Year 9 students are targeted to complete some School Certificate subjects a year early, so when they begin Year 10, they can complete Year 11 subjects a Year early. These students participate, learn and are timetabled in Year 11 subjects. They are classed as a Year 11 student in the subject they have accelerated in. In 2010, we had two students have been accelerated into Year 11 Mathematics, 1 student in Year 11 Food Technology, 1 student in Advanced English. This year they are completing their HSC in these subjects while they are in Year 11.

This year there are five Year 10 students beginning Year 11 in subjects such as Biology, Chemistry, Mathematics and Ancient History. In 2010, they completed the School Certificate a year early in History, Geography and Mathematics.

The great thing about this program is that students can pull out at any time if it gets too hard or overwhelming. Students even have the chance to complete the School Certificate again the following year if they are unhappy with their results.

Students, teachers and parents have commented on the enjoyment and ease of transition.

Aboriginal education

Wade High School, through its School plan and Aboriginal Education Committee has initiated significant programs to support and engage Aboriginal students:

Students study the Wiradjuri language and work with younger students at pre-school or in Year 5 at our feeder schools through the Cross-Age Tutoring program. Both the younger and older students benefit from this program and the local language is spread to a wider group in the community.

Our Aboriginal Norta Norta tutor in conjunction with our LaST teachers and classroom teachers, works with students in Years 7, 8 and 9 to improve literacy and numeracy skills.

Our NAIDOC Week celebrations have continued to grow and the Aboriginal dance Group has achieved amazing success locally and at a state level with students performing at School Spec and with the Bangarra Dance Company.
National partnerships and significant Commonwealth initiatives (participating schools only)

Improving Literacy and Numeracy National Partnerships

In 2013/2014 Wade High School has been selected to be part of the **Improving Literacy and Numeracy National Partnerships** program. The program has been implemented to improve reading texts and comprehension in schools that are below the minimum national average in these areas in the NAPLAN testing.

During 2013, a number of our staff - Miss Johnson, Mrs Bastianon, Mrs Licastro, Mrs Foley, Mr Nelson and Mr Heron were trained in the Secondary Learning Program (or 2LS). This program was designed to give teachers the confidence and ability to integrate literacy and numeracy strategies into their teaching and learning programs. Our 2LS team has run several in-service training sessions throughout 2013 to up skill our teaching staff.

Further to this, in 2014 three Wade High School staff will be working specifically as literacy coordinators as part of our ILNNP funding. Our literacy coordinators are Mrs Maree Licastro, Mrs Denise Robinson and Mr Tristan Heron. Our literacy coordinators will work with the Wade staff and students and, in particular with our funding focus group of Years 8 and 9.

Throughout the year, the literacy coordinators will develop new programs, resources and strategies to help our students improve their reading and comprehension skills. Our literacy coordinators will also work with our staff to improving literacy strategies in our teaching and learning programs and curriculum based assessments. So far, this year our literacy coordinators have already implemented the following at Wade High School for our students and staff:

- PAT-R Comprehension Testing of Year 7.
- Accelerated Reader in Year 7.
- Reading Roles Models Display in the library.
- In-class literacy support for selected Year 8 and Year 9 classes.
- Literacy Strategy of the Week for teaching staff.
- KLA Faculty Program Literacy Strategy integration.
- Reluctant Boys Writing Workshops/Guest Speaker for Year 7 and 8 boys.
- Literacy Continuum Introduction to all staff.
- Staff-peer literacy observations across KLAs.

Mrs Licastro  Mrs Robinson  Mr Heron

A Blast From the Past

Wade High School Staff 1976
MADD NIGHT 2013

Wade high students and teachers have been working tirelessly throughout the year to put together the annual Music-Art-Dance-Drama night at the Griffith Regional Theatre. Luckily all of their efforts paid off as the show was of an outstanding standard this year.

The foyer art display included a variety of works ranging from black and white photo portraits in Maddison James’ Major work, to colourful and unique masks from year 8 students, along with beautiful and intriguing pieces from selected year 9, 10 and 11 students.

The year 12 photography students were busy capturing every moment of the rehearsals to put together a memorable slideshow of pictures for us all, and utilised their skills to produce an exceptional recording of the performance.

Students from wade and Griffith High gained valuable experience for their VET Entertainment course, as they were able to help manage backstage were also given the opportunity to learn new techniques in lighting and sound for the performance. Wade High would like to thank the staff of the Griffith Region Theatre to provide such a hands-on experience for our students each year.

Wade High prides itself on providing this fantastic opportunity for our students to get hands-on, live experience in the creative and performing arts, where they get to utilise their talents and immerse themselves in the creative process to share with others.

Thank you to everyone who came along to support the show, it was yet another sold out event. This is a wonderful outcome as profits made from ticket sales and DVD purchases will all contribute to the installation of new air-conditioners for the creative and performing arts class.
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:

In 2013 Wade High School undertook an evaluation of the curriculum and timetable. As an initial step in this evaluation the values and goals of the school were assessed. Through a series of staff meetings, surveys of students and community meetings the school was able to identify the values/goals listed below. These values will be guiding principles for the school as we

The Wade High School Learning Community

Towards a Better World

Our Learning Community values and is committed to ensuring that we provide opportunities for; and develops:

1. Respectful, Responsible Learners

2. Critical, innovative and creative thinkers

3. Life-Long Learners who value the intrinsic nature of learning

4. Resilient, Empathetic, Tolerant, and Active Citizens

5. A safe, positive and supportive learning environment

6. Social (Natural) Justice for all members of our learning community

7. Young people who adapt to, and thrive in a constantly changing social, cultural, technological and economic world environment

We have and will continue to achieve this through such things in the following ways:

1. Respectful, Responsible Learners:
   An Inclusive Approach
   Communicating High Expectations
   Explicit & Innovative Quality Teaching & Learning
   Explicit teaching of PBL – consistent application of PBL
   A focus on individual excellence
   Developing a varied & differentiated curriculum
   Catering for individual learning styles
   Recognising & Rewarding the achievements of our learners
   Recognising & Rewarding staff for being lifelong learners
   Privileges for senior students
   Developing & employing a Diverse range of assessments
   Staff modelling Respectful Responsible Behaviour

2. Critical, innovative and creative thinkers:
   (Critical – subjecting something to analysis and review  Innovative – to create a better way of examining something)
   Inclusivity
   High Expectations
   Explicit & Innovative Quality Teaching & Learning
   A focus on individual excellence
   Skills Driven Learning (rather than content driven)
   Student Centred Learning - Open ended, student centred learning tasks
   Effective Questioning techniques
   Developing Group Learning Skills and attributes
   Risk taking → creativity
Developing a broad knowledge through research (individual, collective)
Informed Learning & Decision Making
Promotion of intellectual resilience in students
Promotion & Explicit Teaching of evaluative/critical thinking
Exposure to diversity
Encouraging & Motivating
Encouraging autonomous learning
Relevant Personal & Whole School Professional Learning
Co-curricular Programs
Ongoing school evaluation

3. Life-Long Learners who value the intrinsic nature of learning:
Inclusivity
Communicating High Expectations
Explicit & Innovative Quality Teaching & Learning
A focus on individual excellence
Appropriate provision of engaging & relevant Professional Learning
Self – Directed Professional Learning
Motivating students & Making Learning relevant
Fostering a positive relationships with the school community
Quality Lessons, Quality Teaching, Teachers as role models
Creating significance and connections
Creating multiple opportunities for Learning:
- Work experience
- Links for learning
- Literacy program
- Madd Night
- Cross age tutoring
- Learning centre
- GATS
- 2LS
- Excursions

4. Resilient, Empathetic, Tolerant, and Active Citizens:
Inclusivity
High Expectations
Innovative Teaching
A focus on individual excellence
Role modelling
Explicit teaching – PBL expectations
Differentiation of curriculum
Anti-bullying program & Cyber bullying program
Co-Curricular Programs
  - Peer support (3)
  - Programs such as Boy’s to Blokes
  - Community service awards
  - Harmony day

- NAIDOC week
- School service awards
- Extra-curricular activities
- Relay 4 Life, 40 hour Famine, etc
- Volunteering program
- Raising responsibility – Yr 10
Workshops for staff and students (eg, Sixth Sense Program, Maggie Dent, etc)

5. A safe, positive and supportive learning environment:
Inclusivity
High Expectations
Explicit & Innovative Quality Teaching & Learning
A focus on individual excellence
Inclusivity
Relevant Personal & Whole School Professional Learning
  - Providing trained Year Advisors
  - Staff Professional Learning Plans
An effective Merit system
  - Student of the Week
Effective & Consistent Implementation of PBL
  - Clear, consistent behavioural expectations
  - Enhancing student to student relationship
  - Enhancing staff to student relationship
  - Mentoring Senior Students
An Effective Learning Support Team – developing IEP’s
  - Learning centre
  - Individualised interventions
  - Quality Feedback on assessments
Work Health & Safety/Staff Morale
  - An Effective Staff Induction process (any new staff to school)
  - Formal & Informal feedback
  - Structures to promote staff welfare
Providing Opportunities
Excursions
Breakfast bar

6. Social & Natural Justice for all members of our learning community:
Social justice means that the rights of all people in our community are considered in a fair and equitable manner. While equal opportunity
targets everyone in the community, social justice targets the marginalised and disadvantaged groups of people in our society.

**Principles of Natural Justice:** Fairness, Transparency, Equality before the law, Freedom from bias, the right to be heard
Inclusivity
High Expectations
Explicit & Innovative Quality Teaching & Learning
A focus on individual excellence
Quality Teaching
Encouraging autonomous learning
Ensuring Equal opportunity for access to programs
Funding for disadvantaged students
Teaching principles of justice – through PBL expectations
An Effective welfare/discipline system (PBL)
Differentiation of curriculum (ESES)
Social Justice/Amnesty International group
Recognition of past injustices and wrongs

7. **Young people who adapt to, and thrive in a constantly changing social, cultural, technological and economic world environment:**
Inclusivity
High Expectations
Explicit & Innovative Quality Teaching & Learning
A focus on individual excellence
Providing Explicit Learning, Assessment & Behavioural criteria
Providing multiple learning opportunities
Providing relevant learning experiences
Change & Innovation
Developing & maintaining the infrastructure & resources to facilitate 21st Century Learning
Model ling risk taking in our Quality Teaching & Learning
Teaching & Development of tolerance for others and valuing difference
Developing emotional resilience
Explicitly teaching the values and skills required to keep up with Technological

**Wade High School Communications**
The school conducted an investigation into communication practices and procedures.

Feedback from parent and community surveys indicated that there were areas that could be improved.

These included:

- The school website
- Letters to parents
- Early communication of concerns with student learning

These have been addressed by purchasing a school app to communicate with parents, improving the school website and appointing a staff member to oversee the website, and electronically delivering the school newsletter.

Future directions include utilizing the parent portal on SENTRAL to communicate with parents, and using Facebook pages to communicate with senior students.

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

**Developing Respectful Responsible Learners**

**Priority 1**

**Engaging students actively as responsible learners**

- Planning, developing and implementing the National Curriculum – BOS NSW Syllabuses
- Assessing student learning
- Training/Up skilling teachers for quality delivery
- Attendance and Retention
- Technology in teaching and learning

**Training and Development Allocation**

2013 - $22 000
Outcomes from 2012–2014

1.1 There is a greater capacity for independent learning and critical thinking across all subject areas.

1.2 Teachers are well prepared and skilled for promoting and engaging students in 21st Century learning processes across the school using a range of strategies, learning techniques and tools for enhancing learning for all students.

1.3 Students have a greater engagement in their studies and see the importance of being at school and completing all assigned tasks to a high standard

1.4 Staff are prepared for the implementation of the Australian National Curriculum

1.5 To ensure an efficient transition for students accelerated through Years 7 to 12 at Wade High School.

1.6 To more effectively engage students in Years 9 and 10 into the world of work and community

Evidence of progress towards outcomes in 2013:

- In 2013 an emphasis on the National Curriculum and Syllabus Implementation was the focus for this priority area. Each KLA in which a new syllabus was mandated, engaged in significant professional learning around the new Syllabuses.

Strategies to achieve these outcomes in 2014

- Continued Professional Learning

School priority 2

✔ Building the foundations of Literacy and numeracy for lifelong learning

- basic skill development
- Complex skill development
- Using data
- Integrating skill development

Outcomes from 2012–2014

2.1 Teachers use data to inform their teaching and learning

2.2 Literacy and numeracy skills are planned and explicitly and systematically integrated in all subject areas.

Evidence of progress towards outcomes in 2013:

- The National Partnerships Literacy Project has been the priority for the school.
- Professional learning around the Literacy Continuum and Literacy Learning strategies has led to improved outcomes for students in Years 7 – 9.
- Programs such as 2LS, Erica and LIL have formed the basis for the school’s response to the Literacy project. Staff have engaged in professional learning based on these programs and have actively worked towards establishing a whole school, cross KLA approach.
Professional learning
Teachers have engaged in significant professional learning

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The school surveyed parents to discover their opinions and feelings about teaching and learning at the school. The responses are summarized in the attached documents

Program evaluations
Background
Teaching and Learning (See attached documents)

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.

Ken Chalmers, Principal
Don Dixon, Deputy Principal
Travis Payne, Deputy Principal
Kylie Hill, Head Teacher Mathematics
Matthew Whight, VET Co-coordinator
Mrs Julie Andreazza, Parent & P&C President

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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:


Another blast from the past

Construction of Wade HS 1970s