



Wadja Wadja High School

ABN. 59 392 395 955

ICN 1039

ANNUAL REPORT 2023

BASED ON 2022 DATA

MR HECTOR COSTELLO

WADJA WADJA HIGH SCHOOL

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MISSION STATEMENT

The Corporation's mission, in furtherance of its philosophy of care, is to:

1. Provide education to students in an environment that meets the needs of all levels of students;
2. Provide a vocational program to support the current curriculum and encourage more young Aboriginal people to remain in an educational environment;
3. Provide a caring, supporting and culturally appropriate environment to enable the best possible academic results of students;
4. Give all Students the skills to function in and be an asset to the greater community and to lead a personally fulfilling life; and
5. Provide role models for the community through students teaching others to respect and value their culture.

LOCATION AND OVERVIEW

Wadja Wadja High School is located at Woorabinda, Queensland an Aboriginal community approximately 165 km west of Rockhampton in Central Queensland. It is the only school in the community which offers post primary education. Wadja Wadja High School is governed by the board of the Wadja Wadja Aboriginal Corporation for Education.

Wadja Wadja High School is a non-denominational coeducational Aboriginal school that encourages post primary students of any age to continue and value their education. It is a Queensland non-government independent school and is a member of the Independent Schools of Queensland Inc.

HISTORY OF THE SCHOOL

On the 8th September 1982 the first letter relating to the establishment of a high school at Woorabinda passed between the principal of the Range Convent High School and the Woorabinda Community Council.

On the 24th January 1984 Wadja Wadja High School opened its doors with an enrolment of 21 students catering for years 8 and 9.

The Certificate of Incorporation of an Aboriginal Association was certified on the 7th June, 1990 forming the Wadja Wadja Aboriginal Corporation of Education.

The first members of the corporation were:

- Terrance Gregory Munns
- Gerald Andrew Doyle
- Noris Frederick Blair
- Kenneth Edward Tranby
- Valerie Joyce Tye

OUR PURPOSE

The objectives of the Corporation are to:

1. Further, foster and promote the economic, educational, cultural and social development and general advancement and wellbeing of the aboriginal peoples from time to time resident, or entitled to be resident, within the trust area of which the corporation is now the trustee;
2. Advance the education of young aboriginal people;
3. by undertaking activities such as:
4. Operating the school to provide secondary education to children of all eligible persons for no fee dedicated to the values of aboriginal education and with a commitment to the philosophy of care in accordance with the corporation's mission set out in rule 3;
5. Encouraging students to develop their own particular gifts in a community setting;
6. Providing a wide range of activities for students which will encourage their self-realisation, self-discipline, self-confidence, the development of imagination, the meeting of academic challenges and positive health and fitness;
7. Training eligible persons as teachers;
8. Providing technical, educational or financial aid for missions and charities caring for the physical wellbeing of aboriginal people;
9. Encouraging educators and others to assist in the education of the children of eligible persons and of aboriginal persons generally;
10. Provide training and skill development to aboriginals' resident in the trust area and to promote, assist and encourage their employment in places outside the trust area;
11. Train and develop the vocational skills of aboriginals' resident in the trust area; and
12. Doing all such other things as are incidental or conducive to the attainment of the above objects.

OUR VISION

Engagement of students to continuity & commitment by students to achieve a QCE.

OUR VALUES

- Respect for self and others
- Strong sense of community
- Leadership
- Self Determination
- Cultural Identity

Enrolment, size, and Structure objectives

- **To remain a co-educational, independent indigenous high school.**
- **To operate at an optimal level of student enrolments.**
- **To provide staffing levels in direct proportion to student numbers and educational need.**

CONTEXTUAL INFORMATION¹

Wadja Wadja High School is committed to providing an education that enables the students to move forward into a better tomorrow. Our student body is 100% First Nations people, with a multicultural and diverse teaching body. We endeavour to connect with our parent body and the wider community of Woorabinda as we view the education of our students as a cooperative venture with the broader community. We strive as a whole school to not only acknowledge all the student's successes, but to also identify areas that need improvement, and to strive in building a better tomorrow for the Woorabinda community and surrounding areas.

The junior high school curriculum emphasis is developing and improving numeracy and literacy skills to better support the younger students in preparation to enter senior high school. During 2022 the school has introduced a number of online programs such as Maths Online which have clearly led to better numeracy outcomes for the students. A number of online literacy programs have also been introduced with similar successful outcomes. The senior curriculum has also been changed to be more VET oriented with use of QCAA Short courses in Literacy and Numeracy which allow students to fulfill the literacy and numeracy requirements of the QCE (Queensland Certificate of Education). During 2022 the school successfully applied to become an RTO (Registered Training Organisation) Although at the moment the school has only the Cert 2 Foundation Skills for Living on our scope, it is envisaged that we will add more in the near future. However we have arrangements with other RTO's to deliver vocational certificates to our students. For example in 2022, we introduced a Certificate 3 in Drones which the students at Wadja displayed considerable aptitude for. As a result of these changes, 4 students qualified received a QCE at the conclusion of the 2022 school year. However students who wish to pursue an ATAR can do so with delivery from DE providers supported by the teaching staff.

We share our educational journey with the whole community of Woorabinda in numerous ways that include, a partnership with the Community Spirit Foundation (formerly Cathy Freeman Foundation) who provide support with each term's parent / teacher engagement events. We also have partnerships with PCYC, Queensland Rugby., Queensland Health and Darumbal Community Youth Services. We employ Indigenous Liaison officers who support the parents in getting their children to school, the school website is updated regularly along with the school Facebook page to keep the community abreast of the events in real time. Additionally, parents are always welcomed to come to school and speak with staff or sit in on classes.

School Sector: *

Independent

Year Levels Offered:

Years 7 - 12

Co-educational or Single Sex: *

Co-educational

¹ Australian Education Regulation 2013 s60 (1)(a)

Characteristics of the Student Body: * For example, the numbers and proportions of boys and girls; the proportion of Indigenous students; ethnicity; cultural backgrounds etc.

Female Students = 30
Male Students = 31
Indigenous Students = 100%

Total Enrolments: * Schools might wish to include comparative data from previous year(s) here

61

WORKFORCE INFORMATION

Staff Composition, Including Indigenous Staff: *²

12 full-time staff
10 part-time staff

5 teaching staff
17 non-teaching staff

11 indigenous staff

QUALIFICATIONS OF ALL TEACHERS: *³

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	1
Bachelor	4
Diploma	3
Certificate	

FUNDING INFORMATION

The funding information is available at the following website.

website <http://www.myschool.edu.au/>

² Australian Education Regulation 2013 s60 (1)(c)

³ Australian Education Regulation 2013 s60 (1)(b)

SOCIAL CLIMATE

Parent, Teacher and Student Satisfaction with the School *4

Satisfaction Data: A survey was offered, but parents did not take up the offer.

STUDENT OUTCOMES

In 2020/21 the curriculum at Wadja Wadja High School was redesigned so that it had a more vocational focus whilst at the same time allowing student pathways to an ATAR by developing partnerships with distance education providers. The first cohort of students graduated from the school in 2022 with 4 students qualifying for a QCE. Of particular note was the student success in a Certificate 3 in Aviation (Drones) where the students displayed a distinct aptitude especially in the practical aspect of the course. In 2022 the use of a range of on-line programs in literacy and numeracy saw a greater engagement with and better outcomes in these key areas of the curriculum.

Sporting partnerships with Woorabinda PCYC and Queensland Reds provided opportunities to the students to attend the 7's Rugby carnivals and Austag carnivals in the area. Lifeskills were developed and encouraged with Queensland Health and Community Spirit foundation.

Overall, the above partnerships provided opportunities to the students to improve their outcomes. Wadja Wadja High School has a clear strategic plan for the next 3 – 5 years that will expand and develop the opportunities and pathways for the students to better engage and develop real life skills, to graduate students with a QCE and become a successful member of the wider community.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR THE WHOLE SCHOOL: *5

Number of possible attendance days = number of school days x number of students in the school

Total number of days absent = sum of all days absent by all students

Total attendance days = number of possible attendance days – total number of days absent

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
61	$170 \times 61 = 10,370$	6,181	$10,370 - 6,181 = 4,189$

To calculate average attendance rate:

$$\frac{\text{Total attendance days}}{\text{Number of possible attendance days}} \times 100 = \text{Average attendance rate}$$

The average student attendance rate for the whole school in 2022 was 40%

⁴ Australian Education Regulation 2013 s60 (1)(f)

⁵ Australian Education Regulation 2013 s60 (1)(d)(i)

AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL: *6

(This calculation is to be completed and reported for each year level at the school.)

Number of possible attendance days for year level = number of school days x number of students in year level

Total number of days absent for year level = sum of all days absent by all students in year level

Total attendance days for year level = number of possible attendance days for year level – total number of days absent for year level

Total number of students in year level	Number of possible attendance days for year level	Total number of days absent for year level	Total attendance days for year level
Year 7 = 12	170 x 12 = 2040	1305	2040 – 1305 = 735
Year 8 = 17	170 x 17 = 2890	1450	2890 – 1450 = 1440
Year 9 = 7	170 x 7 = 1190	698	1190 – 698 = 492
Year 10 = 7	170 x 7 = 1190	681	1190 – 681 = 509
Year 11 = 10	170 x 10 = 1700	1383	1700 – 1383 = 317
Year 12 = 8	170 x 8 = 1360	686	1360 – 686 = 674

To calculate average attendance rate for a particular year level:

$$\frac{\text{Total attendance days for year level}}{\text{Number of possible attendance days for year level}} \times 100 = \text{Average attendance rate for year level}$$

Year levels	Average attendance rate for each year level as a percentage in 2022
Year 7	36%
Year 8	50%
Year 9	41%
Year 10	43%
Year 11	19%
Year 12	49%

⁶ Australian Education Regulation 2013 s60 (1)(d)(i)

A DESCRIPTION OF HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL: *7

Non-attendance is managed at Wadja Wadja High School in-line with State Government regulations and ISQ legislation relating to the management of student absenteeism in independent schools. At WWHS attendance rolls are marked for each study period throughout the day. A list of absent students is given to the liaison officers each day who then follows up with parents/caregivers regarding the students' absence. If attendance issues are ongoing a letter is sent to the parent/caregiver outlining the rate of absence and the expectations and consequences if the absenteeism continues.

The school has a detailed attendance policy and procedure which includes the engagement of a Liaison officer who works with parents and students daily to assist with non-attendance issues. Students are encouraged and are aware through an extensive promotional campaign of the attendance awards on offer. This program has seen an improvement in the short period of transition and individual prizes and or special activities are afforded to those students who reach specific attendance goals.

NAPLAN RESULTS FOR YEARS 3, 5 AND 7 AND 9 IN 2022 *8

The NAPLAN results and information is available at the following website.

website <http://www.myschool.edu.au/>

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for

⁷ Australian Education Regulation 2013 s60 (1)(d)(iii)

⁸ Australian Education Regulation 2013 s60 (1)(e)

these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

BENCHMARK DATA FOR YEAR

Progress			
The percentage of students at the school who achieved above average progress, compared to students of a <u>similar background</u> and who had the <u>same starting score</u> on their previous NAPLAN test.			
	Year 3-5 (2022)	Year 5-7 (2022)	Year 7-9 (2022)
Reading			
Writing			
Numeracy			

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	438	510	543	578
Writing				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	422	484	530	560
Spelling				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	418	505	547	577
Grammar and Punctuation				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	433	499	533	573
Numeracy				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)

Average Score (School)				
Average Score (National)	400	488	546	584

YEAR 12 OUTCOMES: *9

Schools provide secondary education are required to report senior secondary outcomes including percentage of year 12 students undertaking vocational training or training in a trade and the percentage of year 12 students attaining a year 12 certificate or equivalent vocational education and training qualification *10

Schools may choose how to do this. The table below provides one example of how you could meet the requirements.

Outcomes for our Year 12 cohort 2022	
Number of students awarded a Senior Education Profile	7
Number of students awarded a Queensland Certificate Education (QCE)	4
Number of students who received an ATAR	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	6
Number of students awarded a Queensland Certificate of Individual Achievement at the end of Year 12	6
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR above 90	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

POST-SCHOOL DESTINATION INFORMATION *11

At the time of publishing this School Annual Report, the results of the 2022 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

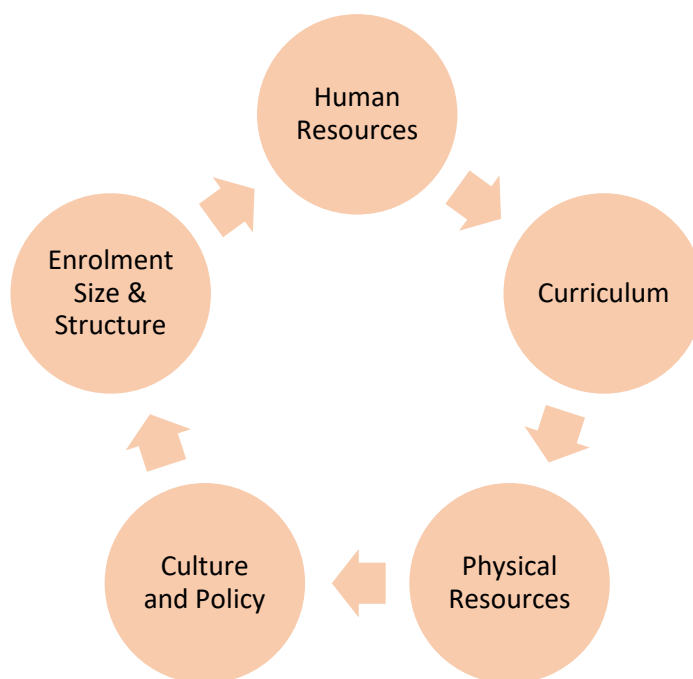
⁹ Australian Education Regulation 2013 s60 (1)(h)(i)

¹⁰ Australian Education Regulation 2013 s60 (1)(h)(ii)

¹¹ Australian Education Regulation 2013 s60 (1)(h)(ii)

STRATEGIC FOCUS AREAS

Listed below are the high-level Strategic Focus Areas the organisation will be focusing on as it strives toward achieving its vision and mission.



STRATEGIC FOCUS AREAS

- Human Resources.
- Curriculum
- Physical Resources
- Culture and Policy
- Enrolment, Size and Structure

Publication Timeline - The School Annual Report MUST be published by 30 June of each year.¹²

However, post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

For further details, schools are encouraged to access the Department of Education reporting web pages.

¹² Australian Education Regulation 2013 s60 (1)