

Walcha Central School

Annual Report



2016



3340

Introduction

The Annual Report for **2016** is provided to the community of **Walcha Central School** as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Walcha Central School is committed to the provision of a quality and progressive education creating flexible, resilient learners equipped with skills for the challenges of an ever-changing world. This will be achieved through differentiated, innovative approaches to teaching and learning.

School context

Walcha Central School, in partnership with the community, provides a quality and progressive education in a safe and supportive environment based on the principles and values of respect, engagement, achievement and learning.

Walcha Central School is a comprehensive K–12 school which was established in 1859. It is situated in the rural New England community of Walcha. The student enrolment is 265 of whom 47% are K–6 and 53% are 7–12. 19% of the student population identify as Aboriginal and Torres Strait Islander.

Walcha Central School's highly qualified and specialised teaching staff provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents. This learning occurs in an exceptionally well-resourced learning environment featuring sophisticated amenities and is supported by highly personalised systems, including timetabling, curriculum development, financial accountability, resource and facility management.

Our students experience unique whole school opportunities in a flexible learning environment. As they move through transitions across Kindergarten to Year 12, students at Walcha Central School become highly skilled, empathetic, socially conscious members of society who succeed in a wide variety of post-school pathways.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework (SEF). The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have focused on our three core pillars of literacy, numeracy and wellbeing where students take responsibility for their ongoing learning.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities in the domain of learning. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan in place for student transitions. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The school achieves value-added results. Students are showing expected growth on internal school performance measures.

In the domain of Teaching, our main focus has been on developing innovative and effective classroom practice and Visible Learning.

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. They understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession and demonstrate currency of content knowledge and teaching practice in all their teaching areas.

In the domain of Leading, our priorities have focused on developing a collective efficacy with a shared school-wide responsibility for school improvement.

The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school solicits and addresses feedback on school performance. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

The school acknowledges and celebrates a wide diversity of student, staff and community achievements. Monitoring, evaluation and review processes are embedded and undertaken routinely. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged, successful learners and leaders who are literate, numerate, confident and connected citizens

Purpose

To improve the capacity of students through literacy, numeracy and wellbeing to become confident, connected learners who are creative, critical thinkers able to communicate and collaborate effectively with others.

Overall summary of progress

This strategic direction aims to improve the capacity of students through targeted whole school programs in literacy, numeracy and wellbeing.

Evidence of student progress in literacy and numeracy was communicated to parents through the implementation of cross-KLA literacy and numeracy reports. These formed part of the Semester 1 and Semester 2 reports for all students from Kindergarten to Year 10. The implementation of this initiative was supported through professional learning provided to all staff and developed understanding of teaching literacy and numeracy across the curriculum and exposed staff to the relevant continua of learning.

This enabled staff to better cater for individual student learning needs, expanding knowledge in curriculum outcomes and pedagogy. The process was enhanced by consultation with the parent body which helped provide clarity and direction in reporting on literacy and numeracy across the curriculum.

Additional support was provided in K–6 through forming an additional class for explicit English and literacy teaching and learning as well as the formation of an additional class in core subjects (English, mathematics, science, PDHPE, history and geography) in Stage 5.

Student learning was further enhanced through significant library renovations which included new flexible furniture, work spaces and eBooks. Technology in the library was also upgraded with the introduction of Oliver which enabled enrichment groups to access, enjoy and use eBooks.

Wellbeing also focused on the upskilling of staff. Staff were introduced to the wellbeing framework and its associated policies. The school undertook a review using the Schools Excellence Framework and an analysis of What Works Best in Schools. All staff completed an introductory section of the MindMatters modules and a wellbeing team, representative of staff K–12 was established. Wellbeing data was collected and analysed through participation in the Tell Them from Me (TTFM) national survey.

Structural changes were made to include timetabled wellbeing lessons for all students from Kindergarten to Year 12 and was complemented by a specific PBL lesson each cycle. A scope and sequence of stage appropriate lessons was developed and staff were provided with professional development in the facilitation of wellbeing lessons. This was supported through the introduction of year advisers.

These changes were also complemented by the renewal of the school's Positive Behaviour for Learning (PBL) program. Parents were provided with feedback three times a term through the introduction of the Be REAL report which monitored student demonstration of the school's PBL values. Walcha Central School now facilitates the regional hub meetings which enable the wellbeing team to keep abreast of current trends.

The school launched its wellbeing initiative within the school and community during Mental Health Week in October. This included engagement of Hunter New England Health, Black Dog Institute, guest speakers and local service providers. The week culminated in a community Colour Run supported by the local council, service clubs, local businesses, parents and the broader community.

To implement whole school initiatives in literacy, numeracy and wellbeing, staff worked collaboratively within the school and externally as part of learning networks. This focus enhanced the opportunity to learn from others and develop a professional learning community with shared goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Embed Literacy and Numeracy across all KLAs.	Literacy and numeracy teams established an action plan and determined the focus of staff professional	Literacy budget K–12: \$10,425

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Embed Literacy and Numeracy across all KLAs.</p>	<p>learning. The focus for literacy was 'main idea' and the numeracy focus was 'mental computation'. These were delivered and reported on by all staff across all KLAs from K–10.</p> <p>The focuses were incorporated into teaching and learning programs and lesson observations provided evidence of specific focus on literacy and numeracy.</p> <p>Teachers of Stages 2 and 3 analysed data and identified punctuation as an area for improvement.</p> <p>Improvement measures included:</p> <p>Years 7 and 8 English and maths continuum established collaboratively;</p> <p>Common assessment designed to enable the explicit teaching of use of grammar – post assessment indicated growth across the board but still not Stage 3 standard;</p> <p>Fluency monitoring in numeracy identified automatic fact knowledge as an area for improvement;</p> <p>Plotting growth has occurred in K–6 and it is planned to replicate this for 7–12;.</p> <p>Newman's prompts posters used in every classroom;</p> <p>Critical and creative general capabilities addressed through teaching of literacy and numeracy;</p> <p>DATA Wall created to monitor K–3 progress and student growth and improve outcomes in numeracy.</p> <p>A grant was received for a MoneySmart (financial literacy) teaching facilitator. Staff were in-serviced on MoneySmart resources leading to an examination of project based learning before sequencing of MoneySmart units.</p> <p>The introduction of Oliver identified the need to teach students, parents and teachers how to access e-books. A parent information session was held and a teacher employed to support K–6 students to access ebooks. A survey indicates more work is needed for students to regularly access ebooks and more parent knowledge and support is needed to encourage ebook borrowing. Students indicated a preference for paper books.</p> <p>Robotics resources were purchased and used to address the need for students to be learning the language of coding. A specialist teacher working in K–6 liaised with secondary science and maths staff to develop staff and student knowledge of coding. All students have had introductory experience with coding.</p>	<p>Numeracy & Robotics budget K–12: \$10,101</p> <p>Library budget: \$18,120</p> <p>Literacy & numeracy grant: \$10,503</p> <p>MoneySmart grant: \$2,321</p> <p>Socio-economic equity funds: \$37,089 (including classroom support)</p> <p>Professional Learning Grant: \$6028</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Embed Literacy and Numeracy across all KLAs.	A review of reporting on literacy and numeracy was conducted by executive and focus areas for 2017 were established, articulated to staff and embedded into 2017 planning.	
Collaboratively developed framework to support wellbeing of students K–12	<p>A wellbeing team established with representatives from K–12 formed an action plan which directs the collaborative development of student wellbeing through professional development.</p> <p>Positive Behavior for Learning (PBL) review was successfully completed. Recommendations from this were implemented using the PBL Action Plan and the development of our K–12 continuum of wellbeing. The timetabled K–12 wellbeing lesson was introduced using a school–developed matrix based on the age appropriate student needs and interests.</p> <p>Students commenced self–reflection of own behavior through the Be REAL report. This report is communicated to parents three times a term and is linked to our core values of Respect, Engagement, Achievement and Learning. Data from these reports indicate improved behavior at school. This is supported by decreased tiered interventions, and suspensions.</p> <p>A review of Transition Day programs for both preschool and Year 6 resulted in a more equitable balance including social skills sessions for students. There was a strong increase in the number of Kindergarten enrolments.</p> <p>Executive planning workshops, TTFM data, SEF self reflection and school plan milestones continue to inform change and facilitate staff collaboration and collective efficacy around student wellbeing.</p> <p>Student leadership opportunities were expanded to include Learning to Lead (L2L) workshops, Jnr AECG representation and SRC model transition to a school parliament model for 2017. The number of students receiving the leadership challenge award increased in Stage 3 but not in secondary. Students participating in extra–curricular activities increased, including Regional Dance Ensembles, Cattle Club and scholarship recipients.</p> <p>Aboriginal student wellbeing was supported through several key measures. NAIDOC Week included workshops for all students sharing a cultural understanding of country and story. Aboriginal students gained leadership opportunities assisting with these workshops and extra–curricula dance, scholarship and university experience days and Jnr AECG. Staff professional learning continued through 8 Ways pedagogy and the engagement of the Aboriginal community to share their knowledge with staff and students. Development of Walcha 8 Ways symbols is scheduled for 2017. Design of a new uniform</p>	<p>Wellbeing K–12 budget: \$6,745</p> <p>Third party subscriptions budget: \$5,249</p> <p>Cyberbullying budget: \$3,326</p> <p>Barnados grant: \$2,018</p> <p>Youth Mental Health grant: \$500</p> <p>Community of Schools grant: \$2,245</p> <p>Aboriginal Equity funds: \$10,898</p> <p>Socioeconomic equity funds: \$25,386 (mental health week, third party subscriptions, transition, breakfast club, uniform and excursion support, gym)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collaboratively developed framework to support wellbeing of students K–12	<p>incorporating the Aboriginal flag and local totem within the school crest was well received by students, staff and parents. Students reported a stronger sense of belonging and acceptance.</p> <p>A wellbeing community forum was successfully implemented across Week 1 Term 4. This included a community Colour Run.</p> <p>Student surveys indicating more need for student voice resulted in a new staffing position of student advocate for 2017.</p> <p>PBL evaluation identified the need to review the wellbeing policy, reward system and the Be REAL reports in 2017. Successful evaluation of Cool Kids occurred, identifying a need to expand and introduce this program across the middle years in 2017. Evaluation of Awareness Days for year groups identified the need for a policy outlining expected implementation for year advisers to ensure that student efficacy is increased. Evaluation of L2L and Young Women's Group programs identified that there had been a significant positive impact on student attendance and participation in learning. Improved self-awareness and self-esteem has been reflected in their improved relationships.</p> <p>Stage 1 and 2 Aussie Bush Camp experience resulted in students developing greater resilience and a focus on team work has led to improved self-awareness and self-management when collaborating as a member of the group.</p>	

Next Steps

In 2017, writing will be a focus for all students in K–10 using 7 Steps to Writing Success. This is to improve student confidence and competence in writing.

In K–6, Soundwaves spelling will be implemented and there will be a move from one whole–school literacy focus to data–driven individual class focus based on specific needs.

Teaching and learning in numeracy will focus on using a range of strategies and understanding the vocabulary used in problem solving. These include Newman's prompts, concrete representational and abstract forms of operations and the reasoning behind efficient strategy use.

The empowerment of student voice and leadership is planned through the establishment of a student parliament with links to the broader school community.

Wellbeing in 2017 will focus on the personal and social capability continuum and provide professional development of staff.

The reward system will be reviewed and we aim to engage the broader community in PBL.

The Be REAL reports will be communicated to parents twice a term to increase student engagement and parent support.

Additional staff will be employed to support a greater student voice and the administration of tier wellbeing programs as well as enlisting external agencies to support student learning.



Strategic Direction 2

Innovative curriculum driven by professional, collaborative staff committed to quality teaching and learning

Purpose

To embed a culture of learning and teaching and develop a shared knowledge of what good practice looks like through staff collaboration and collective efficacy. Students become active participants in the school motto of “being REAL” (Respect, Engagement, Achievement, Learning) through quality teaching pedagogy.

Overall summary of progress

This direction is driven by current educational research, particularly the work done by John Hattie, which has formed the focus of staff professional learning. This led to the establishment of 'learning walks' and the introduction of 'learning intentions' and 'success criteria' in every classroom. Professional dialogue and opportunities to collaborate and reflect on Visible Learning at Walcha Central School led to a clear understanding of high expectations and staff ownership of change in pedagogy within our professional learning community.

Staff reflection on collective efficacy led to reflection on teaching and learning practices across the school. A partnership was established with UNE with a focus on STEM and structure of observed learning outcomes (SOLO) taxonomy and the initiation of action research. Staff professional learning around critical and creative thinking and project based learning will direct pedagogical discussions. Data collected from a number of sources, including TTFM, identified the need for greater student voice and advocacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collaborative development of innovative and engaging quality learning and teaching.	<p>Data on student progress was recorded and used by K–6 teachers to develop consistent teacher judgement.</p> <p>Wellbeing team meetings were timetabled each term with roles and responsibilities disseminated. A wellbeing plan for the year was created.</p> <p>Staff were exposed to policies that are underpinned by PBL and that reflect educational reforms.</p> <p>Staff used Google classroom to enhance student learning. This began in Term 4 when staff placed learning intentions and success criteria on Google classroom for senior students.</p> <p>Literacy and numeracy continuums were used to track K–6 with a view to further implementation into Years 7–8.</p> <p>Staff engaged in professional learning on Project Based Learning and critical and creative thinking including SOLO taxonomy.</p> <p>STEM in-service provided the impetus to seek further professional development through UNE and subsequent action research.</p> <p>A condensed curriculum was explored along with its impact on the whole school in readiness for implementation in Term 4 2017.</p>	Socioeconomic Equity Funds: \$6,860
Explore the current research including Visible Learning to improve learning and teaching.	Staff engaged in professional learning focused on Hattie's Visible Learning and developed a plan to implement visible learning at Walcha Central	Professional Learning Grant: \$22,667

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Explore the current research including Visible Learning to improve learning and teaching.	<p>School.</p> <p>Staff also engaged in professional learning regarding 'learning intentions' and 'success criteria'. Feedback was given to all staff so that a collective decision could be made to incorporate learning intentions and success criteria into teaching and learning.</p> <p>Staff were introduced to 'learning walks' and the associated protocols and cross-faculty teams were formed. The focus question for the first learning walks was 'Are learning intentions and success criteria shared with students?', 'How does this occur?'. This led to high level collegial discussion around pedagogy, differences between primary and secondary teaching and learning and ways learning was visible in classrooms visited.</p> <p>Staff decided to expand learning walks as they were viewed as a catalyst for driving change in teaching practice to improve student learning and engagement. The second round of learning walks occurred with the focus question 'Is learning visible in the classroom?', 'How do you know?'. 85% of staff engaged in learning walks. 100% of teachers shared learning intentions and success criteria with students in some form.</p> <p>Learning walks were planned to occur on a regular basis and accommodations were made in the timetable to enable learning walks in 2017.</p>	

Next Steps

Professional learning has been planned to extend teacher understanding of how best to collect, analyse and use data to inform teaching and learning, reflect on teaching practice and improve student outcomes.

The professional learning community will be strengthened by expanding and enriching learning walk structures across the school. Sharing teaching practices will support whole-school quality teaching and develop collective teacher efficacy.

The delivery of STEM will be enhanced through action research in partnership with UNE.

Project based learning and or inquiry learning will be introduced so as to better equip students in an ever-changing world and address critical and creative thinking, communication and collaboration skills.

A condensed curriculum model for secondary students will be implemented in Term 4, 2017.

There will be a further exploration of ICT, Google classroom, robotics and coding as learning tools.

Targeted staffing will support student learning from Kindergarten to the HSC.

Student learning and collaborative practice will be supplemented through team teaching at targeted points across the school.

Strategic Direction 3

Partnerships that share collective responsibility for successful, connected learners

Purpose

To have effective partnerships with a culture of collaborative and collective responsibility for creating successful learners in a contemporary context to ensure students are supported, belong and are connected to the ever changing world.

Overall summary of progress

Strengthening the partnership between home and school has facilitated our students becoming more connected with their learning and enjoying greater success.

Parent-teacher meetings, information sessions and one-on-one briefings were held throughout the year. At the end of Semester 1, parent-teacher interviews were offered for all students from K-12. This was supplemented by information sessions for parents of future Kindergarten and Year 7 students, individualised learning plan (ILP) co-development opportunities, wellbeing support, extra-curricula activities and celebrations in support of student success.

The Wellbeing Launch at Walcha Central School led to productive partnerships with: Hunter New England Health; The Black Dog Institute; local council; Rotary, Quota and Lions clubs; local church groups; the P&C; and the local community. The group took the collective responsibility of organising, coordinating and facilitating a range of activities to support young people's mental health and wellbeing. Parents and community members were also invited to participate in a forum delivered by Trent Southworth from Teen Strategies, designed to support young people to make positive life decisions. The week culminated in a community 'Colour Run' and BBQ.

The Aboriginal community came together with the school at regular Yarn-up meetings to discuss the educational needs of their young people. Members of the community engaged with the school to train in the '8 Ways of Aboriginal Pedagogy'. They then brought their expertise to join with staff during NAIDOC week to teach all students the history and technology of constructing a gunyah. The community attended the final celebratory event in which staff and students from Kindergarten to Year 12 participated in Aboriginal dance led by local Aboriginal Elder, Uncle Fred.

The school P&C remained highly active and supportive in extending all learning opportunities for students including a generous donation of \$12,500 to provide 15 new lap-top computers. This year, the school fete organised by the P&C was highly successful and demonstrated the proud sense of community spirit embodied in our P&C. Supporting new parents and students remained a high priority for the P&C as well as providing BBQs at all carnivals, gifting for Mothers Day and Fathers Day and offering informed debate around school improvement issues. The broader Walcha community continued its generous support with scholarships from local businesses rewarding student success, workplacement and work experience for vocational education students, school-based apprenticeships, numerous sporting and cultural opportunities, parent readers in our classrooms, donations and transportation of livestock, mentoring and support at cattle shows, coaching of sporting teams and active participation at all special assemblies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Productive partnership opportunities with the whole community. All parents are fully engaged at all key transition points.	<p>Exit surveys indicated the value of transition for 2017 including study skills and assessment planning sessions for students and parents.</p> <p>The new reporting format now includes a separate literacy and numeracy report for all students from all teachers from K-10. This initiative received very strong support from parents.</p> <p>The Wellbeing Launch and Colour Run was supported by the school's improved partnerships with the whole community. The launch involved the school, parents, service clubs such as Quota and Lions, Walcha Council and other external agencies. This led to an increased involvement by the wider community in a school event and a willingness to be involved in the future.</p>	<p>Community Consultation Grant: \$1,545</p> <p>Socioeconomic Equity Funds: \$14,234</p> <p>Mental Health Week budget: \$590</p> <p>Administration support budget: \$3,065</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Productive partnership opportunities with the whole community. All parents are fully engaged at all key transition points.</p>	<p>Increased communication with parents on student progress including issues around wellbeing and behaviour have led to a decline in suspensions and incident reports. This work was supported by the introduction of student Be REAL reports trialed in the later part of the year with parents receiving an additional behavior and effort report on their child twice a term.</p> <p>Tracking senior student progress was supported through the introduction of year advisers in the secondary school, strengthening the partnership between home and school. Additional mentoring opportunities as well as interviews with HSC students led to an increased confidence from students in exploring post school options and engaging parents at this transition point.</p>	
<p>Establishment of Yarn-up meetings for parents of Aboriginal students. All parents and carers to co-develop Individual Learning Plans for all Aboriginal students.</p>	<p>The establishment of Yarn-up meetings has led to Aboriginal parents being more willing and comfortable to participate in school functions, to come to school to meet and to engage in discussion that supports their children's education. The focus of Yarn-up has been to address barriers to success, attendance and other key issues.</p> <p>The co-development of student ILPs received 100% attendance by parents.</p> <p>NAIDOC week celebrations were linked to Education Week celebrations and learning through family, stories and culture.</p> <p>8 Ways Pedagogy and the Community of Schools Project linking culture and place helped promote the school's commitment to improving the learning outcomes, sense of belonging and opportunity for further success for all Aboriginal students. Inclusion of the Aboriginal community and trust in the school have both increased through greater attendance and a decrease in behavior issues for our students and continued strong value added data.</p>	<p>Aboriginal Background Equity Funds: \$4,313</p> <p>Community of Schools Grant: \$2,245</p>
<p>A variety of effective mediums used to improve communication to parents and the school community incorporating electronic communication.</p>	<p>A database of parental email addresses was updated with the support of the P&C. Not all parents, however, have access to the internet and arrangements were made to ensure that those who did not have access to the internet were not disadvantaged.</p> <p>All school notes were posted on the school website. This enabled parents to access notes at a later date, particularly if the note had been lost or a student was absent on the day the note was distributed.</p> <p>The school newsletter was produced twice a term and was emailed home to parents with an email address.</p> <p>The email database was also used as a means of</p>	<p>Socioeconomic Equity Funds: \$6,252</p> <p>Third Party Budget: \$5,249</p> <p>Cyberbullying budget: \$3,326</p> <p>Website budget: \$440</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A variety of effective mediums used to improve communication to parents and the school community incorporating electronic communication.	<p>sending reminders to parents about school events such as parent-teacher interviews.</p> <p>Safe on Social cyber awareness programs for all students and parents were extremely well received and led to a reduction in cyber related issues and greater awareness of the implications of inappropriate cyber and social media usage.</p> <p>Further development of the school's new third party student database, Sentral, to track attendance, behaviour, reports and progress, individual learning plans and medical needs enabled more detailed presentation of student learning and wellbeing needs particularly during parental interviews.</p>	

Next Steps

Combining the development of Student Learning Portfolios with presentation to parents and community will improve the feedback and learning opportunities for students.

Extending the existing Sentral student data base to include parents will provide improved access to their child's information in regards reports and timetable.

The school will establish an official school Facebook page.

Exploring opportunities to forge stronger links with elders from the Aboriginal community will enable better guidance on protocol in relation to culturally sensitive issues and the promotion of language.

Providing timely and transparent information relating to school improvement measures will improve the potential to allow parent feedback on these initiatives.

The school will continue to expand its access and engagement with experts outside of the school to promote new learning and wellbeing opportunities for all students. A continuation of partnerships with UNE and participation in action research, particularly in the area of STEM pedagogy, will extend teacher professional learning opportunities.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The Aboriginal Education Officer, Norta Norta Tutor and Aboriginal Support Learning Officer continued to be employed. This has ensured that the learning and wellbeing needs of our Aboriginal students have been supported. Evidence of success includes improved overall attendance, strong value-added NAPLAN results and decreased behaviour issues.</p> <p>The number of students accessing external educational opportunities increased dramatically. Walcha Central School students attended several university schools, mentoring programs and taster days both locally and in Sydney.</p> <p>Our Tell Them From Me Survey results reflected an improved sense of belonging, greater engagement with the curriculum and increased post school aspirations.</p> <p>In 2016, students designed and produced a new uniform which blended the traditional school emblem with a local indigenous perspective. This signified a greater cultural representation, understanding and pride for our Aboriginal students. Community support for this change was extremely positive.</p> <p>The impact of changes in the local AECG had meant that the school's Junior AECG could no longer operate under the same guidelines. Continued opportunities for student leadership will extend to allow for greater student voice in 2017.</p> <p>Walcha Central School hosted the Northern Tablelands Indigenous Debating Competition in 2016.</p> <p>The school continued with its commitment to improve communication and connection to community through regular meetings in the form of a Yarn-up. These were regularly attended by a small number of parent and community members and the focus continued to be on improving student learning outcomes.</p> <p>In 2016, the school successfully applied for and received a community of schools grant to recognise local Aboriginal skills and culture. The continuation of the '8 Ways Project' immersed staff, students and community in traditional pedagogy as they designed and built a gunyah. The understanding of this pedagogy provided teaching staff with the opportunity to better differentiate teaching and learning strategies for all students.</p> <p>The second part of this project will commence in 2017. A school database of skills and experience relating to Aboriginal culture was initiated.</p>	<p>Aboriginal equity funds:</p> <p>\$64,338 (AEO full year)</p> <p>\$10,898 (SLSO support, NAIDOC Wk, parent activities)</p>

Aboriginal background loading	<p>During NAIDOC week our school hosted a week-long learning event which included the alliance of small schools and the local Catholic school. Student, staff and community members engaged in a wide range of cultural activities including dance, art and storytelling. The week was opened with a traditional smoking ceremony by Uncle Fred, a Walcha Dunghutti elder.</p>	<p>Aboriginal equity funds:</p> <p>\$64,338 (AEO full year)</p> <p>\$10,898 (SLSO support, NAIDOC Wk, parent activities)</p>
Low level adjustment for disability	<p>Allocation of school learning support officers (SLSOs) increased to 13 support days per week. A speech therapist was employed to assess targeted students and, together with learning and support teachers (LaST) and SLSOs, planned interventions to carry over into 2017. This included Kindergarten, and Year 1 and 2 students as well as students transitioning into Kindergarten in 2017.</p> <p>An occupational therapist was employed to increase differentiation of fine and gross motor skills and crossing the line skills to support writing and the learning environment.</p> <p>36 Reading Eggs licences were purchased to support Year 1 students and those requiring extra learning support. Sensory resources were also purchased to support students self-regulate movement through learning.</p> <p>One-on-one parent meetings were conducted with parents to discuss NAPLAN results and forward strategies.</p> <p>The York Assessment of Reading Comprehension (YARC) was completed, targeting Year 8 students.</p> <p>A student portfolio concept was presented to staff and agreed upon.</p> <p>The Cool Kids anxiety program was run by the school counsellor with parent sessions being well attended. The Seasons for Growth program was initiated and delivered. A student feedback survey indicated that students better understood the impact of change, grief and loss on a family and also identified with strategies to support this loss. 100% of parents supported this program and in their evaluation identified that the program gave them the tools to support their child at home.</p> <p>The 'Multilit' program was implemented in class time by SLSOs with 6 targeted students across the year. Students showed progress, some faster than others.</p> <p>A NAPLAN overview was offered to Aboriginal parents. One-on-one parent meetings were conducted with parents, as requested, to discuss NAPLAN results and forward strategies.</p> <p>Out of home care (OOHC) funds were</p>	<p>Low level disability funds:</p> <p>\$112,223 (LaST full year)</p> <p>\$32,557 (SLSO full year)</p>

<p>Low level adjustment for disability</p>	<p>accessed for a Kindergarten 2017 student. Transition was organised for the new enrolments but did not take place due to family circumstances.</p> <p>Professional learning for staff was initiated through team teaching and in-class support to identify differentiated learning opportunities.</p> <p>Weekly Learning Support Team meetings were held to identify and support learning interventions for students.</p> <p>All students with learning difficulties were tracked using adjustment sheets as part of the Nationally Consistent Collection of Disability Data (NCCDD).</p> <p>Specialist support was provided for students receiving integration funding via in-class support and withdrawal when required. Teacher professional learning occurred and external specialists were employed as required.</p>	<p>Low level disability funds:</p> <p>\$112,223 (LaST full year)</p> <p>\$32,557 (SLSO full year)</p>
<p>Socio-economic background</p>	<p>Sentral and Edval are now fully active, providing improved tracking of student wellbeing and academic progress.</p> <p>SLSO support was timetabled across the whole school in key areas with additional focus on supporting student literacy and numeracy needs.</p> <p>Reading recovery was operational with new resources purchased.</p> <p>Breakfast club was revamped to include delivery through the school canteen and school chaplain and increased to operate twice a week.</p> <p>Opening of new library facilities increased student use in this space.</p> <p>Redevelopment of outdoor multi purpose courts commenced.</p> <p>A UNE partnership was initiated with Dr Fletcher to investigate options for a STEM research project, with equipment and training improvements across the whole school and additional teacher support.</p> <p>Staff participated in training in CAPA, GRASS and Impact Leadership to improve student learning opportunities.</p> <p>Under the direction of the school wellbeing team the launch of our Positive Behavior for Learning (PBL) along with a celebration Colour Run attracted a strong positive response from our entire school community. The launch coincided with our Mental Health Week initiative which attracted experts and guest speakers presenting to students, parents and the broader community in a</p>	<p>Socioeconomic equity funds: \$96,639 including</p> <p>Mental Health Wk \$6093</p> <p>Breakfast Club \$780</p> <p>Kindergarten and Year 7 Transition programs \$6852</p> <p>Financial support of individual students \$1225</p> <p>Third party subscriptions \$3200</p> <p>STEM resources \$1941</p> <p>Additional SLSO support \$53246</p> <p>Middle school classroom \$14762</p> <p>Gym equipment \$8662</p>

<p>Socio-economic background</p>	<p>range of workshops and seminars held across the week at the school.</p> <p>Classroom wellbeing resources continued to be developed throughout the year for use in timetabled lessons held each fortnight across the school.</p> <p>Student exit data from the wellbeing initiatives as well as TTFM data indicate positive improvement in student self esteem and sense of belonging. This is further supported by a decrease in suspensions and improved attendance by students.</p> <p>Primary play equipment was selected and finalised by students. Student redesigned the boxercise gym under advice from community representatives who also provided WHS and orientation support.</p> <p>The SEF review continues to inform the school improvement plan. Positive Behavior for Learning training expanded with additional support for students through timetabled lessons.</p> <p>Farm improvements included the purchase of a new bull and new cattle club initiatives led to strong student numbers attending Wingham and Scone Beef Week.</p> <p>Examination supervisors were employed to better support students during senior examinations.</p>	<p>Socioeconomic equity funds: \$96,639including</p> <p>Mental Health Wk \$6093</p> <p>Breakfast Club \$780</p> <p>Kindergarten and Year 7 Transition programs \$6852</p> <p>Financial support of individual students \$1225</p> <p>Third party subscriptions \$3200</p> <p>STEM resources \$1941</p> <p>Additional SLSO support \$53246</p> <p>Middle school classroom \$14762</p> <p>Gym equipment \$8662</p>
<p>Support for beginning teachers</p>	<p>This year two members of staff qualified for beginning teacher funding. Mentors were put in place to support staff around accreditation as well as mapping professional learning opportunities and resourcing to improve teaching practice.</p>	<p>Beginning teacher grant (two teachers): \$9,921</p>



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	133	121	117	115
Girls	145	155	152	139

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	91.3	95.2	92.1
1	94.8	97.1	91.9	93.5
2	93.3	95.3	95.6	93.2
3	95.4	95.1	95.3	94.6
4	95.4	93.8	92.2	94.1
5	93	93.8	92.3	93.1
6	95.6	91.2	93.4	89.4
7	95	94.2	93.8	92.3
8	89.4	92.2	91.4	87.4
9	91	87.7	91.3	89.7
10	87	86.2	81.5	92.7
11	89.8	86.5	84.5	90.5
12	87.9	88.9	91.1	87.5
All Years	92.3	91.5	91.1	91.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	8	10	30
TAFE entry		5	10
University Entry			60
Other			
Unknown			

Year 12 vocational or trade training

In 2016, 80% of our Year 12 cohort were involved in vocational or trade training. This covered five Vocational Education Frameworks taught at Walcha Central School. These include: primary industries, metals and engineering, hospitality–kitchen operations, construction and business services.

In addition, Walcha Central School supported four students as school–based trainees. These were in the fields of automotive, hospitality and human services. Of these students, three have gained full–time employment in the industry in which they completed their traineeship.

Year 12 attaining HSC or equivalent

In 2016, a total of fifteen students undertook studies to attain their HSC. 100% of all Year 12 students successfully attained their HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	10.51
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration & Support Staff	7.59
Other Positions	3.2

*Full Time Equivalent

Walcha Central school has two staff members who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 31 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	357 810.00
Global funds	399 690.00
Tied funds	291 281.00
School & community sources	142 173.00
Interest	8 737.00
Trust receipts	26 094.00
Canteen	0.00
Total income	1 225 785.00
Expenditure	
Teaching & learning	
Key learning areas	95 414.00
Excursions	46 609.00
Extracurricular dissections	37 363.00
Library	16 111.00
Training & development	11 595.00
Tied funds	264 562.00
Short term relief	54 817.00
Administration & office	105 897.00
School-operated canteen	0.00
Utilities	62 041.00
Maintenance	14 979.00
Trust accounts	23 512.00
Capital programs	130 610.00
Total expenditure	863 510.00
Balance carried forward	362 275.00

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

School performance

NAPLAN

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

NAPLAN data shows that students attained greater than expected growth across several aspects of literacy.

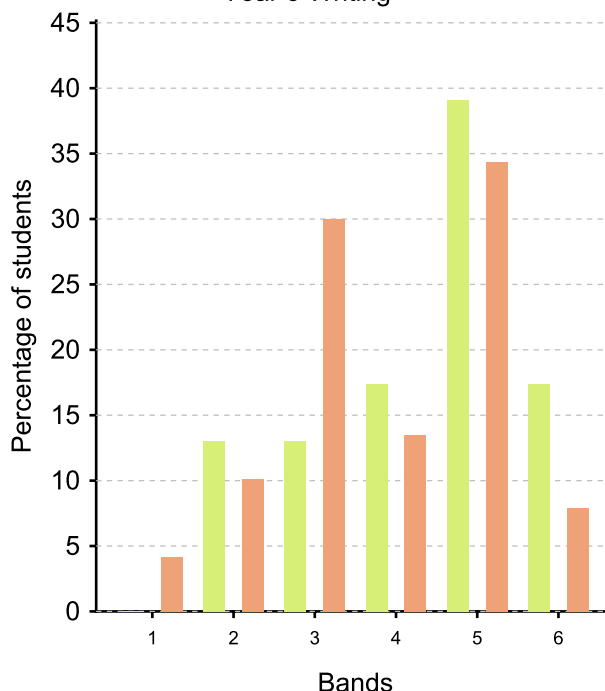
In Year 3, 52% of students achieved the National Minimum Standard (NMS) or better in numeracy, with 70% of students achieving NMS or better in writing.

In Years 5, 7 and 9, the majority of students achieved greater than expected growth in spelling. Students in Years 5 and 9 achieved greater than expected growth in reading when compared to their performance in 2014.

The area of grammar and punctuation showed significant growth in Year 5.

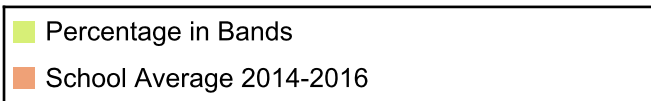
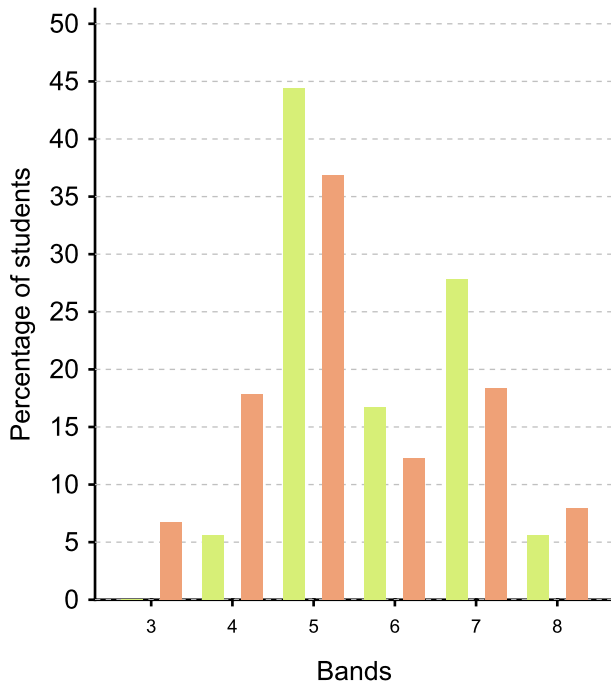
Analysis of the data from NAPLAN 2016 was used by the literacy committee to develop targeted areas for improvement in literacy. Through this process, writing was identified as an area for improvement. In Term 3, 2016, staff received training in the Seven Steps to Writing program which will be implemented through Years K–10 in 2017.

Percentage in bands:
Year 3 Writing

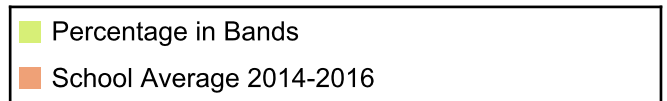
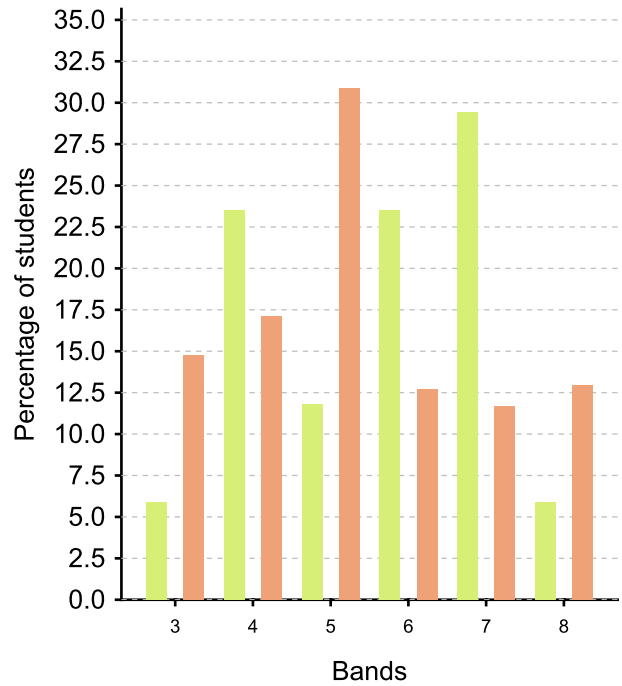


Percentage in Bands
School Average 2014-2016

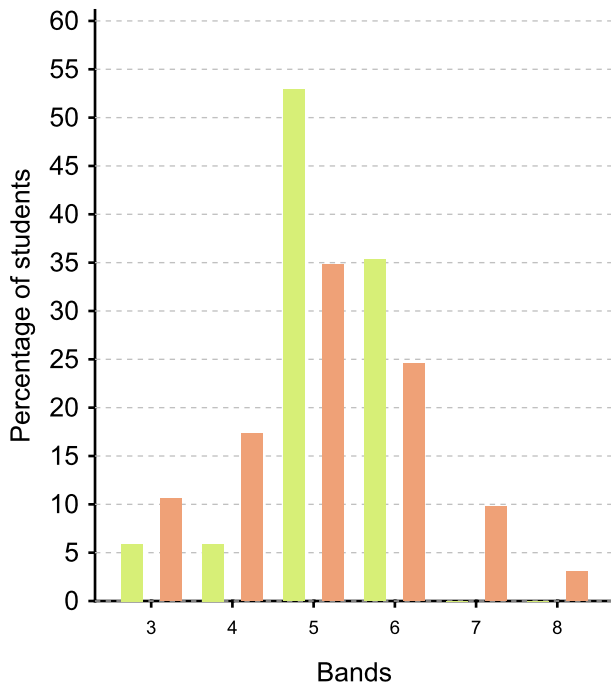
Percentage in bands:
Year 5 Reading



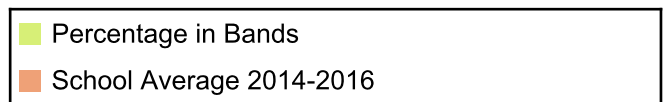
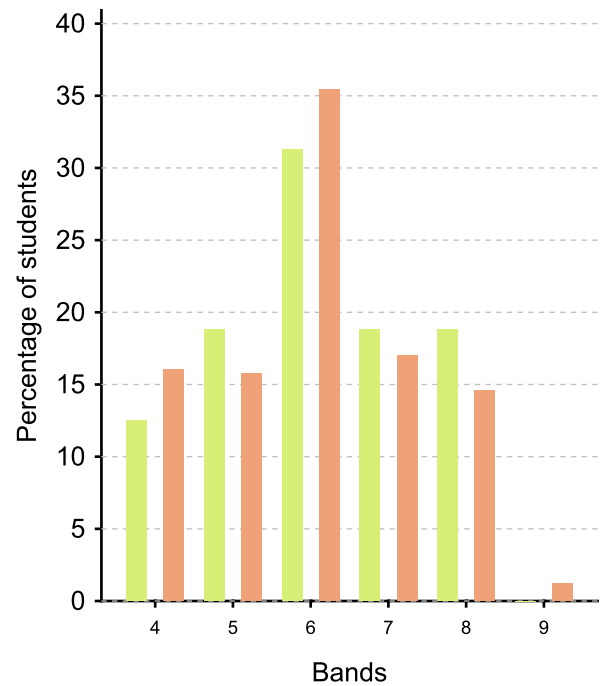
Percentage in bands:
Year 5 Grammar & Punctuation



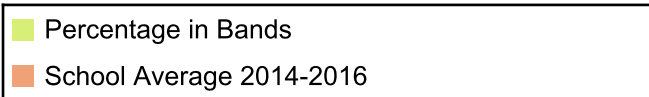
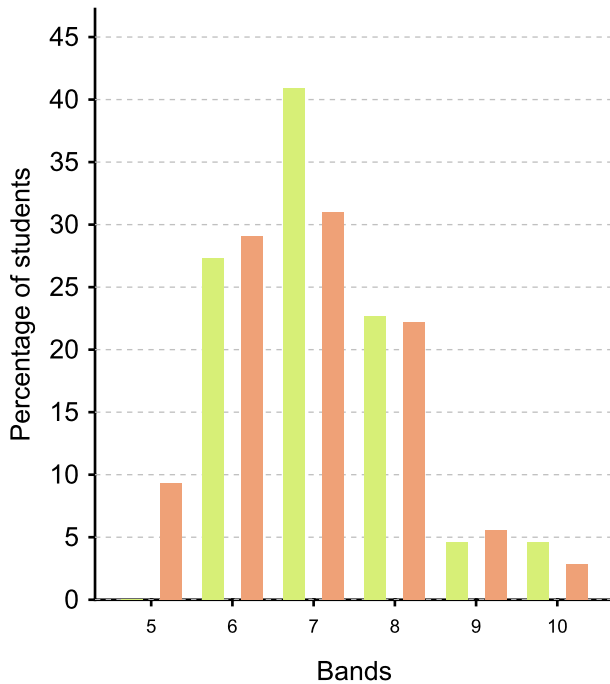
Percentage in bands:
Year 5 Spelling



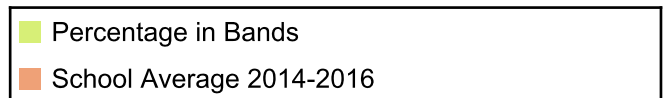
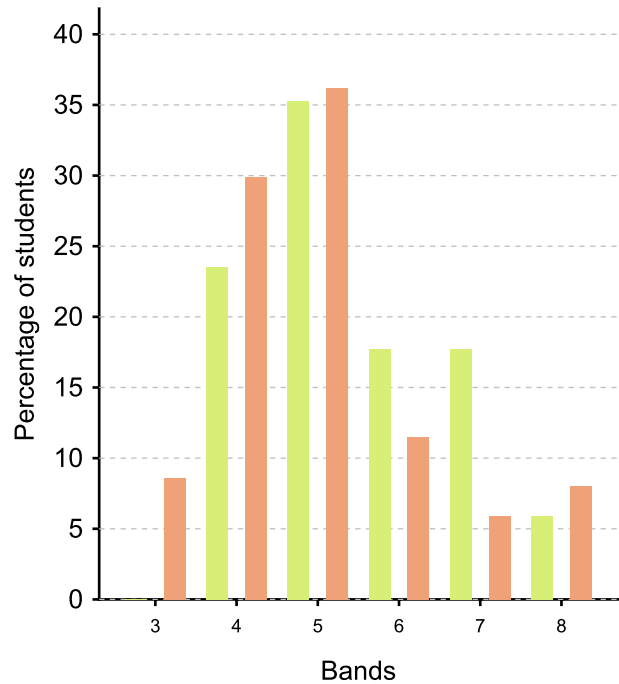
Percentage in bands:
Year 7 Spelling



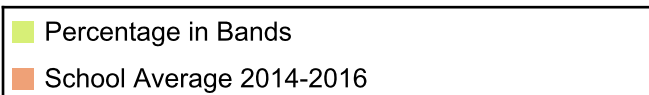
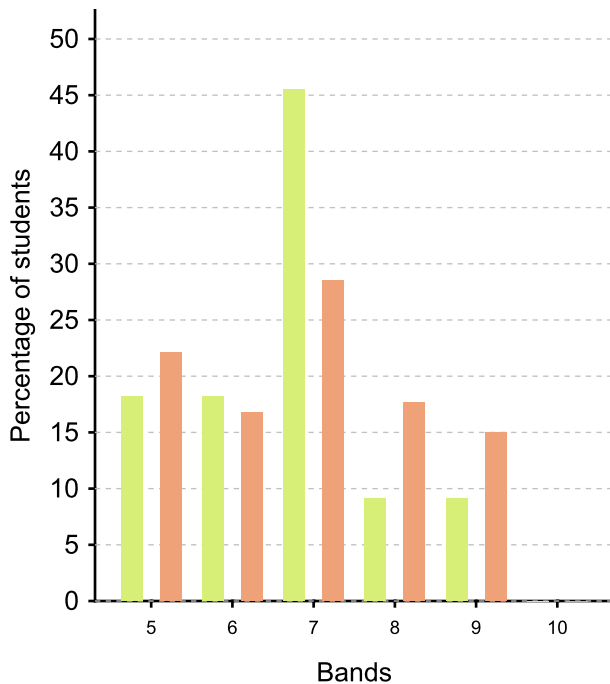
Percentage in bands:
Year 9 Reading



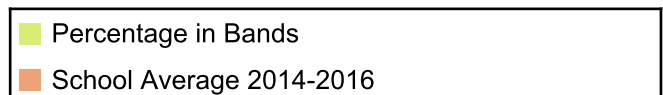
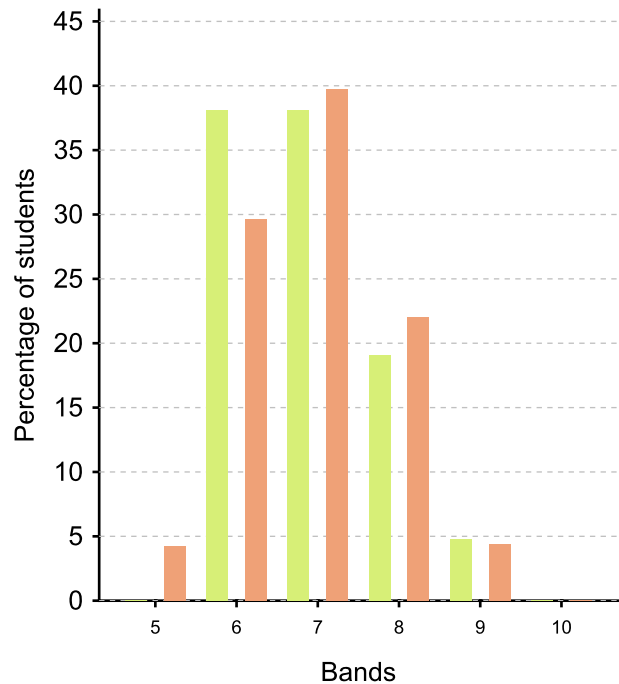
Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Numeracy



NAPLAN data shows that students attained greater than expected growth across several aspects of numeracy. In Year 3, 52% of students achieved the National Minimum Standard (NMS) or better in numeracy. In Years 5 and 9, the majority of students achieved greater than expected growth in numeracy when compared to their performance in 2014.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

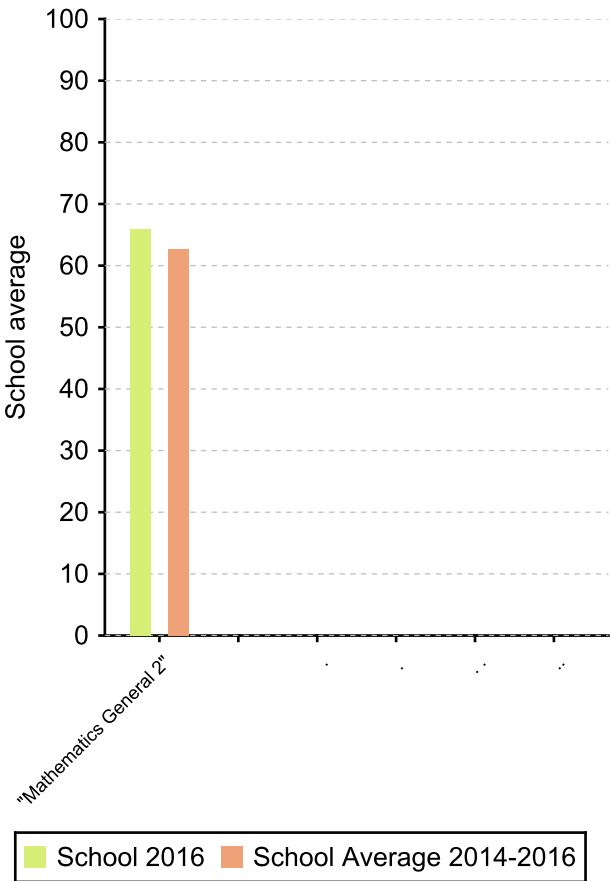
Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

The analysis of NAPLAN data for 2016 has been used to implement literacy and numeracy targets for improving Aboriginal education outcomes. NAPLAN data shows significant improvement in Aboriginal education outcomes. For example, 100% of Aboriginal students in Year 9 showed greater than expected growth in reading and 100% of Aboriginal students in Year 5 showed greater than expected growth in spelling, as did 75% of Aboriginal students in Year 7.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



In 2016, 16 students completed their HSC studies at Walcha Central School.

The distribution of bands showed a significant reduction in the number of students achieving either a Band 1 or Band 2.

Parent/caregiver, student, teacher satisfaction

Student satisfaction data was collected and analysed using surveys from two external agencies: Tell Them from Me (TTFM) and MindMatters. The analysis of the data from both of these surveys informed future directions and the provision of targeted programs designed to improve student outcomes.

The Tell Them From Me survey collected data from students from Years 4–12. It measured various aspects of engagement, including social, institutional and intellectual.

Primary Years 4–6

Social–Emotional Outcomes:

- Participation in school sport – 95% (NSW Govt norm 83%)
- Participation in extracurricular activities – 70% (NSW Govt norm 55%). This is a marked improvement for WCS primary students from the 2015 Survey
- 84% of students have a positive sense of belonging (NSW Govt norm 81%)
- 88% of students feel they have positive relationships at school (NSW Govt norm 85%)
- 98% of students value schooling outcomes (NSW Govt norm 96%)
- Students who are interested and motivated 83% (NSW Govt. norm 78%)
- Students who try hard to succeed in their learning 87% (NSW Govt norm 88%).

Aboriginality – 32% of participants were Aboriginal, 60% of these strongly agree that “I feel good about my culture when I am at school”.

Secondary Years 7–12

Social–Emotional Outcomes:

- Participation in school sport has dropped from 51% to 47% (NSW Govt norm = 48%)
- Participation in extracurricular activities is below NSW Govt norm at 18%, up from 13% (NSW Govt norm = 24%, dropping from 46%)
- 80% feel they have positive peer relationships (NSW Govt= 72%) up from 77%
- 72% believe education will benefit them personally and economically (same as NSW Govt

norm)

- 52% feel intellectually engaged (NSW Govt norm = 46%) up from 37%
- 30% feel interested & motivated (NSW Govt norm = 28%) up from 21%
- 70% feel they try hard to succeed in their learning (NSW Govt norm = 66%) up from 61%
- 80% feel they have positive peer relationships (NSW Govt= 72%) up from 77%
- 72% believe education will benefit them personally and economically (same as NSW Govt norm)
- 52% feel intellectually engaged (NSW Govt norm = 46%) up from 37%
- 30% feel interested & motivated (NSW Govt norm = 28%) up from 21%
- 70% feel they try hard to succeed in their learning (NSW Govt norm = 66%) up from 61%

Aboriginality – 18% of participants were Aboriginal, 42% of these strongly agree that “I feel good about my culture when I am at school”, 32% agree, 21% neither agree nor disagree, however 5% strongly disagree.

Mind Matters*

* MindMatters survey results do not separate the year groups' data. Students from Years 6 to 12 were surveyed across a number of target areas. Students were asked to provide their response: Not at all, A little, Quite a bit or Completely to a variety of statements.

Target Area 1: Developing a whole school approach

- 42.9% of students who took part responded “Completely” to “I believe good mental health and wellbeing is important for my learning.”

Target Area 2: Relationships, Belonging and Inclusion

- Statements included: “I feel that I belong to the school community”; “My school knows how to deal with bullying and harassment problems”; “I feel safe at school”; “My school cares about me as an individual”; “My views and questions are listened to and taken seriously by staff”. Responses to these statements place more than 50% of students in the “quite a bit” and “Completely” categories.

Target Area 3: Resilience Approaches and Programs

- Strengths were displayed by student responses of over 80% “quite a bit” and “Completely” to “I can appreciate the good things about my life” and “I can think positively.”

Target Area 4: Student Empowerment and Mental Health

- More than 50% of students had a positive response to “My school provides me with opportunities to take on new or different types of challenges.”

Target Areas 5 and 6: there were no responses for these target areas.

Target Area 7: Recognising and Responding to Students Experiencing Difficulties.

- Results indicate that although students recognise

when another student is “distressed, worried or experiencing emotional difficulties”, “Quite a bit” (51.3%) and “know how to help a friend”, “Quite a bit” (48.5%). They are less comfortable/confident about the staff they can approach with concerns.

Target Area 8: Pathways and Programs

- Over 60% of students surveyed responded in the mid range to all 3 questions that focused on the avenues available to students in seeking help for personal or mental health issues.



Policy requirements

Aboriginal education

The implementation of '8 Ways' pedagogy has seen Walcha Central School continue to promote the inclusion of Aboriginal perspectives and content across all KLAs from K–12. Productive partnerships with parents and the local Aboriginal community led to the sharing of knowledge and skills and visits to local sites and helped link the learning of teaching staff and the application of 8 Ways pedagogy into their classroom.

This year, during NAIDOC Week, our school participated in a smoking ceremony conducted by a proud Dunghutti elder, Uncle Fred, held in the school MPC. During this week students also participated in different workshops focused on local stories and skills including the construction of scaled gunyahs. Senior Aboriginal students, with support from our AEOs and the community, constructed a full-scale gunyah made of natural material in the school grounds. A celebration of the week concluded with a performance where students, led by Uncle Fred and his sons, performed a dance for the school community.

Funding from Norta Norta and the Aboriginal background equity loading, is provided through the DoE resource allocation so that our students are given support as required. Literacy and numeracy remains a strong focus as well as improving retention for our boys and engagement through the development of indigenous perspectives across the curriculum.

All Aboriginal students are fostered and supported through the process of developing individual educational learning plans and student profiles that target the individual needs of each Aboriginal student. The development of these plans is constructed in partnership with the student, parents, AEO and Learning Support Team. Regular reviews are conducted of student plans and progress.

All formal meetings, assemblies and functions acknowledge the traditional custodians of the land and we pay respect to the elders past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australians.

Regular parent meetings with open and transparent dialogue continue as a priority at Walcha Central School. This year our school moved to a Yarn-up meeting, held each term and led by our AEOs. During these meetings, information regarding school improvement measures is discussed and opportunity is provided for parents and carers to ask questions and debate issues of concern.

Our Aboriginal student body identified that a change of uniform, more representative of their culture, would represent a significant opportunity for inclusion and promotion of a sense of belonging. Students met with the P&C uniform committee and gained approval for a new school hoodie jumper incorporating the design of a new school emblem which included the Aboriginal flag and a local totem. The design and art work was completed by students at Walcha Central School.



Multicultural and anti-racism education

Walcha Central School recognises the need for rural and remote schools to equip all students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society. Multicultural education and anti-racism education is promoted in the school through a range of initiatives. These include teaching practices that recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted through all learning at the school. School focus on embedding general capabilities in teaching programs, in particular the study of other cultures through texts and inviting visiting artists to the school, provides students with authentic experiences of other cultures..

Liaising with the local Country Women's Association (CWA) branch and surrounding schools, students participated in activities that celebrated the nominated country for 2016, Mongolia. Students had the privilege of hearing from Robyn Hepbern who has travelled to Mongolia many times and spent time living and working with the people there. Students also presented displays and power points about Mongolia and what they had learned about the culture and people of Mongolia.

Other school programs

Dance Festival 2016

Nine Walcha Central School students were lucky enough to have their dance item 'Real in Rio' accepted as part of the Dance Festival held in Tamworth. 'Real in Rio' was choreographed by Nicola Hoy and Annabelle Green, two talented secondary students. The girls performed in both a matinee and evening performance held at the TRECC in Tamworth. Walcha Central School also had Meg Kealey and Isabelle Haslem performing as part of the Regional dance group. Congratulations Marlee Wall, Ryley Smith, Meg Kealey,

Charlotte Overton, Charlotte Mooney, Isabella Mooney, Dakota Andrews, Sariann Andrews, Ali Nivison and Isabelle Haslem on amazing performances and dedication.

Primary Sport 2016

During 2016, primary experienced many new sporting opportunities thanks to the sporting schools grants. Students were able to participate in tennis and rugby 7s activities with specialised coaches. Also with this funding, the school purchased some specialised equipment, including balancing beams, to provide gymnastic opportunities for our students.

Throughout 2016, Walcha Central School had many students participating in PSSA individual tryouts, PSSA knockout competitions and PSSA sporting levels in cross country, athletics and swimming. We had multiple students representing our school at both North West and State levels in soccer, swimming, athletics and cross country.

2016 was a fantastic year demonstrating outstanding sportsmanship, leadership and growing friendships through student participation in sport in the primary school.

Secondary Sport 2016

During 2016, students from Years 7–12 competed in a variety of representative sports. Year 9 and 10 students travelled to Armidale for an all schools touch football qualifier. One of the highlights of the sporting calendar year was the central schools carnival held in Inverell. We took four teams to compete for touch football and two league teams. The under 16s boys were successful in both touch football and league, which meant they headed to the state finals in Dubbo. At Dubbo, the boys showed outstanding skills and sportsmanship and received a silver medal in the league.

The annual swimming, cross-country and athletics carnivals see many students go on to represent our school at regional and state levels. We had 13 students travel to Coolah for North West cross-country with two going on to compete at state. Thirteen students also attended the North West athletics trials with three students competing at state. We had a relay team compete at the NSWCHS swimming championships.

In addition to this, one of the biggest events is our interschool visit with Dorrigo High School. This involved three days of sporting competition with over 50% of our students participating. Also, special mention goes to Jack Feltham in Year 12 who successfully represented Australia in the World Mountain Bike Championships.

Music 2016

During 2016, a significant number of students accessed opportunities to experience music either as a performance or to extend their skills as a performer.

The experience of a live performance complements the practical and theory work undertaken in the classroom.

Students from Walcha Central School attended two major performances in 2016. In Term 3, 40 students from Years 7–11 attended Earle Page College's performance of *The Addam's Family Musical* at UNE. Later that term, over 100 students from Kindergarten to Year 8 attended the performance of *Hercules* by *Sounds Baroque* – a travelling act incorporating opera and rap into their performance using traditional baroque instruments.

Forty-seven students from a range of years participated in weekly private and group lessons in piano, guitar, drums, organ, flute, trumpet and saxophone. This allowed for a group of students to present a variety of instrumental and vocal show performances at our annual Presentation Day assembly.

Cattle Club 2016

Walcha Central School operates its own fully functional farm where students from all ages can participate in learning about the workings of a productive and well resourced farm. Highlights this year included participation in the Wingham Beef Week and the Scone Beef Bonanza as well as our own Walcha Show. Students learnt how to prepare cattle and sheep for the various competitions and sales. Walcha students were very competitive in parading competitions and won several ribbons in these events.