

Woodenbong Central School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Woodenbong 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.

Greg Wilson

Principal

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Message from the Principal

2016 has been a very successful year for the students at Woodenbong Central School in many aspects of school life. We provide our students with many and varied opportunities both within and beyond the classroom, to assist our students both find and develop their passion for learning. Opportunities allow our students to find out what they like and what might constitute future employment and a career path. These opportunities enable our students to try a variety of experiences that they may not otherwise have tried in a safe and supportive environment. Education can provide our students with a powerful start for their future life and employment opportunities. We also assist our students to develop their talents through persistence, hard work and the development of a growth mindset. We believe that *our students deserve to live empowered lives with passion and purpose.*

When given the opportunity our students perform at the highest levels. In 2016 Woodenbong Central School had a particularly successful year in the area of sport. **We had 3 students represent Australia** in a variety of sports and many who represented NSW, our Region or our District. Our students always represent themselves, our school and their Communities with pride. In 2016 our students also succeeded at the highest levels in the areas of student leadership, Agriculture and in the Arts:

- Jemimah Williams and Jennifer Williams performed at the Sydney Opera House in a production of of the Opera Pecan Summer.
- Our students also performed in the strings section for the 25th Anniversary of Lismore Conservatory of Music with Richard Gill conducting.
- Our School Captains Billie Reid and Madeleine Barrett traveled to Sydney to meet the Governor, Premier and our local Member.
- Madeleine Barrett saw a need and initiated a breakfast program at Woodenbong Central School.
- Madeleine also made the second round of Lions' Youth of the Year Competition.
- Our Senior students collected funds for Legacy.
- Penny Lee represented WCS at the New South Wales Schools State Constitutional Convention, Parliament House Sydney.
- Bernadette Hickling was recognised as the Aboriginal student of the Year for the electorate of Lismore at State Parliament House.
- Primary students participated in the Casino/Kyogle Performing Arts Festival. This year they also performed at Lismore Show.
- Success at various agricultural shows and competitions both locally and inter-state with cattle and sheep. The highlight was their success at EKKA and the Royal Easter Show, especially in the School Exhibit and sheep competitions.
- Katelyn Grimmett was placed second in merino sheep fleece judging, third in meat sheep judging and fifth in beef cattle judging at the Royal Sydney Agricultural Show.

Our 2016 sporting highlights include:

- Our clay pigeon shooting team once again travelled to Tamworth to compete and do very well in a schools' competition.
- Katelyn Grimmett represented Australia in touch rugby union and will be travelling to America next year to play for an Australian Futsal Team.
- Remy Leonard was selected to represent Australia several times in archery this year.
- Shalin Fuller was selected for the Australian and NSW touch football teams.
- Jesse Thamm was selected for NSW touch football.
- Josh Weston made the finals for discus at State Athletics, at Homebush. Tabitha Leonard competed in hurdles and Lerqayne Hippi competed in Javeline.
- Shilo Williams competed in shot put for Primary State Athletics.
- Penny Lee competed at State for Cross Country.
- Many of our students experienced success at the local, Regional and State levels for athletics, cross country, basketball touch football and swimming.
- Once again our boys and girls open and under 16 touch football teams performed well at the NSW Central Schools competition at Dubbo.

Our students also performed very well in their academic areas with:

- Great results in external competitions such as the Australian Science and Mathematics competitions.
- Early entry into University for Year 12 students.
- Students from Years 10–12 were successful in gaining entry to University Programs, such as the Young Achievers Program.
- Students will participate in the University of Newcastle's Engineering workshops.

Our students are excellent ambassadors for the community and our school. I often receive feedback on our students' friendliness, politeness, their willingness to participate and how they always represent themselves and Woodenbong Central School with distinction.

At Woodenbong Central School we support the use of innovative practices to enhance student learning. Innovation can take many forms from the use of technology, working with other schools to pedagogical practices of utilising different learning spaces. However the focus is always on our students and their learning. We continue to invest in the use of technology, as well as human and other resources in the classroom to enhance learning opportunities for our students. We need to continually develop opportunities to allow them to create, collaborate (with the class, across the State and across the World); not just to help them learn but to assist them develop the skills that will allow them to thrive in the 21st Century. In 2016 we introduced 3D animation and 3D gaming to our students, where our secondary students have the opportunity to receive a Certificate III in Creative media. In Primary we introduced an open spaces program where students have learnt design skills, how to work collaboratively, problem solving skills and how to use computer coding to make a mathematical game for younger students. Linking students' interests to the curriculum helps engage students in the learning process.

Innovation and critical thinking skills are important skills for this Century. We need to provide opportunities for our students to develop, practise and demonstrate their critical thinking and problem solving skills. In 2016 Woodenbong Central School continued their interest in robotics with LEGO and EV3. Students have participated in Robo Challenges at Southern Cross University. We have also run workshops at Woodenbong Central School with Damien Kee, an expert in this field. It has been gratifying to see so many of our Year 4–8 students deeply engaged in learning through problem solving. This is a great way to teach science, mathematics, engineering, problem solving, resilience and perseverance to our students.

At Woodenbong Central School we also understand that the introduction of new things does not mean we neglect those areas that have been traditionally strong such as sport and agriculture. The old and the new can happily co-exist; sometimes they can overlap.

We value relationships at Woodenbong Central School and we understand the importance of relationships to assist students learn and develop. The strong relationship between Woodenbong Central School and the wider communities we serve is unique and crucial for our students and their education. Community is seen as a strength of the school by parents, students and the staff. Our collaborative efforts make Woodenbong Central School a fantastic school. Woodenbong Central School is a place where we all work together to achieve the best for our students. Our parent organisations the P&C and the AECG, play a very important role at Woodenbong Central School. They are organisations that can provide advice to the school from a parental perspective on a wide range of issues. I thank those in these groups for their work and support of the students at Woodenbong Central School. I would encourage parents to become involved in these organisations to benefit not just your child but all students in the school. Together we can make Woodenbong Central School an even better place for our students to learn.

In 2017, we will continue to build on the gains we have made in recent years. Our strategic directions for 2015–2017 will be *Engagement in learning, High quality learning experiences and Community engagement* which will ensure we focus

on what matters our students and their learning

School background

School vision statement

At Woodenbong Central we will lead learning that will ensure our students live an empowered life distinguished by passion and purpose.

Working together as a team we will provide a total education for our students from Kindergarten to Year 12 preparing them to succeed in life as we walk together into the future.

Our learning will be characterised by:

- Knowing the individual learning needs of our students
- Valuing social learning and learning together
- The creation of opportunities for all learners to experience success
- Learners having knowledge and choice about how they learn
- Learners being able to choose how they present learning
- Engaging, enjoyable, challenging and creative learning opportunities
- Relevant, real life and significant learning experiences
- The development of positive, healthy and harmonious relationships
- Building resilience
- Expanding the horizons of all our learners

School context

Woodenbong Central School (WCS) is a K–12 school that aims to prepare students for their future role in a rapidly changing world by building capacity in 21st Century fluencies.

WCS is seen as one of the hubs of the local remote and rural community. Parents, staff and students view WCS's *sense of community* as a strength of the school. WCS will build on this strength by designing, implementing and evaluating learning experiences that are significant and relevant to students by utilising the local community's expertise and resources.

Over the years WCS has established a strong relationship with the traditional owners of the land on which the school is built, the Githabul Nation. WCS will continue to strengthen this relationship to ensure that all Aboriginal students achieve equitable outcomes.

The focus at WCS has been on building and engaged learning community that focuses on improving student achievement and developing capacity to meet individual learning needs through high quality learning experiences guided by collaborative and reflective practices. This has been supported by Learning Meetings as well as teacher and student learning goals.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the School Excellence Framework. 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 wellbeing; curriculum and learning; and assessment and reporting. Wellbeing and Positive Behaviour for Learning is providing an excellent structure to further build a culture of trust, respect and personal responsibility. The *Tell them from me survey* from students, teachers and parents highlights the high levels of respect and inclusivity at WCS. A more focused approach to individual learning needs through structures such as *Learning Meetings and our LSTs* has resulted in earlier identification and intervention of students with both high and moderate learning needs, where parents are increasingly involved with planning and review of Individual Education Plans (IEPs). We have continued to strengthen our partnerships with our local Aboriginal Community. Learning meetings involving parents have focused on student academic growth, student strengths and jointly constructed student learning goals.

In the domain of Teaching we concentrated on the elements of collaborative practice with staff members and data skills and use by staff members. In 2016 staff undertook professional learning and subsequently implemented and evaluated Peer Coaching and Generative Dialogue for professional collaboration, providing a focus on teacher practice and building teacher capacity. There has been a focus on developing and tracking of outcomes across all stages in literacy, numeracy, English, mathematics, HSIE and science. Staff are developing evidence based practice through their reflection on and evaluations of both collaborative and individual work.

In the domain of Leading our priorities have been leadership and school planning, implementation and reporting. The consistency and effectiveness of our progress towards our strategic directions is due to the development of leadership capacity across the school. The school executive has successfully led our 2016 initiatives by building the capacity of others to strengthen our learning culture at WCS. The new approach to school planning as well as the other initiatives in DoE reform package has necessitated a focus on planning and monitoring. Through the process of planning and self-reflection WCS will refine our strategic priorities along with improvement measures to improve the educational outcomes of our students.

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

Engagement in Learning

Purpose

Engaged students focus on their learning. Creating learning environments at our school that allow learners to grow and develop lifelong interests and passions through engagement in deep learning will build resilience, and individual appreciation of the importance and relevance of learning.

Overall summary of progress

In 2015 WCS began developing processes, procedures along with trialing a learning management system (LMS) to identify student needs and track student improvement. In 2016 WCS refined these processes and procedures and identified areas to build teacher and leadership capacity to effectively use data to identify and meet student learning needs.

In 2016 Peer Coaching was implemented across the school. Professional Learning was used to build teacher capacity, resources from RAM funding was also utilised to allow time for teacher observations and reflective conversations with their self identified colleague. Primary staff also utilised "Generative Dialogue" as a vehicle for collaborative and reflective practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 60% of teachers use collaboration to improve teacher practice, measure learning capacity and design and implement student learning experiences that meet their needs.	<ul style="list-style-type: none">• All teachers participated in at least 2 cycles of Peer Coaching, over 50% of teachers participated in 4 or more.• Teacher evaluation indicated the benefits of Peer Coaching however in some areas processes will need to be strengthened.• Teaching and Learning program show evidence of differentiation.• All faculties have collaboratively developed their commonly agreed learning goals for 2017.	<ul style="list-style-type: none">• Low level adjustment for disability (\$26735.00)• Socio-economic background (\$23000.00)
<ul style="list-style-type: none">• 20% increase in the number of students with personalised learning plans, which clearly indicate differentiation.	<ul style="list-style-type: none">• Teaching and Learning programs show evidence of differentiation.• Learning goals identified for 30% of students.	<p>In addition to the resources described above</p> <ul style="list-style-type: none">• Professional Learning (\$10 000)

Next Steps

- Build teacher and leadership capacity to meet identified learning needs for all learners.
- Embed collaborative and reflective practices such as Peer Coaching and Generative Dialogue.
- Build teacher and leadership capacity to effectively utilize LMS
- Build teacher and leadership capacity for differentiation learning in all classrooms
- Instructional Leader to develop capacity of K-2 teachers to differentiate literacy and numeracy in their classrooms.
- Develop metrics beyond literacy and numeracy to measure learning capacity and student achievement.

Strategic Direction 2

High Quality Learning Environments

Purpose

Ensuring that high quality, individualised learning experiences are an essential focus of learning at Woodenbong Central School will assist learners to maximise learning potential, perpetuate a love of learning and further embed the school as a vital community asset.

Overall summary of progress

Teachers have utilised collaborative practices such as Peer Coaching or Generative Dialogue to reflect on teaching practices. Collaborative practices also allows teachers at WCS to trial new strategies, in a safe and supported environment, and to engage students in learning. In 2016 these initiatives included Interest Electives, Open Spaces and Infants Mathematics project.

In 2016 all faculties evaluated Kindergarten to Year 10 assessment strategies to align assessment with intended outcomes as well as to include higher order skills and where appropriate local perspectives.

Teachers regularly participate in Learning meetings to monitor and discuss student learning progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All staff will use data to design and evaluate the effectiveness of at least 60% of all learning experiences for students.	<ul style="list-style-type: none">All teachers have used appropriate student data to evaluate the effectiveness of learning experiences in at least three units of work (K–10) and where necessary made modifications.All faculties developed subject specific feedback policies.All staff have designed, implemented and evaluated at least two assessment tasks that provided students with opportunity to demonstrate their higher order skills.All teachers collected evidence of practice linked to the National Professional Standards for Teachers.	<ul style="list-style-type: none">Aboriginal background loading (\$5000.00)Socio-economic background (\$25987.00)Professional Learning (\$15000.00)
<ul style="list-style-type: none">50% of learners showcase their learning	<ul style="list-style-type: none">Students had opportunities to share what works best for their own learning.Two faculties have trialed electronic methods to allow students to curate their learning.All students with IEP and PLPs are aware of their intended learning outcomes.Learning outcomes are explicit for 15% of all learning experiences for all students K–10.	As Above

Next Steps

- Use of student data to evaluate and where necessary modify all student learning experiences.
- Implement a school wide feedback policy.
- Incorporate opportunities for students (K–10) to develop, practice and demonstrate higher order skills.
- Embed practices of reflection to enhance learning and continual improvement for both the school and individual learners.
- Develop means for learners to curate and showcase their learning.
- Learning intentions are made explicit to and understood by all students for every task K–10.

Strategic Direction 3

Community Engagement

Purpose

Engaging community will connect with and expand the learner's World and develop active, engaged citizens. As a community hub, Woodenbong Central School will further strengthen and promote inclusion and racial harmony by providing opportunities for all members of our school community (and the wider local communities) to develop mutual understandings and respect.

Overall summary of progress

Woodenbong Central School continues to have strong links with all sections of our local community. Staff wish to use this strong foundation to improve student learning by using links and connection with the local and wider to community to increase relevance and significance to the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase in learning meetings involving parents/teachers/students.	<ul style="list-style-type: none">Over 60% staff have had at least 1 learning meeting with a parent and where appropriate the student.	<ul style="list-style-type: none">Aboriginal background loading (\$5000.00)Socio-economic background (\$20000.00)
60% of all teaching and learning programs include links with local and wider community.	<ul style="list-style-type: none">Staff have participated in Healthy Country Health Culture program.Over 50% of teaching and learning programs incorporate 8 Ways strategies.55% teaching and learning programs contain connections with the local and wider community.	<ul style="list-style-type: none">Aboriginal background loading (\$5000.00)Socio-economic background (\$20000.00)

Next Steps

- Increase number of students directly involved in setting and monitoring their learning goals.
- Further develop local "Cultural Awareness" program.
- Include local and wider community links in all appropriate teaching and learning programs.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>As well as the progress described above in the 3 Strategic Directions.</p> <p>All aboriginal students have learning plans.</p> <p>The employment of a case manager for identified students in Years 9–12 has resulted in a 27% increase of the number of students completing and submitting assignments on time.</p> <p>Year 3 NAPLAN:</p> <ul style="list-style-type: none"> • 30% increase of Aboriginal students in top 2 bands for reading. • All Aboriginal students in top 3 bands for writing and numeracy. <p>75% of Primary and 64% of Secondary students either Strongly Agreed or Agreed with <i>"My teachers have a good understanding of my Culture"</i> on the 2016 Tell Them from Me Survey.</p> <p><i>75% of Primary and 77% of Secondary students either Strongly Agreed or Agreed with "I feel good about my Culture at school"</i> on the Tell Them from Me Survey.</p> <p>Year 6 student and Year 11 music student performed at Sydney Opera House as cast members in a production of <i>Pecan Summer</i> by the Short Black Opera Company.</p>	<p>1.0 AEO, \$10000</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$10 000.00)
<p>Low level adjustment for disability</p>	<p>As well as the progress described above in the 3 Strategic Directions.</p> <p>All students requiring low level adjustments and learning support were catered for with class program and other programs. Learning and Support Teacher (LaST) supported classroom teachers with necessary adjustments. LaST and other support teachers provided professional learning to support teachers making adjustments for students.</p> <p>During 2016 the Woodenbong Central School Learning and Support Team worked with both Secondary and Primary departments to improve learning outcomes for all students referred through its system. Students referred, including those within the Multi-Categorical Class and Integration Funding Support Programs, received assessment and the implementation of interventions monitored through an ILP format. Evaluation occurred in a 5 weekly cycle including formal reviews at key points of transition. Through the LST processes of evaluation, LaST support was utilised to work directly with teachers to develop and implement ILPs where adjustments for learning were made in direct consultation with families and students. In secondary, 25 students were referred and managed through the LST with improvements in:</p>	<p>1.2 FTE, \$26735</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$26 735.00)

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Literacy across KLA's Attendance • Class focus and engagement • Completion of assessment tasks • Preparation for learning tasks • Independent reading in class tasks • Transition to and from various learning programs • Extra-curricular involvement and representation • In Primary 23 students were referred and managed through the LST with improvements in: <ol style="list-style-type: none"> 1. Social skills supporting positive interactions with peers 2. Regulation of emotional responses 3. School-based behaviours 4. Memory within tasks 5. Overall literacy achievement • Coordination of outside agency and families • Access to supportive technologies • Impact of mental health on learning <p>The focus for 2016 was to prepare the LST to strengthen and improve its integration across K-12 while maintaining a Secondary or Primary focus when needed.</p>	<p>1.2 FTE, \$26735</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$26 735.00)
<p>Socio-economic background</p>	<p>As well as the progress described above in the 3 Strategic Directions.</p> <p>Funds have been used to engage students in learning and the provision of high quality learning environments. This has included peer coaching, generative dialogue and mentoring, as well as demonstration lessons including balanced literacy lessons. The resources have been used to assist teachers to develop assessments aligned to outcomes and provided students with opportunities to demonstrate higher order skills such as critical thinking.</p> <p>School Excellence Framework reports indicate that WCS is above similar schools and is sustaining and growing with value-added:</p> <ul style="list-style-type: none"> • Year 3 to Year 5 • Year 5 to Year 7 • Year 7 to Year 9 <p>and delivering from Kindergarten to Year 3.</p>	<p>0.4 FTE, \$68987</p> <ul style="list-style-type: none"> • Socio-economic background (\$68 987.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	107	103	93	93
Girls	117	92	71	78

School enrolment in 2016 was marginally higher than 2015. Overall enrolment reflects the demographics in the area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.8	91.8	88.6	91.4
1	91.5	88.4	94.4	84.6
2	93.6	91.9	94.4	91.9
3	88	87.6	87.3	88.7
4	91.2	91.6	91.8	86.6
5	86.3	89.5	82.3	84.4
6	87.9	89.9	89.7	96.8
7	89.5	89.1	87	89.5
8	88.9	83.2	87.3	85.1
9	89.4	85.3	89.7	85.9
10	76.1	86	85.8	78.2
11	73.8	84.8	86.2	83.8
12	92.2	75.4	76.6	77.2
All Years	87.5	86.6	87.2	85.8
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

Management of non-attendance

School attendance at WCS is overall below State average. Relative small cohorts mean that the attendance pattern of a relatively small number of students has a significant effect on the overall average. A relatively high level of student mobility influences overall attendance levels.

Management of non-attendance is outlined in

Woodenbong Central School's Attendance Policy. Procedures include roll-marking, checks for fractional truancy, parental contact and the involvement of the Home School Liaison Officer.

Class sizes

Class	Total
KINDERGARTEN	8
YEAR 1/2	21
YEAR 3/4	21
YEAR 5/6	24

Structure of classes

WCS has 4 primary classes. There is a Kindergarten class and 3 stage classes consisting of Year 1 and Year 2; Year 3 and Year 4; and Years 5 & 6 respectively. This provides equity as well as placing a priority on the start we provide our Kindergarten students for their education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			10
Employment	6.7		30
TAFE entry			20
University Entry			40
Other			
Unknown			

At the time of this report all of the 2016 Year 10 and 11 students returned to school to continue their school education.

The retention rate for Year 10 2014 to Year 12 2016 65%. Down from 81% for the equivalent retention rate in 2015 and up on the 2014 retention rate of 55%.

Year 12 vocational or trade training

In 2016 60% of Year 12 students undertook at least 1 vocational education course, 30% undertook 2 or more vocational education courses. These courses included: Hospitality, Primary Industry, Information Technology and Horse Industry Practices.

Woodenbong Central School has a hospitality and

primary industries Trade Training Centre(TTC) : 40% of Year 12 students used the TTC for primary industries and 30% of Year 12 students used the TTC for hospitality.

Year 12 attaining HSC or equivalent

In 2016 90% of students were eligible for HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	8.39
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration & Support Staff	8.39
Other Positions	4

*Full Time Equivalent

In 2016 17.1% of the temporary and permanent staff at Woodenbong Central School identified as Aboriginal. It should be noted that Woodenbong Central School staffing entitlement report indicates a teaching staff FTE of 20.55 and a SASS FTE of 7.888.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	11

Professional learning and teacher accreditation

The 5 School Development Days (SDD) in 2016 were used for:

- Mandatory training.

- Assessment Practices
- Collaborative practices.
- Positive Behavior for Learning.
- School Excellence Framework
- Peer Coaching – Introduction

All teaching staff participated in these SDDs. Teachers also participated in PL incorporating local perspectives into their teaching and learning programs.

13 teachers are accredited proficient with NESAs, 2 are accredited provisional, the rest of the teaching staff are existing teachers. In 2016 no teachers voluntarily sought accreditation at Highly Accomplished or Lead Teacher

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

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	183 553.63
Global funds	261 196.61
Tied funds	289 561.92
School & community sources	131 683.14
Interest	4 539.09
Trust receipts	16 900.24
Canteen	79 319.01
Total income	966 753.64
Expenditure	
Teaching & learning	
Key learning areas	37 595.84
Excursions	36 715.58
Extracurricular dissections	115 650.68
Library	11 239.04
Training & development	0.00
Tied funds	333 998.64
Short term relief	52 201.90
Administration & office	85 414.21
School-operated canteen	77 143.46
Utilities	49 871.09
Maintenance	25 734.54
Trust accounts	15 200.81
Capital programs	7 452.26
Total expenditure	848 218.05
Balance carried forward	118 535.59

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

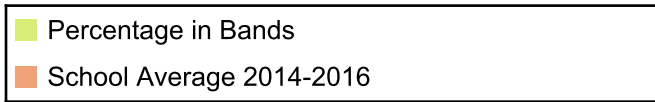
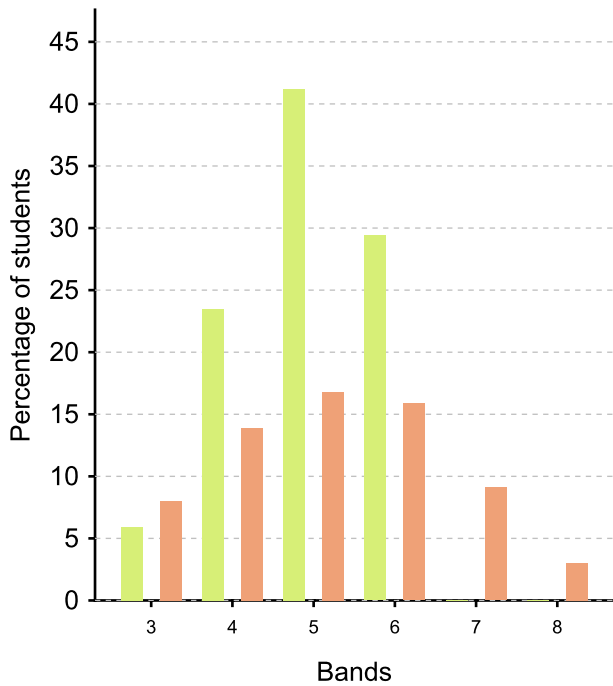
NAPLAN

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.

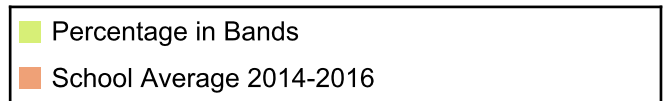
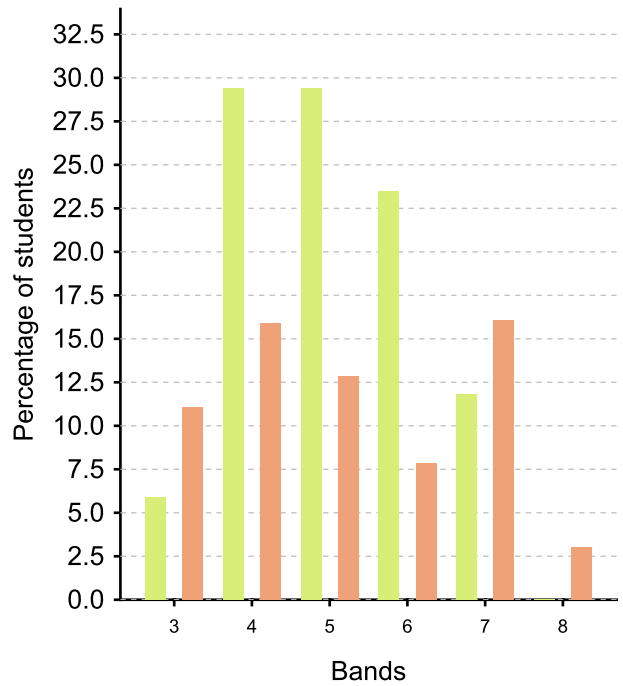
Due to the size of the cohort no literacy data is shown for Year 3. It should be noted that no Year 3 student was below their expected level in reading, grammar & punctuation and writing.

The average growth in literacy for students in Year 5, 7 and 9 for students at Woodenbong Central School was above State average.

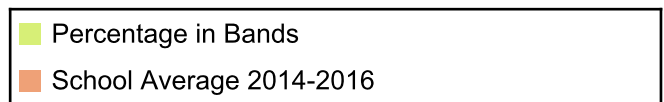
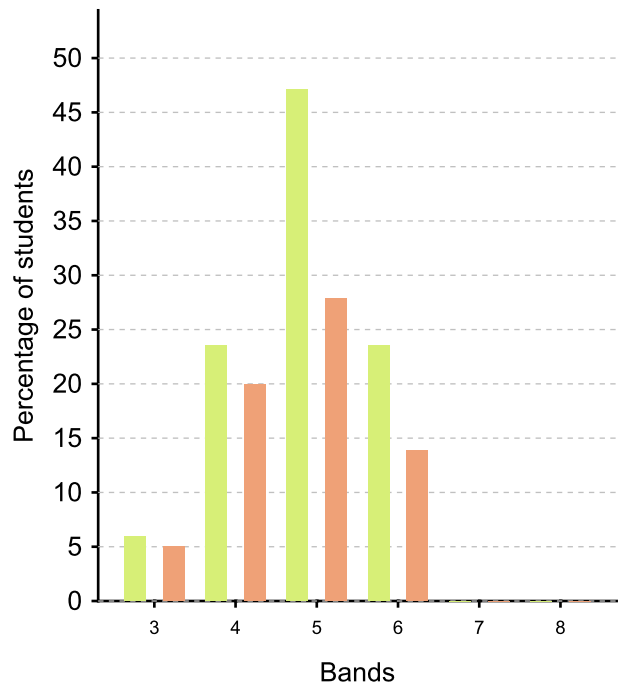
Percentage in bands:
Year 5 Reading



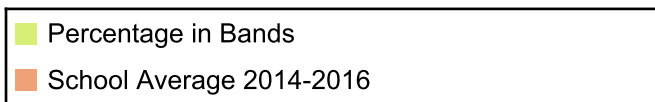
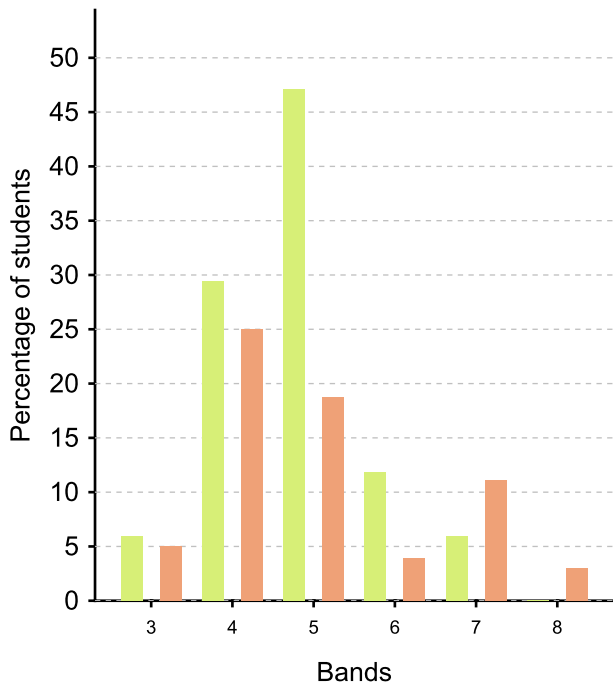
Percentage in bands:
Year 5 Spelling



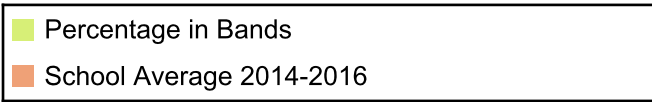
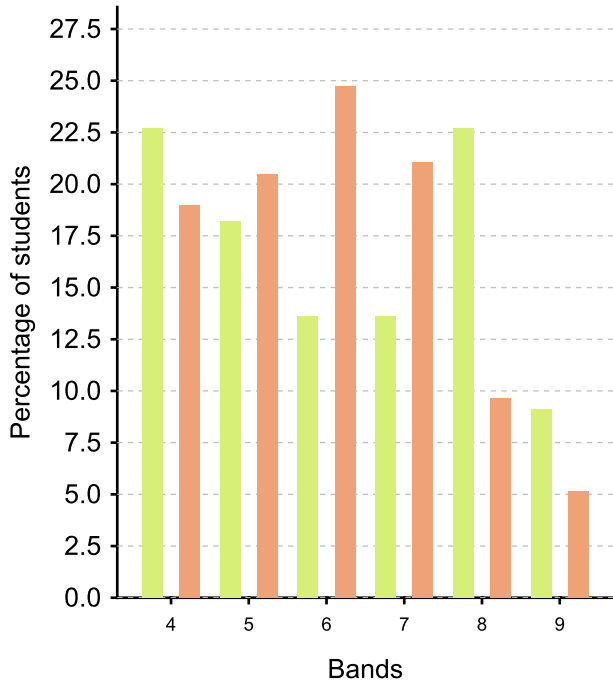
Percentage in bands:
Year 5 Writing



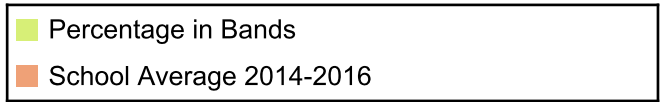
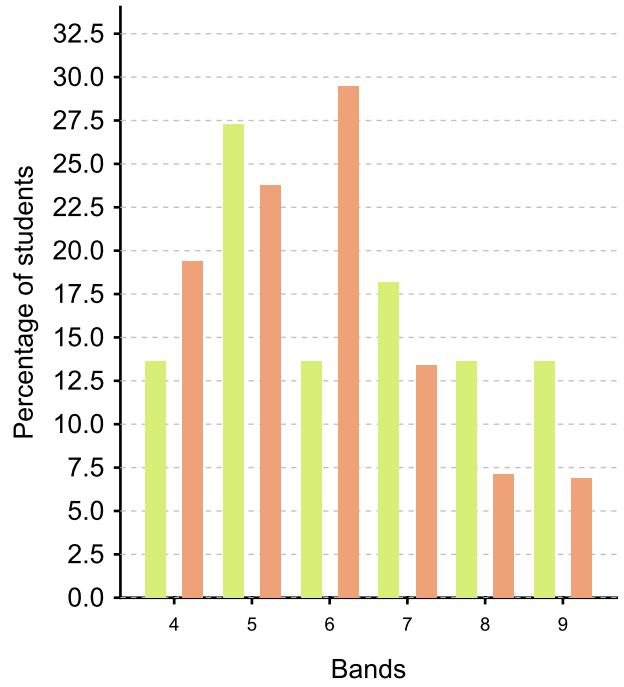
Percentage in bands:
Year 5 Grammar & Punctuation



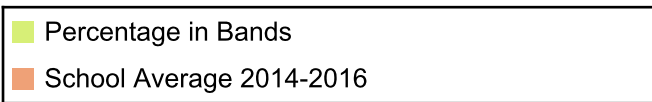
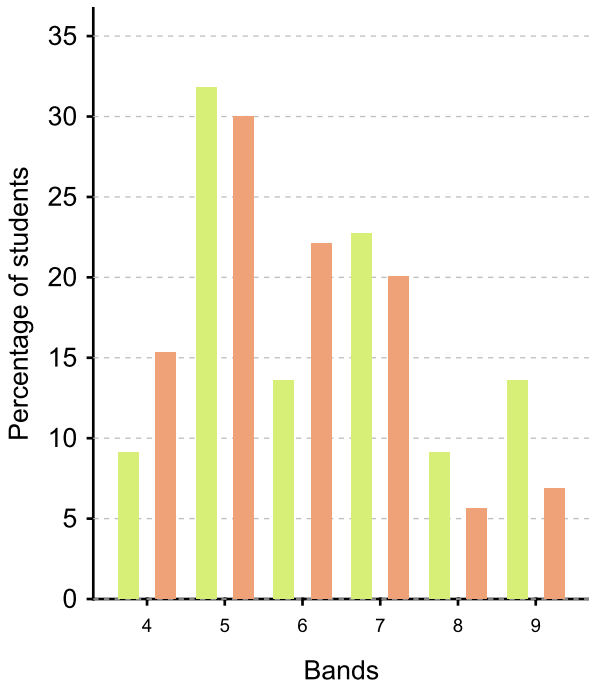
Percentage in bands:
Year 7 Reading



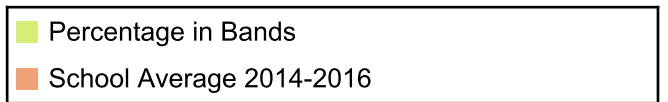
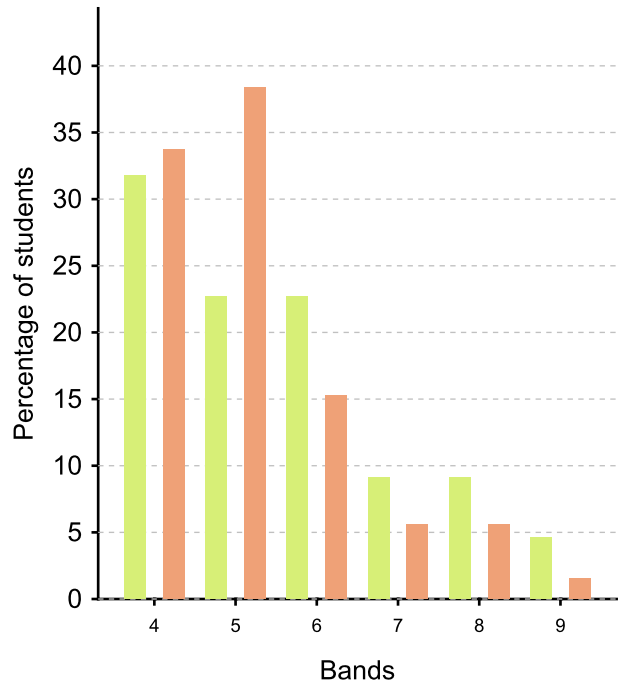
Percentage in bands:
Year 7 Spelling



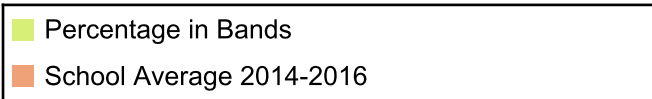
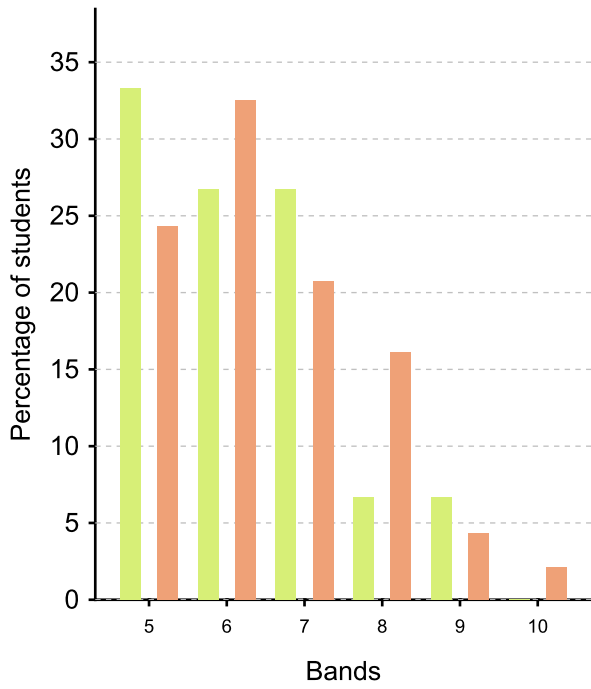
Percentage in bands:
Year 7 Grammar & Punctuation



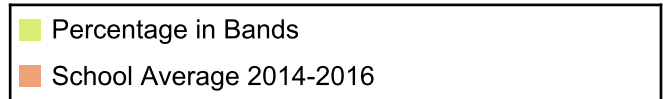
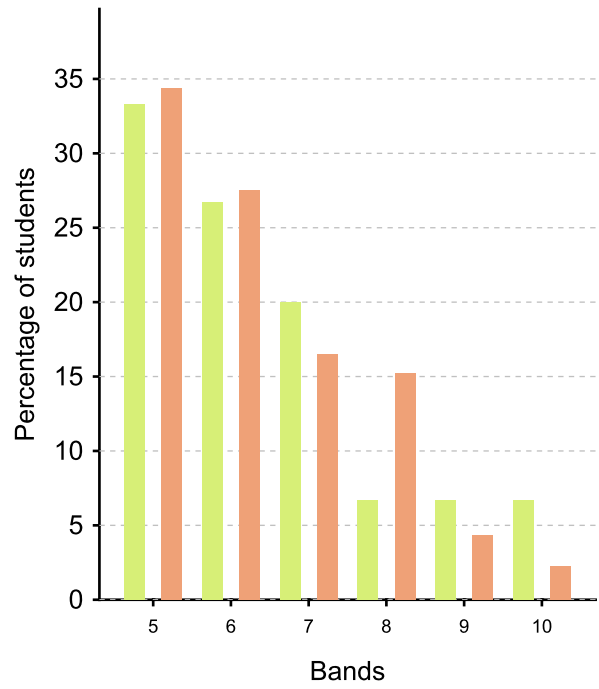
Percentage in bands:
Year 7 Writing



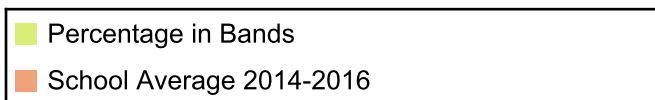
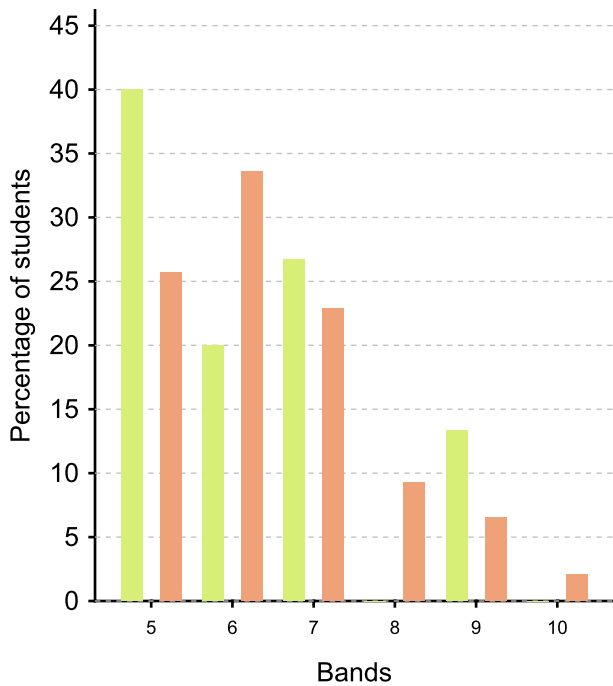
Percentage in bands:
Year 9 Reading



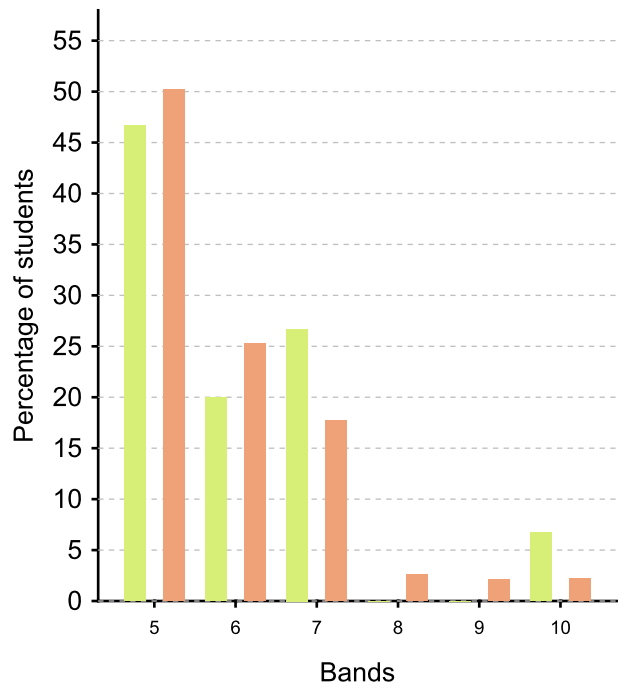
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation



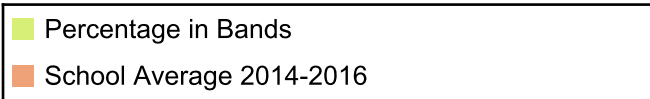
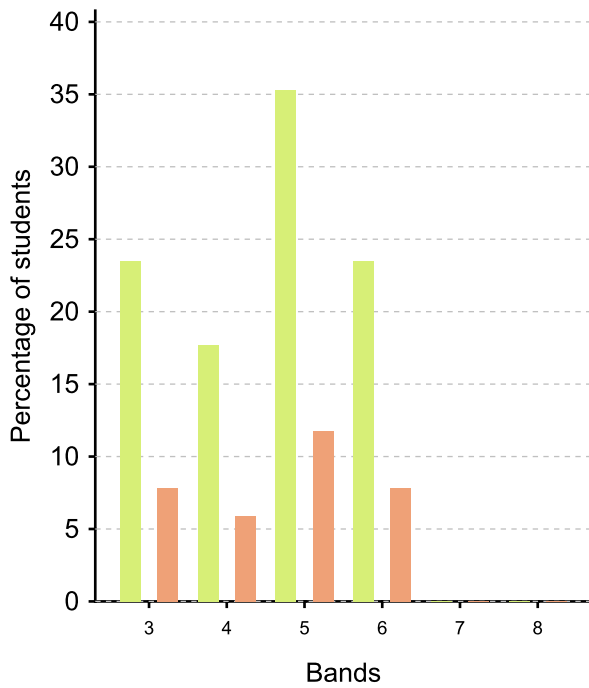
Percentage in bands:
Year 9 Writing



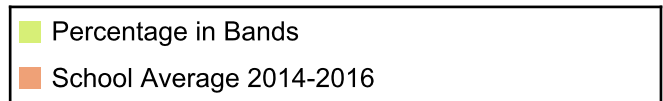
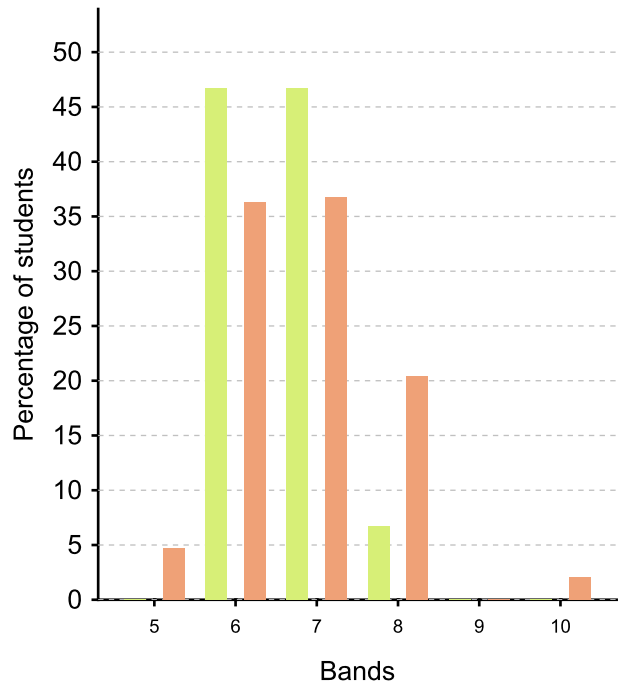
Due to the size of the cohort no numeracy data is shown for Year 3. It should be noted that all Year 3 students were at or above the expected standard for numeracy.

The average growth in numeracy for students in Year 5, 7 and 9 for students at Woodenbong Central School was above State average.

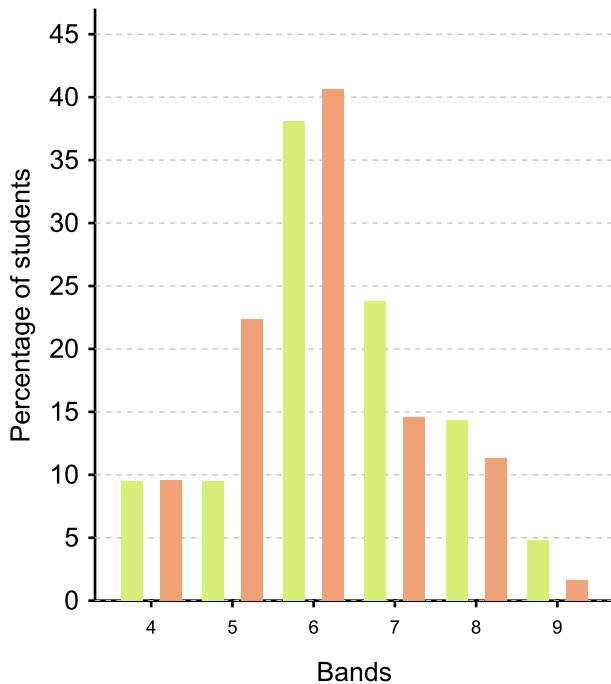
Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



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.

There has been a improvement of the percentage of students in the top two bands in Reading for Years 3, 7 & 9; Writing for Year 3, Spelling for Years 3, 7 & 9, grammar & punctuation for Years 3, 7, & 9 as well as numeracy for Years 3, 7 & 9 compared to 2015.

Higher School Certificate (HSC)

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

Data of Higher School Certificate subjects with small cohorts (less than 10 students) is not included in this report.

In 2016 WCS completed the requirements for the following Higher School Certificate subjects: Ancient History, Animal Studies, Biology, Chemistry, English (Standard), English (Advanced), Exploring Early Childhood, Geography, Hospitality, Industrial Technology, Information and Digital Technology Examination, Mathematics General, Mathematics, Personal Development, Health and Physical Education, Physics, Primary Industries, Senior Science, Society and Culture, and Textiles and Design.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Below is a summary of their responses.

In 2016 students, parents and staff participated in the "Tell Them from Me" survey. Students were surveyed in Term 1 2016 then again at the end of term 3. Parents and staff were surveyed at the end of term 3 2016.

For the drivers of student outcomes students reported:

- Primary students rated Effective Classroom Learning Time 8.4 out of 10 compared to 8.2 for other NSW Government schools.
- Secondary students rated Effective Classroom Learning Time 6.4 out of 10 compared with 6.3 for other NSW Government schools.
- Primary students rated the relevance of classroom instruction to their everyday lives 8.7 out of 10 compared to the State average of 7.9.
- Secondary students rated the relevance of classroom instruction to their everyday lives 6 out of 10 compared to the State average of 5.8.
- Primary students rated the rigor of classroom instruction 8.7 out of 10 compared to the State Government School norm or 8.2.
- Secondary students rated the rigor of classroom instruction 6.4 out of 10 compared to the State Government School norm or 5.8.
- Primary students rated WCS with a 8.3 out of 10 for advocacy compared to 7.7 across the State. Advocacy means students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Secondary students rated WCS 6.6 out of 10 for advocacy compared to 6.0 across the State.
- 28% of primary students in this school were victims of moderate to severe Bullying over the Internet in the previous month, compared to State average of 36%.
- 32% of secondary students in this school were victims of moderate to severe Bullying over the Internet in the previous month, compared to State average of 22%.

The Parent Survey indicated that parents feel welcomed at Woodenbong Central School, they are well informed, WCS supports positive behavior and learning, WCS is inclusive and they rate the school highly for safety.

Teachers rated the school highly on leadership, inclusion, technology and collaboration. Compared to the 2015 survey they rated the school higher for both the use of data to inform practice and learning culture.

Policy requirements

Aboriginal education

At Woodenbong Central School Aboriginal education and improving outcomes for Aboriginal students is everybody's business. WCS has strong links with the

local Githabul community and we work closely with the Githabul Aboriginal Educational Consultative Group and the local Elders to improve learning outcomes for Aboriginal and all students. We continually work together to strengthen this relationship for the benefit of our students.

Woodenbong Central School is working with the Githabul AECG on a Memorandum of Understanding, an appropriate Cultural Awareness program for WCS staff and re-inducing a language program within the school.

Aboriginal perspectives are included in all teaching and learning programs at WCS. Primary students are introduced to Githabul language and culture.

In 2016, NAIDOC week was celebrated with a week of activities organised and strongly supported by the local community. Pre-school, primary and secondary all held assemblies. The Flag Raising Ceremony provided an excellent start to the week. At the NAIDOC Racial Harmony assembly members of our local community shared their stories and wisdom with the students at WCS. The Racial Harmony Awards highlighted the efforts the school has made in conjunction with the local community in this area. All NAIDOC activities were strongly supported by the local community, both Indigenous and non-Indigenous.

In 2016 WCS continued to implement the *8 Ways program* to strengthen learning for all students especially our Aboriginal students. In 2016 WCS commenced *Healthy Culture, Healthy Country*.

In 2017 WCS will further develop our Cultural Awareness programs and embed Aboriginal Perspectives into our processes and procedures.

Multicultural and anti-racism education

Multicultural education is embedded within all teaching and learning programs at WCS. Woodenbong Central School has an anti-racism contact officer who promotes racial harmony and understanding.