

# Walcha Central School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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.

Mark Hall

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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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

Walcha Central School's priority continues to focus on providing an enriching learning environment for all students underpinned by our three core pillars of literacy, numeracy and wellbeing. Staff work collaboratively to reflect on their practice, increase student voice and negotiate the use of authentic learning intentions and success criteria as part of the learning cycle.

This year Walcha Central School was acknowledged for its outstanding 'high gain' performance in the 2017 NAPLAN results. "Your focus on data analysis, explicit teaching practices and tailored student support has positioned our school as one of the most substantially improved schools in the state in 2017"... further, "the daily energy and resolve to improve practice, cater individually for student learning needs and inspire student excellence, is deserving of particular commendation" –Murat Dizdar Deputy Secretary, School Operations and Performance.

Collective efficacy and collaboration between staff continues to grow particularly in relation to the sharing of 'what works best' and effective classroom practice. This year ten staff from across primary and secondary worked in a team-teaching environment and 100% of teachers participated in Learning Walks to reflect, learn and implement visible learning practice. The delivery of professional learning saw a transition of responsibility and the expansion of opportunity for all teaching staff to work as part of a team and to lead learning.

Productive partnerships supporting successful learning and wellbeing programs continued to expand. The school makes deliberate and strategic use of its partnerships and relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Tier 3 providers assist students with emotional and targeted developmental support and our programs are underpinned by working towards achievement and student success. Our school this year introduced a mentor program to help support our middle-range achievers. Community response was high and the diversity and success of students projects was impressive.

Teachers at Walcha Central School understand and implement professional standards and curriculum requirements. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals and they work beyond their classroom to contribute to broader school programs.

The leadership team at Walcha Central promotes and supports a culture of high expectations resulting in measurable whole-school improvement. Providing leadership opportunities and accreditation support for all staff is a high priority. Our plan aligns with local and system priorities.

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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Literacy, numeracy and wellbeing continued to be a focus. Through data analysis, explicit teaching practices and student support staff worked collaboratively to improve practice and student outcomes.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embed Literacy and Numeracy across all KLAs.	MangaHigh, Literacy Via Music, Reading Eggs, NAPLAN resources, Literacy and Numeracy resources, Library, STEM PBL, MoneySmart, Improving Numeracy Grant, PAT testing, Data Wall, Seven Steps to Writing Success, Faculty resources Staff PL. <ul style="list-style-type: none"><li>• (\$57805.00)</li></ul>	<p>The parent information session held in Term 1 was attended by 87 parents. This gave staff the opportunity to explain the literacy and numeracy initiatives, such as SoundWaves, implemented by the school.</p> <p>Student data was reviewed and learning focuses in literacy and numeracy identified for all students. These were: numeracy—four operations and mental computations; literacy—purpose of a text and point of view. A further evaluation of literacy and numeracy focuses in secondary school identified the need to shift the model to allow staff to identify more individual and personalised learning goals rather than one whole-school focus. This was complemented by Google classroom operating for numeracy ideas and is now used by all staff.</p> <p>A specialist teacher worked in K–6 and liaised with secondary science and mathematics staff to provide teaching strategies and develop student knowledge of coding. A scope and sequence was developed for technology. At the same time the school applied for a Digital technology initiative with ACARA to develop and trial teaching programs for schools.</p> <p>Literacy in the Years K–10 was supported through the implementation of the Seven Steps to Writing Success program. Staff reported that students have gained greater confidence in writing through this program. External data supports this measure.</p> <p>All students in Years 2–10 engaged in an online numeracy and mathematics program through Manga High. This was supported by the Fast Maths program initiated in primary. A data wall was established to monitor K–8 progress with steps in place to plan digital wall.</p> <p>Executive evaluated teaching and learning programs to observe evidence of literacy and numeracy activities. The PDP process and Learning Walks (lesson observations) provided evidence of specific focus on literacy and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Embed Literacy and Numeracy across all KLAs.</p>		<p>numeracy.</p> <p>Staff professional learning included examples of incorporating literacy and numeracy routines to support student critical and creative thinking. (SOLO, visible learning and 4Cs). All staff have had professional learning in the use of PLAN and have plotted for all students up to Stage 4 in both literacy and numeracy. The shift has been for staff to identify the learning goals in Literacy and Numeracy through analysis of PLAN and SMART data and knowledge of student and how they learn. It was recognised that the current report format needs to be reviewed to reflect individual student goals.</p> <p>The school is continuing the numeracy focus of mental computation and numerical reasoning, as well staff is able to identify their own numeracy need within the areas of mental computation and numerical reasoning specific to their subject area. Staff is also able to use the Numeracy Skills Framework to identify the area of numeracy that suits their needs.</p> <p>An analysis of 2017 SMART data to take place to inform the direction of literacy and numeracy action plan for Term 4 (week 6) and 2018. Formal reports to parents included specific literacy and numeracy comments. An analysis of PAT tests, NAPLAN and PLAN data will inform whole school literacy and numeracy focuses for 2018. Executive identified that as staff develop individual learning goals for students within their classes, the Literacy and Numeracy focus would align with this and staff would report on this development accordingly.</p> <p>The school participated in a state-wide Numeracy project and helped produce resources and models for innovative numeracy teaching strategies.</p>
<p>Collaboratively developed framework to support wellbeing of students K–12</p>	<p>Data, external program providers, Community networks, Administrative support, Student Equity officer, Student Advocate. Office Children safety– Safe On Social, Motivational media. Teacher relief for planning, BeREAL signage, Middle School classroom, Tier 3 Wellbeing programs including: Backtracks, Seasons for Growth. Learning Equity Officer, Excursion, Uniform and other student support. Mental Health Week Program. Student Advocate Resource.</p> <ul style="list-style-type: none"> <li>• (\$53634.00)</li> </ul>	<p>A need was identified for the greater provision of resources for the teaching of Wellbeing K–12. This was achieved through increasing staff understanding of the inclusion of personal and social capabilities into teaching strategies. Staff professional learning in Stage 1 of Youth Mental Health First Aid was completed. Also, 90% of staff completed Mind Matters modules. This led to staff valuing the increased understanding and awareness of the link between positive mental health and learning. Policies relating to wellbeing were identified and resources located.</p> <p>To improve student voice the School Parliament constitution was developed and helped support the smooth operation of this group. Further Student leadership opportunities included elections of student representatives. In collaboration with Year Advisers all students calendared Awareness Days within their group and presented this to the rest of the school.</p> <p>Positive Behaviour of Learning (PBL) data surveys</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaboratively developed framework to support wellbeing of students K–12		<p>were completed to inform future directions. The development of a success measurement tool was considered with further development required. The current reward system was revamped using student and staff input. Stage 6 Business Services students were engaged to prepare the rewards system ready for use Day 1 Term 2. The staff review of the monitoring system led to a more streamlined approach that aligned with the Be REAL report to parents.</p> <p>Surveys for TTFM and MM were conducted for students from Year 4–12. TTFM survey revealed some student disconnect, more evident in girls and friendship groups. Students were supportive of school directions and valued the learning opportunities presented to them. MM completed for the first time by year groups 5–12. This survey reflected similar findings of TTFM. Students identified mental health issues but were unsure about how they could manage this in themselves. Staff identified concerns regarding dealing with students/colleagues with mental health. As a result all staff completed Youth Mental Health First Aid training and supporting resources were purchased for a primary.</p>

## Next Steps

Successful school partnerships were established with like schools and external agencies to support PL focused on literacy and digital technology. The school will introduce Number–Talks and review other innovative numeracy teaching and learning strategies. Wellbeing programs will continue to broaden student aspirations and build capacity that extend and challenge all. Our school was recognised for "outstanding, high–gain performance" in 2017 NAPLAN by the Deputy Secretary and ACARA. We will continue to build on the excellent foundations established and extend our learning community. Examples include: Improving Writing Skills Project, Digital Literacy Project and the writing and trailing of Digital Technologies unit to be published as models of best practice embedding Digital Technology across the curriculum.



## 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

The school implemented Hattie's Visible Learning across K–12. All classes use Learning Intentions and Success Criteria to encourage reflection. Compressed Curriculum was introduced in Stage 6.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaborative development of innovative and engaging quality learning and teaching.	STEM training, Network Learning, Instructional Rounds and Learning Walks, LDI Leadership initiatives, State Conferences incl. Rural & Remote, Principal and DP. ICT initiatives and training, Staff PL and pedagogy, Curriculum updates and training, Beginning Teacher training, associations, subscriptions, memberships and professional library. <ul style="list-style-type: none"><li>• (\$21,116)</li></ul>	<p>Ongoing staff training provided a teams approach to implementation and collective efficacy around how to improve writing K–10. Staff identified a strong improvement in writing confidence and competence using 'Sizzling Starts'.</p> <p>Learning Walks were conducted with 100% of staff participating. These were ongoing and occurred twice a term. This model was resourced through school PL funding. This represented a growth in staff collective efficacy and collaboration.</p> <p>In supporting other schools, staff participated in the Instructional Rounds project. Subsequent surveys for staff and students were conducted and identifying a 'problem of practice' which was feedback to students. This then became the focus of observation and discussion through staff Learning Walks. This reflection highlighted that staff do not necessarily have an effective model for feedback and that not all students understood how feedback is provided and what feedback is. Data collected from a student video highlighted that students had preferences in how they received feedback. Further training and development will continue into 2018.</p> <p>As a result of STEM training the school applied for and was successful in gaining a grant in Digital Technologies with ACARA. This elevated the role of STEM and the need for further training of staff K–10. From this we identified that a redirection in pedagogy was required to further support teaching and learning. Inquiry based learning models were explored and trialled.</p> <p>Under the Australian Government's National Science and Innovation agenda the school was successful in securing the Digital Literacy grant which will facilitate the implementation of a digital learning hub.</p> <p>A learning community was established to promote improvement in writing skills with a plan for 2018 to</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Collaborative development of innovative and engaging quality learning and teaching.</p>		<p>implement regular writing practice.</p> <p>Child protection and student wellbeing programs are to be complemented through a learning partnership with YPEP in 2018.</p> <p>Staff began to explore how to best implement collaborative learning. This included: the cross pollination of teaching and learning; impact on programs and discussion on what works best through professional dialogue.</p> <p>Staff evaluated the effectiveness of Seven Steps to Writing Success and Mathematics Building Blocks to improve delivery and student learning outcomes. This led to determining literacy and numeracy targets to aid planning for 2018.</p> <p>The process of building cross curriculum elective units has begun. It is planned that cross curriculum elective units will be incorporated into future timetables.</p> <p>There has been a strong move from summative assessment model to the adoption of more formative models and practices. This is shown through stage 4&amp;5 schedules and PLAN data.</p> <p>There has been an increased involvement in state led events including spelling bees, multicultural public speaking and the Premier's Debating Challenge and Learning to Lead.</p> <p>External mentor programs were implemented through Youth Frontiers. The engagement of students was extended through Tier 3 programs including Backtracks.</p>
<p>Explore the current research including Visible Learning to improve learning and teaching.</p>	<p>Staff Professional Learning in STEM, Digital Technologies, HSC, Literacy and Numeracy, student resources, ICT resources and equipment, Learning and Support material, SLSO support, Vocational Education Training and School to Work programs</p> <p>\$23,562</p> <p>School partnership programs incl. Central School network, Reading Recovery, Early Childhood Learning</p> <p>\$4,800.</p>	<p>The school continued its research into the use of Hattie's 'effect size' and the development of Learning intentions and success criteria. Staff indicated that further support is required and upon reflection the school will provide PL on this through the lens of feedback.</p> <p>As a staff we reviewed our existing teaching program policy. A new policy with guidelines was produced by staff. In this the General Capabilities and the move towards a whole school pedagogical framework was identified as further work for 2018. Project Based Learning idea developed for Primary students and it is proposed that the school look at how this could be incorporated into a secondary context along with a cross KLA curriculum design in 2018.</p> <p>Parent participation and feedback indicated strong support of change to new delivery of HSC. Students were polled and counselled regarding subject choices for stage 6. The current format and delivery of stage 5 electives was assessed and reviewed. It was decided to adopt a more cross curricular approach to electives in the future. This will be</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Explore the current research including Visible Learning to improve learning and teaching.		<p>revisited in 2018. The introduction of new syllabuses (mEsh), was supported by curriculum training run by Curriculum Support. WCS was successful in becoming part of a STEM project with Tacking Point Public School. Professional learning included literacy, numeracy and SOLO, visible learning skills and thinking continuum, personal and social capabilities in wellbeing, Seven Steps to Writing.</p> <p>Staff commenced trialling different approaches to teaching numeracy, promoting creative thinking. Programs were rewritten to reflect changes in syllabus, school philosophy of assessment and to be more accessible to students.</p> <p>Primary and secondary team teaching was identified as a positive contributor to staff learning and improved teaching and learning strategies.</p>

## Next Steps

Through reflective practice and embedding high expectations, our data identified that core skills in literacy and numeracy as well as critical and creative thinking pedagogies will broaden current student aspirations. Learning walks will continue to inform improvements in practice with a staff-nominated focus of feedback. This will be complemented by the exploration of Dweck's Growth Mindset commencing with PL for all staff so that a common language can be introduced and utilised in all classrooms. A further goal is the redesign of current curriculum structures that promote and support team teaching, inquiry-based learning, collaborative planning, programming and enable cross-stage learning. Student voice and representation underlines the implementation of future-focused learning.



### 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

Productive partnerships improved communication and learning forums such as: Yarn-Ups, Elders Meetings, AIME, Community Youth Advisory Committee, Tier 3 wellbeing, UNE, and ACARA were established.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implement effective transition programs across the school.	Engagement and Connection including Yarn-up, NAIDOC Week, AIME and UNE, Aboriginal SLSO and Equity support officer, Aboriginal Education Officer, Administration and Planning.  \$13,6405	<p>The existing approach to transition programs was used as a base to build a stronger and refocused model. It was recognised that in the life of a student, transition points occurred not only at the traditional points of Kindergarten, Year 7 and Year 12 but also within these timeframes. In addition, there was also an acknowledgement that wellbeing formed an important part of transition programs.</p> <p>The traditional transition programs for pre-Kindergarten and Year 7 were complemented by the school's focus on forging stronger partnerships with parents and caregivers. The higher level of parent involvement through improved communication methods has seen an increase in student enrolment, especially in the primary school. Contact with parents and the establishment of positive relationships during the transition program continues to inform the next phase of how transition programs are managed at Walcha Central School.</p> <p>Cultural transition was also identified as having a major impact on student achievement. Our school is committed to 'Bridging the gap' and sought to strengthen our engagement with our Aboriginal community and extend our positive partnership in learning.</p>
School improvement measures and achievements are effectively promoted throughout the school community.	Social Media support and resources.  \$2,370  Staffing– employed 1 day per week to manage social media and school promotion. Youth Frontiers. Community mentors. Funding for administrative support. Staff PL on social media. Welcome signage, publicity and promotion.  \$10,729	<p>The introduction of a school Facebook page has led to a higher level of engagement with the school and its stakeholders. Staff were equipped to develop the school Facebook page and the Department of Education's Communication and Engagement Unit was consulted to ensure that the page met departmental requirements. The unit also provided advice to the school to ensure a quality product to promote school successes quickly and safely. This was supported by the development of school social media guidelines and the school P&amp;C.</p> <p>The increased use of social media was complemented by the partnership with the Safe on Social internet safety program. The parent workshops and student sessions highlighted the school's commitment to the improvement of student</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School improvement measures and achievements are effectively promoted throughout the school community.		<p>wellbeing and in involving parents in their child's education. This gave parents the confidence to discuss cyber issues with students through a common language.</p> <p>The success of the Youth Frontiers mentor program was highlighted not only through a public presentation of student projects but also by one student from Walcha Central School who was named as a state finalist for his project involving the engagement of school students and aged care patients.</p>

## Next Steps

The introduction of Facebook has led to an ongoing review of the school brand with the Communication and Engagement Unit. Communication with parents, particularly formal reporting and explaining our future-focused pedagogies have been set as areas for review and improvement. Each of these initiatives will strengthen the collaborative relationship between student, parent and teacher, promoting independent learning and broadening aspirations. Coupled with a growth mindset, this will see students develop as owners of their own learning and their voice will be a major component of future directions and interactions that encourage students to succeed, connect and thrive.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$64,338 (AEO full year)</p> <p>\$23, 975 (Teaching and learning support)</p>	<p>There has been an increase in the number of Aboriginal students attending our school. Their learning and wellbeing has continued to be the key focus.</p> <p>The community engaged with the school to advise on welcoming language signage for the office. This led to confirmation that the Dunghutti people and their language are the owners of the land in this area. The school were then able to meet with the Dunghutti Elders to begin planning on activities to further engage our students with a significant focus on culture and community. The Aboriginal education team continue to work with the community through regular Yarn Up meetings with parents of Aboriginal students. Plans have been initiated to develop a sistership with a school in the Northern Territory and for our school to organise the opportunity for interested Aboriginal and Non-Aboriginal students to visit on a Bi-Annual basis to develop a deeper understanding of their history, language and culture.</p> <p>All Aboriginal students from Year 7 through to 12 were given the opportunity to participate in the AIME mentoring project through the UNE. They attended days at UNE with other students where they focused on the importance of education and opportunities that are available to them in their future.</p>
<b>Low level adjustment for disability</b>	<p>\$17,900 (SLSO Support )</p> <p>\$110,000 (LaST)</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>The K-12 Support timetable was developed and included AEO, LaST and SLSOs. This enabled targeted students to receive support and to ensure support is spread across the school. A Speech Therapist commenced and worked with small groups in K-2 to target articulation errors and receptive language. A group of 6-8 students received therapy and the speech therapist completed a number of assessments to support staff programming. OOHC plans were completed for 3 students in K-6. These involved regular reviews with carers. One student required an access request to be completed and this application was successful in accessing integration funding. The 7 Steps for Writing PL started with staff, using the on-line videos and tutorials. Multilit and Buddy Reading commenced as per milestone. NAPLAN support letters were sent out to students who receive adjustments.</p> <p>The Social Express interactive social skills program started with 2 Year 5 students. Quicksmart program introduced initially as Fast Facts, using old Quicksmart resources. 8 students involved across years 4-6. Adjustment sheets discussed and incorporated into programs and Student Portfolio target groups were set. Staff PL on Chrome Extensions took place during a K-12 staff meeting. Some staff put</p>

<b>Low level adjustment for disability</b>	<p>\$17,900 (SLSO Support )</p> <p>\$110,000 (LaST)</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>forward additional extensions that could be of great benefit to class teachers. All staff were provided with a resource listing suggested Learning Support and general extensions. Data collected on 81 students for the NCCDD was submitted on ERN.</p> <p>Six students completed the Seasons for Growth program.</p> <p>The SLSO Handbook was developed in conjunction with support staff.</p> <p>PL for SLSOs in Multilit and reading strategies.</p>
<b>Socio–economic background</b>	<p>\$154,513</p> <p>Including: Classroom improvements, Gym Equipment, Tier 3 Wellbeing Programs, Numeracy planning, Literacy through Music, 7 Steps to Writing Success, Reading Eggs, Speech Therapist, Occupational Therapist, Learning Equity Officer and additional classroom support, Mental Health Week, Student assistance programs, Transition programs, Breakfast Club.</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>Support was provided to ensure that fewer students were out of uniform and were able to purchase backpacks and attend excursions. The deployment of SLSOs was linked to identified student learning support needs. Safe on Social, external provider was employed to provide up-to-date consultancy on cyber safety for staff, students and parents. Age appropriate workshops were delivered to students Yrs 3–12 and a separate parental session was conducted.. As a result of the workshops, student feedback indicated a growth in awareness of cyber-safety and Sentral data indicated a decrease in cyber related incidents. Parental feedback was overwhelmingly positive with requests for further follow-up workshops and to support this, cyber safety fact sheets were made available through the school website. A Breakfast club was initiated for 2 days per week and continued for the year. The staffing to support this was linked to Chaplaincy and Student Advocate positions. As the need arose, additional SLSO support was employed with timetables adjusted to meet learning needs of students. A new staff position was created to support delivering and administration of third party providers. Key third party providers identified for future use in 2018. this will include an extension of mentor program highlighted by student success in their 'projects'.</p>
<b>Support for beginning teachers</b>	<p>\$11,267</p> <p>(4X Beginning Teachers).</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>Beginning teacher support was strengthened as participants worked through their PDP review and evidence to support their Accreditation. One to one mentoring occurred to build greater understanding of the annotation of evidence and the guidelines for submitting their reports. Identification of strengths and areas for improvement led to proposed professional learning opportunities. for 2018. Beginning teachers identified key people that they felt would best supervise them and support improvement in their practice. Lesson observations continued, allowing for professional discussions to be held to support development and celebration for successes. Student feedback through the use of surveys was recommended to support teacher self reflection. Review of processes for supporting beginning teachers occurred. The new student management documentation provided a better overview and links to imperative documents for beginning teachers.</p>

<b>Support for beginning teachers</b>	<p>\$11,267</p> <p>(4X Beginning Teachers).</p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>	<p>Funded beginning teachers created plans for activities and professional learning that would best support them in their roles. These included visiting of other schools to meet with teachers of their KLA, professional learning and opportunities to work with identified mentors on their accreditation including professional progress.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	121	117	115	112
Girls	155	152	139	148

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.3	95.2	92.1	93.7
1	97.1	91.9	93.5	92.8
2	95.3	95.6	93.2	94.8
3	95.1	95.3	94.6	94.6
4	93.8	92.2	94.1	94.8
5	93.8	92.3	93.1	95.3
6	91.2	93.4	89.4	93.5
7	94.2	93.8	92.3	93.6
8	92.2	91.4	87.4	90.8
9	87.7	91.3	89.7	88.5
10	86.2	81.5	92.7	86.8
11	86.5	84.5	90.5	90.5
12	88.9	91.1	87.5	90
All Years	91.5	91.1	91.5	92.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

### Management of non-attendance

After staff mark rolls each morning, any unexplained absences are followed up by a phone call to parents. This is successful with a majority of absences being explained and resolved at this point.

Rolls are regularly reviewed by executive staff and through Learning Support Teams (primary and secondary). Any anomalies are followed up through

direct contact or if required, notification in writing.

Home School Liaison Officers schedule regular visits to the school to check rolls and arrange meetings for any students requiring attendance support.

Students of post-compulsory age are managed using departmental processes and correspondence.

The range of proactive support programs including direct intervention has allowed the school to maintain an attendance average of 92.3% across all years.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	12.5
Employment	0	0	62.5
TAFE entry	0	0	6.25
University Entry	0	0	18.75
Other	0	0	0
Unknown	0	0	0

Of the sixteen Year 12 students, one student continued in the childcare industry and is furthering their education with TAFE in this industry. This was started as a SBAT while at school. One student received employment in retail and was offered the position from TVET work placement. Another SBAT has continued in the nursing industry and is completing a Diploma at TAFE for which she received advanced standing because of the completion of a SBAT. Three students have undertaken university studies.

Sixteen students completed their Higher School Certificate or equivalent vocational education qualification at Walcha Central School in 2017. 62.5% completed at least one Vocational Education and Training (VET) frameworks in their program of study. 12.5% of year 12 students completed a school based traineeship.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	13.05
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.59
Other Positions	0.2

\*Full Time Equivalent

Two staff identify as being of Aboriginal or Torres Strait Islander background. Both are employed as Aboriginal Education Officers.

### 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

### Professional learning and teacher accreditation

Professional Learning continued to form an integral part of all weekly staff meetings in 2017. Each meeting was designed to deliver either compulsory training such as Child Protection and Code of Conduct or to complement an existing improvement measure in the school plan.

Topics covered in this forum included: Seven Steps to Writing Success; Numeracy; Literacy; Wellbeing; Project based Learning; Visible Learning; ICT and Programming.

This was supplemented by staff attendance at a variety of professional learning activities offered by the Department of Education and external providers. Many staff chose to attend network meetings and workshops, forging important links with other colleagues.

Through successful grant applications, staff participated in both state and national initiatives in digital literacies and digital technologies.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>362,274</b>
Global funds	417,557
Tied funds	342,631
School & community sources	105,489
Interest	5,723
Trust receipts	24,007
Canteen	0
<b>Total Receipts</b>	<b>895,407</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	88,276
Excursions	39,890
Extracurricular dissections	25,329
Library	15,191
Training & Development	10,794
Tied Funds Payments	257,587
Short Term Relief	60,100
Administration & Office	108,822
Canteen Payments	0
Utilities	66,161
Maintenance	40,337
Trust Payments	25,628
Capital Programs	62,235
<b>Total Payments</b>	<b>800,350</b>
<b>Balance carried forward</b>	<b>457,331</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>502,912</b>
Appropriation	468,519
Sale of Goods and Services	1,309
Grants and Contributions	33,084
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-153,513</b>
Recurrent Expenses	-153,513
Employee Related	-81,712
Operating Expenses	-71,800
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>349,399</b>
<b>Balance Carried Forward</b>	<b>349,399</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The schools budget is ratified by the P&C and progress is reported once a term. Executive staff have responsibility for faculty budgets and the Principal supported by the SAM regularly monitor income and expenses and update the budget.

In addition to funds set aside to cover a large salaries invoice not yet brought to account and funds held for a major excursion that will occur in 2018, funds have

been set aside for a staffroom upgrade designed to accommodate K–12 staff and executive.

A change in the role of the learning equity officer meant that equity funds were not expended as expected in 2017.

Programs that will be continuing into 2018 include: Community of Schools, Situational Analysis and Premier's Sporting Challenge— Learning to Lead.

Funds have also been reserved to replace the school photocopier that has reached end of life.

Key capital expenses in 2017–2018 include the upgrade of three classrooms across K–10 along with additional ICT innovation and replacements. It is anticipated that the school will extend the library facility to include a makers-space and more flexible computer learning environment.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,161,845
Base Per Capita	38,818
Base Location	86,561
Other Base	3,036,466
<b>Equity Total</b>	382,810
Equity Aboriginal	89,183
Equity Socio economic	153,204
Equity Language	400
Equity Disability	140,022
<b>Targeted Total</b>	27,350
<b>Other Total</b>	119,796
<b>Grand Total</b>	3,691,801

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Walcha Central School has been identified by the Australian Curriculum, Assessment and Reporting Authority as having demonstrated substantially above average gains in reading as measured by NAPLAN.

Despite success in this area, student achievement in the areas of grammar, punctuation and spelling did not show the same rate of growth for student achievement. This was particularly evident for students in years 7 and 9.

Analysis of data indicates that writing and grammar continue to be areas for attention and improvement. Measures such as whole school writing programs are beginning to show small improvements in student growth. Writing programs will be a focus in 2018.

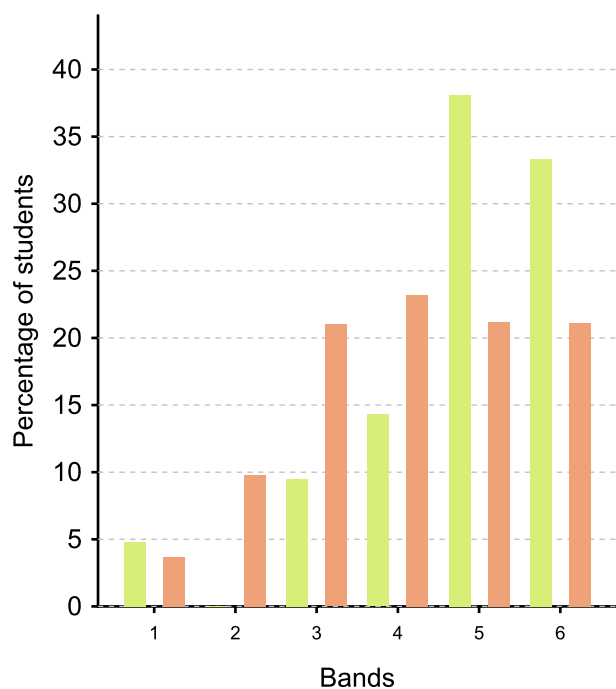
In Year 9, above expected growth was achieved in the following areas: 62% in reading, 66% in writing, 54% in spelling and 50% in grammar.

In Year 7, above expected growth was achieved in the following areas: 41% in reading, 66% in writing, 58% in spelling and 41% in grammar.

In Year 5, above expected growth was achieved in the following areas: 55% in reading, 50% in writing, 50% in spelling and 61% in grammar.

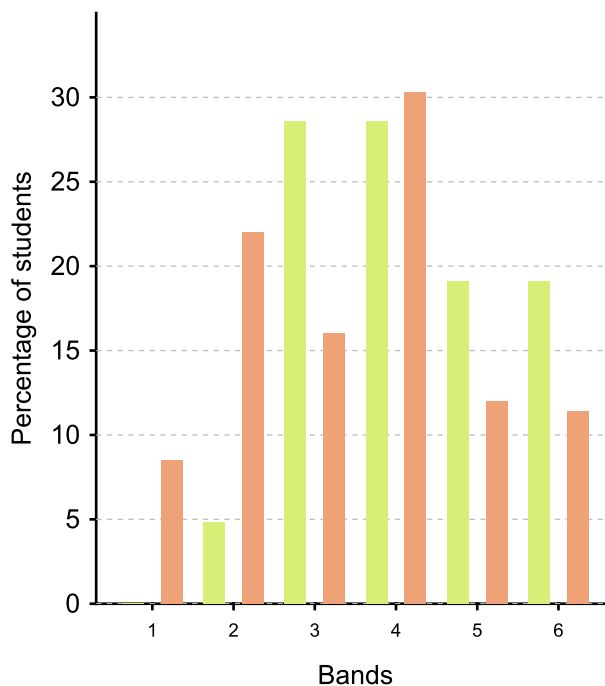
Student growth figures are not available for Year 3.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



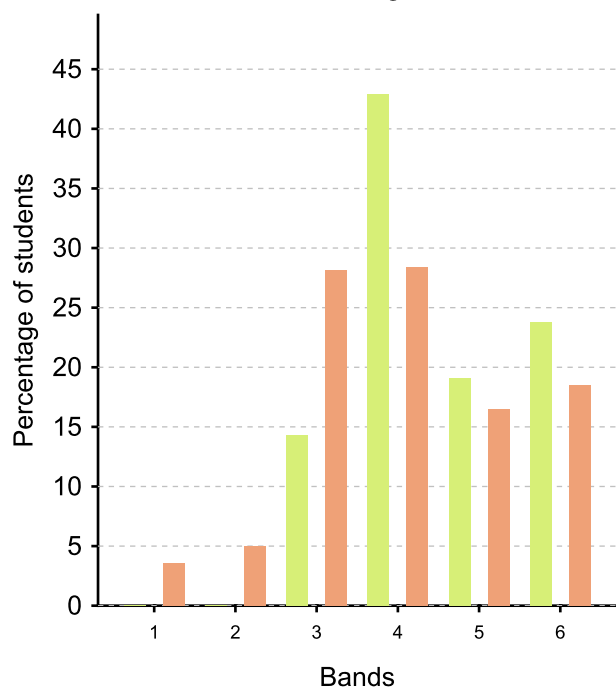
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



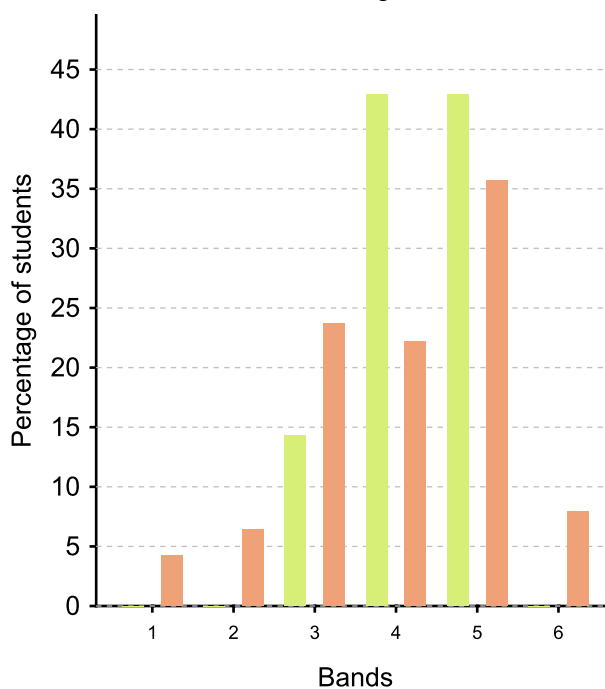
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



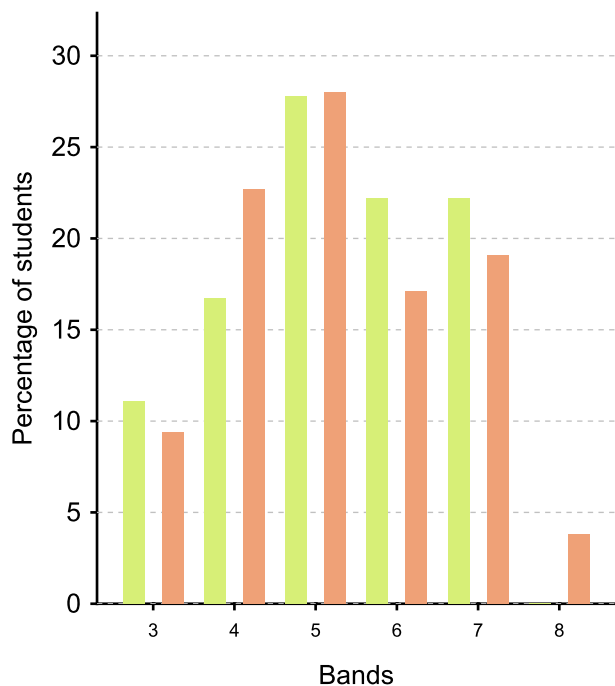
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

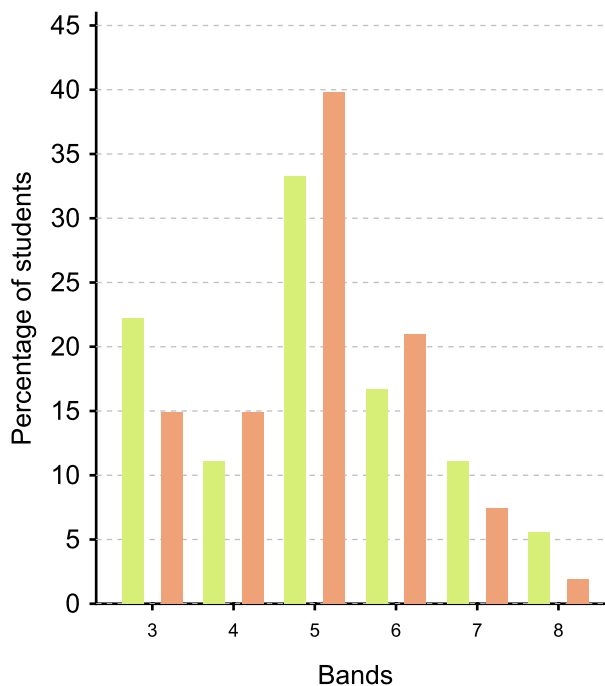


Percentage in Bands  
School Average 2015-2017

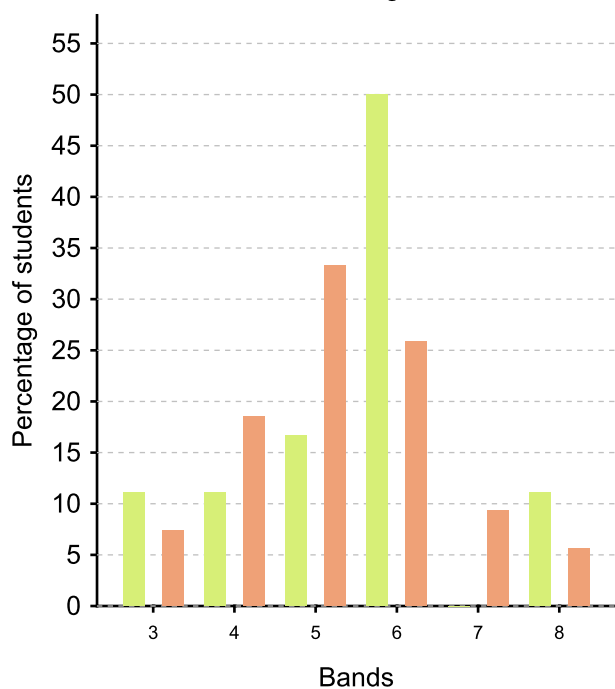
**Percentage in bands:**  
Year 5 Grammar & Punctuation



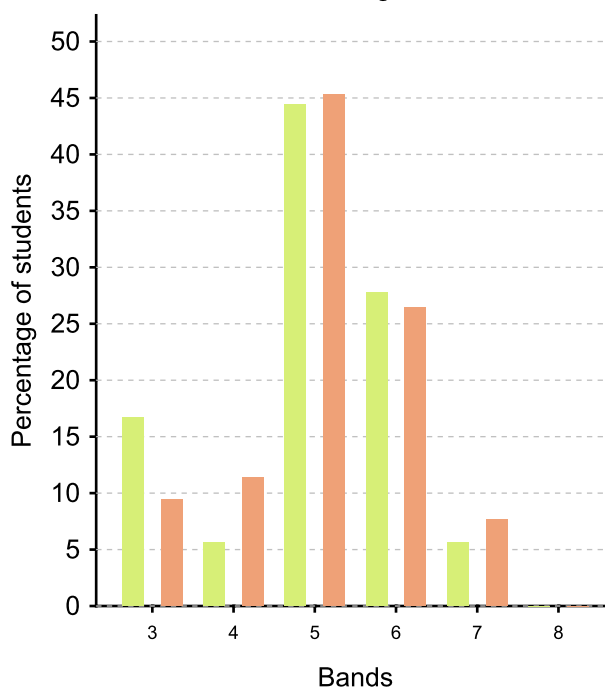
**Percentage in bands:**  
Year 5 Spelling



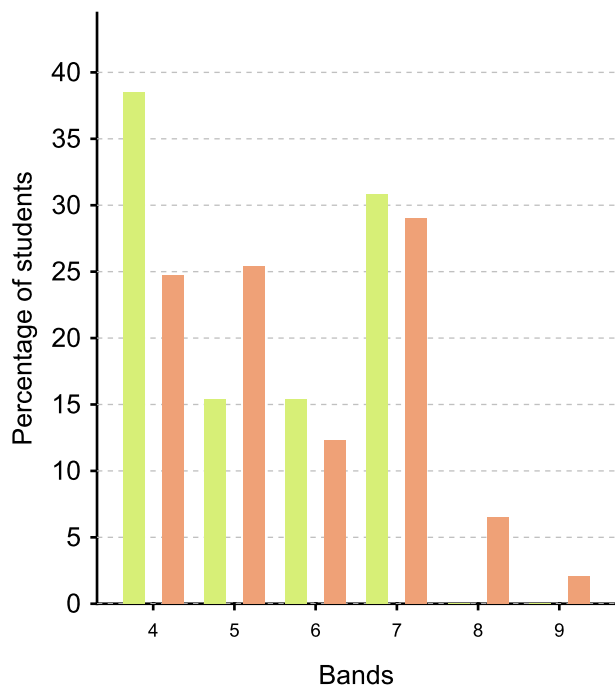
**Percentage in bands:**  
Year 5 Reading



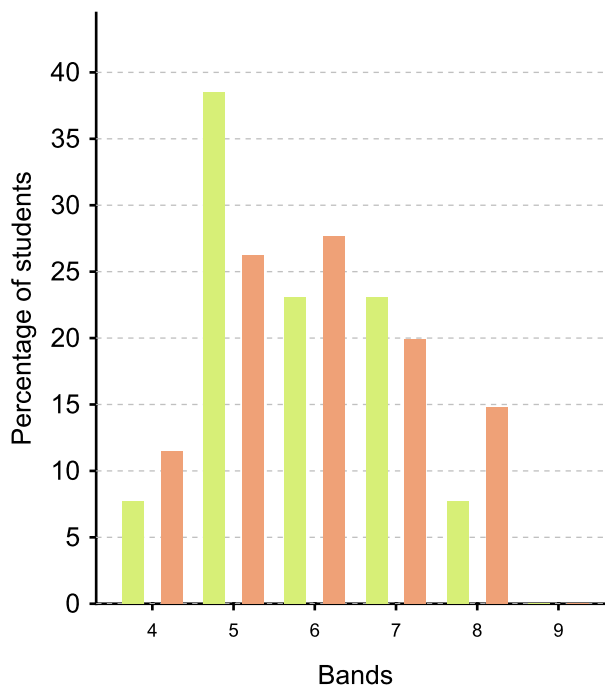
**Percentage in bands:**  
Year 5 Writing



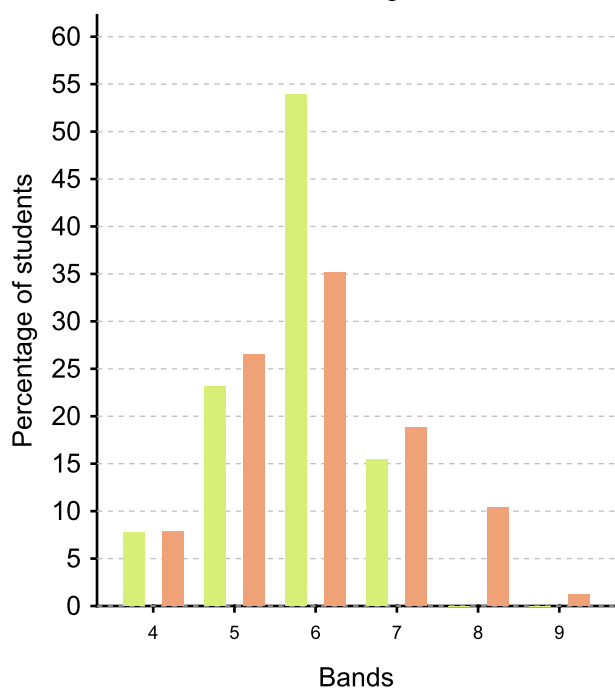
**Percentage in bands:**  
Year 7 Grammar & Punctuation



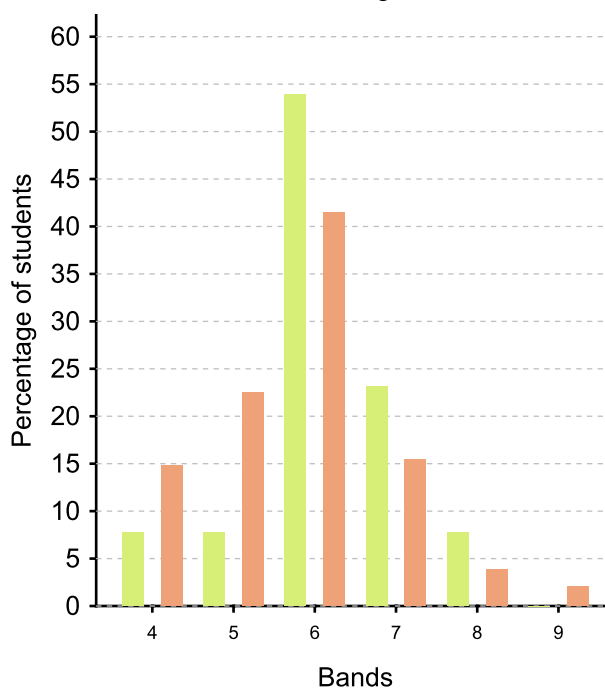
**Percentage in bands:**  
Year 7 Spelling



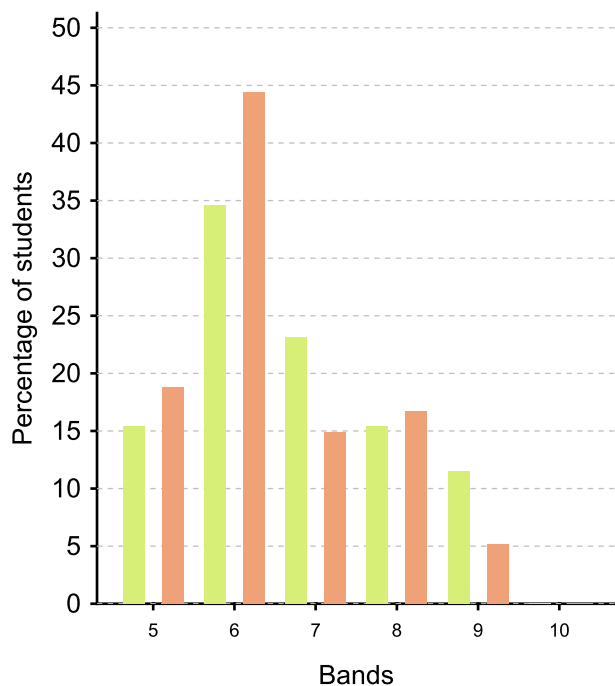
**Percentage in bands:**  
Year 7 Reading



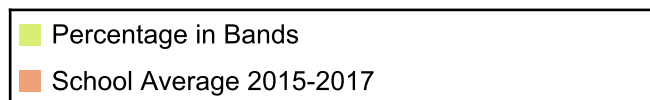
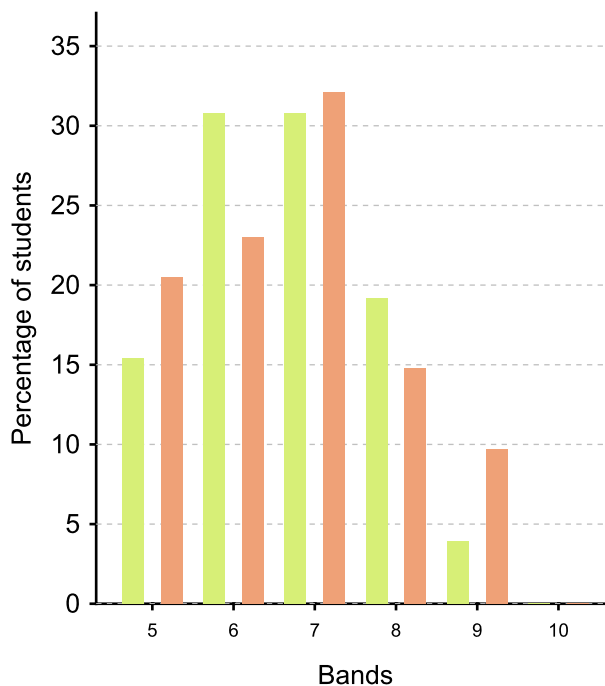
**Percentage in bands:**  
Year 7 Writing



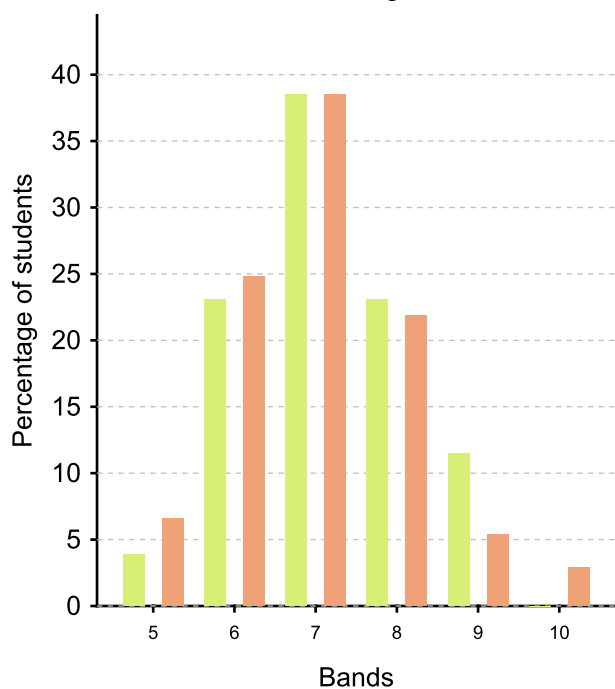
**Percentage in bands:**  
Year 9 Grammar & Punctuation



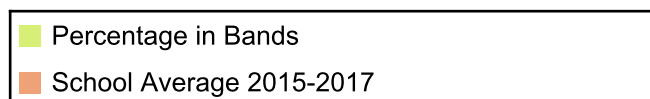
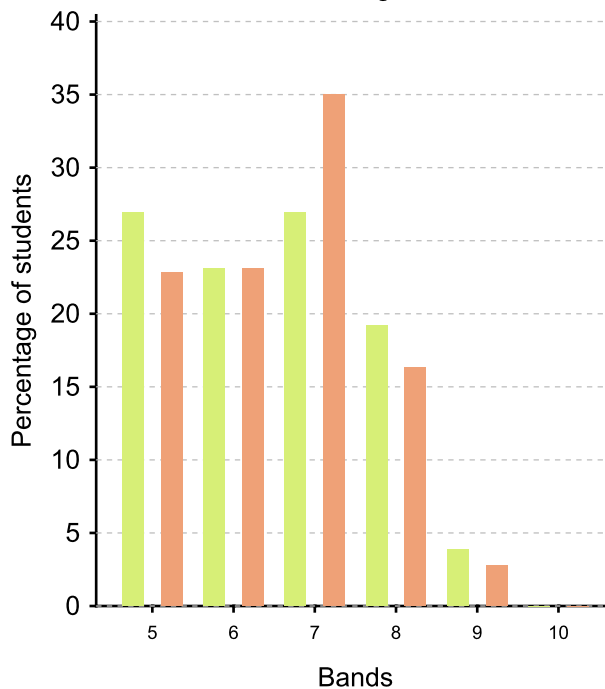
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



### Year 3 2017 Numeracy

**Comments—** No student in bottom bands for 2 years –  
**2 year trend**

Gradual movement of students from  
Band 2 in 2015–16 to 4–5– 2016–17 **2 year trend**

Improvement in Band 6 for this cohort–

### Recommendations

**Band 4** questions started to cause problems–need to explore content or style of question

### Year 5 2017 Numeracy

**Comments** – Several students in bottom bands

Gradual movement of students from Band 4 in 2015–16 to 5–6– 2016–17 **2 year trend**

Some students in band 8 2 years in a row

Heavy band 5 and 6

2016 cohort performed better but 2017 better than 2015– overall increase

### Recommendations

**Band 5** questions started to cause problems– need to explore content or style of question

### Year 7 2017 Numeracy

**Comments**– Several students in bottom bands

No students in band 8

Heavy band 5

### Recommendations

**Band 5** questions started to cause problems–need to explore content or style of question

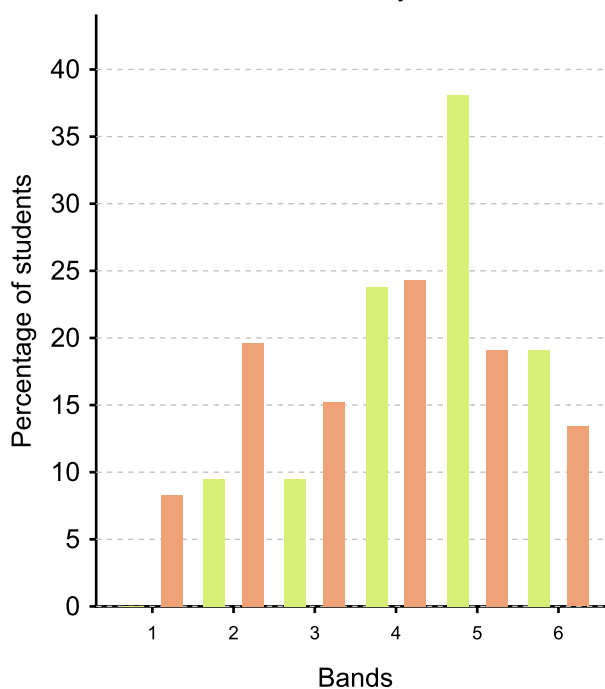
### Year 9 2017 Numeracy

**Comments**–62.5% of all Year 9 students achieved above expected growth with 41.7% of our students achieving in the top 25% of the state.

### Recommendations

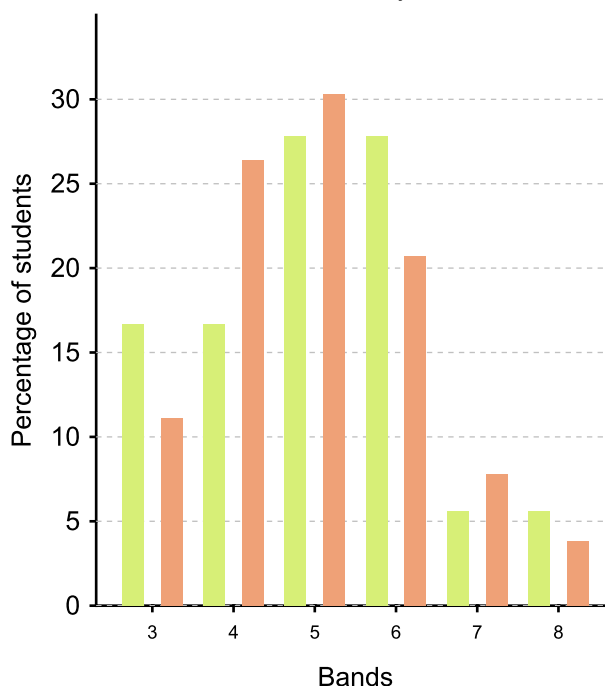
**Band 5** questions started to cause problems–need to explore content or style of question

**Percentage in bands:**  
Year 3 Numeracy



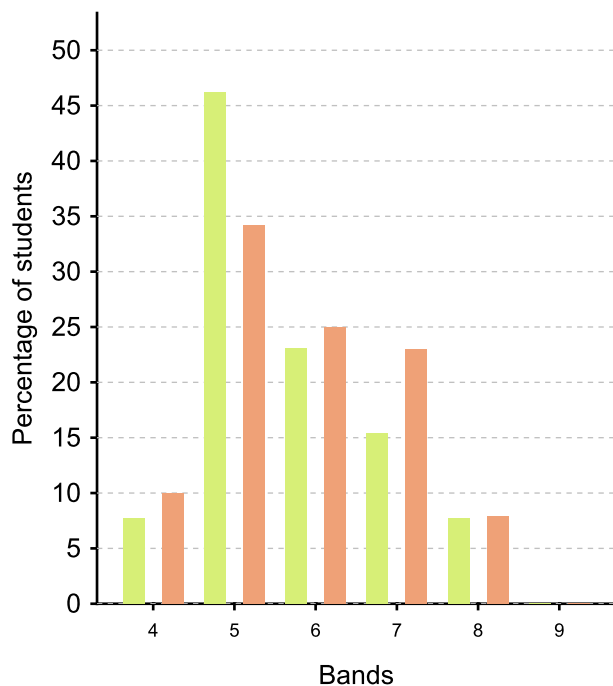
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



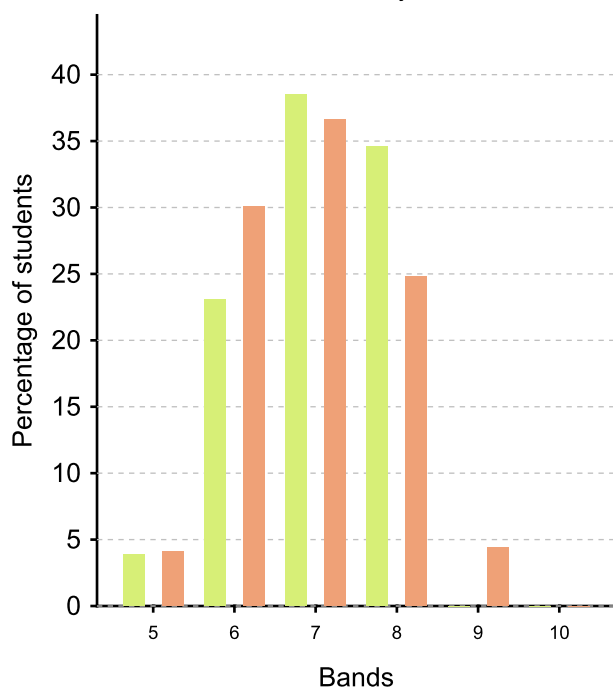
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Aboriginal students continued to show strong growth in most aspects of NAPLAN testing.

All Year 9 students achieved greater than expected growth in Numeracy. However, Grammar, Spelling and Writing still require further support to reach expected growth.

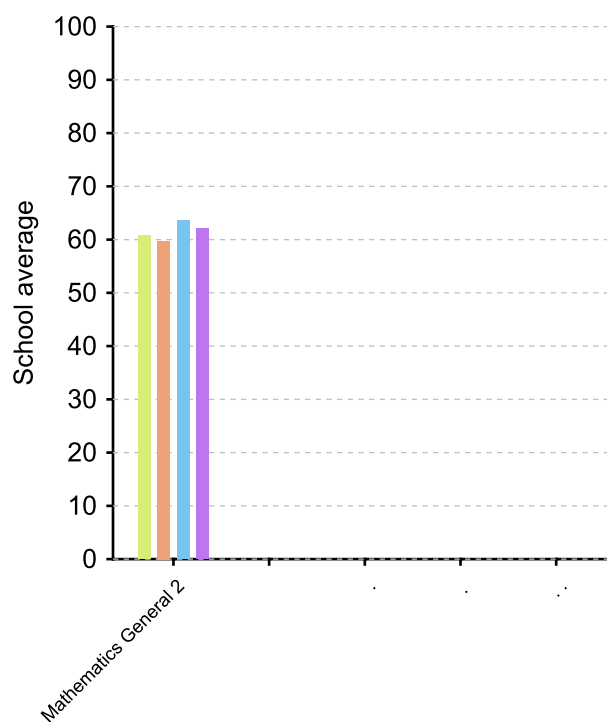
For students in Year 7, our largest cohort of Aboriginal students, greater than 50% achieved above expected growth in Reading, Spelling and Punctuation. Areas for improvement are Writing and Numeracy.

In Year 5, two-thirds of the student cohort achieved greater than expected growth in Numeracy, Grammar, Spelling, Writing and Reading.

Expected growth figures are not available. However, all students achieved Band 3 or better in all areas.

### Higher School Certificate (HSC)

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



School 2017 SSSG Average 2017  
State Average 2017  
School Average 2013-2017

### Parent/caregiver, student, teacher satisfaction

Student satisfaction data was collected and analysed using Tell Them from Me (TTFM). The analysis of the data 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.

## Tell Them From Me – Student Survey Summary 2017

### Primary –Year 5 (14 students) and Year 6 (17 students)

- Engagement – Measured social engagement (belonging, participation in sports & clubs and positive relationships) institutional engagement (value of schooling outcomes, positive school behaviour & homework behaviour) and intellectual engagement (interest & motivation, effort & quality instruction). Student results at or above NSW Government norm include participation in sports and clubs, valuing school outcomes and effort with intellectual engagement. All other areas were below NSW Government norm.
- Disengagement – number of students indicated by the survey to be disengaged in year 5 is below the NSW Government norm. Of concern– year 6 participants registered well above the NSW Government norm as being disengaged. Socio–economic status had little affect WCS on student level of engagement.
- School factors associated with engagement (highest to lowest); expectations for success, quality instruction, teacher student relations and learning climate at school.

### Social–Emotional Outcomes

- Students with a positive sense of belonging is well down from the Government norm of 80%, at 61%
- Lower than the Government norm of 86% is Walcha Central School's measure of 74% for "Students have friends at school they can trust and who encourage them to make positive choices."
- 97% of students surveyed placed value on schooling outcomes compared to the NSW Government norm of 95%
- Participation in extracurricular activities 56% Year 5 and 70% Year 6. These measures are both above NSW Government norm.
- 93% of students surveyed had a high rate of sport participation compared to the NSW Government norm of 84%
- Lower than the Government norm of 60% is Walcha Central School's measure of 74% for "Students have friends at school they can trust and who encourage them to make positive choices."
- NSW Government norm for student positive behaviour is 83%, Walcha Central School is 74%
- 67% of students at Walcha Central feel interested and motivated, NSW Government norm is 77%
- 90% of students at Walcha Central try hard to succeed, NSW Government norm is 88%

### Drivers of student outcomes

- 26% of Walcha Central students reported that they were victims of moderate to severe bullying. (Government norm = 36%)
- Relevance– students rated relevance 76% (Government norm = 79%)

- Advocacy– rated 66% (Government norm = 76%)
- Effective learning time – 8.6 out of 10 (Government norm = 8.2)
- Rigour (well organised instruction with purpose & immediate & appropriate feedback) – 78% (Government norm = 81%)
- Positive teacher–student relations – 71% (Government norm = 83%)
- Positive learning climate – 62% (Government norm = 71%)
- Expectations for success – 83% (Government norm = 86%)
- Aboriginality** – 19% of participants are Aboriginal, 40% of these strongly agree that; "My teachers have a good understanding of my culture". The remaining 60% selected "Neither agree or disagree"
- University – 31% of participants replied that they expect to go to university on finishing high school

### Skills Challenge (English and math)

- 56% of WCS students feel they placed in the high skills – high challenge quadrant (Government norm = 53%)
- 6% felt confident but not challenged (Government norm = 26%)
- 32% lacked confidence and found English & math challenging (Government norm = 14%)
- 6% lacked confidence and did not feel challenged (Government norm = 7%)

### Secondary –Year 7 (12 students surveyed), Year 8 (14), Year 9 (23), Year 10 (17), Year 11(14) and Year 12 (13)

- Engagement** – Measured **social engagement** (belonging, participation in sports & clubs and positive relationships) , **institutional engagement** (value of schooling outcomes, attendance, positive schoolbehaviour & homework & study habits) and **intellectual engagement** (interest & motivation, effort & quality instruction). Student results at or above NSW Government norm in valuing schooling outcomes, attendance, positive behaviour, interest and achievement and effort. Slightly lower than the norm in sense of belonging, participation in sports and clubs, positive friendships, homework and study habits and feeling appropriately challenged.
- Equality of Engagement**
- Students with a positive sense of belonging generally sit between 60% & 100% of the students who participated. Highlight is 100% of the high socio economic students in year 10 and 12 feel they belong. Concern –low socio economic students have the lowest results, especially in year 12.
- Student value of outcomes is high in years 7–10, mostly 60% to 100%, with high socio–economic year 9's at 100%. Outcome value years 11 & 12 drops to between 45% & 80%. Low socio economic students in year 10 sit just below 40%
- Of great concern is the percentage of students who feel interested & motivated. This is generally quite low 7–12, between 20% and 60% (although this is up from last year's 10% & 35%).
- School factors associated with engagement

(highest to lowest); expectations for success, quality instruction, teacher student relations and learning climate.

#### • **Social-Emotional Outcomes**

- Participation in school sport is 46 % (Government norm = 48%)
- Participation in extracurricular activities is well below NSW Government norm in all years except years 8 and 9. Participation for WCS participants sits at 22% (Government norm = 24%)
- 76% feel they have positive peer relationships (Government norm = 78%)
- 76% of Walcha Central School students value schooling outcomes (Government norm = 72%)
- 5% truancy rate (Government norm = 10%)
- 37% feel they have positive homework behaviours (Government norm = 54%)
- 87% display positive behaviours (Government norm = 87%)
- 56% feel intellectually engaged (Government norm = 46%)
- 28% feel interested & motivated (Government norm = 28%)
- 76% feel they try hard to succeed in their learning (Government norm = 66%)
- 44% have high levels of optimism (Government norm = 43%)
- 38% have medium levels of optimism (Government norm = 39%)
- 18% have low levels of optimism (Government norm = 17%)
- 41% have high levels of happiness (Government norm = 37%)
- 38% have medium levels of happiness (Government norm = 43%)
- 22% have low levels of happiness (Government norm = 20%)
- 62% of students have high levels of academic self-concept (Government norm = 65%)
- 30% of students have medium levels of academic self-concept (Government norm = 27%)
- 8% of students have low levels of academic self-concept (Government norm = 8%)

#### • **Drivers of student outcomes**

- Bullying – 25% of students reported moderate to severe bullying (Government norm = 21%)
- Advocacy (within school) – rated 61% (Government norm = 60%)
- Advocacy (external) – rated 58% (Government norm = 45%)
- Effective learning time – 68% (Government norm = 63%)
- Relevance of classroom instruction – 61% (Government norm = 58%)
- Rigour (well organised instruction with purpose & immediate & appropriate feedback) – 65% (Government norm = 58%)
- Positive teacher-student relations – 62% (Government norm 57%)
- Positive learning climate – 60% (Government norm = 56%)
- Expectations for success – 71% (Government norm = 70%)
- Expectation of completing year 12 – 80 % (Government norm = 85%)

- 53% plan to do an apprenticeship or TAFE/VET course (Government norm = 35%)
- 42% plan to go on to university (Government norm = 67%)
- **Aboriginality** – 21% of participants are Aboriginal, 63% of these strongly agree that “My teachers have a good understanding of my culture”, 21% agree, 11% neither agree nor disagree however, 5% strongly disagree.

#### **Skills Challenge (English and math)**

- 31% of WCS students feel they placed in the high skills – high challenge quadrant (Government norm = 42%)
- 6% felt confident but not challenged (Government norm = 11%)
- 56% lacked confidence and found English & math challenging (Government norm = 40%)
- 7% lacked confidence and did not feel challenged (Government norm = 7%)



## **Policy requirements**

### **Aboriginal education**

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.

Student leadership opportunities were extended to all students. Some of the programs included AIME, Oorala experience days and camps, also winter and summer schools at Sydney University.

This year we have established our Yakka Matari group which gives students a cultural focus and improved sense of belonging.

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. These include Yarn-up meetings, 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. This year our focus included student learning opportunities and opportunities for local traditional language.

After the successful training of 8 Ways pedagogy we are looking to extend our learning walks program to include observations of this pedagogy in classroom. In 2018 the focus will extend to feedback. The AEO and ACLO will work to team teach and to provide feedback to teachers on their use of 8 Ways.

This year saw the formation of the Dunghutti Elders and a meeting took place with the Elders at our school. The focus was to better support student connection to land and kids on country to strengthen their sense of belonging.

During NAIDOC week celebrations our school facilitated a march with the community and surrounding schools to promote reconciliation. Workshop activities around language and storytelling with Aunty Esther were a highlight and were strongly supported by our community.

The school commissioned Welcome signage in the foyer that included Dunghutti language.

### **Multicultural and anti-racism education**

Our school in accordance with Department policy has a teacher who has trained to be the Anti-Racist Contact Officer (ARCO). Students can refer themselves to the ARCO or an issue can be referred to the ARCO by another member of staff. The ARCO can also work with a member of the Senior Executive should the need arise.

We recognise and value the diverse backgrounds and cultures of all students. Multicultural perspectives are taught in our classrooms through General Capabilities and curriculum priorities.. As in past years our school has worked with the Country Women's Association (CWA) in hosting celebrations for the 'country of the year'. Students feature strongly in the activities organised for this day.