

Wilcannia Central School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Wilcannia 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.

Mrs Annette Cam

Executive Principal

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Message from the Principal

As a Principal new to the school in 2017, I felt very welcomed by the community of Wilcannia. It has been a rewarding experience working in the Far West Region of New South Wales.

In 2017, the school made significant achievements in most areas of the existing School Plan 2015 – 2017. Details are included in this report.

There was considerable progress made in lifting the levels of staff morale and teacher leadership, forming a sound basis for continued work within the school. The Tell Them From Me surveys completed by staff and students show progress in important areas – teachers agree that the school has become inclusive and that their voices are heard. Students agree that learning at school is important and that they feel valued by their teachers.

Whilst there has been little progress in the overall NAPLAN results, individual students have scored above national average in sections of their NAPLAN tests. In addition, students in the primary school have been working with a children's author and a local artist to write stories and to have them published. These works are important historical records of a time in the life of the community. The level of writing shows that not all literacy success can be measured by a test!

Very importantly, the school has revised its methods of hiring staff, ensuring that the processes fit the Department of Education's procedures and that only the best applicants will be considered for any position. We are thus working to ensure a high standard of quality of teaching staff to develop and inspire our students!

Importantly, the position of Senior Leader Community Engagement was filled late Term 3. Having a dedicated and competent person in this position will assist greatly in moving the school forward.

I thank all members of the school and the community for their support during the year and I am very much looking forward to continuing this important work in 2018.

School background

School vision statement

Wilcannia Central School is here to provide a dynamic education where excellence in learning and teaching is paramount.

We will improve student learning to provide a successful transition to future learning and employment.

We will improve the teachers' knowledge in planning so that student engagement is increased, demonstrated by increase in student learning.

We will continue to strengthen the building of positive and respectful relationships between teachers, students and community.

School context

Wilcannia Central School is located in a small isolated country town on the western banks of the Darling River. The Barrier Highway to Broken Hill and Cobar passes through the town. The school is part of the Connected Community strategy. The school is one of two in the town of Wilcannia which is situated 200 km from Broken Hill on the Barrier Highway. Health, education, Darling Shire Council and the local Golf Club are the main employers in town. There is one grocery store. Students are encouraged to incorporate TAFE subjects into their courses to ensure they have the best chance of obtaining employment when they complete school.

Wilcannia Central School provides a comprehensive curriculum for students from pre-school to year 12. Senior students are able to extend their subject choices through the Wilvande Access program that runs across the three schools of Wilcannia, Ivanhoe and Menindee.

As many students re-enrol in Year 4, having spent Kindergarten, Years 1, 2 and 3 at the nearby St Theresa's Catholic school, the school uses many strategies to develop the necessary skills in time for NAPLAN. The school is one of three in NSW on the Remote Schools Attendance Strategy to improve attendance of all students.

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.

Learning.

Learning Culture.

The school's on-balance judgement for this element is: *Delivering*. School programs address the needs of identified student groups and link student engagement and learning. Attendance rates are regularly monitored and action taken to address issues with individual students. From the *Sustaining and Growing* descriptors – there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Wellbeing.

The school's on-balance judgement for this element is: *Sustaining and Growing*. There is a whole-school approach to student wellbeing and the creation of a positive teaching and learning environment. Quality teaching and learning practice are evident in every learning environment. From the *Excelling* descriptors – Individual learning is supported by the effective use of school, system and community expertise and resources.

Curriculum and Learning.

The school's on–balance judgement for this element is: *Sustaining and Growing*. The school builds learning alliances with other schools and organisations to enhance curriculum provision. The school collects and uses information to help students transition to new classes; students and parents are consulted in supporting students as they progress through school and the school has policies and programs to identify and address student learning needs. From the *Excelling* descriptors – the school has active partnerships and works collaboratively to ensure continuity of students' learning.

Student Performance Measures

The school's on–balance judgement for this element is: *Working towards Delivering*. The school uses data to inform programs for student learning.

Assessment and Reporting

The school's on–balance judgement for this element is: *Sustaining and Growing*. The school has explicit processes to collect and analyse student and school performance data. This data includes areas for individual student growth. The school analysis of performance data allows it to be aware of trends in student achievement. From the *Excelling* descriptors – the school aligned staff processes and school systems for collecting, analysing and reporting student and school performance data.

Teaching

Effective Classroom Practice

The school's on–balance judgement for this element is: *Delivering*. Teachers review and revise teaching and learning programs, they review the content and preview the planned learning. Teachers work to establish well–managed classrooms and well–planned teaching. From the *Excelling* descriptors: The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence–based practice.

Data Skills and Use

The school's on–balance judgement for this element is: *Working towards Delivering*. Teachers analyse and use student assessment data to understand the learning needs of students. The data informs the school's learning goals. From the *Sustaining and Growing* descriptors: Teachers incorporate data analysis in their planning for learning.

Collaborative Practice

The school's on–balance judgement for this element is: *Sustaining and Growing*. Teachers work together to improve teaching and learning for students. There is formal mentoring support for teachers to improve teaching and leadership practice. The school draws on its expertise from within the staff to further develop its professional community. From the *Excelling* descriptors: teachers collaborate to ensure consistency of delivery of class work.

Learning and Development

The school's on–balance judgement for this element is: *Excelling*. The school evaluates professional learning activities to promote the most effective strategies. Teachers use evidence–based research to improve performance and development and provide good support for beginning teachers. Teachers are actively engaged with and share professional learning; there is a focus on improving methods of teaching in literacy and numeracy.

Professional Standards

The school's on–balance judgement for this element is: *Sustaining and Growing*. Teachers are committed to their ongoing development as members of the teaching profession, demonstrating currency of knowledge and teaching practice. Teachers also demonstrate responsibility, adaptability and ethical practice towards the school's goals. Furthermore, they contribute to whole–school programs.

Leading

Leadership

The school's on–balance judgement for this element is: *Sustaining and Growing*. The school asks for feedback on its performance. Leadership development is central to school capacity–building. The school has productive relationships with external agencies to improve educational opportunities. From the *Excelling* descriptors: Staff have purposeful leadership roles based on professional expertise. The school leadership team makes deliberate and strategic use of its partnerships to access resources to improve student outcomes.

Implementation and Reporting

The school's on–balance judgement for this element is: *Delivering*. It acknowledges and celebrates a wide diversity of students, staff and community achievements. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. From the *Sustaining and Growing* descriptors: The school regularly undertakes monitoring, evaluation and review processes and has clear processes to implement the school plan. In the *Excelling* descriptors: The school uses an evidence–based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school works with key stakeholders to develop the school vision, strategic directions and annual plans.

School Resources

The school's on–balance judgement for this element is: *Excelling*. From the *Sustaining and Growing* descriptors: The school has processes to support provision of curriculum and also to recruit high–quality staff. From *Excelling* descriptors: The finances are strategically managed to maximise the resources (including human resources) to implement the school plan over the long–term and to optimise their use within the community. Succession planning, leadership development and workforce planning are designed to drive whole–school improvement.

Management Practices and Processes

The school's on–balance judgement for this element is: *Delivering*. The school leadership team communicates clearly about school priorities and practices and administrative practices effectively support school operations and teaching and learning. Accountability practices include open reporting to the school community. The school leadership team creates an organisation that enables systems, structures and processes to work effectively in line with legislative requirements. From the *Sustaining and Growing* descriptors: there are opportunities for students and the community to provide constructive feedback on school practices and procedures.

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

Student Learning

Purpose

We believe in developing students who are safe, who are respectful and who are learners.

We will improve student learning outcomes so that the students will grow to become significant, strong and supportive leaders within community.

Overall summary of progress

Early Action for Success (EAfS) strategy successfully tracked Literacy and Numeracy progress and interventions for K–3 students. By implementing this program, we upskilled teachers to improve student outcomes so the K–3 students were able to achieve their year level by the end of 2017.

Positive Behaviour for Learning (PBL) strategies are used across the school. In NAPLAN, individual students have received good results in sections of the test.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved PLAN and EAfS data (primary) and growth on continuum (secondary).	An Instructional Leader (IL) position is provided as part of the school's funding from the Department of Education. School released the IL to participate in professional learning; the IL works with teachers in K–3 to track the progress of students in literacy and numeracy.	Each child's development in Literacy and Numeracy successfully tracked. Interventions successfully provided for K–3. PLAN data was collected by teachers every 5–6 weeks and this showed the level of the students' learning. The IL set 5 weekly targets with the teacher to work with students that showed as below year outcomes. Most students improved by one cluster towards achieving stage outcomes. EAfS methods will be expanded across the primary in 2018.
All staff are confident using the proformas and strategies designed by PBL Team.	The School supported the attendance of the Internal Coach at PBL training and access for teachers to PBL training. Time was allocated at staff meetings and staff development days.	At Staff Development sessions, teaching and non-teaching staff identified strengths of the PBL strategy and areas where there is a lack of understanding or need for improvement. The SET identified that teachers were confident using the proforma and strategies. This feedback will inform planning for 2018 – 2020.
NQS 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	Funding for preschool school functions provided at cost to school.	Each preschool child was supported in the development of social skills and positive interactions with other children and with adults. Parents commented positively on the work done by the preschool. School functions for parents included afternoon teas and BBQ lunches to celebrate the development of each child and the successful building of relationships.
In line with the Premier's priorities, we will increase by two percentage points, the percentage of students in the top two bands of NAPLAN by 2019.	Time for TPL provided at both Executive meetings and staff development days.	In NAPLAN one student in Year 3 received a Band 5 in Spelling and is above National Average for spelling. Because of the small numbers of students in any year it is difficult to determine meaningful trends in data over a number of years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In all years 3–9, we will have an average of one additional child in each cohort in the top two bands in each year group by 2019.	Research shows that the attendance of children at preschool (such as Barlu Kurlu at WCS) also improves the literacy and numeracy levels that children bring to Kindergarten. This provides an improved baseline on which the school can build.	The percentage of students who are below National Minimum Standards (NMS) is high in all years tested. There are many possible reasons for this and improvement in NMS for all students will be a focus for the 2018–2020 School Plan.

Next Steps

Improvements in literacy and numeracy will be an important feature of the 2018–2020 School Plan for all cohorts of students. Strategies will be included in all teaching and learning programs, including using the new Literacy and Numeracy Progressions in both Primary and Secondary. The Early Action for Success strategy will continue and the new Literacy progressions will be used to inform teaching practice. It is anticipated that the work done through this program will provide for improvements in literacy and numeracy in future years. In the preschool the educators will continue their focus on numeracy from 2017, but also will introduce a focus on literacy through the Rural and Remote strategy.



Strategic Direction 2

Quality Teachers and Teaching

Purpose

We will develop a culture of high performance to meet the social, emotional, physical and intellectual needs of all students.

We will ensure that all teachers evaluate the effectiveness of their teaching practices and take shared responsibility for student improvement and colleague's growth.

Overall summary of progress

Wilcannia Central School worked consistently throughout the year to improve communication, provide suitable professional learning for both teachers and non-teaching staff. This increased the quality of the classroom teaching and teaching and learning programs. Professional learning was also provided for non-teaching staff in their areas of responsibility, which improved all aspects of the running of the school including school financial management, policies and procedures and support provided by non-teaching staff to teachers. All teachers met the requirements of Professional Development Framework, and non-teaching staff were trained in completing their PDPs as well.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff feel supported in their professional and personal lives.	<p>WCS professional learning funds (\$27000) used</p> <p>Connected Communities Directorate provided funding for professional learning for all secondary teachers in Project Based Learning.</p> <p>Rural and Remote Strategy (Early Learning) provided \$5000 for resources and TPL for preschool educators in literacy strategies.</p> <p>Beginning Teachers funds were used to provide a reduced face-to-face teaching time of beginning teachers and to provide increased access to meetings with supervisor.</p>	<p>Evidence from Tell Them From Me teacher survey showed teachers believed their needs were being addressed.</p> <p>Staff completed communication audits and acknowledged an improvement in communication avenues across the school.</p> <p>All teachers participated in teacher professional learning in areas of need and in line with the school plan (including L3 training; TEN training; Positive behaviour for learning; Project Based Learning). All teachers' teaching skills have improved over the course of the year as a result of this TPL.. SASS and Principal participated in LMBR training. Principal participated in network meetings, Principal conferences and Coaching training.</p> <p>Further strategies based on Growth Coaching to be implemented in 2018 following outcomes of staff evaluation. TEN training completed by all primary staff.</p>
All staff will be accountable to meet the requirements within the Professional Performance Development Framework, 100% of staff to complete end 2016		<p>All teaching staff developed Professional Development Plans in line with the requirements of NESA and the Department of Education.</p> <p>Non-teaching staff were trained in the setting of goals and developed a draft PDP to be completed in 2018.</p>
100% of AEO and SLSO involved in some form of professional training.	Funds of \$6000 for preschool educators were provided by the Early Learning Unit's Rural and Remote strategy.	AEOs and SLSOs, including staff from both the main school and the preschool, were involved in professional learning provided by the school or by the Department of Education, or the AECG.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of AEO and SLSO involved in some form of professional training.	AEOs attended professional training and meetings organised by AECG.	The professional learning addressed aspects of their individual work requirements, mandatory training and evaluation and development of new school plan.
NQS: Professional standards guide practice, interactions and relationships.	Assistance provided to the Preschool by personnel from Broken Hill Office.	The preschool used the National Standards to guide the development of all policies, procedures, practices and also the Quality Improvement Program (QIP).

Next Steps

In the 2018–2020 school plan, the school will continue its focus on quality professional development for all staff to ensure they are meeting requirements of NESA, the Department of Education policies and also the specific needs of the school in line with the school plan. Professional learning for SLSOs and AEOs will continue as an important focus.



Strategic Direction 3

Community Engagement and Participation

Purpose

We will continue to strengthen community engagement by embedding our shared vision and all stakeholders work together to achieve this.

Overall summary of progress

The Local School Reference Group was reformed in Term 4 2017, following the filling of the Senior Leader Community Engagement position. The school worked with parents, students and teachers to complete a Personalised Learning and Support Plan for each child. Insufficient progress was made in relation to a number of the dimensions in the matrix.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school measures its growth against the matrix annually beginning 2016.	A Community Engagement Officer (CEO) employed in the Preschool for 20 hours each week using Tun'In funding.	<p>The school assessed itself against the seven dimensions of community engagement in the matrix. The overall ratings for each dimension in Primary and Secondary school are included below.</p> <p>Communicating – Developing; Connecting learning at home and at school – Not here yet; Building community and identity – Developing; Recognising the role of the family – Not here yet; Consultative decision-making – Building; Collaborating beyond the school – Sustaining; Participating – Developing.</p> <p>Through the work done by the Preschool CEO has advanced the overall rating for the Preschool to Building and Sustaining for most of the above dimensions. This is in large part because of her work in implementing the highly successful 'Kinderloop' social media platform that allows the preschool to post daily the learning of each child.</p>
100% of staff actively participate in Connecting to Country and cultural and historical activities.		<p>The Principal and the AECG Chairperson discussed plans for this activity; however, it did not go ahead.</p> <p>This activity will need to occur in 2018.</p>
All students have had their PLSP reviewed in consultation with family per timetable.	Resources for this activity included teacher release time which was covered by internal staffing.	Student's Personalised Learning Support Plans were reviewed as required.

Next Steps

The Local School Reference group will work closely with the Executive of Wilcannia Central School, using the matrix to focus on which dimensions should be addressed as a priority in each of the 3 years of the School Plan 2018–2020 and to assist in developing appropriate strategies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$289,019 provided in 2017	Use of funds included: <ul style="list-style-type: none"> • employment of additional local Aboriginal SLSOs to provide extra support for students. • cover much of the cost of the school lunch program, student uniforms, resources and excursions for our students.
Low level adjustment for disability	\$137,736 in 2017	Funds used to: <ul style="list-style-type: none"> • employ additional SLSO for students with disabilities • provide additional resources for improving classroom environment • give access to students in all years to ICT in the classroom.
Quality Teaching, Successful Students (QTSS)	0.085 of a teaching load.	<ul style="list-style-type: none"> • This allowed the release of an executive to work with other teachers and to provide support for teaching. This loading is equivalent to just under one day each fortnight.
Socio-economic background	\$261,445 in 2017	Use of funds included: <ul style="list-style-type: none"> • employment of a canteen manager, a bus driver, to cover the lease of the school bus. • Library resources were upgraded • purchase of new student readers for L3 initiative
Support for beginning teachers	\$22,000	The beginning teacher funding provided: <ul style="list-style-type: none"> • the opportunity to reduce face-to-face instruction for beginning teachers. • allowed the school to provide increased access to supervisor and mentors.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	35	30	32	26
Girls	48	39	41	39

The School Enrolment Table shows numbers of students enrolled from K–12. Additionally, there were 25 students enrolled in Preschool.

In 2017 the number of boys enrolled is somewhat lower than for previous years. The pattern of enrolment of more girls than boys is consistent with the previous three years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	81.6	69.2	98.1	97.7
1	89.6	87.6	70	94.6
2	69.7	97	75.3	74.3
3	87.7	72.2	83.8	74.1
4	79.3	76.5	61.7	82
5	85.4	69.7	70.3	74.5
6	87.6	77.5	46.9	54.7
7	73.6	82	75.3	30.8
8	62.9	53.7	67.3	59.3
9	74.9	55.1	56.2	35.7
10	39.2	47	49	69.5
11	67.2	31.2	37.7	58.2
12	64.9	78.5	52.8	
All Years	72.2	66.2	65.9	62.6
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	
All Years	93	92.3	92.3	92.4

Management of non-attendance

Wilcannia Central School is part of the Remote School Attendance Strategy. When a student is absent from school without prior approval from the Executive Principal, the Remote School Attendance Strategy officers visit the home and request information from the parents about the child's absence. A form including a reason for the absence is signed by the parent/carer and is returned to the school for consideration by the

Principal. A record of the reason for absence is included on the school's attendance records.

For extended absences, direct contact from a teacher, executive member or the Senior Leader Community Engagement is made with the family to discuss ways to return the child to school. If the child does not return to school, the Home School Liaison Officer is included to support the development of strategies to re-engage the child in learning.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	20	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	40	0

Two students left Year 11 during the year; they have moved away from the town and their status in relation to employment or further study is not known. One student left Year 11 and is seeking employment.

Year 12 vocational or trade training

Two students completed their TAFE courses at HSC level in Welding during 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	5.77
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.38
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.38
Other Positions	2.1

*Full Time Equivalent

As part of the its staffing entitlement, the school employs seven Aboriginal people all of Barkindji descent.

In addition to the school's staffing entitlement, Wilcannia Central School employs additional staff as detailed below:

- Student Learning Support Officers, two of whom are Barkindji
- Aboriginal Language Tutor who is Barkindji
- An Aboriginal Community Engagement Officer who works in the Barlu Kurli Preschool
- A school counsellor three days each week, shared with Menindee Central School (paid for by Connected Communities directorate)
- One of the Head Teacher positions has been converted to a Deputy Principal Secondary position
- A Healing and Wellbeing teacher to work across K-12.
- The Assistant Principal has been placed on higher duties at Deputy Principal level
- A primary teacher has been placed on higher duties as Assistant Principal
- A bus driver and a canteen manager.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

All teachers at the school have gained the relevant levels of teacher accreditation as required by NSW Education Standards Authority (NESA).

In 2017, there were three teachers working towards accreditation at the Proficient stage and five teachers working towards maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers.

In 2017, all staff undertook professional learning in many areas which linked with the school plan. School TPL funds and Beginning Teacher funds were used to support staff in attending training.

Staff Development Days

The school development days focussed on topics such as:

- National Disability Standards and how to provide suitable adjustments for students.
- Self-assessment against the School Excellence Framework
- Development of the 2018–2020 School Plan
- Aboriginal Education including the 8 Ways of Learning.

Non-teaching staff

- All non-teaching staff were trained in the new requirements for developing a Professional Development Plan.
- SLSOs received training in assisting with the development and implementation of student Personalised Learning Plans
- SLSOs were included in all staff development day sessions, working on developing school vision and the new school plan 2018–2020
- School Administration Staff were trained in LMBR
- The Community Engagement Officer participated in training on the social media platform Kinderloop.

Teaching staff undertook extensive professional development in relation to the school plan and the Department of Education's priorities. This training included:

- Beginning Teachers attended Beginning Teacher network courses as well as other training related to accreditation and their PDPs.
- Preschool teacher and Principal attended various conferences and training in Sydney and Melbourne related to the National Standards and to improving learning opportunities for preschool students.
- The Instructional Leader and the K–2 teacher attended L3 training and other training relevant to

their roles.

- The DP Secondary, DP Primary and Head Teacher Secondary Studies attended training in Project Based Learning in Sydney. Following this training, a team of teachers from Sydney secondary schools visited the school for one week to assist the secondary teachers implement the new pedagogy.
- Individual teachers participated in training, both by attending courses and by completing online courses, which were relevant to their personal Professional Development Plans.
- The executive participated in a number of Masterclasses related to evaluating and developing school plans.
- The senior executive participated in SCOUT training and also LMBR training.
- Primary executive and senior executive attended STEM training with a view to incorporating this into the primary curriculum.
- The Executive Principal attended Principal Network meetings, the Executive Principal's conference in Sydney, and the Connected Communities Field Day at Moree (accompanied by the HT Secondary Studies) and LMBR training.
- All Primary School staff participated in TEN training. The Instructional Leader further received training to be a TEN trainer.
- Preschool educators participated in training in Numeracy education through the Rural and Remote Strategy.
- The Principal participated in various professional learning including: Preschool Principal's Conference, Executive Principal's conference, Principal's Network days, LMBR training, Coaching.

Expenditure of funds for professional learning.

Funds for professional learning for non-teaching staff included provision of 20 days release for SASS to participate in LMBR training in the new finance system.

For teacher training, funds from various sources were used. Only some of the teacher training accessed had course costs. Frequently, the school was required to meet the costs of travel and accommodation to the courses. Teacher Professional Learning funds for 2017 were \$27,000 which provided on average, \$2,076 per teacher.

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.

The details relating to the expenditure of most of the

funds is found in the Key Initiatives table earlier in this report.

The school does not charge any school fees to students.

Receipts	\$
Balance brought forward	606,567
Global funds	412,497
Tied funds	859,340
School & community sources	16,253
Interest	8,170
Trust receipts	1,404
Canteen	0
Total Receipts	1,297,665
Payments	
Teaching & learning	
Key Learning Areas	22,116
Excursions	290
Extracurricular dissections	92,949
Library	7,008
Training & Development	0
Tied Funds Payments	412,716
Short Term Relief	1,348
Administration & Office	76,906
Canteen Payments	0
Utilities	40,364
Maintenance	64,636
Trust Payments	0
Capital Programs	0
Total Payments	718,331
Balance carried forward	1,185,900

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 (\$)
Opening Balance	0
Revenue	1,316,161
Appropriation	1,302,134
Sale of Goods and Services	320
Grants and Contributions	13,337
Gain and Loss	0
Other Revenue	0
Investment Income	369
Expenses	-320,381
Recurrent Expenses	-320,381
Employee Related	-226,234
Operating Expenses	-94,146
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	995,780
Balance Carried Forward	995,780

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.

Much of the money carried over from 2017 is committed in salaries for additional staff which include pay over the end of year vacation or is committed to pay for goods (such as books, furniture) which will be delivered in early 2018. A proportion of unspent funds in 2017 were provided by Connected Communities for employment of specific teaching positions for 2018. These positions include: a Healing and Wellbeing teacher (\$104,000), a Learning Centre Teacher (\$104,000), an SLSO to assist particularly with secondary students with their assignments (\$50,000). In addition, \$150,000 is held by the school for the Language and Culture nest.

Unspent remaining Beginning Teacher funds from 2017 will be expended in 2018, by providing additional reduction in face-to-face teaching time and the employment of additional executive staff to mentor

beginning teachers.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,302,049
Base Per Capita	12,578
Base Location	122,286
Other Base	1,167,185
Equity Total	688,200
Equity Aboriginal	289,019
Equity Socio economic	261,445
Equity Language	0
Equity Disability	137,736
Targeted Total	18,980
Other Total	810,096
Grand Total	2,819,324

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.

As there are very low numbers of students in each of the cohorts tested in the NAPLAN tests, the data is not available in either graphical or tabular form; this is to protect the privacy of the students. Also, as the numbers sitting the NAPLAN test in Years 7 and 9 are one or two students only, the results are very dependent on the achievement for these individuals. It is not possible to determine long-term trends in data with such small numbers.

LITERACY

Student performance was best for Spelling in Year 3 where 17 per cent of students were at proficiency (that is, in the top two bands of NAPLAN results). No students were in the top two bands for Reading, Writing, Grammar and Punctuation.

In NAPLAN one student in Year 3 received a Band 5 in Spelling and is above National Average for spelling. Because of the small numbers of students in any year it is difficult to determine meaningful trends in data over a number of years.

NUMERACY

No students were at proficiency (that is, in the top two bands) for Numeracy. Improving Numeracy levels in students is a focus of the school plan for 2018–2020.

MY SCHOOL WEBSITE

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.



Higher School Certificate (HSC)

In 2017, there were no Wilcannia Central School students who sat for the Higher School Certificate.

Parent/caregiver, student, teacher satisfaction

The school conducts the student Tell Them From Me survey each year for both students and for teachers. This year as well, there were additional surveys for parents performed by CESE as part of the evaluation of the Connected Communities strategy. Furthermore, the school conducted a review of Student Attendance and gathered opinions from both staff and parents on the issues of attendance at school.

The **teacher Tell Them From Me (2017)** survey presented the score against each of the eight drivers of student learning – Inclusive School, Parent Involvement, Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology. The highest scores were for Inclusive School, Leadership and Collaboration with school mean approaching the NSW Government schools norm. The lowest score was for Parent Involvement followed by Technology. These two areas are a focus of the 2018–2020 school plan.

Research shows that five school–level factors are consistently related to student engagement: quality instruction, teacher–student relations, classroom learning climate, teacher expectations for success and student advocacy. The **student Tell Them From Me (2017)** survey compared responses by students at Wilcannia Central School to the NSW Govt Norm for these five drivers. For the year level of the students surveyed, the average score was almost the same as that for the NSW norm.

Analysis of Year 4 responses demonstrated evidence of early disengagement of some students with school, which is often associated with socio–economic factors including living in poverty. The school's role in overcoming this is increasingly being recognised as important.

Parent opinions were sought in relation to student attendance. There was general agreement amongst parents that the quality of the teaching, the curriculum and activities that were offered and the quality of the relationships between the teacher and the child and the parent and the school were of great importance to their child's success. All these areas will be a main focus in the 2018–2020 school plan.

Policy requirements

Aboriginal education

Targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAS.

- Funds were allocated to employ Aboriginal SLSOs to support students both in their culture and with their learning.
- Culturally appropriate resources were purchased with advice from AEOs and Senior Leader Community Engagement.
- Paarkindji language tutor was employed to teach the local language.
- NAIDOC week activities were planned in conjunction with the local AECG and the broader Wilcannia community
- There was extensive professional learning for teachers in methods of quality teaching appropriate to the needs of the students, including 8 Ways of Learning, Project Based Learning, Indigenous games.
- AEOs trained in delivering Sistaspeak and Brospeak to secondary students. The staff will adapt the programs to a local context and deliver them in 2018.

Outcomes of programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

- Aboriginal cultural perspectives were included in all teaching programs, with the assistance of local Aboriginal elders and families.
- A local Aboriginal Healing and Wellbeing teacher was employed to provide support and culturally appropriate healing perspectives for students and families.



Multicultural and anti-racism education

During 2017, the school included aspects of multicultural education in all curriculum areas across preschool, primary and secondary programs. For secondary this included a topic focussing on China which considered influences on Australian culture.

There is a strong focus at Wilcannia including anti–racism policies across the school and community. There is an ARCLO who is appointed to consider issues and complaints relating to racism issues. The school also celebrates Harmony Day.

Other school programs

Literacy and Art project

This exciting project shows our children's level of creative imagination, ability to tell stories and produce intricate art work. A local artist, Karin Donaldson and a children's author, Jane Carroll, work with children in the primary school to write stories about their lives, their families as well as creative stories. As they write, the children develop paintings which illustrate the stories they are telling. Some of the children's stories have already been published by Western Heritage Group. We are working on two new volumes, which will lead to the publication of stories and art by each child in the primary school.

The project has been going for a few years and with additional school's funding is now being extended to all students in primary school. The school pays for employment of the artist and author (both of whom are trained teachers) and the cost of materials for the artwork. We are currently seeking a source of funding to cover the costs of publication.