

Woodenbong Central School Annual Report



2017



3491

Introduction

The Annual Report for **2017** is provided to the community of **Woodenbong Central School** as an account of the school's operations and achievements throughout the year.

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

Greg Wilson

Principal

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Message from the Principal

2017 was a very successful year for the students at Woodenbong Central School. When given the opportunities our students achieve at high levels. Both the school and our wider Woodenbong Central School Community provide our students with a wide range of opportunities. This coupled with various avenues to experience success both within and beyond the classroom allow our students to thrive. These opportunities assist our students both find and develop their passions for learning. Often these opportunities allow our students to find out what they like and what might constitute future employment after school that is, a career path. These opportunities enable our students to try a variety of experiences that they may not otherwise have tried in a safe and supportive environment. The education we offer gives our students a powerful start for their future life. We also assist our students develop their talents through persistence, hard work and the development of a growth mindset. At Woodenbong Central School, we passionately believe that our students deserve the best and they deserve to live empowered lives with passion and purpose.

In 2017 Woodenbong Central School had a particularly successful year in the area of sport. We had three students chosen to represent Australia in a variety of sports as well as many who represented NSW, our Region or our District. All of our students always represent themselves, our school and their Communities with pride. In 2017 our students also succeeded at the highest levels in the areas of student leadership, Agriculture and in the Arts:

- Primary students participated in the Casino/Kyogle Performing Arts Festival.
- Success at various agricultural shows and competitions both locally and inter-state with cattle and sheep. The highlight was their success at EKKA and the Royal Easter Show, especially in the School Exhibit, Steer leading, Judging and sheep competitions.

Our 2017 sporting highlights include:

- Our clay pigeon shooting team winning the teams competition at Tamworth
- Katelyn Grimmatt represented Australia in touch rugby union and will be travelling to America next year to play for an Australian Futsal Team
- Remy Leonard being selected to represent Australia several times in archery this year.
- Shallin Fuller was selected for the Australian and NSW touch football teams.
- Jesse Thamm was selected for NSW touch football.
- Josh Weston came second in the finals for discus at State Athletics, at Homebush.
- Lerqayne Hippie won Silver and Bronze in his shot-put and discus competitions.
- Billie Black-O'Neil, Isabella Barrett and Jessica Amos were chosen to represent Australia in Fustal in 2018.
- Gus Maloney came second in shot-put at Primary Regional Athletics. Many of our students experienced success at the local, Regional and State levels for athletics, cross country, basketball touch football and swimming.
- Once again our boys and girls open and under 16 touch football teams as well as our open boys 7s rugby league team performed well at the NSW Central Schools competition at Dubbo.

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

- Early entry into University for Year 12 students.
- Students from Years 10–12 were successful in gaining entry to university programs, such as the Young Achievers Program.
- Year 12 Music student was invited to audition for Encore.
- Working with Desert Pea Media to produce a music video.

Our students are excellent ambassadors for the community and our school. I often receive feedback on our students' friendliness, politeness, their willingness to participate and how they always represent themselves and Woodenbong Central School with distinction. At Woodenbong Central School, we led the use of and utilise a variety of practices to support and enhance student learning. Our teachers effectively blend the tried and true with a range of innovations to engage our students with high quality learning experiences. This takes many forms such as the use of technology to enhance student learning, collaborative practices both within our school and with other schools, as well as pedagogical practices of utilising different learning spaces. Whatever we do, our focus is always on our students and their learning. We are always measuring the effectiveness of what we are doing: is it having the effect on student learning we want? We continue to invest in our teachers and the resources required to support them to enhance learning opportunities for our students. We need to continually develop opportunities to allow them to create, collaborate (with the class, across the State and across the World); not just to help them learn but to assist them develop the skills that will allow them to thrive in the 21st Century. At Woodenbong Central School we also understand that the introduction of new things does not mean we neglect those areas which have been traditionally strong in such as sport and agriculture. The old and the new can happily co-exist; sometimes they can overlap. At Woodenbong Central School we value relationships. Relationships are key to assist students learn and develop. The strong relationship between Woodenbong Central School and our wider communities we serve is unique and crucial for our students and their education. Community is seen as a strength of the school by parents, students and the staff. Our collaborative efforts make Woodenbong Central School a fantastic school. Woodenbong Central School is a place where we all work together to achieve the best for our students. In 2018 we will continue to build on the gains we have made in recent years.

School background

School vision statement

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

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

Our learning will be characterised by:

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

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

In the domain of Learning our efforts have focused on wellbeing; curriculum and learning; and assessment and reporting. Wellbeing and Positive Behaviour for Learning is providing an excellent structure to further build a culture of trust, respect and personal responsibility. A more focused approach to individual learning needs through our learning support structures, in particular our Learning Support Team, has resulted in systems that better identify students with both high and moderate learning needs along with areas of particular need. Parents are becoming increasingly involved with planning and reviewing of Individual Education Plans (IEPs). We have continued to strengthen our partnerships with

our local Aboriginal Community.

In the domain of Teaching we concentrated on the elements of collaborative practice with staff members and data skills and use by staff members. In 2017 utilised Peer Coaching and Generative Dialogue for professional collaboration, to reflect on professional practice, build teacher capacity and to provide a framework for classroom observations. Staff used external data along with school based assessment to map student progress on learning continuums. All staff have Professional Development Plans. In 2017 the school was sustaining and growing with the NAPLAN Valued added metric for K-3 and Years 5-7. In the domain of Leading our priorities have been leadership and school planning, implementation and reporting. The consistency and effectiveness of our progress towards our strategic directions is due to the development of leadership capacity across the school. The school executive has successfully led our 2017 initiatives by building the capacity of others to strengthen our learning culture at WCS. The process of planning and self-reflection on practice at WCS has enabled the school to refine our strategies along with methods of measuring improvement to improve the educational outcomes of our students. Our self-assessment process has assisted the school to identify areas of need the refinement of the strategic priorities in our School Plan for 2018-2020.

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

Engagement in Learning

Purpose

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

Overall summary of progress

In 2015 WCS began developing processes, procedures along with trialing a learning management system (LMS) to identify student needs and track student improvement. In 2016 WCS refined these processes and procedures and identified areas to build teacher and leadership capacity to effectively use data to identify and meet student learning needs. In 2017 WCS implemented these processes school wide to identify both individual student needs and whole school trends.

In 2016 WCS built upon our collaborative practices with the implementation of Peer Coaching with all members of the teaching staff. Primary staff also utilised "Generative Dialogue" as a vehicle for collaborative and reflective practice. In 2017 these practices were embedded as part of the Professional Development Process. In 2017 "norms" were introduced to enhance these practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 60% of teachers use collaboration to improve teacher practice, measure learning capacity and design and implement student learning experiences that meet their needs.	<ul style="list-style-type: none">• Low Level adjustments for disability (Flexible funding \$25 045)• Equity (Flexible funding \$90 000)	<ul style="list-style-type: none">• All teachers involved in at least 4 cycles of Peer coaching.• All high school teachers collaboratively developed writing learning goals for secondary students.• Primary teachers use Generative Dialogue to collaboratively plan and discuss student learning• All students from Year 4–10 placed on the writing continuum.
<ul style="list-style-type: none">• 20% increase in the number of students with personalised learning plans, which clearly indicate differentiation.	<p>In addition to the resources described above:</p> <ul style="list-style-type: none">• Professional Learning \$12 000	<ul style="list-style-type: none">• Learning Goals identified for over 53% of students• 95% Teaching and Learning Programs show explicit evidence of differentiation

Next Steps

- Evaluate the effectiveness of WCS learning systems to identify and address learning needs
- Use collaborative practices to implement Project based Learning Years 4 to 10 at WCS
- Learning Support Team and LaST build capacity of teachers to improve learning outcomes of students with moderate, high and complex learning needs



Strategic Direction 2

High Quality Learning Environments

Purpose

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

Overall summary of progress

Woodenbong Central School continues to build on a culture of educational aspiration and continual improvement. The school is integrating quality teaching, curriculum planning and assessment to promote educational excellence and to be responsive to meeting the learning needs of all students. Teachers at WCS use data, evidence informed teaching strategies and collaborative practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff will use data to design and evaluate the effectiveness of at least 60% of all learning experiences for students.	<ul style="list-style-type: none">Equity (Flexible funding \$39505)Aboriginal Background (Flexible Funding \$12000)Professional Learning \$16 500	<ul style="list-style-type: none">Systemic policies, processes, programs and processes are in place to identify and address student learning needs.Over 70% of teaching and learning programs address needs of identified student groupsTechnology, library and information services are incorporated in
<ul style="list-style-type: none">50% of learners showcase their learning	As Above	<ul style="list-style-type: none">55% of teachers have trialed reflective practices with their studentsAll Year 2–10 students have publicly showcases written work.

Next Steps

- Design and implement learning experiences with pedagogies such as project based learning
- All staff use assessment data to monitor student achievement and use student data to inform planning for all students.
- Ensure that WCS has a comprehensive and inclusive framework in place to support the cognitive, emotional, social, physical and spiritual wellbeing of all students that measurably improve individual and collective wellbeing.



Strategic Direction 3

Community Engagement

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in learning meetings involving parents/teachers/students.	<ul style="list-style-type: none">• Equity (flexible funding \$15 000)• Aboriginal Background (flexible funding \$15 800)• Professional Learning \$8020	<ul style="list-style-type: none">• 33% increase on the number of learning meetings involving teacher, parent and where appropriate the student.
60% of all teaching and learning programs include links with local and wider community.	As Above	<ul style="list-style-type: none">• 70% of teaching and learning programs contain connections with the local and wider community.

Next Steps

- Further increase parental and student participation in setting and monitoring PLP and IEP goals
- All staff participate in Healthy Country Healthy Culture. Implement appropriate practices in to teaching and learning programs



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • 1.0 AEO • \$27, 800 flexible funding 	<p>As well as the progress described above in the 3 Strategic Directions.</p> <p>All Aboriginal students have learning plans.</p> <p>The employment of a case manager resulted in a 34% increase on the number of assessment tasks submitted on time for identified year 9–12 students. There has been a reduction in "N" awards for Year 11 and 12 students.</p> <p>Focus groups of Aboriginal students report that they feel good about their Culture at School. 81% of primary students and 64%</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • 1.2 FTE staffing • \$25, 045 flexible funding 	<p>All students requiring learning support which required low level adjustments were catered for class programs and other programs. Learning and Support Teachers supported teachers with necessary adjustments, which were monitored in five weekly cycles through Individual Education Plans. LaST and other support teachers provided professional learning to support teachers making adjustments for students.</p> <p>During 2017 The Woodenbong Central School Learning and Support Team coordinated the system, practices and processes by which referred students were supported to improve learning outcomes.</p> <p>Students referred, including those within the Multi-Categorical Class and Integration Funding Support Programs, received assessment and implementations of interventions, monitored and evaluated through a five weekly cycle including annual formal reviews.</p> <p>Through LST processes LaST support was assigned to work with individual teachers to develop and implement IEPs where adjustments for learning were made in consultation with students and their families.</p> <p>In secondary 22 , students were managed through the LST with improvements in:</p> <ul style="list-style-type: none"> • Literacy and Numeracy across all KLA's. • EALD supports. • Dyslexia and other reading support. • Mental Health and Wellbeing including Anxiety. • Extra-curricular involvement and representation. • Completion of assessment tasks. • Class focus and engagement. <p>In primary 25, students were managed through the LST with improvements in:</p> <ul style="list-style-type: none"> • Literacy and Numeracy across all KLA's.School-based behaviours. • Social skills supporting positive interactions with peers.Mental-health and Wellbeing. • Care co-ordination including agency within

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • 1.2 FTE staffing • \$25, 045 flexible funding 	<p>and outside the DoE. The main focus for 2017 was a review of the practices and processes of the LST against the Disabilities Framework, including the production of a school handbook for Learning and Support.</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • 0.4 FTE staffing • \$144, 506 flexible funding 	<p>Funds were used to support the school's strategic directions. In addition to the progress described above and in the 3 Strategic Directions.</p> <p>Flexible funds enabled among other resources the provision of teacher time for peer coaching, generative dialogue and lesson observation to enhance practice and embed collaborative practices. The funds also enabled the development of teacher capacity through strategies such demonstration lessons of balanced literacy & numeracy lesson, practices to enhance student writing, the development of assessment practices to allow students to demonstrate higher order skills such as critical thinking and the use of data to identify areas of student need and improvement.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	103	92	93	99
Girls	85	70	77	86

After a period of declining student enrolment, the number of students at Woodenbong Central School has stabilised and is slightly increasing. It must be noted that there is a high level of student mobility.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.8	88.6	91.4	88.7
1	88.4	94.4	84.6	92.7
2	91.9	94.4	91.9	92.1
3	87.6	87.3	88.7	97.1
4	91.6	91.8	86.6	94.8
5	89.5	82.3	84.4	93.1
6	89.9	89.7	96.8	91.5
7	89.1	87	89.5	96.4
8	83.2	87.3	85.1	88.7
9	85.3	89.7	85.9	83
10	86	85.8	78.2	71.9
11	84.8	86.2	83.8	79.7
12	75.4	76.6	77.2	88
All Years	86.6	87.2	85.8	88.8
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

Attendance rated at Woodenbong Central School has improved over the last few years.

School attendance at WCS is overall below State average, however it is continuing to improve. Relative small cohorts mean that the attendance pattern of a relatively small number of students has a significant effect on the overall average. A relatively high level of

student mobility influences overall attendance levels.

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

Class sizes

Class	Total
KINDERGARTEN	12
YEAR 1/2	26
YEAR 3/4	16
YEAR 5/6	32

Structure of classes

WCS is entitled to 4 primary classes. We structure these classes as a Kindergarten class and 3 stage classes. The stage classes are:

- Stage 1: Year 1 and Year 2;
- Stage 2: Year 3 and Year 4; and
- Stage 3: Years 5 & 6.

This structure provides equity as well as prioritising Kindergarten: providing Kindergarten students with a focused start for their schooling.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	35.7
TAFE entry	0	0	28.5
University Entry	0	0	35.7
Other	0	0	0
Unknown	0	0	0

At the time of this report all of the 2017 Year 10 and 11 students returned to school to continue their school education.

Year 12 vocational or trade training

In 2017 67% of Year 12 students undertook at least 1 vocational education course, 33% undertook 2 or more vocational education courses. These courses included: Hospitality, Primary Industry, Information Technology,

Animal Studies, Design Fundamentals and Exploring Early Child Care.

Woodenbong Central School has a hospitality and primary industries Trade Training Centre (TTC) : 20% of Year 12 students used the TTC for primary industries and 33% of Year 12 students used the TTC for hospitality.

Year 12 attaining HSC or equivalent

In 2017 89% of students were eligible for the HSC or equivalent vocational education qualification.



Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	11.39
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.39
Other Positions	0.2

*Full Time Equivalent

11% of the workforce at Woodenbong Central School identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2.85

Professional learning and teacher accreditation

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

- Mandatory training
- Project Based Learning
- Improving student writing
- MAPA training
- Peer Coaching

All teaching staff participated in these SDDs. Teachers also participated in professional learning to incorporating local perspectives, meet individual student needs and literacy strategies into their teaching and learning programs. 13 teachers are accredited proficient with NESAs, the rest of the teaching staff are pre-2004 teachers. In 2017 no teacher voluntarily sought accreditation at Highly Accomplished or Lead 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.

During Term 3 of 2017 WCS migrated from OASIS to the SAP/SALM financial management system. Balance carried forward includes funds for identified projects such as Cultural Awareness and fund raising funds for different Year groups for upcoming excursions in 2018 or 2019.

The school finance committee consists of the School Principal, the school School Executive and the SAM. They develop and monitor the school budget which is used to maintain the school, develop and implement teaching and learning programs as well as support the school's strategic directions.

Receipts	\$
Balance brought forward	118,536
Global funds	371,661
Tied funds	356,099
School & community sources	62,918
Interest	2,493
Trust receipts	15,639
Canteen	61,921
Total Receipts	870,731
Payments	
Teaching & learning	
Key Learning Areas	23,711
Excursions	18,153
Extracurricular dissections	85,419
Library	6,452
Training & Development	0
Tied Funds Payments	248,784
Short Term Relief	24,219
Administration & Office	58,519
Canteen Payments	62,764
Utilities	34,595
Maintenance	18,289
Trust Payments	14,748
Capital Programs	17,614
Total Payments	613,268
Balance carried forward	375,999

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	423,474
Appropriation	368,159
Sale of Goods and Services	29,913
Grants and Contributions	21,626
Gain and Loss	0
Other Revenue	3,535
Investment Income	242
Expenses	-280,874
Recurrent Expenses	-280,874
Employee Related	-180,506
Operating Expenses	-100,367
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	142,601
Balance Carried Forward	142,601

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.

During Term 3 of 2017 WCS migrated from OASIS to the SAP/SALM financial management system. Balance carried forward includes funds for identified projects such as Cultural Awareness and fund raising funds for different Year groups for upcoming excursions in 2018 or 2019. The balance of funds is in School and Community and will be used for school improvement such as replacing aging air conditioning units, air conditioning learning spaces or the purchase of technology and furnishing to support student learning.

The school finance committee consists of the School Principal, the School Executive and the SAM. They develop and monitor the school budget which is used to maintain the school, develop and implement teaching and learning programs as well as support the school's strategic directions.

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	2,466,501
Base Per Capita	26,668
Base Location	106,996
Other Base	2,332,837
Equity Total	426,598
Equity Aboriginal	93,309
Equity Socio economic	185,135
Equity Language	1,220
Equity Disability	146,934
Targeted Total	270,520
Other Total	190,397
Grand Total	3,354,016

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

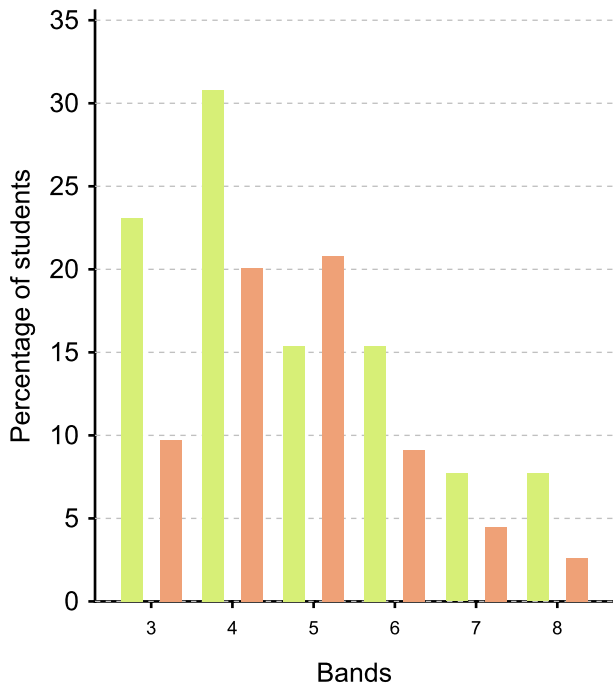
NAPLAN

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.

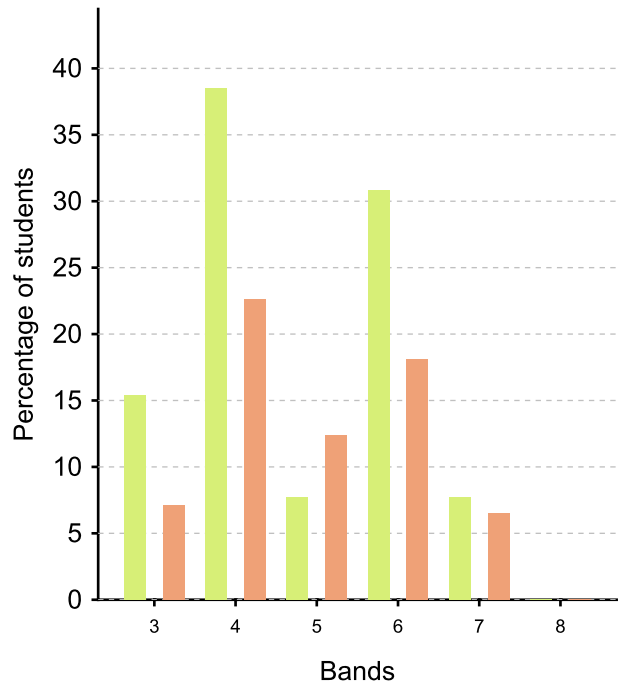
Due to the size of the cohort no literacy data is shown for Year 3. It should be noted that no Year 3 student was below their expected level in spelling, grammar & punctuation and writing.

Woodenbong Central School students' growth in reading, writing, spelling, grammar & punctuation was generally greater than the state average for Years 3–5, 5–7 and 7–9. The school was sustaining and growing for growth in Kindergarten to Year 3 and Years 5–7. We are delivering for Years 3–5 and 7–9.

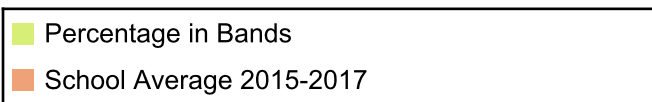
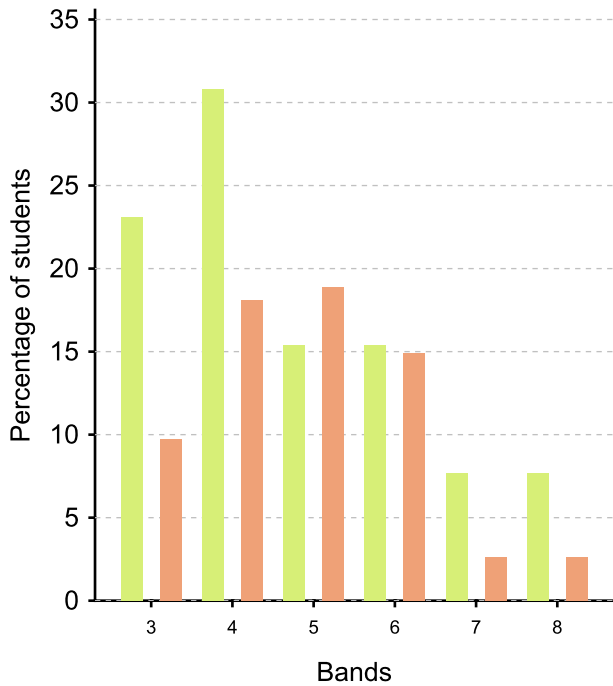
Percentage in bands:
Year 5 Grammar & Punctuation



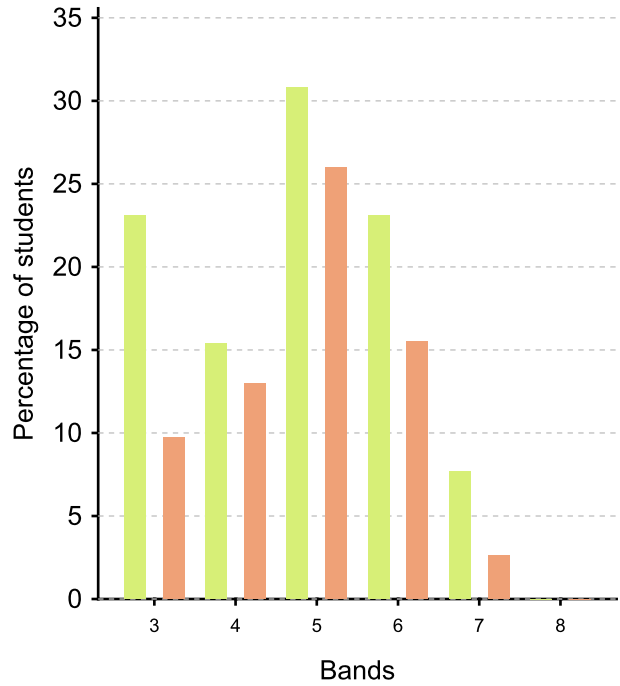
Percentage in bands:
Year 5 Spelling



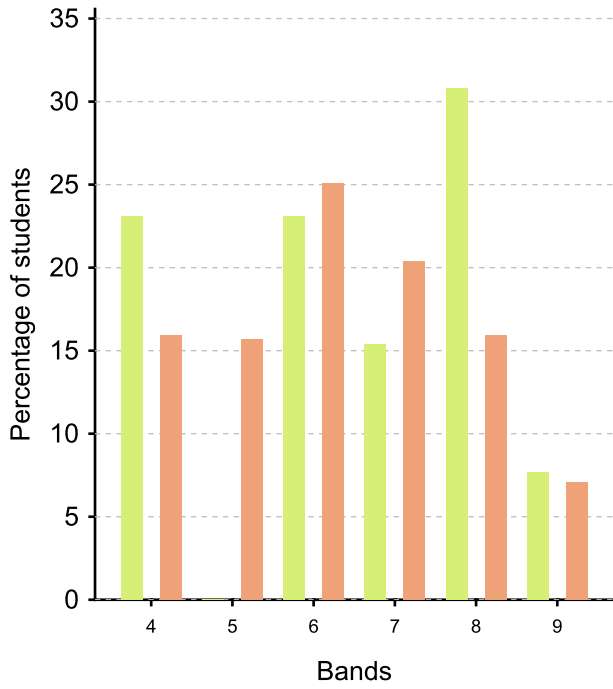
Percentage in bands:
Year 5 Reading



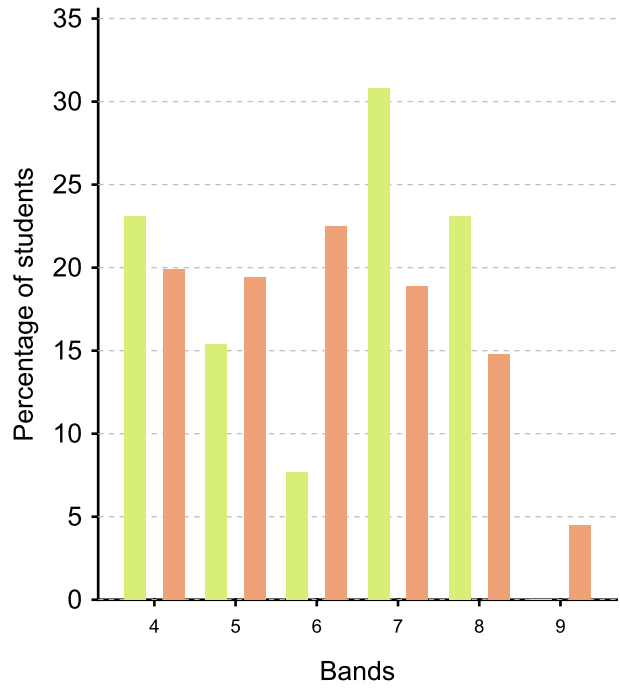
Percentage in bands:
Year 5 Writing



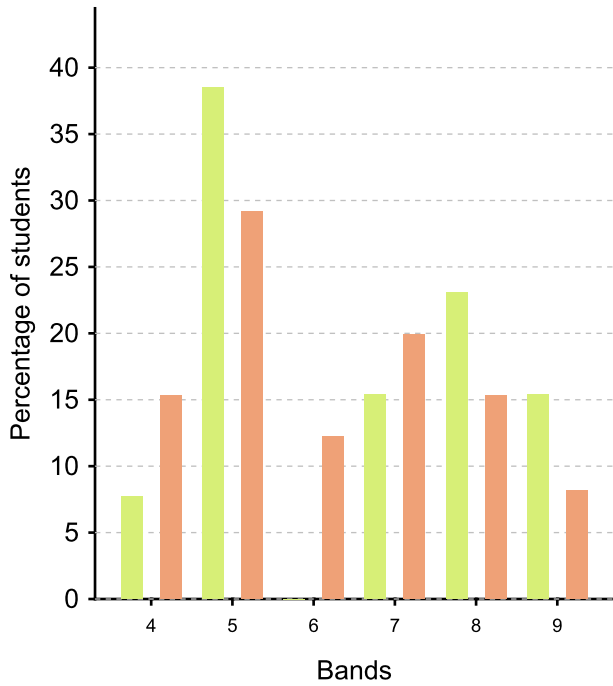
Percentage in bands:
Year 7 Grammar & Punctuation



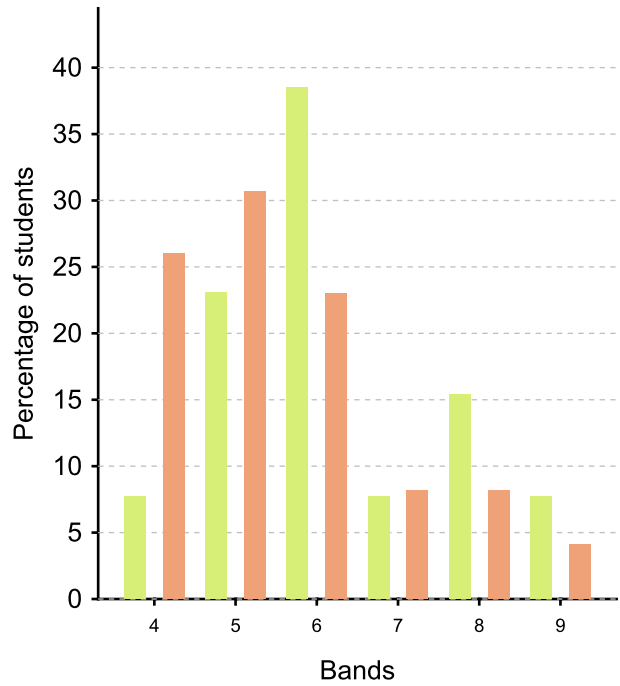
Percentage in bands:
Year 7 Spelling



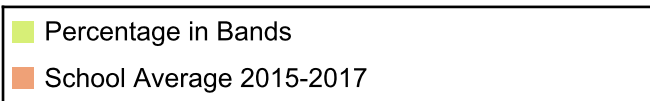
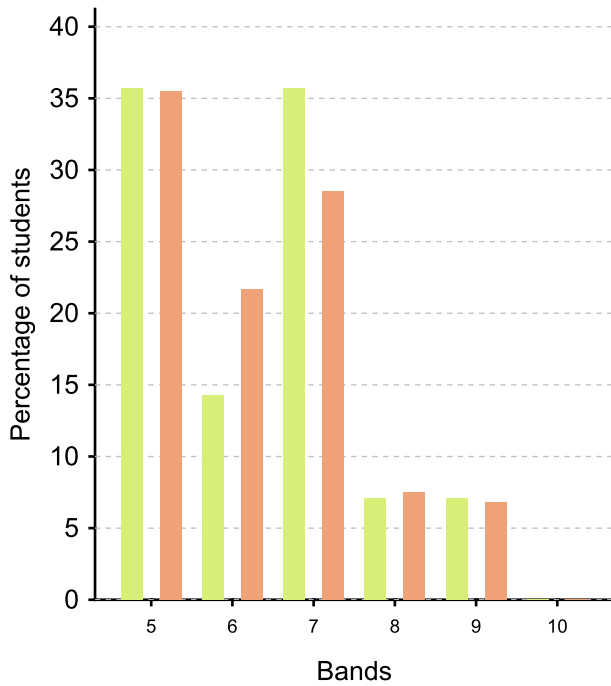
Percentage in bands:
Year 7 Reading



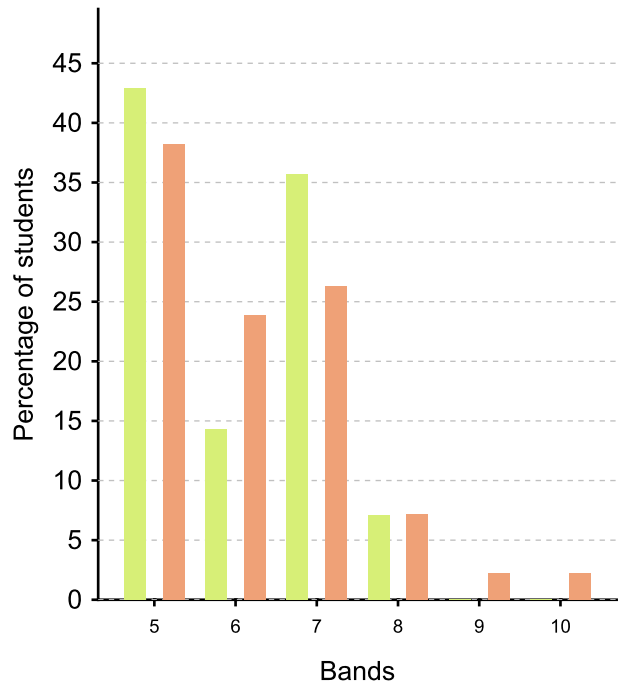
Percentage in bands:
Year 7 Writing



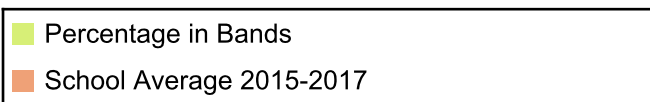
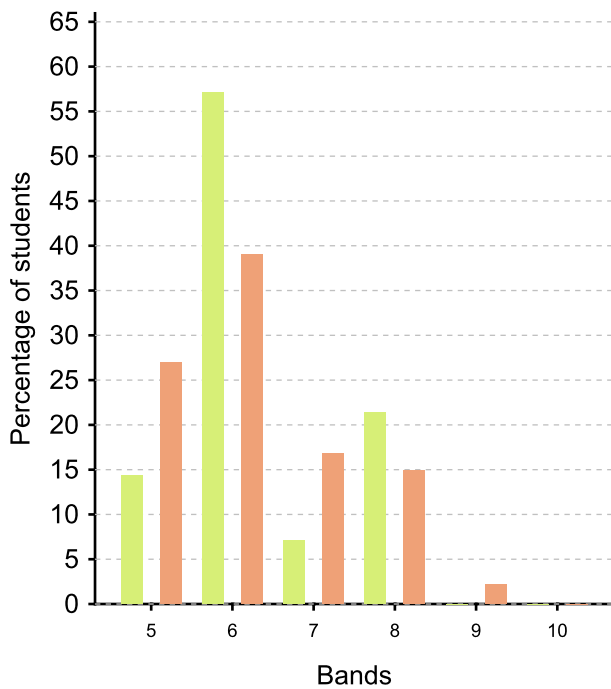
Percentage in bands:
Year 9 Grammar & Punctuation



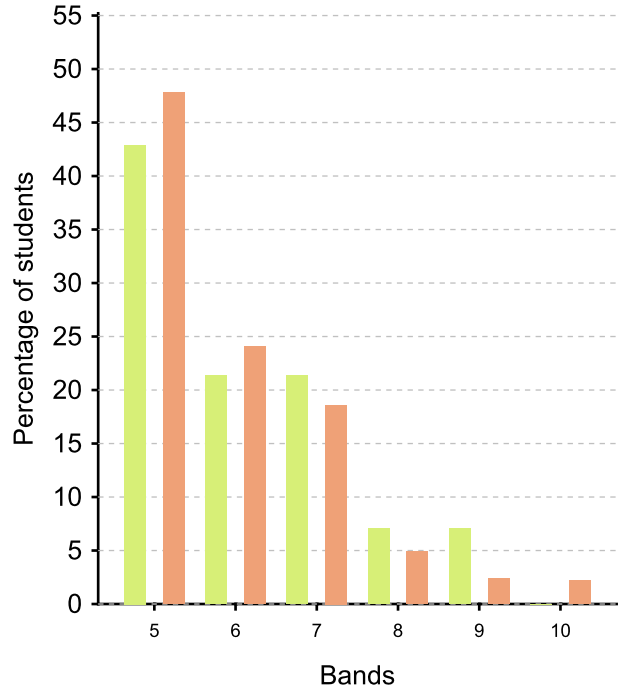
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



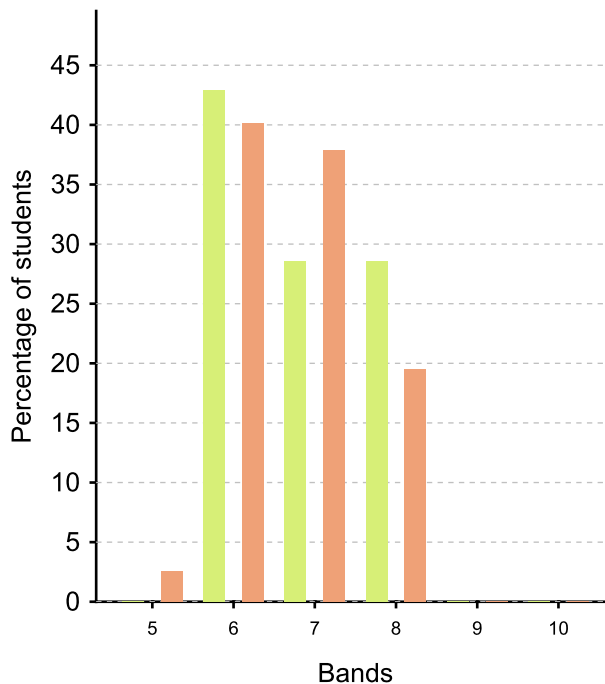
Percentage in bands:
Year 9 Writing



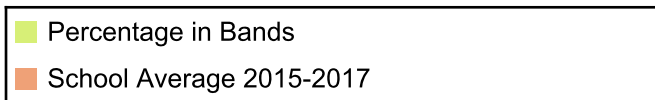
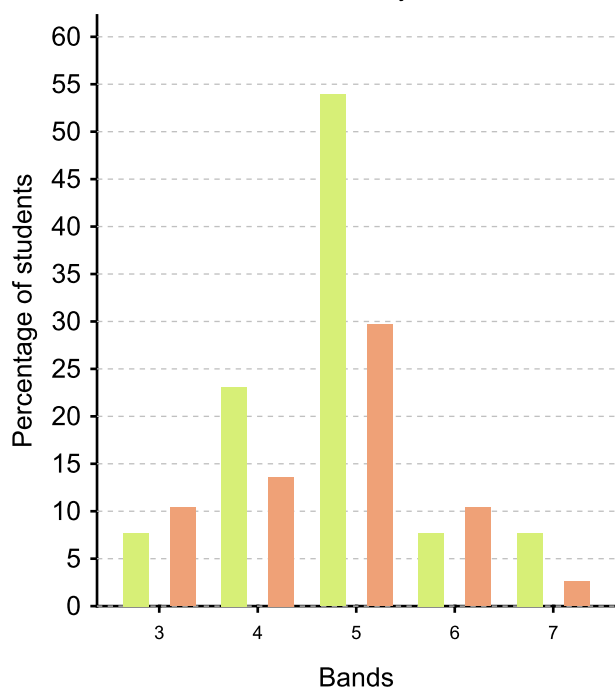
Due to the size of the cohort no literacy data is shown for Year 3. It should be noted that that all Year 3 students were in the top 4 bands for numeracy. Woodenbong Central School students' growth in numeracy greater than the state average for Years 5–7 and 7–9. It should be noted that 83.3% of Year 9 students exhibited greater than expected (average) growth from Year 7. The school was sustaining and

growing for growing in Kindergarten to Year 3 and Years 5–7. We are delivering for Years 3–5 and 7–9.

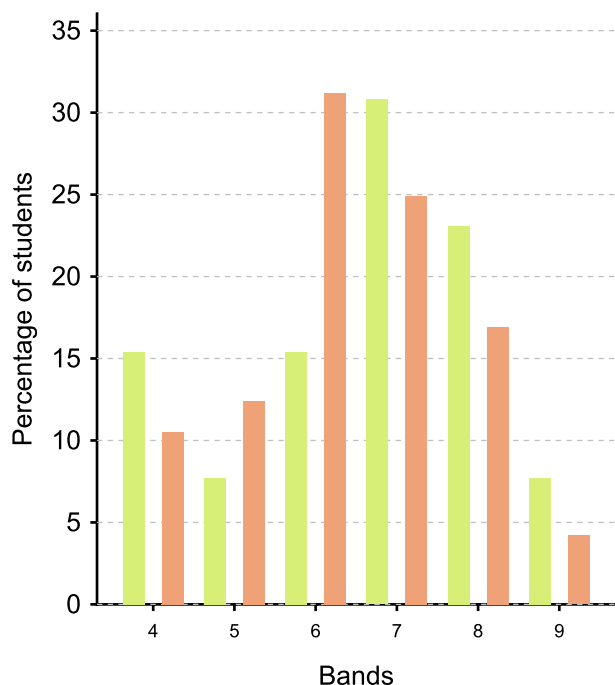
Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 7 Numeracy



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.

In 2017 the percentage of students in the top 2 bands of NAPLAN was 17.35%. This is up from 11.48% in 2016. The average percentage of results in the top two bands for numeracy were 33.33, 7.69 and 30.77 for Years 3, 5 and 7 respectively. For reading they are 22.2%, 15.38% and 38.46% respectively for Years 3, 5, & 7.

Higher School Certificate (HSC)

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

Due to small cohorts there are no graphs for this section. Woodenbong Central School offers a wide range of HSC subjects for our students.

Parent/caregiver, student, teacher satisfaction

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

In 2017 a variety of methods were used to gather feedback from parents, students and teachers. These

included surveys, discussions, and student focus groups.

All groups indicated that Woodenbong Central School has an sense of Community. This is rated highly by all sections of the WCS community.

Students indicated that they learn best with:

- "hands on" activities,
- collaborative activities
- learning that is relevant and relates to their community
- learning that is fun
- feedback from their teachers.

Students also reported that they preferred KLAs where they felt the above occurred. Students reported lower levels of bullying compared to 2016.

Parents felt they were well informed and WCS is inclusive however, they believed that the school could still improve communication.

Teachers indicated the need to continue with two of 2015–2017 Strategic Directions, embed Community Engagement in the other Strategic Directions and add new Strategic Direction of Deep Learning.



Policy requirements

Aboriginal education

At Woodenbong Central School Aboriginal education and improving outcomes for Aboriginal students is everybody's business. WCS has strong links with the local Githabul community and we work closely with the Githabul Aboriginal Educational Consultative Group and the local Elders to improve learning outcomes for Aboriginal and all students. We continually work together to strengthen this relationship for the benefit of our students. Woodenbong Central School is working with the Githabul AECG to develop an appropriate Cultural Awareness program for WCS staff and re-inducing a language program within the school. Aboriginal perspectives are included in all teaching and learning programs at WCS. Primary students are introduced to Githabul language and culture.

In 2017, NAIDOC week was celebrated with a week of activities organised and strongly supported by the local community. pre-school, primary and secondary all held assemblies. The Flag Raising Ceremony provided an excellent start to the week. At the NAIDOC Racial

Harmony assembly members of our local community shared their stories and wisdom with the students at WCS. The Racial Harmony Awards highlighted the efforts the school has made in conjunction with the local community in this area. All NAIDOC activities were strongly supported by the local community, both Indigenous and non-Indigenous.

In 2017 WCS continued to implement the 8 Ways program to strengthen learning for all students especially our Aboriginal students.

In 2018 all WCS will undergo PL in Healthy Culture, Healthy Country. WCS will also continue to explore opportunities to fully reintroduce a Githabul Language program. In 2018 WCS will further develop our Cultural Awareness programs and embed Aboriginal Perspectives into our processes and procedures.



Multicultural and anti-racism education

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