

Walcha Central School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Walcha Central School prepares young people for rewarding lives as engaged citizens in a complex and dynamic society. We are committed to doing this by:

- placing students at the centre of all teaching, learning and cultural activities
- providing challenging and engaging learning experiences delivered by expert teachers
- using evidence-based practice to measure student growth
- developing productive partnerships between teachers, families and community
- offering extra-curricular opportunities including Cattle Club, Gifted and Talented initiatives, debating, public speaking, dance, choir and tutoring in musical instruments, student socials, virtual classrooms and excursions
- using staff mentors to support students to develop individual learning goals in timetabled classes
- offering extensive learning support programs, under the guidance of School Learning Support Officers, an Aboriginal Education Officer, speech therapists and occupational therapists, to meet the needs of all students.

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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 and active learners equipped with skills for the challenges of an ever-changing world. This will be achieved through collaborative and innovative approaches to teaching and learning.

School context

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

Walcha Central School promotes a K–12 culture of learning. Established in 1859, it is situated in the rural New England community of Walcha. The student enrolment is 265 of whom 56% are K–6 and 44% are 7–12, with 24% of the student population identifying as Aboriginal and Torres Strait Islander.

Professional learning for all staff complements school improvement measures with learning walks and leadership opportunities and sharing of evidenced based practice contributing to a collective efficacy. Future focused pedagogies promote active learning and student achievement with improvement in literacy, numeracy and wellbeing.

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.

As a school our improved practice regarding self-assessment has led to a shift from a focus on evidence of activity, to providing evidence of quality and evidence of impact.

In the domain of *Learning*, the school's self-assessment was sustaining and growing. In particular the school showed evidence of improved practice in the element of Assessment and the use of formative assessment integrated into the learning cycle.

In the domain of *Teaching*, the school's self-assessment was divided between Delivering and Sustaining and Growing. This represented a re-evaluation of the collective understanding and use of evidence-based practice and a move to increase staff responsibility in management of their own accreditation.

In the domain of *Leading*, the school's self-assessment was sustaining and growing. In the element of School Planning Implementation and Reporting the school improvement was evidenced through the growth in the collaborative development of the School Plan as the core of continuous efforts, with the school's vision and strategic directions evident in its activities.

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

Learning through engagement

Purpose

Increase student engagement and improve student learning outcomes through a shared practice of learning strategies.

Overall summary of progress

During 2018, staff implemented purposeful and differentiated learning intentions and negotiated success criteria to provide greater engagement opportunities for all students. This was complemented by an examination of how students set goals and reflect on their progress. Students understood the need to set personal learning goals and high expectations.

Students and parents were interviewed regarding their experiences with the first year of the Compressed Curriculum. Overall, students' and parents' reaction to the curriculum change was positive. Parents who had students complete the HSC prior to this change reported that the stresses placed on families by the HSC had been alleviated by this change. Most students believed that the intensive mode of study was beneficial as was the structure which assisted them in setting goals and being able to attain them.

Professional learning was undertaken in the following areas:

- A majority of staff completed the 20 hour open online course (MOOC) to support a design thinking approach in digital literacy.
- Critical and Creativity thinking – online.
- Introduction to the progressions, Best Start Year 7 and PLAN 2.
- Stage 3 and 4 Writing Project with support from Education Services Australia.

In order to engage students in Project Based Learning environments, a middle school passion project initiative was trialled. This was conducted in stages 3 and 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students report a sense of belonging, expectations for success and advocacy at school.	\$11,000	<p>As a result of feedback from staff and students, recommendations for future Student Parliaments include:</p> <ol style="list-style-type: none">1. Share the role between a secondary and primary staff member to enable stronger student voice across K–12.2. Strengthen communication between all stakeholders, for example, parliament feedback to student body and executive. <p>The exploration of FLEX subjects led to the creation of five differentiated project-based courses offered to students in Years 7–10. This was modified to suit a 3–6 structure and the planning involved teacher interest driving change in pedagogy.</p> <p>The introduction of the compressed curriculum model saw students studying subjects that were either newly offered in the school or hadn't been offered for some years. The structure of the compressed curriculum enabled students to immerse themselves in their studies and this was confirmed through student feedback.</p> <p>Student participation in extra-curricular activities</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students report a sense of belonging, expectations for success and advocacy at school.		included learning visits to Canberra and Sydney; the Dorrigo exchange and subject-specific excursions; Aboriginal mentor programs including AIME and UNE experience camps; debating; gifted and talented eGATS; STEM; Cattle Club; and numerous sporting events. The school is proud of its supportive culture and the many opportunities it provides for students to belong.
Curriculum delivery reflects a staff growth mindset.	\$30,000	<p>Supervisors' reports showed a significant increase of staff who use project based learning / inquiry based learning tasks (more than 50%). The majority of staff had adapted the concept of learning goals and success criteria to suit their teaching style. The majority (95%) of staff attended professional learning that covered phases 1 and 2 of the writing initiative and feedback strategies. Phases 3 and 4 are scheduled as professional learning in 2019.</p> <p>Analysis of HSC results reflected the need to build a culture of high academic expectations and has led to the development of ALARM and mentoring. The introduction of these programs is designed to build academic capacity, personal responsibility and greater resilience.</p> <p>Work continued on Stage 2 and Stage 3 curriculum throughout the year where a framework of outcomes was created to support teachers to track integrated learning units.</p>
Curriculum design is underpinned by general capabilities and cross-curricular priorities leading to integrated learning.	\$16,000	<p>Investigative learning pedagogies were explored by K–2 staff. The training was delivered by Walker Learning and complemented by observations at Balmain Public School. This led to the planning and initial implementation of investigative learning in 2019.</p> <p>Staff from K–12 attended a careers symposium with a focus to view and explore models of careers education K–12. Student feedback indicated that connecting through a focus on careers provided further opportunities to become engaged in their own learning and will be explored further in 2019.</p> <p>Staff participated in a deep-dive investigation into students writing and the use of feedback. In addition, a cross-KLA approach to teaching literacy and numeracy and targeted professional learning through collaboration and the use of work samples, helped shape a more integrated learning model and a common learning focus across the school.</p>

Next Steps

Several curriculum initiatives have been planned for implementation in 2019. These include:

- Investigative play-based learning for Early Stage 1 and Stage 1.
- Application of Science, technology, engineering and mathematics (STEM) through digital literacy and digital technologies project.
- Flex course for Years 3–10 based on student and teacher choice. This will capitalise on teacher expertise and

student passion.

- Staff collaboration to plan and implement new design and technology syllabus in Stage 4.
- Mentoring program to be introduced 7–12 with one teacher per 5–8 students. This should allow students to regularly reflect on identified goals in literacy, numeracy and wellbeing. This was in response to the data collected on student learning goals where it was decided to streamline the number of goals set by students.

Future directions for 2019 include:

- Qualify learning goals and establish tracking method and embed a reflection process for staff through evidence based practice.
- Staff encouraged to provide choice to students in learning sequence.
- Investigative learning to be implemented for K–2 in 2019

The following initiatives will continue in 2019:

- Staff will continue to share learning intentions and negotiate success criteria with students to promote engagement. This will be enhanced by a focus on systems to support new staff in utilising student learning goals in daily practice.
- personal learning plan (PLP) and Integration funding support plans will continue to be reviewed and monitored.
- cross–curriculum focus on writing skills and a review of the current curriculum model and pedagogical framework to support student learning success.



Strategic Direction 2

Feedback for learning

Purpose

Improve student learning outcomes through timely, explicit and purposeful feedback strategies.

Overall summary of progress

Authentic opportunities for students to be provided with feedback to enhance their learning were provided to students through the school's focus on writing and the staged introduction of progressions which will occur over the next two years. Both the writing project and the planned implementation of the progressions saw the upskilling of staff through dedicated professional learning activities throughout the year.

The combination of the writing project led to staff collaboration and collective efficacy. As a result, short responses in Validation of Assessment for Learning and Individual Development (VALID), Year 6 and HSC results above Band 5 showed significant improvement. One student achieved Distinction listing.

A component of the writing project was an action research project conducted by all staff. Through a shared drive, staff published findings from their action research projects which developed strong links between the writing project and purposeful and explicit feedback to students. This information will be distributed regionally at a date to be determined. This was also used to guide staff milestones for 2019. The writing project also saw the introduction of a consistent approach to the structuring of paragraphs, metalanguage and word banks to assist key deficiencies in student writing.

Students in Years 5–8 were introduced to the strategy of TEEC (Theme, Explanation, Evidence, Conclusion). The TEEC strategy provided students with a structure to apply to formal writing and thus improve the quality of their written responses. Work samples were collated and stored on a staff drive for future planning, moderation and reference.

Another component of the writing project involved the explicit teaching of language forms and features. Professional learning on packing the noun was provided to all staff and this led to the explicit teaching of this skill K–12. As a result, collective efficacy was improved which complemented teacher confidence in delivery and student understanding and the establishment of WAGOLs (What A Good One Looks Like) across the school. WAGOLs provided staff and students with a benchmark for excellence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student reflects on their own learning and implements feedback.	\$4,000	<p>Staff use learning intentions and success criteria in each sequence of lessons.</p> <p>Students devise individual learning goals in literacy K–12.</p> <p>Students complete a portfolio K–6 and include a self-reflection on their overall learning.</p> <p>The school core values were also measured through student reflection on their learning and BeREAL scores. The opportunity to discuss this with parents was provided twice a term.</p> <p>Staff identified that students were not acting on the feedback given. A student focus group then identified a problem of practice that they were not getting feedback to support their learning needs. As a result, staff professional learning focussed on the types of purposeful and effective feedback and the range of strategies to improve student outcomes. It was also identified that student understanding of the purpose of feedback was as important as the feedback given. Formative feedback will continue to</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student reflects on their own learning and implements feedback.		be explored in 2019.
The quality of student writing improves through feedback.	<p>\$4,000</p> <p>Staff were allocated an additional one period per fortnight classroom release time to support research based practice and on-line learning (MOOC) to support student writing improvements and initiatives.</p>	<p>Professional learning was provided by DoE on progressions. This clarified the school's focus on writing and the staged introduction of progressions over the next two years. Staff upskilled on how the progressions linked to syllabus outcomes.</p> <p>Staff completed a trial of plotting progressions in K–6, focusing on numeracy strategies with a view to formulating a K–12 approach.</p> <p>The school focused on the improvement of writing through the improvement of teacher understanding in this area. The school committed to Year 7 Best Start 2019 and new Best Start for Kindergarten 2019.</p> <p>Staff published findings internally from their action research projects linking the writing project and purposeful and explicit feedback to students. This information was distributed regionally and will be also used to guide staff milestones for 2019.</p> <p>The decision was made to combine the writing project and feedback to show the impact that purposeful and explicit feedback could have on teaching and learning. This led to staff collaboration and collective efficacy. Evidence of impact included: responses in VALID (Year 6) and HSC results above Band 5 showed significant improvement. One HSC student achieved Distinction listing.</p> <p>Professional learning on packing the noun was provided to all staff and this led to the explicit teaching of this skill K–12. Impact included: collective efficacy complementing teacher confidence in delivery and student understanding and the establishment of WAGOLLS (What A Good One Looks Like) across the school. WAGOLLS provided staff and students with a benchmark for excellence.</p>

Next Steps

The focus on feedback for learning will continue to be incorporated into teaching and learning programs from Kindergarten through to the Higher School Certificate in 2019. This will link with the trialling of a mentoring program across Years 7–10. This program is planned to provide students with regular, timetabled opportunities to develop the skills to allow them to better reflect on their learning and to set regular learning goals. The goals will be recorded through a template in Sentral which will allow mentors and mentees to monitor their progress over an extended period.

In 2019, the explicit teaching of the TEEC strategy will continue and will be incorporated into Read and Get Educated (RaGE) for Terms 1 and 2. This will be complemented by work on vocabulary, focusing on the extension of subject-specific vocabulary and metalanguage.

In 2019 the school is committed to a focus on support staff understanding of data skills and analysis as identified in a staff survey using the SEF. Through professional learning and the employment of an Instructional Leader K–12, staff will identify evidence of practice in student writing. Backward mapping the evidence of impact using the school plan and fortnightly one on one meetings feeding into four-weekly whole staff reflection will form the basis of our improvement and

support in this area. This should enable the school to linking this to a review of curriculum Stage 2 and Stage 4 and develop 'what works best' pedagogical practice with a key focus on active learning through feedback and evidence based practice.



Strategic Direction 3

Valuing opportunities in learning

Purpose

Broaden aspirations and build capacity that extends and challenges all students through productive partnerships.

Overall summary of progress

Several programs were implemented over the course of the year to promote the valuing of opportunities across the school community. This was complemented by the forging of partnerships within the Department of Education and with external agencies and community organisations.

Positive behaviour for learning continued with the explicit teaching of the focus and expectations at the fortnightly K–12 assembly. This was reinforced through timetabled lessons. Students received a score based on PBL values which was communicated to parents twice a term. The score attained by the students determined their eligibility to represent the school and attend term rewards days.

The success of Great Start, Great Day was evident in the students' willingness to engage with the strategies provided to them. Staff identified that this gave them a strong platform to promote resilience and focus on their learning. Mindfulness has been adopted as a strategy for student management and engagement. Parents reported that students were using these strategies at home.

Festival Friday and Wellbeing Week provided significant opportunities for student leadership, strengthening school and community engagement. The event attracted more than 500 people with positive feedback from a broad range of community groups including local service clubs. Walcha Council provided financial and physical support for the event.

The Aunty Sue Project forged links with elders of the local Dhungutti community and allowed students to develop a deeper understanding of culture and the power of stories.

The partnership between the Communication and Engagement Unit and Walcha Central School produced an action plan which provided the school with future directions and strategies to be implemented in 2019 and 2020. This was formulated as a result of the unit conducting focus groups that identified the school's strengths included its strong links to the community, with a firm perception that the school was providing a caring and supportive learning environment that catered for the needs of all students. The school's transition programs were also identified as areas of strength as was the quality of the communication to prospective parents. The unit will work with the school in 2019 to further support and develop future directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strengthen the collaborative relationship between parent, student, teacher and community to promote students as independent learners.	Festival Friday—sponsorship by Walcha Council, support by local service clubs and external agencies Guest speakers for Wellbeing Week Tier 2/3 Programs—partnership with Walcha Council organised for 2019 Canteen Staff and Chaplain organising and operating Breakfast Club. \$9,000.00	A strong collaborative relationship between the school and its stakeholders is essential in the promotion of student learning. A partnership was forged with the Department's Communication and Engagement Unit. The unit conducted focus groups with parents and potential parents who identified that the school's strengths included its strong links to the community with a firm perception that the school was providing a caring and supportive learning environment that catered for the needs of all students. This partnership produced an action plan which provided the school with future directions and strategies to be implemented in 2019 and 2020. The Unit will work with the school in 2019 to further support and develop future directions and thus enhance the learning outcomes for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Strengthen the collaborative relationship between parent, student, teacher and community to promote students as independent learners.</p>	<p>Professional learning for staff to administer the new layout of school websites.</p> <p>Communication and Engagement Unit consultancy services.</p> <p>\$17,500</p>	<p>Walcha Council provided financial and physical support for the Festival Friday which enabled all families to attend and enjoy the festivities without concern for the financial burden.</p> <p>Future directions include Walcha Council partnering with Walcha Central School in 2019 through the Youth Advisory Committee to manage the event and to provide leadership opportunities for students to strengthen collaborative relations across the community. This will develop employability skills across a range of industries.</p> <p>The Aunty Sue Project helped develop a deeper understanding of culture and the power of stories. Students were selected for the project through an interview process enabling them to identify why they wanted to be a part of the project and what they hoped to learn from being part of it.</p> <p>Students identified media that they wanted to work with to retell Aunty Sue's story. Aunty Sue told her story to students and was filmed. A film pond project called 'Aunty Sue's Project' was initiated.</p> <p>Parents attended the Yarn Up meetings to engage with the school to discuss educational opportunities for their children. One hundred percent of parents engaged with the school to develop and/or review their children's PLP's.</p>
<p>Broaden student aspirations to succeed, connect and thrive.</p>	<p>Wellbeing Team—planning and refining Great Start, Great Day and PBL initiatives</p> <p>\$10,000</p>	<p>For students to succeed, connect and thrive, they must be provided with strategies to assist them in optimising all learning opportunities presented to them.</p> <p>One initiative that was designed to do this was the Great Start, Great Day program. Its success was evident. with a shift from students experiencing stressors that impact on their ability to learn now presenting as less affected.</p> <p>Students were introduced to the concept of mindfulness and how it can be harnessed to provide clarity and focus in a learning environment. Mindfulness activities including colouring and yoga, have been adopted for ten minutes per day, as a strategy for student management and engagement. Parents reported that students were using these strategies at home.</p> <p>AIME mentoring for Aboriginal and other students has supported students from Years 7–12 who have limited access to support for assessment completion. This opportunity ran once a fortnight and provided access to technology and academic support to complete set tasks. In the alternate week, the school provided a staff member to continue this support for students for a period of an hour and a half per week.</p> <p>The wellbeing team met regularly to analyse data to</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Broaden student aspirations to succeed, connect and thrive.		<p>more authentically drive the PBL focuses and lessons. This was reinforced through timetabled lessons.</p> <p>Several programs facilitated throughout the year were selected and designed to meet the needs of the students who participated. Seasons for Growth was delivered to groups of students from primary and secondary. Social Skills programs continued successfully for primary students and one-on-one social skills intervention was initiated for identified students in secondary.</p> <p>Other external providers were successfully engaged. Youth Frontiers enabled students across Years 7–10 to undertake a project designed to improve the community in some way. These students were supported to develop skills to identify, organise and facilitate the projects with the support of members of the community.</p> <p>Evaluation of Tier 2/3 programs revealed the benefits for the majority of students including a reduction in low level persistent misbehaviour and an increase in engagement and positive relationships.</p>

Next Steps

In 2019, Walcha Central School will continue its partnership with the Communication and Engagement Unit. This will include a series of meetings via Skype and a visit by the unit to work with the school, its stakeholders and partner schools as well as the Director of Educational Leadership, Pat Cavanagh, to develop a communication strategy by evaluating and refining internal and external communications, strengthening relationships within the school and examining community perceptions.

The future direction for Tier 2 programs will include a partnership between Walcha Council and Walcha Central School. A component of this partnership will be the Youth Advisory Committee. It is anticipated that this committee will manage Festival Friday as well as provide leadership opportunities for students which will strengthen collaborative relations across the community. In the long term this will support the development of employability skills across a range of industries for students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$78,000	<p>Student exit data indicated an increase in self-esteem, public speaking and leadership.</p> <p>Through UNE open days, students have a clear understanding of what career paths they want to follow (Years 9–11).</p> <p>Employment of AEO was shared between two staff members. In addition, the employment of an Aboriginal SLSO supported culture-based learning and engagement for primary and secondary students. As a result the Aunty Sue initiative commenced and will continue into 2019, providing links to elders for students developing storytelling across a range of mediums.</p>
Low level adjustment for disability	\$140,000	<p>Speech therapist employed across the year for 2 hours a week. She completed numerous assessments and reports throughout the year. We were able to ensure more students were seen throughout the year by encouraging parents to access Primary Enhanced Care Plans and NDIS funding, if applicable.</p> <p>Articulation test completed by the Learning and support teacher (LaST) at Kinder Best Start assessment to identify students with articulation errors. Information shared with Speech therapist to identify which parents we need to follow up with and which students to monitor.</p> <p>Buddy reading groupings rotated throughout the year, depending on student need. Students and staff continue to see this as a valuable program in reinforcing sight words and reading strategies as well as building rapport across the school.</p> <p>Learning support team meetings were held weekly. Midway through 2018 it was decided to trial fortnightly meetings so staff had time to action the decisions made. Meetings rotate between K–6 and 7–12 meetings.</p> <p>Reading tips session took place and at least 8 parents participated.</p> <p>LaST and SLSOs supported the Year 1/2 teacher 3 times a week to implement the Soundwaves program. This involved explicit teaching of sounds and spelling words during guided rotations. The intervention proved successful in this classroom when at least two staff members were available to teach. Data was collected using the Soundwaves assessment tools, proving that with extra staffing, the program can be successful.</p> <p>Support timetable changed and we trialled allocating an SLSO or AEO to running programs with specific students rather than allocating them to a class. This change</p>

Low level adjustment for disability	\$140,000	<p>proved a success as far as SLSOs were concerned. The data collected showed that they felt more valued and productive by having a specific role rather than simply supporting the activity in the classroom. It proved difficult at times as they had to take students out to work on literacy intervention when the class was focusing on maths. Fitting into a K–12 timetable proves difficult at times.</p> <p>All staff members who started the Dyslexia course completed it and are now able to share their knowledge with other staff members and better support the students in the classroom.</p> <p>NAPLAN analysis completed as a whole school to determine areas of improvement. Cemented whole school focus on writing for 2019.</p> <p>All 5 Quicksmart participants completed the training and are tutors in the school QS program which targets students from Year 4 up to Year 9–10.</p> <p>Class overviews were completed and shared using the Google Docs. This process will be expanded further into secondary school in 2019. A document requesting school information will be developed to obtain student information from smaller feeder schools.</p> <p>Adjustment sheets to be created in Sentral to allow all staff to add information to one student's sheet rather than having multiple sheets. This would also allow all documents to be kept in one central area.</p>
Socio–economic background	\$256,000	<p>The success of Great Start, Great Day was evident in the student acceptance of the program and their willingness to engage with the strategies. Students experiencing stressors that impact on their ability to learn presented as less affected. Mindfulness activities including colouring and yoga, were adopted for ten minutes per day, as a strategy for student management and engagement.</p> <p>The Aunty Sue Project allowed students to develop a deeper understanding of culture and the power of stories. In the initial stages of the project, students underwent an interview process enabling them to identify why they wanted to be a part of the project and what they hoped to learn from being part of it. Students identified mediums that they wanted to work with to retell Aunty Sue's story. Aunty Sue told her story to students and was filmed. A film project called 'Aunty Sue's Project' was initiated. Parents attended the Yarn Up meetings to engage with the school to discuss educational opportunities for their children. 100 percent of parents engaged with the school to develop and/or review their children's PLP.</p>

<p>Socio-economic background</p>	<p>\$256,000</p>	<p>School planning and review indicated the need to invest in an additional teacher in primary so that learning was supported through targeted differentiation and improved active learning. As a result a seventh class was formed. The impact was a greater balance and differentiation across the stages to better meet all learning needs of students.</p> <p>AIME mentoring for Aboriginal and other students supported students from 7–12 with little access to support for assessment completion. This opportunity ran once a fortnight providing access to technology and support to complete set tasks. In the alternate week, the school provided a staff member to continue this support for students for a period of an hour and a half per week.</p> <p>Positive behaviour for learning continued with the explicit teaching of the focus and expectations.</p> <p>The Tier 2/3 programs that ran throughout the year were selected and designed to meet the needs of the students who participated. Seasons for Growth was delivered to groups of students from primary and secondary. Social Skills programs continued successfully for primary students and 1/1 social skills intervention was initiated for identified students in secondary. Other external providers were successfully engaged. Youth Frontiers enabled students across years 7–10 to undertake a project designed to improve the community in some way. These students were supported to develop skills to identify, organise and facilitate the projects with the support of members of the community. Evaluation of Tier 2/3 programs revealed the benefit for the majority of students included a reduction in low level persistent misbehaviour and an increase in engagement and positive relationships.</p> <p>Festival Friday and Wellbeing Week provided significant opportunities for student leadership, strengthening school and community engagement. Walcha Council provided financial and physical support for the event which enabled all families to attend and enjoy the festivities without concern for the financial burden. Future directions included Walcha Council to partner with Walcha Central School in 2019 through the Youth Advisory Committee to manage the event and to provide leadership opportunities for students to strengthen collaborative relations across the community. This will develop employability skills across a range of industries.</p> <p>Breakfast club ran two days a week for the year, providing a range of breakfast options for all students from K–12. Students who traditionally come to school presenting as tired or unable to focus were guided to</p>
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Socio-economic background	\$256,000	<p>breakfast club. The opportunity to interact with members of the wellbeing team in casual discussion, ensured that these students had a point of contact for if they were not feeling positive about school. This resulted in a more</p> <p>School Parliament met regularly to discuss support for learning through focus groups. A Key initiative was the formation of the Youth Advisory Committee in association with the Walcha Shire Council. Impact included the construction of a new playground in the town centre.</p> <p>The school employed a speech therapist to work each fortnight with students identified through the Learning Support Team.</p> <p>To support the Agricultural Program a review of livestock led to branching out to a variety of breeds to both provide better access in terms of management for students and rationalisation due to the draught. The Cattle Club continued to grow with an increase of almost 200% in students from both primary and secondary.</p>
Support for beginning teachers	\$20,000	<p>Beginning teachers were supported at their career stage. Lesson observations were held at regular intervals with feedback being a critical component of the process. Through the Personal development plan (PDP) process, these teachers were able to identify key focuses for improvement and professional learning opportunities were provided. These teachers also completed their accreditation requirements with supervisors.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	117	115	112	128
Girls	152	139	148	134

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	92.1	93.7	94.6
1	91.9	93.5	92.8	92.1
2	95.6	93.2	94.8	91.9
3	95.3	94.6	94.6	96.7
4	92.2	94.1	94.8	93.4
5	92.3	93.1	95.3	94.9
6	93.4	89.4	93.5	91.1
7	93.8	92.3	93.6	88.7
8	91.4	87.4	90.8	91.4
9	91.3	89.7	88.5	86.7
10	81.5	92.7	86.8	82.1
11	84.5	90.5	90.5	84.1
12	91.1	87.5	90	90.4
All Years	91.1	91.5	92.2	90.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

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. For any unexplained absences a letter is sent home twice a week giving the parents enough time to explain the absence within the mandatory seven days.

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	0
Employment	3.7	4.5	59
TAFE entry	0	0	18
University Entry	0	0	18
Other	0	0	6
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	13.69
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	7.79
Other Positions	0.2

*Full Time Equivalent

Two of our staff proudly identify as being of Aboriginal or Torres Strait Islander background. Two are employed as Aboriginal Education Officers and SLSO.

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 whole staff and faculty meetings in 2018. Each meeting was designed using the Teaching Standards to complement an existing improvement measure in the school plan or to deliver compulsory training including Child Protection and Code of Conduct.

Topics covered in this forum included: research and writing initiatives, student feedback to improve student learning, supporting student learning in 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 and/or lead network meetings and workshops, forging important links with other colleagues. Staff also completed a 30 hour online MOOC design and technology module to support new syllabus implementation.

Through successful grant applications, staff continued to participate in both state and national initiatives in mathematics, digital literacies and digital technologies.

It is a mandatory requirement under the Teacher Accreditation Act 2004 that teachers are accredited at Proficient Teacher Level, and maintain that accreditation, with the National Education Standards Authority (NESA). All staff at Walcha Central meet this benchmark with several teachers currently seeking higher accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	349,399
Revenue	4,189,406
Appropriation	3,971,915
Sale of Goods and Services	3,766
Grants and Contributions	197,421
Gain and Loss	0
Other Revenue	12,100
Investment Income	4,204
Expenses	-4,102,626
Recurrent Expenses	-4,102,626
Employee Related	-3,565,592
Operating Expenses	-537,034
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	86,780
Balance Carried Forward	436,180

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 2018 our school made the transition to a new financial management system and as this program was being rolled out the decision was made to take a conservative approach to our spending due to concerns regarding the timing and nature of reports.

The impact of the drought led to a larger than expected expenditure on livestock and feed. Infrastructure on the farm including fencing and water tanks was also improved.

Beginning teacher monies was underspent. In part, the opportunities specific to the beginning teacher needs were not able to be accessed. In 2019 the school will implement timetabled mentor allocations to better support the needs of the beginning teacher.

A major expenditure was the planned staffroom upgrade designed to accommodate K–12 staff and executive and promote staff collective efficacy. The school also refurbished the Year 7 classroom and redesigned the library computer laboratory with an open plan.

Consistent with the school plan, considerable funds were expended on student wellbeing, staff to support student learning, a new youth officer and communication officer, transition education, school

musical and classroom resources including ICT.

Programs that will be continuing into 2019 include: Community of Schools, Situational Analysis and Premier's Sporting Challenge– Learning to Lead.

Funds were reserved to employ a K–12 Instructional Leader in 2019–2020 to fulfil our obligation of the school plan and support staff in using evidence-based practice in regard to student literacy and numeracy.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,291,554
Base Per Capita	50,199
Base Location	92,152
Other Base	3,149,203
Equity Total	350,890
Equity Aboriginal	78,449
Equity Socio economic	130,781
Equity Language	0
Equity Disability	141,660
Targeted Total	64,862
Other Total	148,176
Grand Total	3,855,482

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN

on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

When compared to the state average growth, more students in Years 5 and 7 performed at or above expected growth in the Reading domain of NAPLAN. Students in Year 9, although slightly below the state average, performed at a similar level to other like schools.

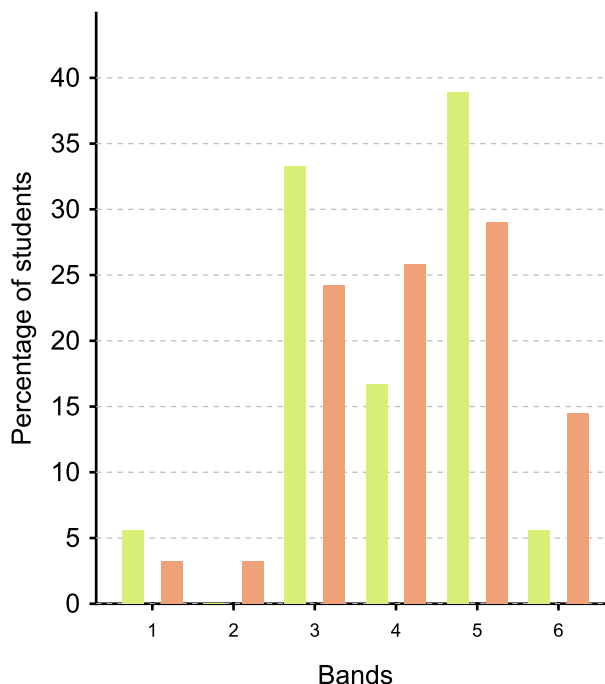
In the domain of Writing, the performance of students in Years 5 and 9 approached the state average. However, students in Year 7 performed at a level higher than the state average for expected growth.

Spelling was identified as an area for improvement for Years 5 and 7. Students in Year 9 achieved growth at a higher rate than the state average.

In the Grammar and Punctuation domain, students in Years 5 and 9 all achieved growth at a rate approaching the state average. Students in Year 9 performed above the state average in this domain.

Percentage in bands:

Year 3 Reading

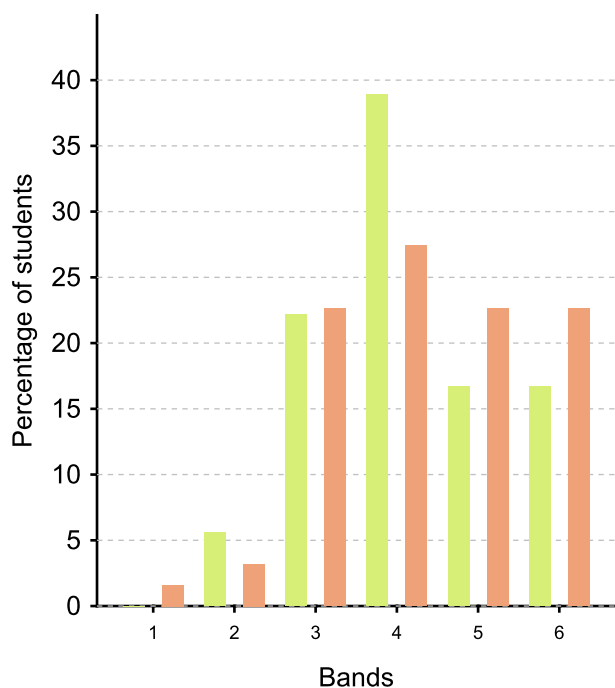


Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.6	0.0	33.3	16.7	38.9	5.6
School avg 2016-2018	3.2	3.2	24.2	25.8	29	14.5

Percentage in bands:

Year 3 Grammar & Punctuation

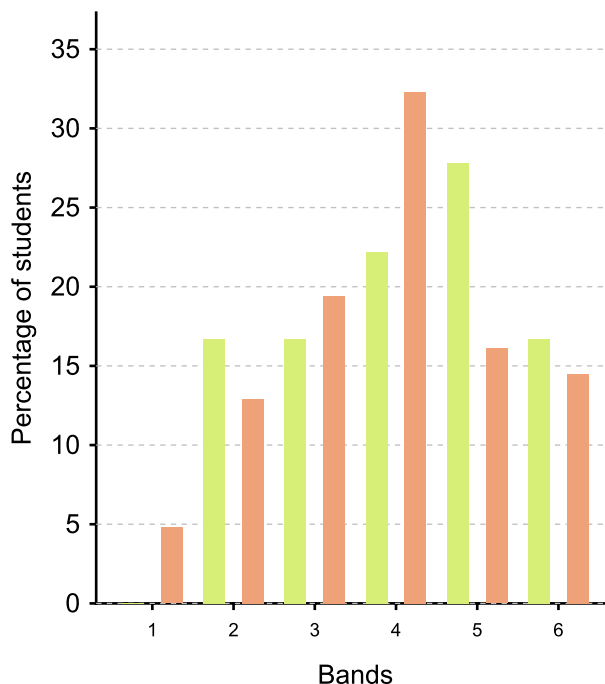


Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	22.2	38.9	16.7	16.7
School avg 2016-2018	1.6	3.2	22.6	27.4	22.6	22.6

Percentage in bands:

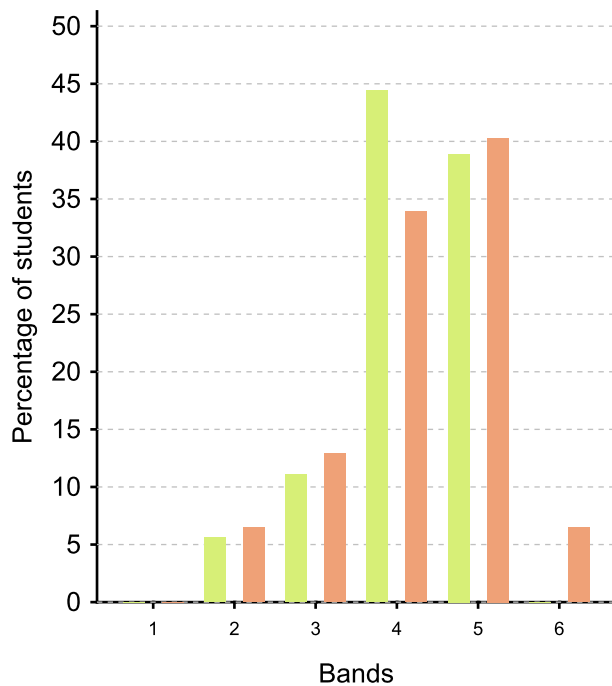
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	16.7	16.7	22.2	27.8	16.7
School avg 2016-2018	4.8	12.9	19.4	32.3	16.1	14.5

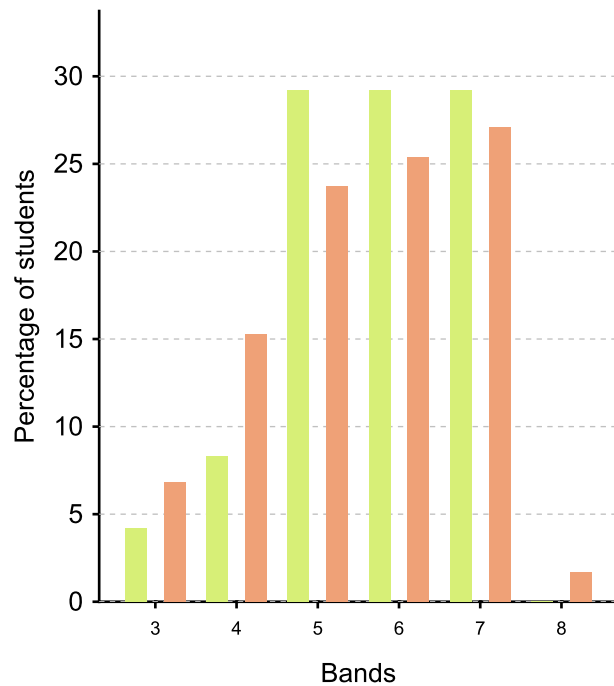
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	11.1	44.4	38.9	0.0
School avg 2016-2018	0	6.5	12.9	33.9	40.3	6.5

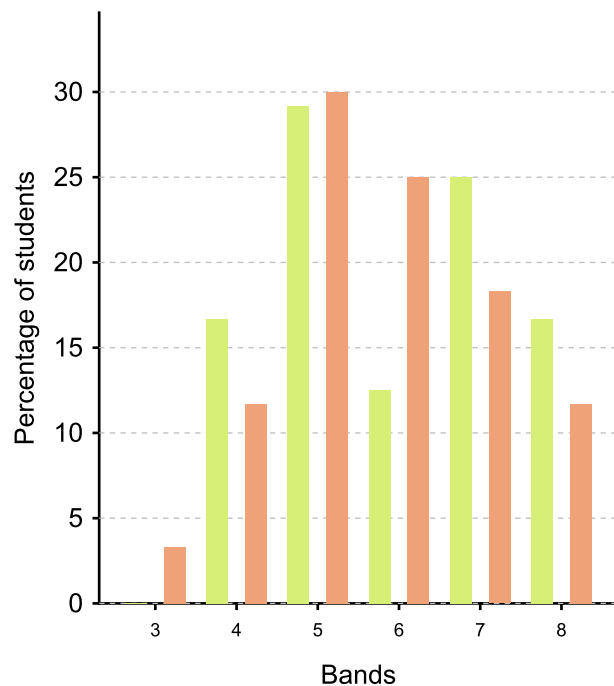
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.2	8.3	29.2	29.2	29.2	0.0
School avg 2016-2018	6.8	15.3	23.7	25.4	27.1	1.7

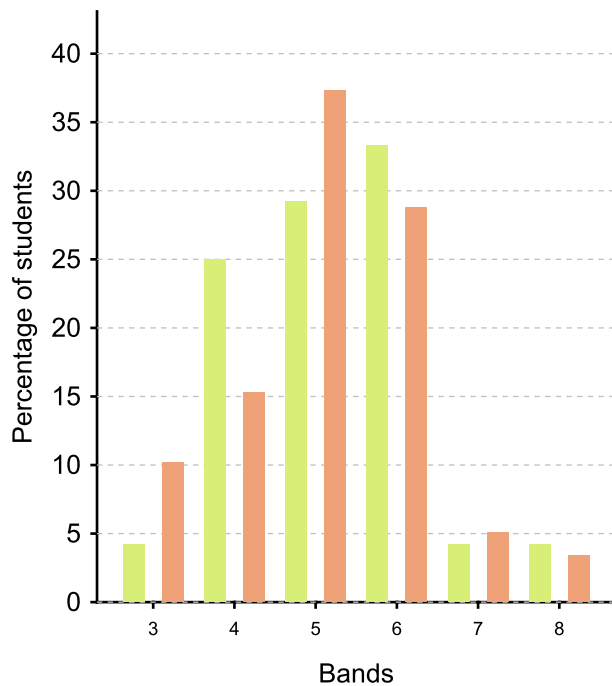
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	16.7	29.2	12.5	25.0	16.7
School avg 2016-2018	3.3	11.7	30	25	18.3	11.7

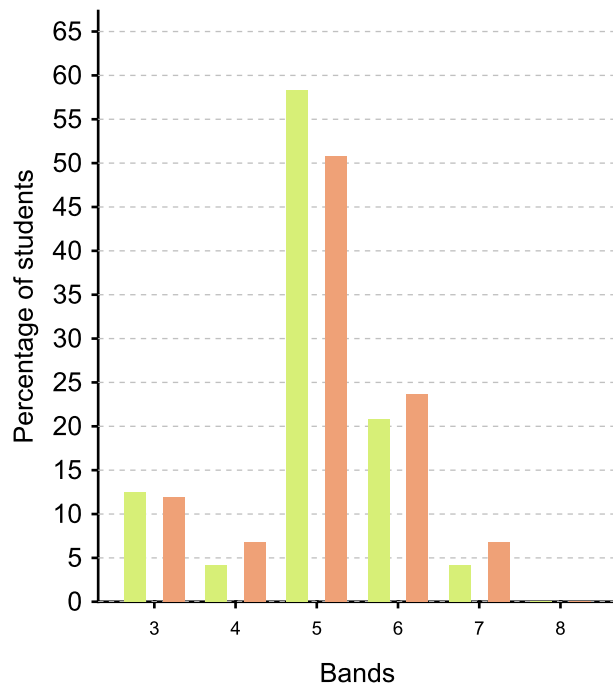
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.2	25.0	29.2	33.3	4.2	4.2
School avg 2016-2018	10.2	15.3	37.3	28.8	5.1	3.4

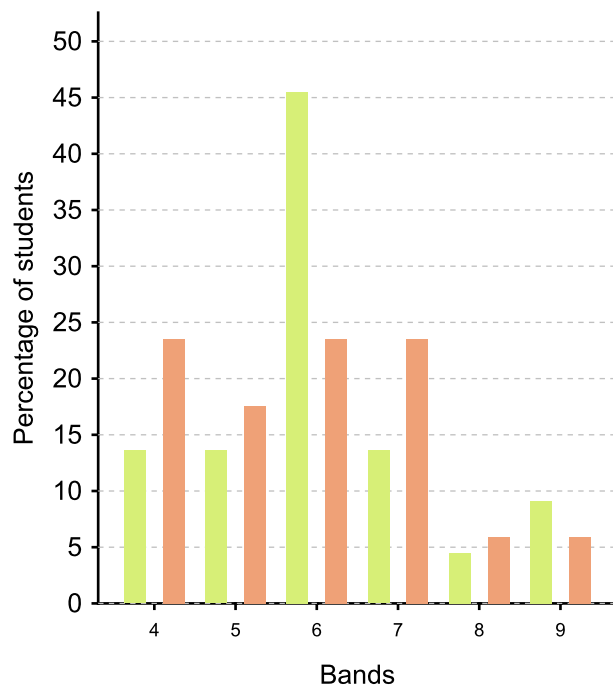
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	12.5	4.2	58.3	20.8	4.2	0.0
School avg 2016-2018	11.9	6.8	50.8	23.7	6.8	0

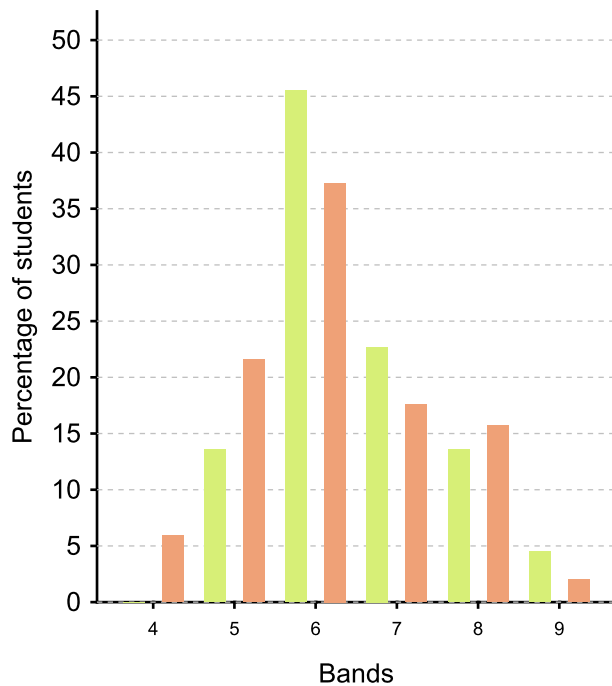
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	13.6	13.6	45.5	13.6	4.5	9.1
School avg 2016-2018	23.5	17.6	23.5	23.5	5.9	5.9

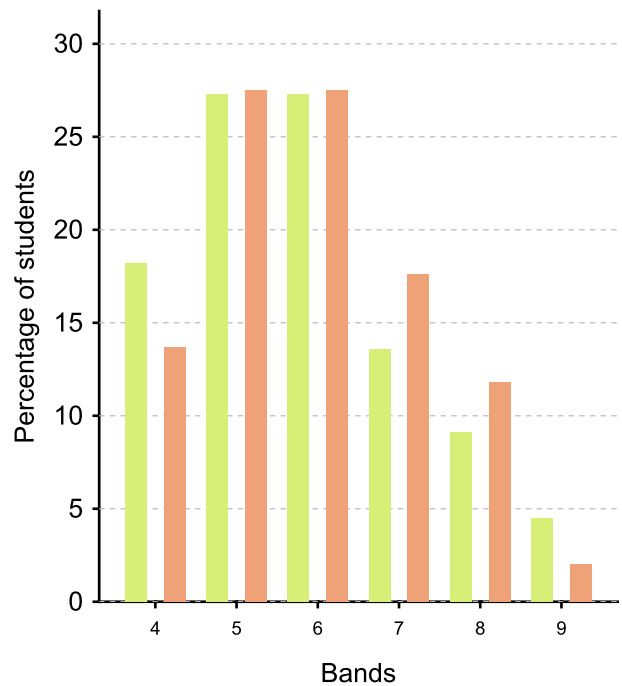
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	13.6	45.5	22.7	13.6	4.5
School avg 2016-2018	5.9	21.6	37.3	17.6	15.7	2

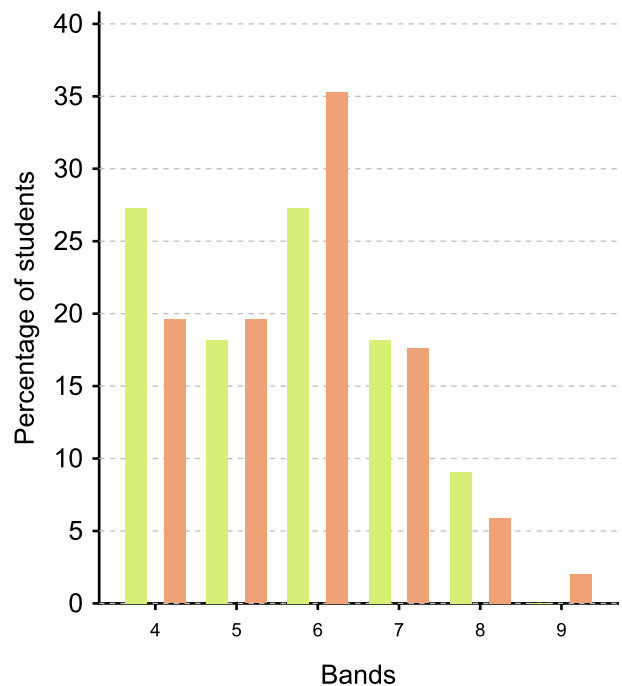
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	18.2	27.3	27.3	13.6	9.1	4.5
School avg 2016-2018	13.7	27.5	27.5	17.6	11.8	2

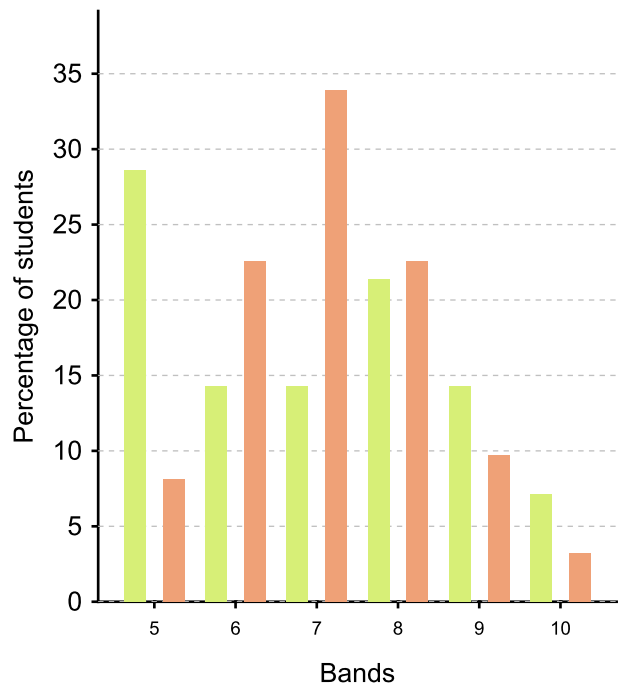
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

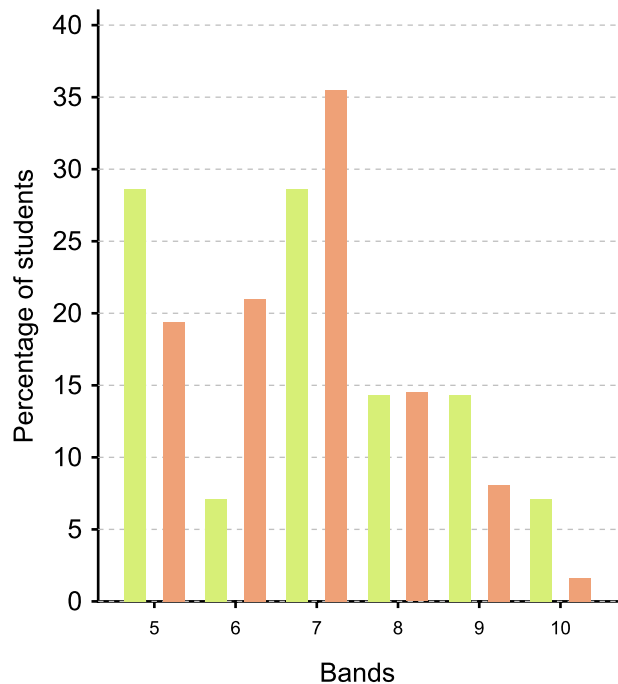
Band	4	5	6	7	8	9
Percentage of students	27.3	18.2	27.3	18.2	9.1	0.0
School avg 2016-2018	19.6	19.6	35.3	17.6	5.9	2

Percentage in bands:
Year 9 Reading

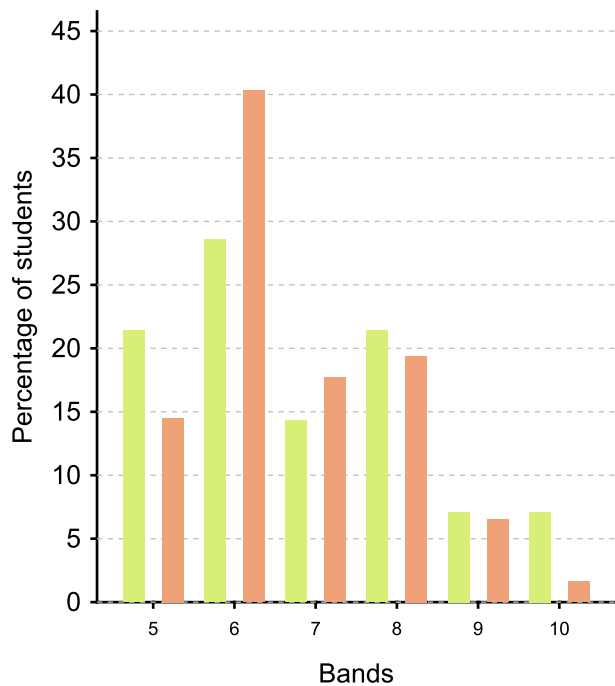


Band	5	6	7	8	9	10
Percentage of students	28.6	14.3	14.3	21.4	14.3	7.1
School avg 2016-2018	8.1	22.6	33.9	22.6	9.7	3.2

Percentage in bands:
Year 9 Spelling



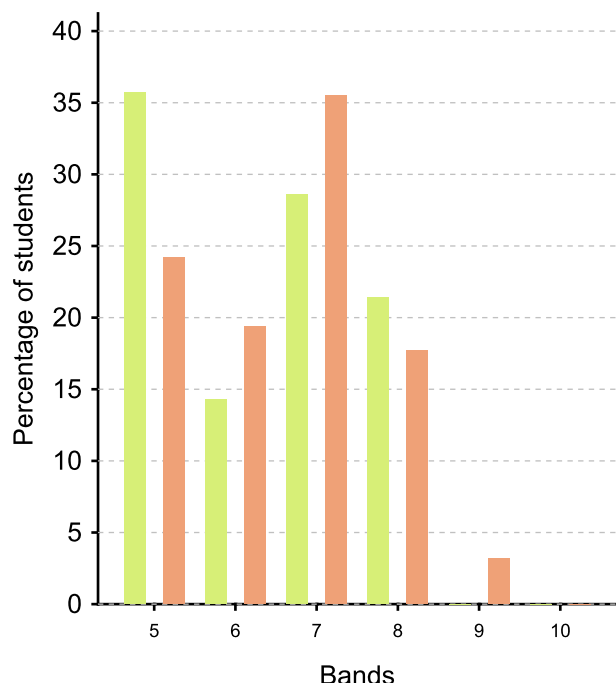
Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	21.4	28.6	14.3	21.4	7.1	7.1
School avg 2016-2018	14.5	40.3	17.7	19.4	6.5	1.6

Band	5	6	7	8	9	10
Percentage of students	28.6	7.1	28.6	14.3	14.3	7.1
School avg 2016-2018	19.4	21	35.5	14.5	8.1	1.6

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	35.7	14.3	28.6	21.4	0.0	0.0
School avg 2016-2018	24.2	19.4	35.5	17.7	3.2	0

Students in Year 5 performed at a level approaching the state average for expected growth in numeracy. The expected growth achieved by students in Year 7 was 0.5% below state average and greater than the growth achieved by like schools. In Year 9, 76.9% of the cohort achieved expected growth or better, more than ten percent above the state.

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.

Most 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, greater than 50% achieved above expected growth in Reading, Numeracy, Grammar and Punctuation. Areas for improvement are Writing and Reading.

In Year 5, the majority of the student cohort achieved greater than expected growth in Grammar and Punctuation with areas of improvement being Numeracy, Spelling, Writing and Reading.

In Year 3, 45% of students performed at state average or better in Writing, with Numeracy, Spelling, Grammar and Punctuation and Numeracy identified as areas for improvement.

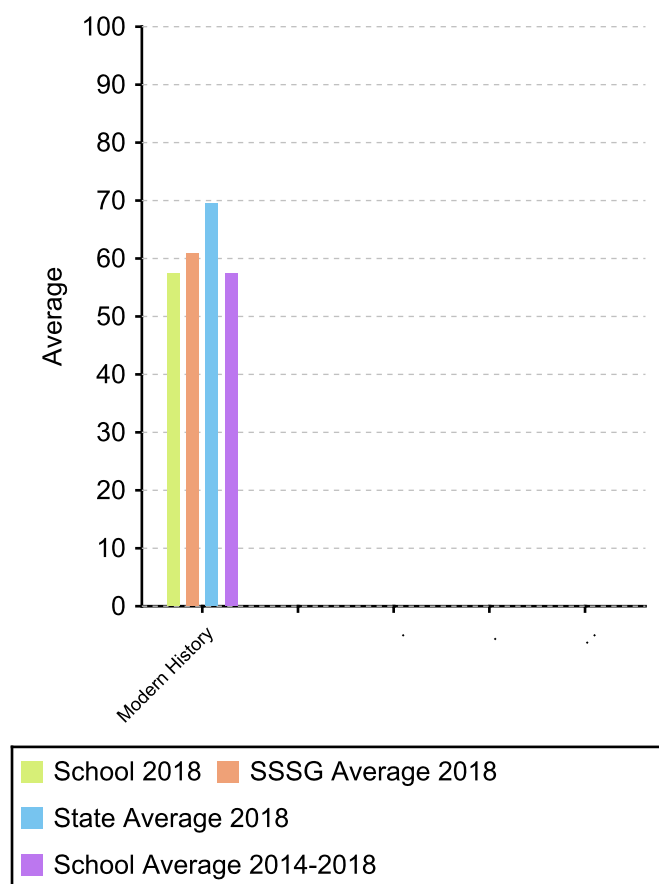
Higher School Certificate (HSC)

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

HSC results for Walcha Central School in 2018 came from 2 sources. Firstly, Yr 12 undertook a "Traditional" pathway, completing 10–12 units over the course of their Yr 12 year. Yr 11 students began a "compressed curriculum" pathway, where they completed 3 Preliminary HSC and HSC courses, adding up to 6 units of their HSC requirements.

Examination results from the traditional and compressed pathways reflected a marked increase in results above Band 5 and Band 6. Senior Science (Band 6), Modern History (3 band 5's), Advanced English (2 Band 5's), Ancient History (Band 5) achieved results that were higher than previous cohorts. A Year 12 student achieved results that placed her on the State merit list and within the top 20 students in the New England district.

Walcha Central School catered for students wishing to pursue VET, TAFE and SBAT courses, whilst attaining a HSC. Through these pathways, students develop skills to assist them in their post school pathway that does not involve tertiary study. Combined with HSC examination results, the exit data for Walcha Central School is above 95% of students having a job, university course, career pathway upon leaving school. A statistic that has remained high for many years.



Parent/caregiver, student, teacher satisfaction

The school undertook a partnership with the Department's Communication and Engagement Unit in 2018. The unit conducted focus groups with parents and found that Walcha Central School has a relatively positive reputation in the local community. The general community perceptions of the senior part of the school are mostly favourable and there is a general feeling that the school has improved in recent years. Parents who participated in the focus groups were happy to be involved in the focus group sessions and felt the school was listening to their needs.

Respondents commented that the school has a good reputation overall and that a number of visual cues, such as the physical appearance of the school and the presentation of the students, reinforce this positive perception. A small proportion of parents interviewed refer to a time when the school's reputation was not as positive, however there is a clear sense that this is shifting. It is recommended for the school to maintain a strong focus on consistent expectations of uniform, discipline and behaviour in order to further increase and maintain this positive profile in the local community.

In the latter part of 2018, a long term project was launched with the purpose of tracking and monitoring staff satisfaction and wellbeing over an extended period. Initially, staff were given an opportunity to reflect on why they have chosen to work in a school environment. Overwhelmingly, the reasons given were around making a difference or a strong interest in a certain area or discipline. Staff reflection showed strong

levels of satisfaction and a desire to continue to improve practice so that the learning opportunities offered to students were optimised.

A major measure of student satisfaction comes from the Tell Them From Me survey which the school has used for a number of years. The Tell Them From Me survey collected data from students from Years 4–12. At Walcha Central School, 41 primary students and 64 secondary students completed the Tell Them From Me Survey in September 2018, which included measures of student engagement alongside drivers of student outcomes.

In addition to the Tell Them From Me survey, student satisfaction is gauged through regular interviews with senior students and the principal. These were conducted after examination periods to gauge performance and set goals. This process was also used to collect feedback regarding the compressed curriculum. A majority of students studying the HSC by this method reported that they liked the immersive nature of the approach. The compressed curriculum provided them with a sense of achievement whereby they had completed three HSC subjects in full and could devote their time and energy on their studies more effectively.

Policy requirements

Aboriginal education

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. The school used this opportunity to incorporate Dunghutti language.

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.

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. We recognise the need to further engage our community, to improve the connectedness and trust between the school and parents and to work together to support improved learning outcomes for students. In particular literacy and numeracy skills, social and emotional wellbeing, relationships and advocacy at

school.

A future focus for 2019 includes a deeper understanding and application of 8 Ways pedagogy.

Engagement with a Dunghutti Elder led to the initiation of the Aunty Sue 'Project'. Through the use of different mediums students are retelling the story conveyed by Aunty Sue. It is envisaged that this project will take 12 months to complete with presentation during the school NADOC Week celebrations in September 2019.

The school celebrated NAIDOC week through a range of community and school activities including a march and an assembly highlighting the theme 'Because of her...we can'.

Multicultural and anti-racism education

Our school, in accordance with Department policy, has two trained Anti-Racist Contact Officers (ARCO). Students can refer themselves to one or both ARCOs 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 continues to work 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.