

Woodenborg Central School

Annual Report



3491

Introduction

The Annual Report for **2018** 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

When given the opportunities our students shine. At Woodenbong Central School we are well supported by our local communities. Our school and our wider community provide our students with a wide range of opportunities and the support required to allow our students to experience success both within and beyond the classroom. Students require a variety of experiences to find and develop their passions for learning. A passion for learning often leads to future career paths. The skills our students learn at Woodenbong Central School along with other aspects of their education provides our students with a powerful start for their future life. We also assist our students develop their talents through persistence and hard work. At Woodenbong Central School, we passionately believe that *our students deserve the best and they deserve to live empowered lives, with passion and purpose*

The students at Woodenbong Central School continue to perform at the highest levels. In 2018 Woodenbong Central School had another 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. Our students always represent themselves, our school and their communities with pride.

In 2018 our students also succeeded at the highest levels in the areas of student leadership, Agriculture and the Arts including:

- 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 and Judging competitions.
- The music video our students made with Desert Pea Media made the short-list for several National awards. The project associated with the video won the NSW Premiers' Environment Award.

Our 2018 sporting highlights include:

- Our clay pigeon shooting team once again travelled to Tamworth to compete in a growing schools' competition. They came away with the trophy for the second year.
- Isabella Barrett and Lauren Amos represented Australia in U16 Australian Futsal Team and competed in America.
- Several secondary students competed at State Athletics
- Gus Maloney competed at Primary State Athletics in shot-put.
- 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 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:

- Great results in external competitions such as the Australian Science and Mathematics competitions.
- Early entry into University for Year 12 students. Students from Years 10–12 were successful in gaining entry to

University Programs, such as the Young Achievers Program.

- Students travelling to Brisbane and Lismore for experiences of Theatrical performance.
- Our Captains went on leadership experiences including a trip to NSW Parliament House.
- Students were involved in many community and charity activities such as Legacy.

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 implementation of and utilisation of 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 impact of these initiatives on student learning.

Linking the curriculum with the lives of our students is a powerful method to enhance learning. This year we introduced Project Based Learning with a few classes from Year 5 to 10 trialling some units of work. Project Based Learning provides an opportunity to link the classroom with our local community. Projects such as Chickens in 5/6, the garden project in Years 5–8, geography in Year 9 as well as Mr Grimmett's science/agriculture project demonstrated this. Students, teacher and members of the community were engaged in these projects. The achievements of our students demonstrate the effectiveness of this way of learning for them. In 2019 we will continue to build on these achievements.

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, problem solve and develop their higher order thinking skills. We know that these skills not only assist learning they are skills our students need to thrive in the 21st Century. To prepare our students for their future we need to provide them with opportunities to apply their knowledge using their literacy and numeracy skills and to allow them to become creators of content not just consumers of content.

At Woodenbong Central School relationships matter. 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. A sense of Community is seen as a strength of the school by parents, students and the staff. Our collaborative efforts make Woodenbong Central School a fantastic learning environment. Woodenbong Central School is a place where we all work together to achieve the best for our students. Together we can make Woodenbong Central School an even better place for our students to learn.

The new mural on the eastern steps in primary symbolises the connection between Woodenbong Central School and our local community. We have such an involved community, which benefits all our students and their learning.

In 2019 we will continue to build on the gains we have made in recent years. Our strategic directions for the 2018–2020 of *Engage with learning, High quality learning experiences and Deep Learning* will ensure we focus on what matters, our students and their learning.

School background

School vision statement

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

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

Our learning will be characterised by:

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

School context

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

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

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

The focus at WCS has been on building 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 overall we are delivering. In 2018 our efforts have focused on wellbeing; curriculum and learning; and assessment and reporting. We reviewed, evaluated and where required modified our Wellbeing processes and procedures. In particular it was noted that we needed to focus on our Restorative Practices in 2019. 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 are moving from delivering to sustaining and growing. In 2018 we concentrated on the elements of collaborative practice with staff members and data skills and use by staff members. In 2018 we 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 the domain of Leading Woodenbong Central School is delivering. In 2018 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 2018 initiatives by building the capacity of others to strengthen our learning culture. 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, to 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

Engage with 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 2018 a work stream Project Based Learning focused on addressing this strategic direction with a focus on collaboratively developing, implementing and evaluating a Project Based Learning (PBL) initiative in their subject area. This Work Stream involved secondary and primary teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% of staff involved in planning, implementing and evaluating of at least 1 Project Based Learning activity each to improve student outcomes.	Funds expended support all Strategic Directions as they are interconnected. <ul style="list-style-type: none">• \$30000 Equity flexible funding• \$3000 Aboriginal flexible funding• \$3000 Low level adjustments flexible funding• \$8000 professional learning funds	<ul style="list-style-type: none">• 30% of staff have been involved in implementing and evaluating at least 1 PBL learning activity• Approximately 10% of staff has implemented and evaluated 2 or more activities.
60% of students Years 5 to 10 will experience an authentic learning opportunity to develop critical thinking and communication skills.	See Above	<ul style="list-style-type: none">• All students in Year 5 to 10 experienced at least one such PBL experience• All Year 7 to 10 students experienced at least two PBL experiences.

Next Steps

In 2019 PBL will continue. This will be supplemented with the school's formative assessment initiative.



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

In 2018 the Wellbeing work stream supported this initiative with the development and implementation of WCS Wellbeing policy with associated processes and procedures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
WCS Wellbeing Policy, practice and procedure implemented and documented	Funds expended support all Strategic Directions as they are interconnected. <ul style="list-style-type: none">• \$30000 Equity flexible funding• \$3000 Aboriginal Equity funding• \$8000 low level Adjustment flexible funding• \$7000 Professional learning funds	A WCS Wellbeing policy was developed aligned with DoE policy along with supporting practices and procedures.
Implementation of K–6 Growing Respect program.	See above	Growing respect program was implemented in primary.

Next Steps

In 2019 we will move to individualising learning. This will be supported by the Assessment School Team.



Strategic Direction 3

Deep Learning

Purpose

All students require the lifelong skill of deep learning. Developing students' inference, comprehension and multi-step problem solving skills will assist the learner access and engage with learning materials.

Overall summary of progress

In 2018 this Strategic Direction was supported by the Deep Learning work stream. The focus was learning to utilise learning progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
33% of teachers are using Learning Progressions collectively to guide teaching and learning cycle.	Funds expended support all Strategic Directions as they are interconnected. <ul style="list-style-type: none">• \$50000 Equity flexible funds• \$5000 Aboriginal equity flexible funds• \$18000 low level adjustments flexible funds• \$10000 professional learning funds• LaST support	50% of Teachers are using Learning progressions (or continuums) to inform practice.
33% of teachers are implementing tiers of intervention for teaching Understanding Texts (Comprehension, Processes and Vocabulary).	See above	All Infants staff are implementing tiers of interventions for the teaching of understanding texts (Comprehension, Process and Vocabulary). Year 3–8 teachers use interventions for the teaching of understanding texts (Comprehension, Process and Vocabulary).

Next Steps

In 2019 this will be mainly supported by the Individualising Learning School team. However it will be a secondary focus of the other 2 School teams.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • 1.0 AEO • \$14, 111 flexible funding 	<p>As well as progress described in the 3 strategic directions.</p> <p>All Aboriginal students have a learning plan.</p> <p>Aboriginal parents report that they feel comfortable and welcomed at WCS.</p> <p>On time submission rates continue to improve.</p> <p>Survey results indicate:</p> <ul style="list-style-type: none"> • 85.4% and 65% of primary and secondary students respectively feel proud of their Culture. • 83% and 60% of primary and secondary students respectively believe their Culture is valued at Woodenbong Central School.
Low level adjustment for disability	<ul style="list-style-type: none"> • 0.8 FTE • \$30, 319 Flexible funding 	<p>Funds were used to support WCS's strategic directions. In addition to the the progress described above and in the 3 Strategic Directions.</p> <p>All students requiring learning support which required through low level adjustments were catered for in 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 2018 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 implementation 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. 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>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • 0.8 FTE • \$30, 319 Flexible funding 	<ul style="list-style-type: none"> • School-based behaviours. • Social skills supporting positive interactions with peers. • Care co-ordination including agency within and outside DoE.
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • 0.4 FTE • \$150 396 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>The use of flexible funds included: the provision of teacher time for peer coaching, generative dialogue and lesson observation to enhance practice and embed collaborative practices. As well as teacher time to develop, implement and evaluate classroom practices to support student learning at WCS. 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 students strengths as well as areas of need.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	92	93	99	99
Girls	70	77	86	86

Enrollment numbers over the last few years has stabilised, if not slightly increased.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.6	91.4	88.7	86.3
1	94.4	84.6	92.7	87.9
2	94.4	91.9	92.1	87.9
3	87.3	88.7	97.1	79.8
4	91.8	86.6	94.8	79.1
5	82.3	84.4	93.1	87.2
6	89.7	96.8	91.5	82.3
7	87	89.5	96.4	82.6
8	87.3	85.1	88.7	88.2
9	89.7	85.9	83	83.7
10	85.8	78.2	71.9	74.4
11	86.2	83.8	79.7	84
12	76.6	77.2	88	60.1
All Years	87.2	85.8	88.8	81.6
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

Attendance in 2018 was not as good as it was in previous years. The rate is dominated by a small number of students who have very poor attendance. The school is continuing to work with these families to assist them improve their attendance.

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.

In 2018 89% of students were eligible for the HSC or equivalent vocational education qualification.

Class sizes

Class	Total
KINDERGARTEN	14
YEAR 1_2	26
YEAR 3_4	25
YEAR 5_6	20

Structure of classes

In 2018 there were 4 classes in Primary:

- Kindergarten class
- Year 1/2 class
- Year 3/4 class and
- Year 5/6 class

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	11
Employment	0	7	33
TAFE entry	0	0	45
University Entry	0	0	11
Other	0	0	0
Unknown	0	0	0

At the time of writing this report all Year 10 and 11 students were returning to school to continue their school education.

Year 12 vocational or trade training

In 2018 66% of Year 12 students undertook 1 vocational education course, 11% undertook 2 or more vocational education courses. These courses included: Hospitality, Primary Industry, Retail, and Creative Industries. Woodenbong Central School has a hospitality and primary industries Trade Training Centre (TTC): 33% of Year 12 students used the TTC for primary industries and 44% of Year 12 students used the TTC for hospitality.

Year 12 attaining HSC or equivalent



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	12.48
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	8.39
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 2018 were used for:

- Mandatory training

- Project Based Learning
- Deep Learning
- Wellbeing
- Restorative Practice

Teaching staff participated in these SDDs. Teachers also participated in professional learning to incorporate local perspectives, meet individual student needs as well as literacy strategies into their teaching and learning programs. All teachers were accredited proficient with NESAs. In 2018 no teacher voluntarily sought accreditation at Highly Accomplished or Lead Teacher

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	142,601
Revenue	3,932,739
Appropriation	3,759,588
Sale of Goods and Services	78,737
Grants and Contributions	80,321
Gain and Loss	0
Other Revenue	12,182
Investment Income	1,912
Expenses	-3,802,173
Recurrent Expenses	-3,802,173
Employee Related	-3,401,313
Operating Expenses	-400,860
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	130,566
Balance Carried Forward	273,166

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.

2018 was the first full year WCS used the SAP/SALM system.

2018 underspend will be used for minor capitol works such as replacement of interactive whiteboards or air conditioning. It will also be used for purchase of major Industrial Arts equipment and to support the school in 2019.

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	2,719,532
Base Per Capita	36,643
Base Location	116,777
Other Base	2,566,112
Equity Total	388,351
Equity Aboriginal	81,153
Equity Socio economic	192,041
Equity Language	1,548
Equity Disability	113,609
Targeted Total	318,835
Other Total	228,693
Grand Total	3,655,411

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.

In 2018 students at Woodenbong Central School participated in the paper format of NAPLAN.

Over 90% of Year 3 students were in band 2 or above for reading. Over 80% of Year 3 students were in band 2 or above for other aspects of literacy.

Average growth was above state average in reading for Year 3–5 and Years 5–7. Average growth for writing and grammar & punctuation was above State Average for Year 5–7.

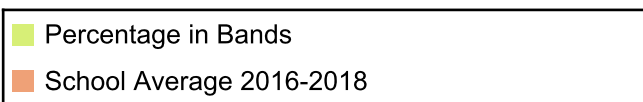
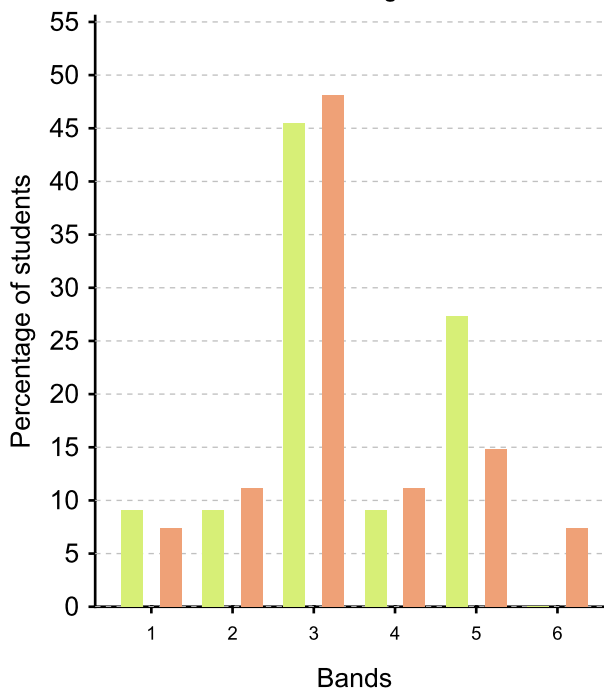
There was a 20% point increase in the number of students in the top two bands of Reading in Year 9. In Year 7 reading all students were in band 5 and beyond. In Year 5 approximately 90% of students were in band 4 or beyond.

There was a 12% point increase in the number of Year 9 students in the top two bands of grammar & punctuation.

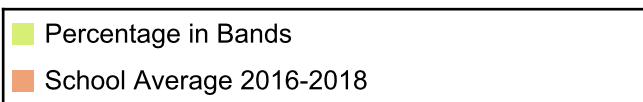
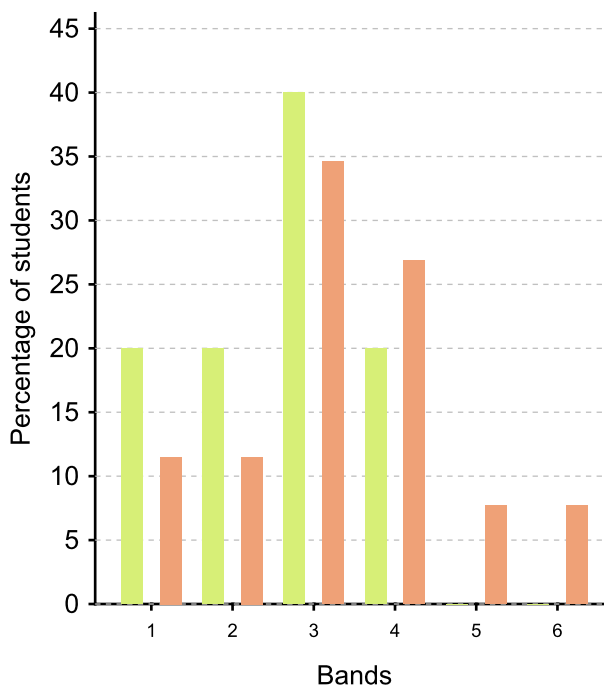
In 2018 there was a 6% increase in the number of students in the top band of spelling in Year 5, as well as Year 7. In Year 9 there was a 13% point increase in the number of students in the top 2 bands of spelling.

WCS participates in Early Action for Success. This has resulted in an improvement in Year 3 NAPLAN results. This also is reflected in the school's value adding from Kindergarten to Year 3 where the School is sustaining and growing.

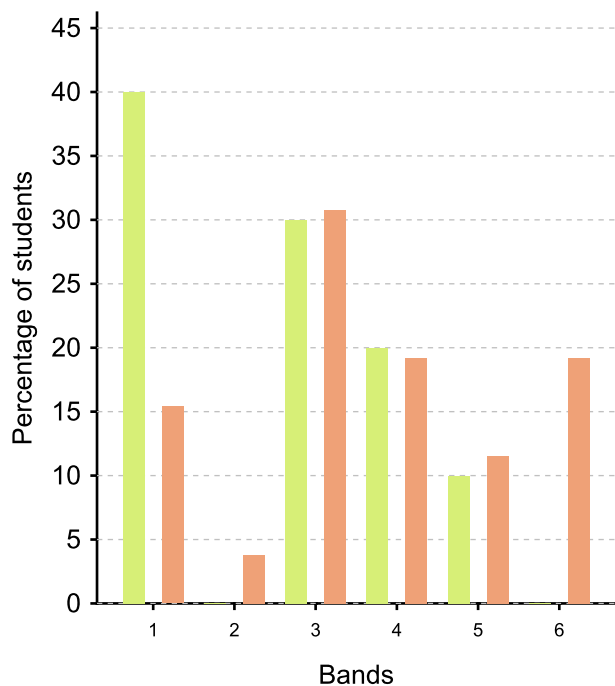
**Percentage in bands:
Year 3 Reading**



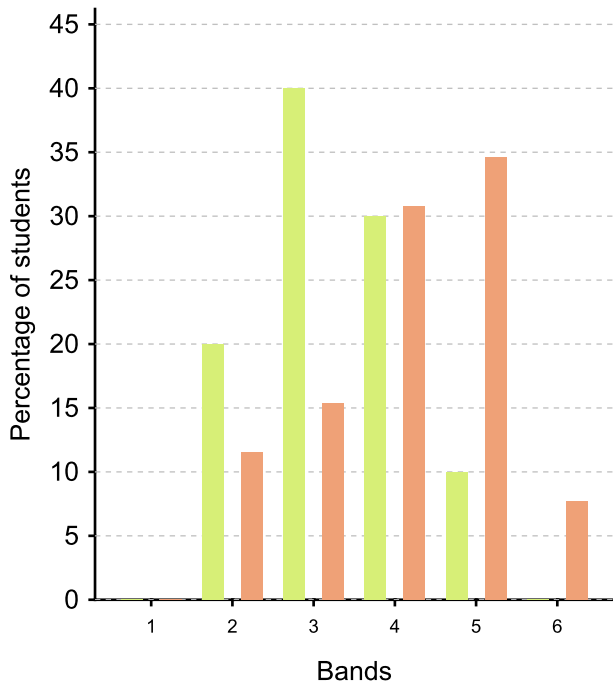
**Percentage in bands:
Year 3 Spelling**



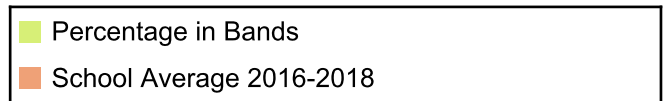
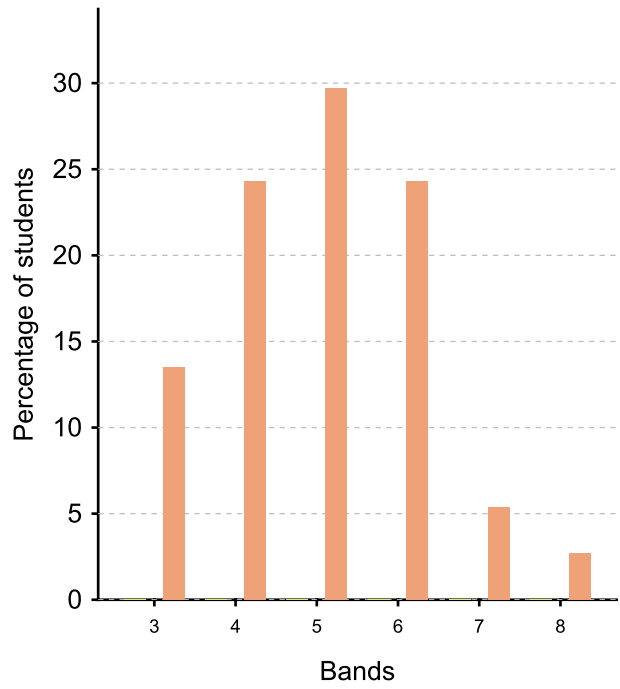
**Percentage in bands:
Year 3 Grammar & Punctuation**



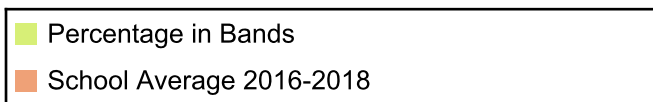
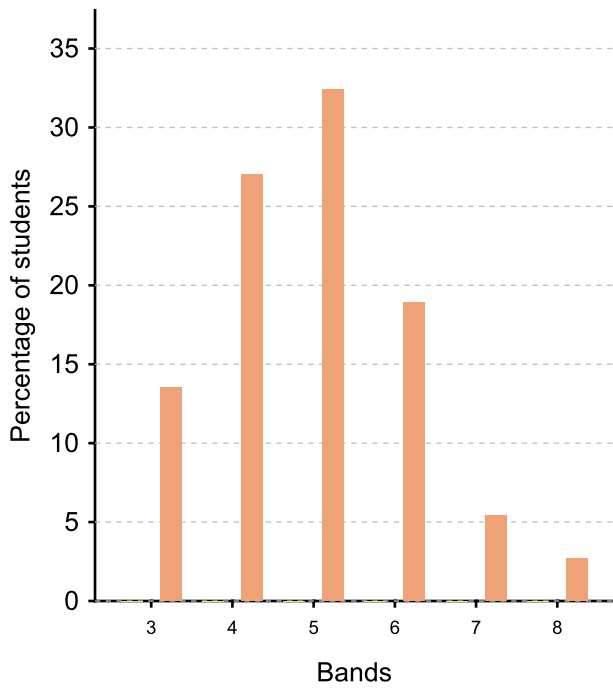
Percentage in bands:
Year 3 Writing



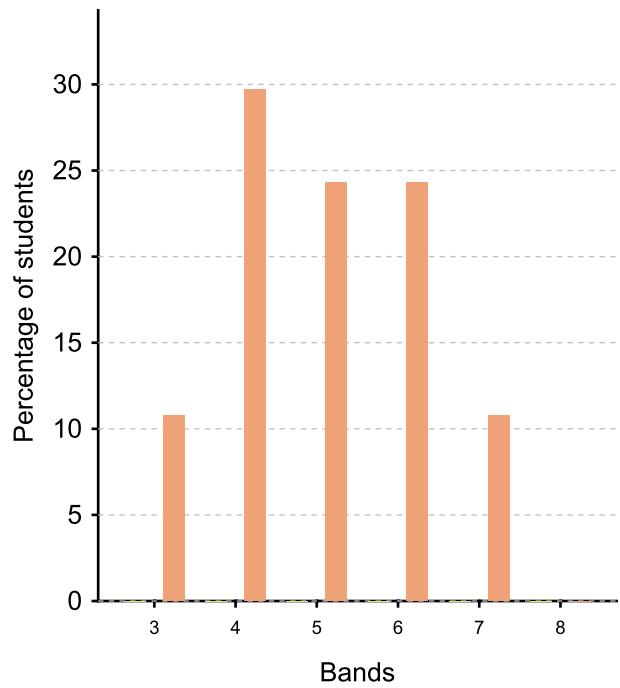
Percentage in bands:
Year 5 Reading



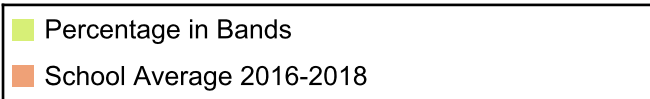
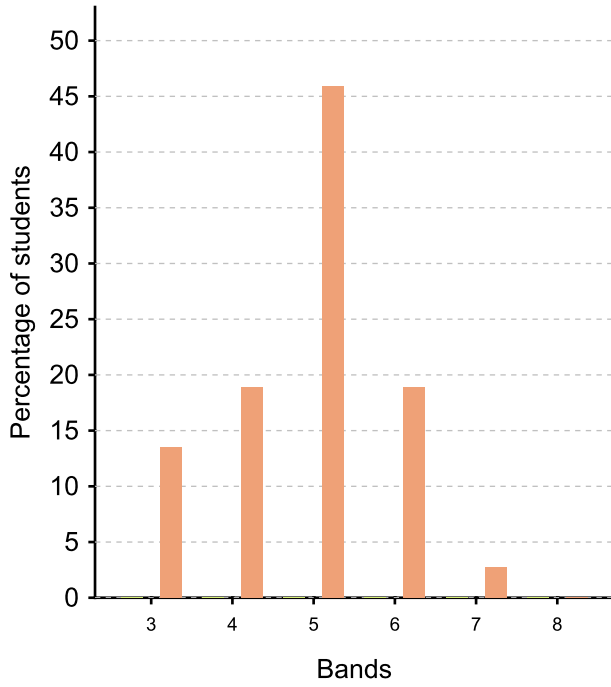
Percentage in bands:
Year 5 Grammar & Punctuation



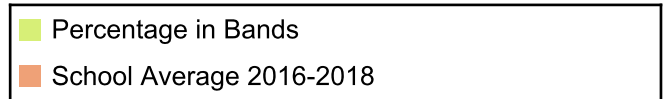
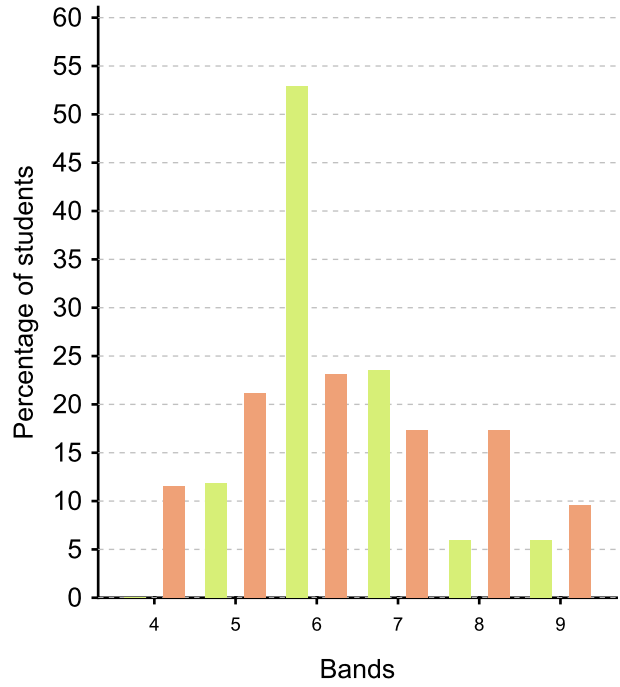
Percentage in bands:
Year 5 Spelling



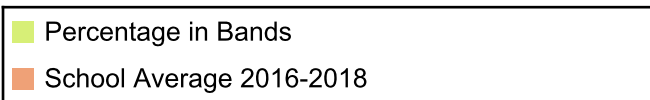
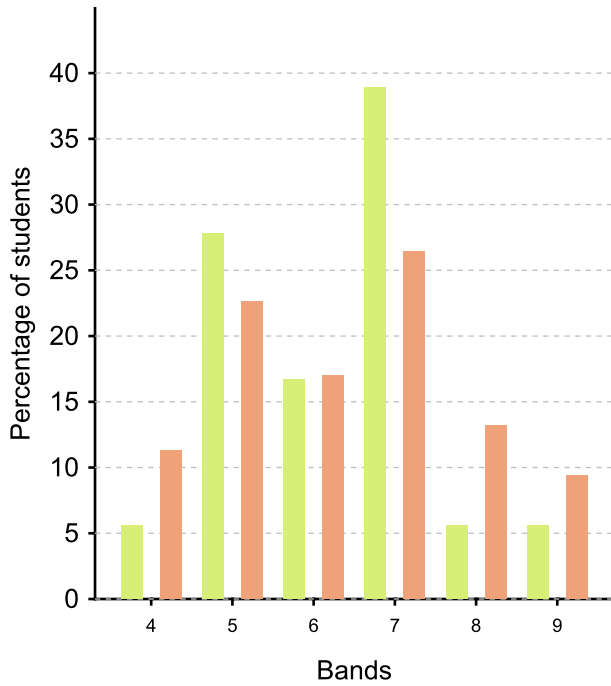
Percentage in bands:
Year 5 Writing



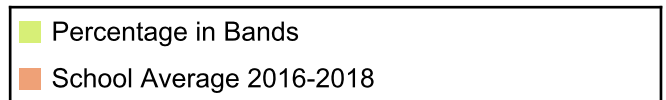
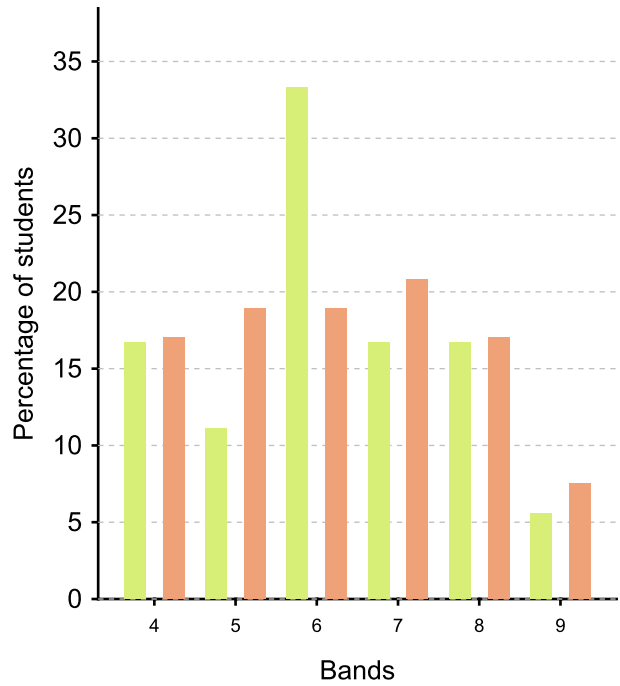
Percentage in bands:
Year 7 Reading



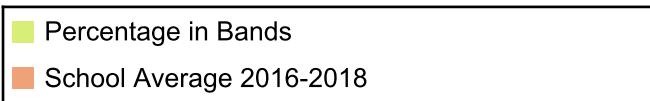
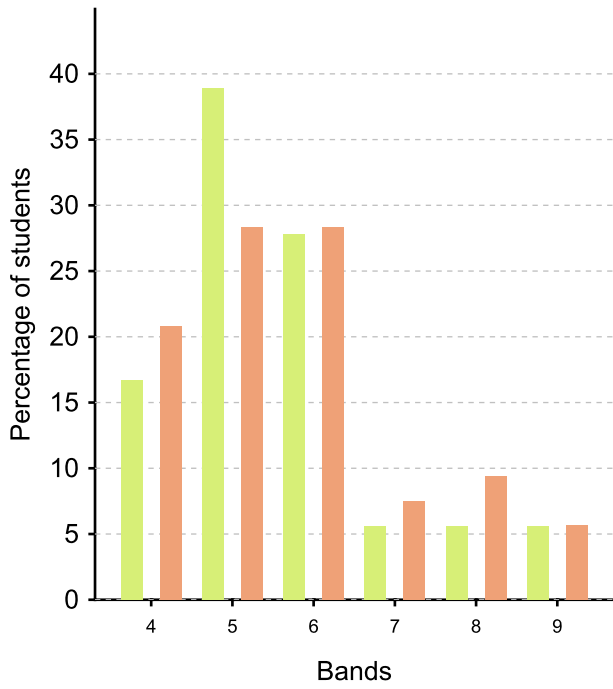
Percentage in bands:
Year 7 Grammar & Punctuation



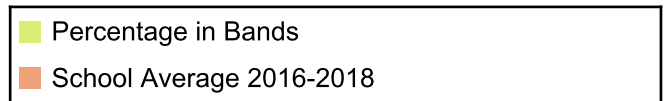
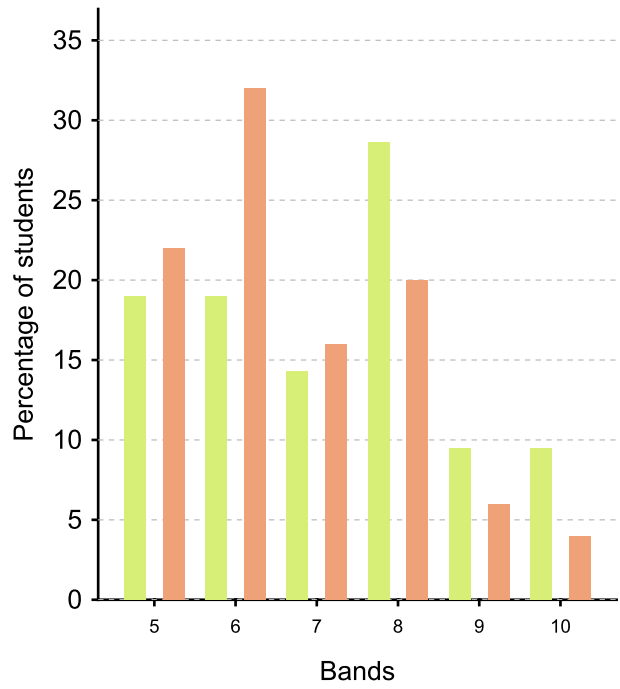
Percentage in bands:
Year 7 Spelling



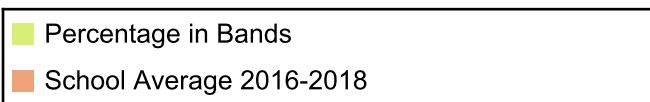
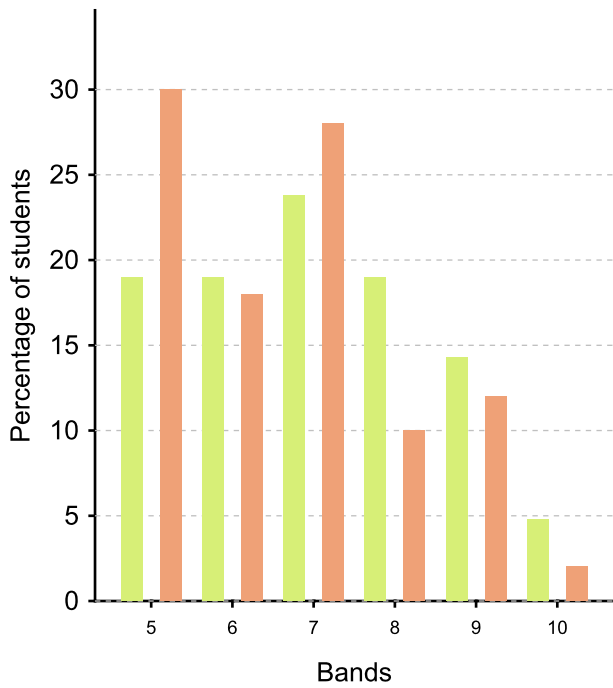
Percentage in bands:
Year 7 Writing



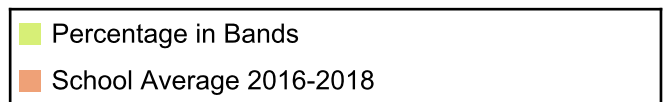
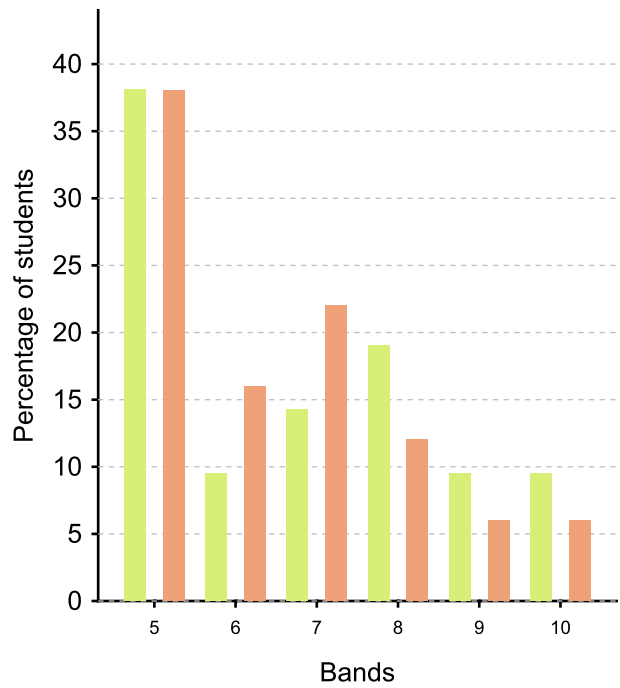
Percentage in bands:
Year 9 Reading



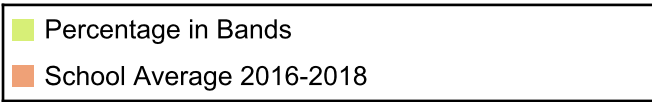
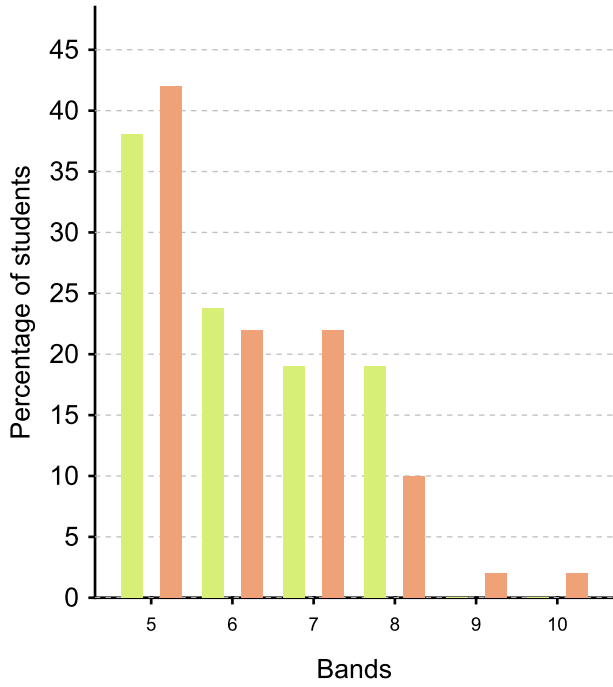
Percentage in bands:
Year 9 Grammar & Punctuation



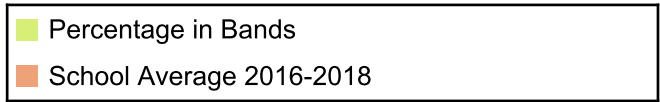
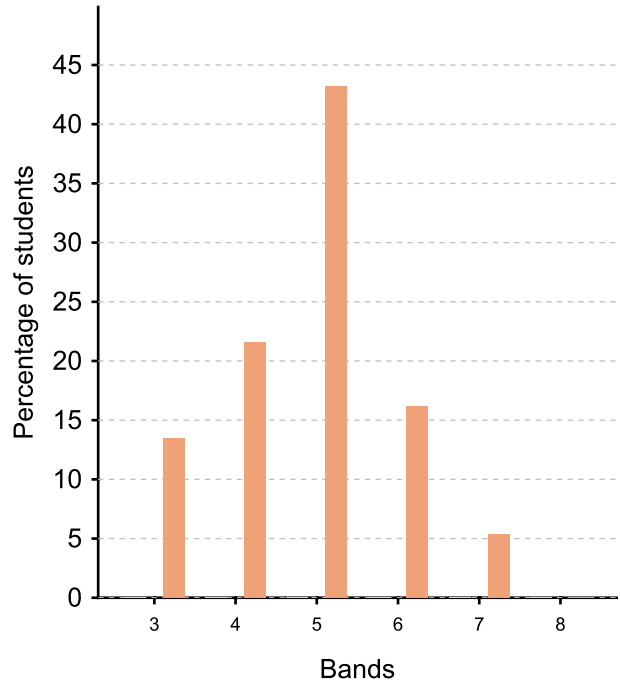
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 5 Numeracy

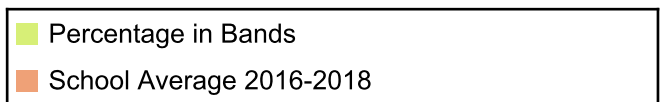
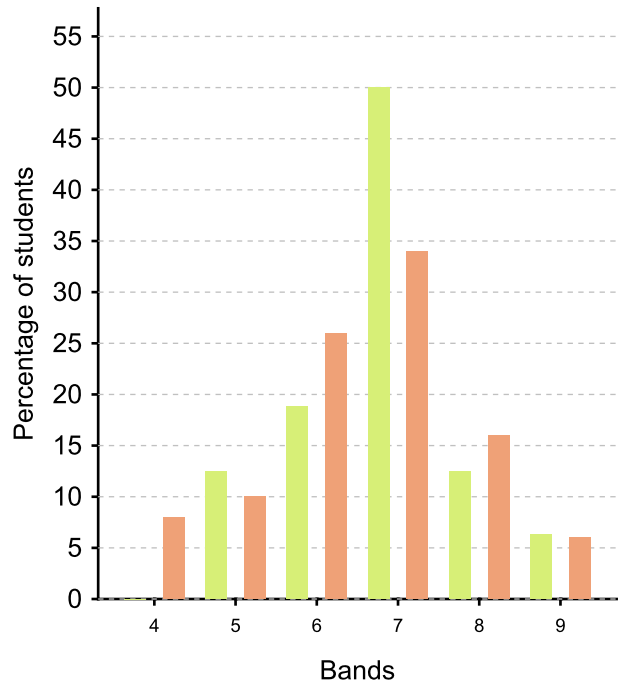


In 2018 students at WCS participated in the paper format of NAPLAN.

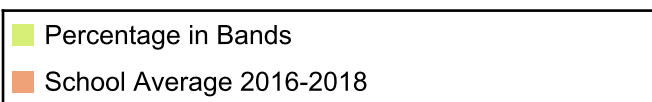
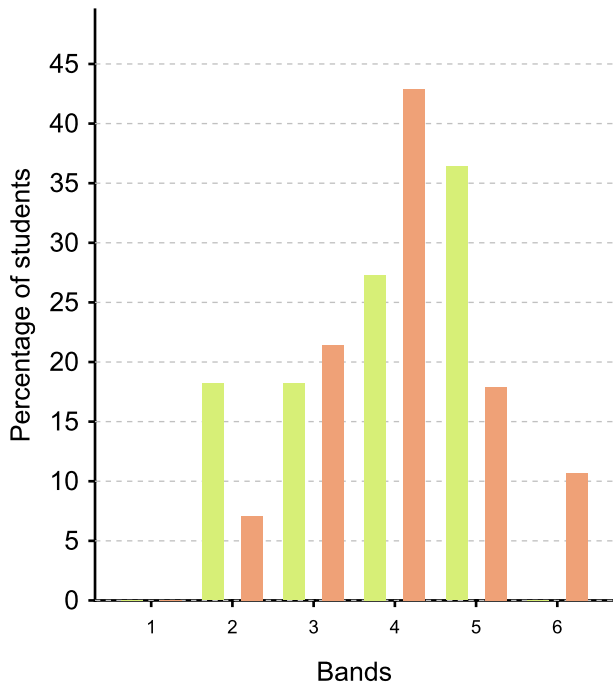
100% of Year 3 students were in band 2 or above for Numeracy.

Average growth was above State Average in numeracy for Years 5–7 and Years 7–9.

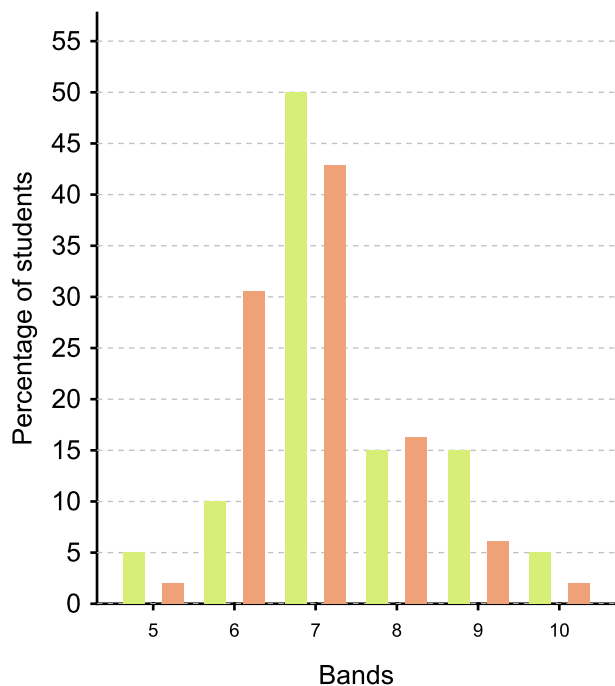
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 9 Numeracy



Legend:
■ Percentage in Bands
■ School Average 2016-2018

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 2018 the percentage of students in the top 2 bands of NAPLAN for our primary and secondary students were 25% and 17.6%. This was a rise of 7% points for primary and 1% point for secondary.



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 Woodenbong Central School seeks the opinions of parents, students and teachers as feedback on the performance of the school. Below is a summary of those responses.

In 2018 a variety of methods were used to gather feedback from parents, students and teachers. These included surveys, discussions and focus groups. Despite efforts the response rate for parents was low at about 15%. In contrast, the response rate from teachers and students was greater than 95%. All groups indicated that Woodenbong Central School has a strong sense of community. This aspect of the school is rated highly by all section of the WCS community.

Summary of student results:

- Over 80% of students said there classroom was an interesting place to learn.
- Over 90% of students believe that the school expects them to do their best.
- 67% of students felt that their work samples helped them see their improvement.
- 88% of students said their teachers find new ways to help them learn.
- 72% of students said they had a staff member they could turn to for advice and assistance.
- 83% of students indicated that their teachers knew them as learners.
- 70% of students said that they are accepted by other students for who they are.

Staff used the What Works Best Reflection in the areas of high expectations, explicit teaching, effective feedback, the use of data to inform practice, classroom management, wellbeing and collaboration to identify what the school does well, what we could do better and what we could do differently in 2019. This information formed the basis of WCS teams in 2019 of Assessment, Individualising Learning and Project Based Learning. These teams will utilise a WCS strength collaborative practice to improve other practices within the school.

Parents saw our sense of community as a strength. They indicated that we could communicate with home more often.



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 explore the re-introduction of 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 appropriate aspects of culture.

In 2018, 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 2018, WCS continued the use of 8 Ways of Aboriginal Education program to strengthen learning for all students especially our Aboriginal students. In 2018 all WCS staff were involved with the Healthy Culture, Healthy Country program. WCS will also continue to explore opportunities to fully reintroduce a Githabul Language program.

In 2019, WCS will further develop our Cultural Awareness programs and embed Aboriginal Perspectives into our processes and procedures to improve education outcomes for all our students.



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