

Walcha Central School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Walcha Central School

154E North St

Walcha, 2354

www.walcha-c.schools.nsw.edu.au

walcha-c.school@det.nsw.edu.au

6777 2777

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 269 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 is responsive to the identified needs of staff and students. A teams approach to improving teaching and learning complements school identified targets, supports innovative practice and wellbeing.

The school encourages leadership for students and staff. Instructional leadership K–12 and research-based practices support progressive pedagogies that promote student choice and achievement in learning.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning through engagement

Purpose

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

Improvement Measures

An increased proportion of students report a sense of belonging, expectations for success and advocacy at school.

Curriculum delivery reflects a staff growth mindset.

Curriculum design is underpinned by general capabilities and cross-curricular priorities leading to integrated learning.

Progress towards achieving improvement measures

Process 1: PL opportunities for staff to *learn about, apply and evaluate* future-focused curriculum delivery and design.

Evaluation	Funds Expended (Resources)
<p>Staff collaboratively unpacked current research, curriculum design models, and used school visits to informed models of pedagogy and curriculum planning matched to our context and student learning needs. This led to planning, development and implementation of the following:</p> <ul style="list-style-type: none">• K–2 Investigative Learning to Learn• Stage 2/3 Integrated learning trial in HSIE• Stage 4 Integrated Learning• Stage 5 Boys School–to–Work class• FLEX 1 electives and iFLEX 2 Independent learning <p>Impact included: Increased student engagement and significant decrease in Sentral negative entries through investigative learning K–2/3. Using personal interest projects in HSIE Stage 2/3, students were able to choose and regulate their learning and all teachers planned collaboratively. Additional student FLEX electives from year 3–10 led to significant reduction in negative Sentral entries, improved student wellbeing and student reflection on learning that was included in reporting to parents. Development of integrated learning in stage 4 resulted in collaborative curriculum planning and increased teachers' capacity to use a broader range of pedagogy and identification of student learning needs. This team teaching model has enabled stronger professional dialogue which is then used to inform the direction of future teaching and learning. Introduction of stage 5 Boys School–to–Work class led to increased collaborative planning including learning support expertise to gather baseline data for all students. In-class behaviour has seen a significant improvement. Work readiness skills have been the focus of the learning in this initial phase of the class. Continuation of stage 6 compressed curriculum model has increased student subject choice, reduced the number of HSC classes allowing for more effective preparation for students.</p> <p>Future directions include supporting consistent teacher judgement and continuation of data analysis and responsive programming to meet student needs and school targets.</p> <p>An impact of the varying pedagogies and curriculum models, is the increased commitment by all staff to engage in collaborative practices.</p>	<p>David Townsend: Generative Dialogue</p> <p>Cut Through Education: Dan Haesler</p> <p>Ed Services: Progressions, Curriculum Advisor– Dan Williams</p> <p>School visits planned: Balmain PS, Kurri Kurri HS, Armidale City Public School, Tomaree HS</p> <p>IL and Spirals of Inquiry</p> <p>Timetabled collaborative planning meetings</p> <p>Staff PL</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning, Staffing, Principal Support (\$41000.00)

Process 2: Staff work collaboratively with students to negotiate authentic learning goals.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

All 7–10 students identify individual learning goals with a mentor in literacy numeracy and wellbeing. Entered on Sentral. Student progress of their individual learning goals in literacy and numeracy K–6 were displayed and monitored within classrooms through negotiations with students. Students can articulate their goals, recognise when goals are met and re-negotiate new goals.

Staff Professional learning support teachers' application of a variety of resources and strategies to enable strong collaboration between teachers and students in setting learning goals. eg 'Valuing student Voice in Mathematics'

P&C feedback on Reporting format K–6 provided direction in regards; less teacher talk, shorter format and greater student voice and reflection. Impact confirmed by parent surveys.

Students self reflection on their achievements in Flex 7–10 published on the School reports sent to parents.

Reports K–6 include student self reflection on their learning against their identified goals. A key shift has been the link between teacher and student in regards 'where to next'.

The Spirals of Inquiry builds on and provides a framework for teachers to work with students on their learning goals.

Students choose an individual project based on their broad learning goals in FLEX 2. Students reflect and self report on the learning process and product.

Instructional Leader, Schools Services Professional Learning, spirals of Inquiry model and professional learning. Timetabled teacher mentors and timetabled FLEX. P&C meetings and 365 Forms for parent feedback.

Funding Sources:

- (\$72000.00)

Strategic Direction 2

Feedback for learning

Purpose

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

Improvement Measures

Every student reflects on their own learning and implements feedback.

The quality of student writing improves through feedback.

think and working Mathematically across all KLA

Progress towards achieving improvement measures

Process 1: Student growth is plotted through progressions/PLAN and other indicators and informs teaching practice.

Evaluation	Funds Expended (Resources)
<p>Best Start Kindergarten and Best Start Year 7 completed and recorded on the Literacy and Numeracy Progressions in PLAN. Best Start Kindergarten results are distributed to parents. K–2 staff team met twice to triangulate lesson observations, classroom data and Literacy and Numeracy progressions to plan for the next five weeks of learning.</p> <p>Best Start Year 7 focus group formed to support differentiated student learning needs. Student self reflection in K–6 mid reports correlated with teacher judgement of achievement against the progressions and syllabus stage statements.</p> <p>Leading Secondary Numeracy PL. commenced the expansion of use of progressions into numeracy. Staff engage in a variety of school based and DoE professional learning as a result staff feel comfortable in identifying and using the progressions across KLA's. Primary teachers use it consistently and secondary teachers are developing their application.</p> <p>All staff worked with the IL to identify progressions at appropriate levels to match each stage. K–6 teachers all identified and use the progressions matched to the syllabus to drive 'where to next' their planning for the term. All secondary teachers, except three, selected literacy and /or numeracy progressions for the units of work being taught.</p> <p>During Investigative Learning, student video demonstrated literacy and numeracy skills. Incorporating learning modes incl. resilience. Student self reflection around the validity of the learning tasks –indicating the level of student designed and student lead activity/learning.</p> <p>Where teachers K–10 had plotted entry and end of year data, student growth was obvious. The next learning goals were able to be determined based on the data plotted into PLAN 2.</p>	<p>Best Start Kindergarten</p> <p>Best Start Year 7</p> <p>Plan 2</p> <p>Staff learning delivered by Amanda Coughlin – how to use the Literacy Progressions with a specific focus on writing.</p> <p>David Townsend</p> <p>Sentral subscription</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$18000.00)

Process 2: Teaching and learning practice incorporates a variety of feedback strategies.

Evaluation	Funds Expended (Resources)
<p>Student feedback indicates that teacher feedback is timely, explicit and purposeful and support their learning</p> <p>Staff include the findings from the Spirals of Inquiry scanning through lesson</p>	<p>Instructional Leader</p> <p>AITSL & CESE</p>

Progress towards achieving improvement measures

walks and 365 survey, to inform 'where to next?'

Staff engaged in feedback and feed forward conversations with IL to reflect on teaching practice and facilitate improved feedback to students specific to their writing goals.

Identify where gaps in teacher consistency occur eg TEEC, Evidence of Impact

Staff self reflection on their evidence of impact and use of feedback strategy to inform where to next in their teaching and learning. There was a shift from evidence of activity and process to evidence of impact. Teachers were able to identify specific learning needs of students in writing and address this need through learning goals and targeted intervention or practice.

The introduction of the PLAN 2 platform led to sharing of student work samples and engagement of all staff with the learning progressions in literacy, and in particular Creating Texts.

Learning progressions

PLAN 2

Spirals of Inquiry

staff professional learning Tuesday and Thursday meetings

Funding Sources:

- (\$160000.00)

Process 3: Feedback on writing provided to improve the use of metalanguage, sophisticated vocabulary and control of language, relevant to their stage of learning.

Evaluation	Funds Expended (Resources)
<p>Staff identify milestones they intend to track in their class.</p> <p>Staff identify the difference between qualitative and quantitative data.</p> <p>Decreased staff student ratio for reading and writing groups across three days.</p> <p>All staff identify evidence of activity, evidence of impact on student writing. Staff work collectively to share their evidence, share the teaching strategy and identify where to next.</p> <p>Data identifies growth in student writing, and whole school collective efficacy by staff to include a focus on improving student writing in all classes.</p> <p>All students have identified a literacy goal.</p> <p>Staff re-adjust their milestones for 2019 in directing evidence based practice to improve student writing.</p> <p>Further support in the use of TEEC was provided to secondary staff..</p> <p>Staff were introduced to Literacy Progressions and commenced linking to writing tasks of target students.</p> <p>All secondary students exposed to and engaged in rich texts to support their development of metalanguage and their application of sophisticated vocabulary.</p> <p>Teachers plotted students on PLAN with specific progressions that targeted metalanguage and sophisticated vocabulary as required for units of work in different KLA's.</p> <p>100% of staff identify, track and reflect on evidence of impact to support improvement in student writing.</p> <p>Student reflection on their literacy learning goals indicate areas of improvement and inform 2020 areas of future growth.</p> <p>All staff see themselves as co-contributors to achieving school improvement measures in writing.</p>	<p>Staff Professional Learning</p> <p>Instructional leader</p> <p>staff relief from face-to-face</p> <p>teacher librarian</p> <p>PLAN 2</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$68000.00)

Strategic Direction 3

Valuing opportunities in learning

Purpose

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

Improvement Measures

Strengthen the collaborative relationship between parent, student, teacher and community to promote students as independent learners.

Broaden student aspirations to succeed, connect and thrive.

Progress towards achieving improvement measures

Process 1: Broaden student aspirations and build capacity through wellbeing programs.

Evaluation	Funds Expended (Resources)
<p>BeREAL reports was modified, not to be used as exclusion from events. The attitude shifted from being negative to positive – in line with PBL principles.</p> <p>New model of leadership K–6 initiated. 42 students in Yrs 3–5 (apprx. 60% of students) indicated they wished to participate in leadership opportunities. Leadership coordinators K–6 appointed for 2020.</p> <p>Secondary leadership completed an initial review with the intent to finalise a new model and implement by the end of Term 1, 2020. Links to partner schools including Dapto HS and Terrigal Public School.</p> <p>Festival Friday led by the Youth Support Officer and students and included whole school and community involvement with a focus on mental health and wellbeing. Preston Campbell led workshops to support student wellbeing and gave a keynote interview to 600+ community members at Festival Friday.</p> <p>The chaplain position has been secured for the following three years with a review of its success leading to the movement towards a more structured program supporting identified student learning needs. Programs will include Seasons for Growth and other support interventions.</p> <p>Stage 4 students designed and created physical activity resource to promote K–2 mental health and wellbeing.</p> <p>Review of data including Be REAL reports, Sentral, TTFM, in-school survey and mentoring 7–10 has led to a whole school shift towards supporting opportunities for all students to lead and/or be led through guided development programs including mentoring, FLEX 2 and peer leadership in K–6.</p> <p>The impact of this work has enabled the development of curriculum models across K–10 that focus on engagement of students in their learning to support and improve their wellbeing. The evidence of this includes no Sentral entries during Investigative Learning or FLEX, students were able to complete a written self-reflection included in their reports to parents in semester 1 and 2 and personal interest projects completed in FLEX and stage 2/3 HSIE. This has also led to greater collaboration between staff working in teams for planning and reflection on student learning. Also a review and update of Learning Support documentation has been completed with clarity about procedures and roles to support students. This will form the focus of our work in 2020 to support students to succeed, connect and thrive.</p>	<p>Administration including BeREAL</p> <p>Student support</p> <p>Festival Friday</p> <p>Chaplin</p> <p>Youth Officer</p> <p>Curriculum development</p> <p>Breakfast club</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$62000.00)

Progress towards achieving improvement measures

Process 2: Strengthen school brand using feedback from Communication and Engagement Unit Project.

Evaluation	Funds Expended (Resources)
<p>Using the findings from the 2018/19 school report from the Communication and Engagement Unit and given several key staff changes in this unit, our decision was to cease working with the unit for the remainder of the year.</p> <p>Staff communicate regularly with parents regarding attendance, wellbeing and learning. Be REAL report commenting on student behaviour and attitude to learning this communicated twice per term.</p> <p>Outside of reporting, parent teacher meetings and wellbeing and welfare issues, not all staff regularly communicated with parents of all students in regards to their progress.</p> <p>Student Parliament elected and captains inducted. At this point staff planning to support further opportunities to enable all students to lead or be led, was initiated.</p> <p>Individual student excellence in achievement in public education saw students selected to represent the school in state swimming, state athletics, state debating and cattle club participated in Scone Beef Bonanza and other agricultural events.</p> <p>Students represented the school in all major community events including ANZAC Day, Walcha bridge opening and NAIDOC week.</p> <p>Students completed their first reflection which was included in the written reports to parents. Plans initiated in primary for all reports to include student reflection on their learning.</p> <p>Attendance at FLEX showcased indicated strong support for this new model of learning. 65 parents attended this event, more than double the number of parents attending secondary parent teacher interviews. Primary parent teacher interviews were extremely well attended with in excess of 90% attendance.</p> <p>Parent survey results about the new K–6 reports indicated overwhelming support for the change.</p> <p>Transition programs for Kindergarten and year 7 students had a 92% attendance. This year Kindergarten participated in Investigative Learning and year 7 participated in project based learning and a science day.</p> <p>Updated Be REAL signage and sponsor signage for agriculture were installed. A new uniform for cattle club was introduced.</p>	<p>Media Officer</p> <p>Signage</p> <p>Hospitality</p> <p>Cattle CLub</p> <p>Administration and publication</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$18500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Materials</p> <p>Additional teaching staff.</p> <p>AEO, SLSO</p> <p>Aunty Sue Project</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$103 500.00) 	<p>Evaluation of the 'Aunty Sue Project' and the 2019 year for Aboriginal students was completed using feedback from Elders and community members, students, teachers and data from TTFM, NAPLAN and Scout.</p> <p>The Aboriginal Education team identified the need to better teach history and culture more effectively and this formed an integral part of the Aunty Sue Project. Stronger cultural interest and awareness has developed across the school community measured through student and community feedback. Increased numbers of students, both Aboriginal and Non- Aboriginal, have demonstrated interest in being a part of the Aunty Sue Project. As a result of this project the book 'Aunty Sue's Story of the Dhulawang Girin' was illustrated, designed and published. The book was gifted to Elders and local businesses and is now catalogued in the Australian National Library, the NSW State Library, the NSW Parliamentary Library, Walcha's local library and distributed to local schools. The Aunty Sue project also produced a 'Meeting Place' complete with a sculpture and garden, designed and created by students with support from community members. Student choreographed Dance was also created and performed. This twelve month project culminated in the NAIDOC Week celebrations held in Term3. Opportunities for student leadership were developed through this process.</p> <p>The parent Yarn Up meetings were mostly well attended with representatives present from 15 families. The change of time and streamlined strategy for organisation has led to better and more effective communication and therefore attendance. Increased interest in education was demonstrated through the discussions of attendees with a number of key questions being directly as a result of the NAPLAN and other external assessment results linked to the new targets in education for Aboriginal students.</p> <p>PLP's continue to be updated through our cyclical process working alongside parents, students, learning support and the AEO. We identify that this is an area for improvement.</p> <p>Festival Friday brought Preston Campbell to speak with all students about history, culture and the importance of relationships to wellbeing. He also mixed with the community and played touch football. Students involved in the 'Aunty Sue Project' received a signed copy of the book 'Aunty Sue's Story of the Dhulawang Girin' from Aunty Sue and Preston, in front of members of the community. They proudly presented aspects of the project and explained their learning journey. The book stall brought a number of</p>

<p>Aboriginal background loading</p>	<p>Materials</p> <p>Additional teaching staff.</p> <p>AEO, SLSO</p> <p>Aunty Sue Project</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$103 500.00) 	<p>Elders and community members with a positive sense of pride evident. There was an increase in the number of Aboriginal community members present on the day.</p> <p>Initial plans have commenced through FLEX 2 electives and 'Gudhur Gurruman' (Strong Youth) Initiative. 'Voice, Treaty, Truth' underpins the theme for the project in 2019/2020. Through consultation with the students there are plans to develop a Treaty that supports all young people in the school community to be successful. The Dunghutti Totem, the praying mantis, will be designed, built and installed at the 'Meeting Place'. A learning center built, using Aboriginal Technologies and art, will commence Term 2 2020 and will be installed near the 'Meeting Place'. There is also plans for a band, dances and a second book and mural designed to develop collective understanding of the 8 Ways of Aboriginal Pedagogy with further support from Dubbo.</p> <p>Initial conversations have commenced with key personnel from Kempsey around the introduction of language in the school. Discussions continued with community members at the Yarn UP meeting expressing interest in engaging with the school to support the inclusion of language as well as the new projects.</p>
<p>Low level adjustment for disability</p>	<p>Deslea Konza (Effective Reading in the Early Years)</p> <p>LaST and SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$144 000.00) 	<p>Timetable developed to cater for student need. In 2020, the plan is to put the Support timetable onto Edval so all timetables are visible through Sentral.</p> <p>Multi-Lit Reading program was a success for the students on caseload. In particular, support from the Centre for Effective Reading gave more feedback and exposed our staff to other texts such as age and interest appropriate decodable texts for our older struggling readers. As a result, a large number of these texts were bought to cater for students coming through. These texts support our focus on phonological awareness.</p> <p>Quicksmart has continued to be a program that shows success in many ways. Not only have students increased their automaticity and accuracy, they have also developed more confidence and have more of a positive disposition towards mathematics. Semester reports have been developed for students in Quicksmart and sent home with semester reports and work sample folders. In 2020, the LS room will be moving to a more central location in the school to support HS as well as primary.</p> <p>The literacy intervention groups started as withdrawal programs using decodable texts. Using research and strategies from Deslea Konza (Effective Reading in the Early Years) students were explicitly taught spelling and</p>

<p>Low level adjustment for disability</p>	<p>Deslea Konza (Effective Reading in the Early Years)</p> <p>LaST and SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$144 000.00) 	<p>reading strategies using decodable texts that matched the focus. This intervention was successful for those who attended regularly and completed follow-up work.</p> <p>Adjustment sheet in Sentral was created as a digital form with drop-down boxes and shared with staff. In 2020 the aim is to complete these in LST meeting time to cut down on time spent by teachers out of school hours and to allow for more collaboration.</p> <p>Staff temporary engagements completed based on program delivery for 2020 and the strengths of the SLSOs supporting these programs.</p> <p>Speech Therapist Jessica Wickham provided staff with updated assessment reports for students on her caseload. All students showed growth in their speech/language development. In 2020 the funds will be allocated again to speech and the aim is to use SLSOs to further support this speech intervention.</p> <p>Sound Scout app has been trialled with success and will be used to screen all new kinder students in 2020. Letter sent home to parents. Connected with Australian Hearing to support specific students.</p> <p>Year Overviews completed in conjunction with staff in LST meetings.</p> <p>Secret Agent Society has been a successful program with wonderful parental support. Teachers have observed and noted a significant difference in students' ability to deal with incidents or change. The school funded the resource packs for approximately \$230 per student involved. A Barnaby Joyce School grant has been applied for to purchase more resource packs to ensure this program can continue to run into the future.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$27 000.00) 	<p>Executive planning meeting time allowed all six executive staff and principal supported additional time being quarantined as required, to analyse evidence of impact in relation to the school plan and inform 'where to next' which included;</p> <ul style="list-style-type: none"> • development of professional learning in literacy (writing) and numeracy • introduction of new pedagogies based on observed models in schools and current research • decisions to provide a strong foundation of professional learning in term 4 on which to build the numeracy focus for 2020 <p>The K-6 meeting times provided three K-6 executive staff to work collaboratively together, and with stage teams, to plan for improved practice across K-6 to plan for, and analyse, evidence of impact in relation to the school plan. This has informed 'where to next' and included;</p> <ul style="list-style-type: none"> • teams approach to curriculum development

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$27 000.00) 	<ul style="list-style-type: none"> • introduction to Investigative Learning – Cath Walker model • introduction of integrated learning year 3–6, specifically the design of the 'hook' lesson for HSIE and ongoing individual project developed by each student within the integrated learning framework • fortnightly K–3 meetings enabling triangulation of internal data and external data to support adjustments in programming to align with investigative learning and support individualised student differentiation. This allowed the instructional leader to meet with the K–3 teachers and contribute to the data collection, analysis and programming support that matched the teaching in reading • Instructional leader came on board as a third executive with the assistant principals K–6 . The addition of this meeting time with the two assistant principals and instructional leader, allowed staff to work collaboratively to plan for improved practice across K–6 and facilitate a pedagogical framework that supports student transition between all stages K–6.
<p>Socio-economic background</p>	<p>RAM Equity funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$340 000.00) 	<p>Each initiative under socio-economic background met an identified need to support students engagement, inclusivity and wellbeing including;</p> <p>The Youth Support Officers support of students at school and in the community has been significant with wrap around initiatives involving parents, students and community possible. Evidence of the impact of this has been students able to wear the correct and clean uniforms, have the correct materials and social/emotional support in times of need.</p> <p>Third party software supports evidence of impact in relation to attendance, academic progress, reports and issues and monitoring relating to wellbeing.</p> <p>Edrolo and Studiocity were accessed by approximately 65% of all senior students in the specific subjects offered. Teachers reported favourable links between students use of these programs to support their study and the work completed in class.</p> <p>Breakfast club increased from two to three days each week.</p> <p>The drought and fires have exacerbated issues with greater numbers of families coming forward without housing, food or means to support their children. Our drought relief programs included scholarships, lunch vouchers, uniforms, access to washing machines and showers. Evidence of the success of the initiatives can be seen in the number of families able to come forward.</p> <p>All students wanting to attend year/stage and other excursions were able to do so this year through our funding support. This has</p>

<p>Socio-economic background</p>	<p>RAM Equity funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$340 000.00) 	<p>impacted directly on 15 families and provided equity of education opportunities for these students.</p> <p>Provision of a speech pathologist one day each week has enabled students and approximately 15 families to access an allied health specialist to support their speech and language development.</p> <p>Breakfast club and meal vouchers ensured that all students could access nutritious food. Anecdotal evidence of the impact of this has been less agitation in these students, more positive personal interactions and greater networking of students in support of each other.</p> <p>The canteen worked with the P & C and modified its menu selection and is now the recipient of a Healthy Foods certification.</p>
<p>Support for beginning teachers</p>	<p>timetabled mentor meetings with beginning teacher</p> <p>PDP template</p> <p>professional learning including interschool visit and Beginning teacher conference (NSWTF)</p> <p>IL</p> <p>supervisors</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$19 500.00) 	<p>Supervisor support established for all beginning teachers and an after school session one afternoon each week for term 1 was set up for two beginning teachers. The beginning teacher sessions established discussion about key components of professional practice</p> <p>PDPs were co-developed with common goals of;</p> <ol style="list-style-type: none"> 1. Literacy and Numeracy 2. Evidenced based practice 3. personally selected goal. <p>These goals were used as the basis for discussion around improvement and learning support.</p> <p>K-6 supervisor/mentor timetabled to meet at a shared RFF period each week. This established consistent communication and provided ongoing point in time support for programming, ongoing induction and professional practice and to address any needs as they arose. This resulted in the K-6 teacher establishing proficient practice within the classroom, implementing new pedagogy through Investigative Learning, professional reflection of teaching and learning and contributing to collegial discussions.</p> <p>There is a need to develop greater consistency in the way in which beginning teachers in secondary are supported to enable them the same opportunities as K-6 teachers. Executive identified the need for ongoing and consistent support for teachers who join the school mid year and/or teachers who are within their first five years of teaching, especially those teachers who do not receive Beginning Teacher Funding. The school Induction booklet was reviewed and updated ensuring greater consistency of</p>

<p>Support for beginning teachers</p>	<p>timetabled mentor meetings with beginning teacher</p> <p>PDP template</p> <p>professional learning including interschool visit and Beginning teacher conference (NSWTF)</p> <p>IL</p> <p>supervisors</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$19 500.00) 	<p>support to all teachers.</p> <p>PDP supervision linked to Teaching Standards and form the basis of conversations to support key improvement measures and evidence based practice in teaching and learning.</p> <p>Classroom observations identified areas of teacher improvement with feedback from supervisors.</p> <p>External PL opportunities identified and planned alongside internal scope and sequence of professional learning Tuesdays to support individual growth. Teachers self reflect on impact and work in teams to program and reflect against School Plan key improvement measures.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	115	112	128	132
Girls	139	148	134	135

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	93.7	94.6	90.9
1	93.5	92.8	92.1	93.1
2	93.2	94.8	91.9	91.9
3	94.6	94.6	96.7	92.2
4	94.1	94.8	93.4	94.5
5	93.1	95.3	94.9	93.3
6	89.4	93.5	91.1	89.7
7	92.3	93.6	88.7	91.2
8	87.4	90.8	91.4	82.7
9	89.7	88.5	86.7	88.7
10	92.7	86.8	82.1	79.8
11	90.5	90.5	84.1	80.3
12	87.5	90	90.4	86
All Years	91.5	92.2	90.6	89
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

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	7	6	46
TAFE entry	0	0	0
University Entry	0	0	38
Other	0	0	15
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

30.00% of Year 12 students at Walcha Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.3% of all Year 12 students at Walcha Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	14.01
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	7.59
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	436,180
Revenue	4,374,448
Appropriation	4,222,689
Sale of Goods and Services	222
Grants and contributions	138,038
Investment income	4,252
Other revenue	9,248
Expenses	-4,336,516
Employee related	-3,748,950
Operating expenses	-587,566
Surplus / deficit for the year	37,933

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	91,130
Equity Total	389,541
Equity - Aboriginal	88,711
Equity - Socio-economic	156,567
Equity - Language	0
Equity - Disability	144,263
Base Total	3,375,796
Base - Per Capita	61,475
Base - Location	94,284
Base - Other	3,220,037
Other Total	260,179
Grand Total	4,116,647

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

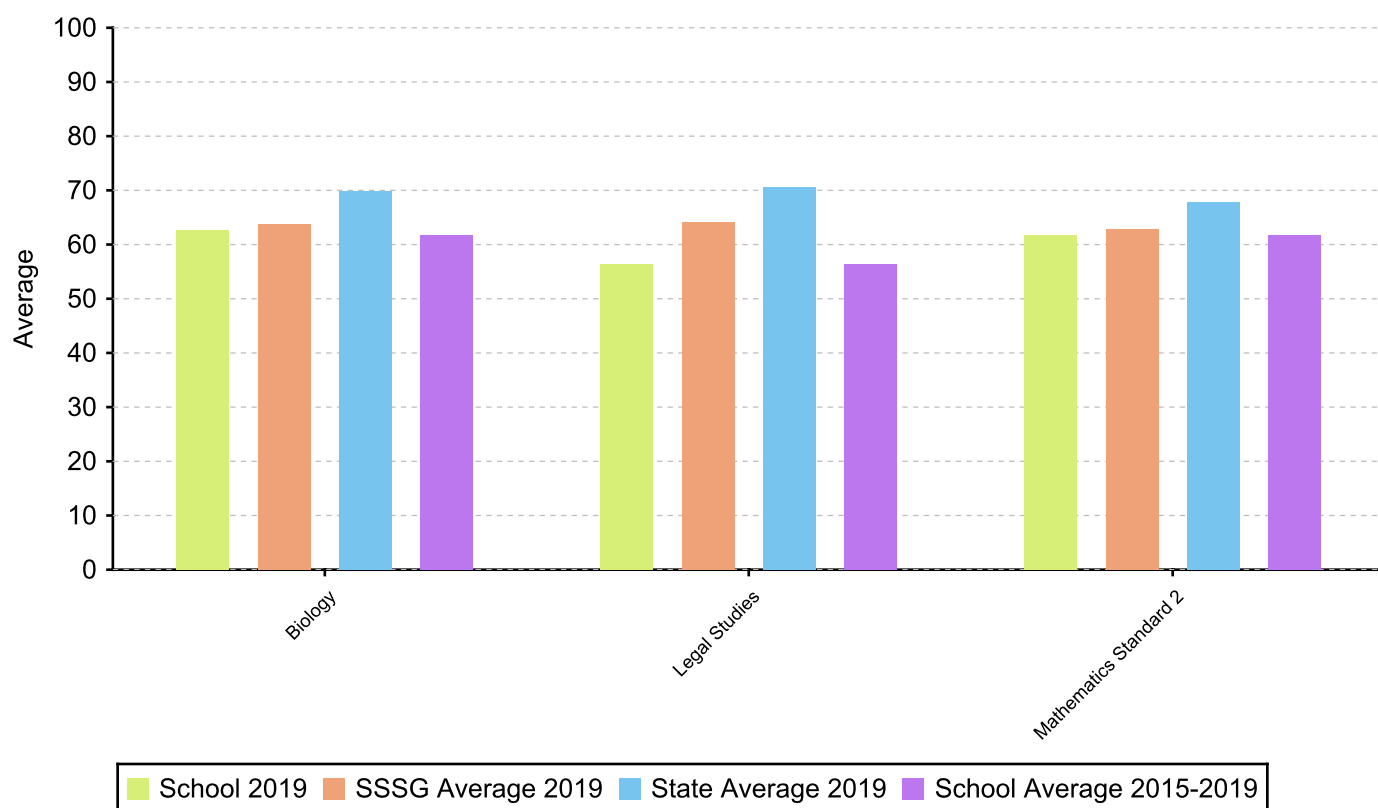
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	62.6	63.7	69.9	61.8
Legal Studies	56.3	64.2	70.6	56.3
Mathematics Standard 2	61.7	62.9	67.7	61.7

Parent/caregiver, student, teacher satisfaction

Teachers, parents and primary and secondary students were surveyed through the Tell Them from Me survey with the inclusion of some extended response questions to support greater insight to guide school planning.

The teacher survey looked at the Eight Drivers of Student Learning.

Overall the data identified that for seven of the eight drivers of quality education, Walcha central School is below the NSW Government norm. Teachers believe that the school is inclusive. When reflecting on their practice, teachers identified that they set reasonably challenging and visible learning goals, provided planned learning opportunities and worked well to overcome obstacles to learning. Although below the NSW Government norms, in general the professional learning and support opportunities could be noted as leading to improvement of teachers in their practice. The key area of need for improvement, in 7–12 is the providing of timely and quality feedback.

When breaking the data down further, there is a slight difference overall, between the beliefs of teachers and that of parents. This is particularly evident when analysing the data of parents as their children move into high school years. The most significant factors where there is correlation is the level of inclusiveness that parents feel, directly linked to the level of welcome. Safety can be identified as a concern, which correlates directly with the level of safety students feel when they are at school.

Primary parents are generally happier with the school and perceive that there is a framework for fostering positive relations between the school and the community. The level of communication with parents, parental involvement in their child's schoolwork, and parents volunteering at the school and participating in school governance is a band below the NSW Government average. The level of, close to ambivalence, in parents across all areas is reflected in the lack of parental and community engagement in the school in general. In the extended response questions, parents were articulate in expressing their concern about behaviour, academic rigour and the needs of their children not being met. A small number identified positive social interactions as the reasons their children attend school. Parents also expressed that they recognise that teachers work hard.

The survey revealed a consistently strong sense of engagement during the primary years but a steady decline as students proceeded through middle and high school. Parents were supportive of their children's education, however even though this is above the NSW Government norm, it is still of concern as it is in the neither agree or disagree level. Secondary parents disagree that the school is inclusive, supports positive behaviour or is a safe environment for their children to be.

Analysis of secondary student survey data revealed a decline in positive student relationships, aspirations and belief in success. They felt that they mostly demonstrated positive behaviour. Interest and effort were all lower than the NSW Government norms. There was mixed belief about the type of work that is provided and whether it was interesting, enjoyable and relevant. Student motivation varied with direct correlation possible between students in year groups and the data presented.

In primary, the survey responses were positive, although there was a marked decline in student relationships, motivation, behaviour and overall effort of students at the end of Stage 3.

Positive homework behaviours across the school were well below the NSW Government norms.

Students in primary years were positive about their learning and learning climate. They generally felt they had good relationships with their teachers and that their learning time was effective and was relevant, interesting and accessible. Data for students in Year 6 revealed a decline in relationships, sense of belonging and overall work focus. In secondary, students were not confident in their positive relationships across the years. There was an increase, however, in their sense of belonging. Overall, 40% of students in the high school felt that they were intellectually engaged and found learning interesting, enjoyable, and relevant. This was below the NSW Government norm with the major concern being in the boys. Whilst the students felt interested and motivated, their effort was below the NSW Government norm. Across k–12 students believed they mostly demonstrated positive behaviour.

Walcha Central School Students demonstrated that they have a slightly increased sense of belonging and compared to like schools, had a slightly higher percentage. Expectations for success, however, were below that of like schools. Both are below the NSW Government norms.

The extended response questions for parents were designed to support understanding of students sense of belonging. The responses revealed that there are students who enjoy coming to school from a social perspective. A greater number of responses focused on their children feeling anxious and unsafe at school with poor and inconsistent management of behaviour the referred to cause. Overall the most glaring information was around the standards set for academic performance.

The expectations for success, related to advocacy and sense of belonging were demonstrated in the four quadrants.

Primary students rated their success highly and felt they had advocates and a sound sense of belonging. The transition from Years 6 into 7 reflects a different picture highlighting the need for intervention in this area.'

A significant point of concern from data collected is the perception of Walcha Central School in the community. Parents clearly feel that they would recommend Walcha Central School to others, however, the reputation of the high school is perceived to be poor.

Teacher response for TTFM summary ASR report Summary

As a result of the Tell Then From me (TTFM) survey, teachers highlighted a number of **areas of strength** when focusing on the eight drivers of positive student learning at Walcha Central School. Teachers feel there is a well-supported approach in making WCS a safe and orderly school environment with the **NSW Government schools norm being 7.1 and WCS being 7.5.**

Also, they have identified that they continually seek out professional learning and collegiate discussions on ways to engage students more in their learning and to create a stimulating learning environment with the **NSW Government schools norm being 7.8 and WCS being 8.9.**

The third strategic direction in the school plan is to have high aspirations for the students and in TTFM survey, WCS staff indicated they have strong aspirations for their students and set high expectations in their classrooms with the **NSW Government schools norm being 8.0 and WCS being 8.4.**

Similarly, following the school direction in making learning relevant, WCS Teachers thought they connect learning experiences to past lessons or real-life contexts with the **NSW Government schools norm being 7.9 and WCS being 8.0.**

Walcha Central School strives to support all students and the following survey score supports this directions Teachers provide additional support for students with learning needs with the **NSW Government schools norm being 8.2 and WCS being 8.8.**

Finally, WCS Teachers thought they strongly support rural students to overcome location isolation by using computers or other interactive technology to undertake research and to analyse, organise, and present subject matter with the **NSW Government schools norm being 6.7 and WCS being 7.3.**

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Partnership programs such as Back Track