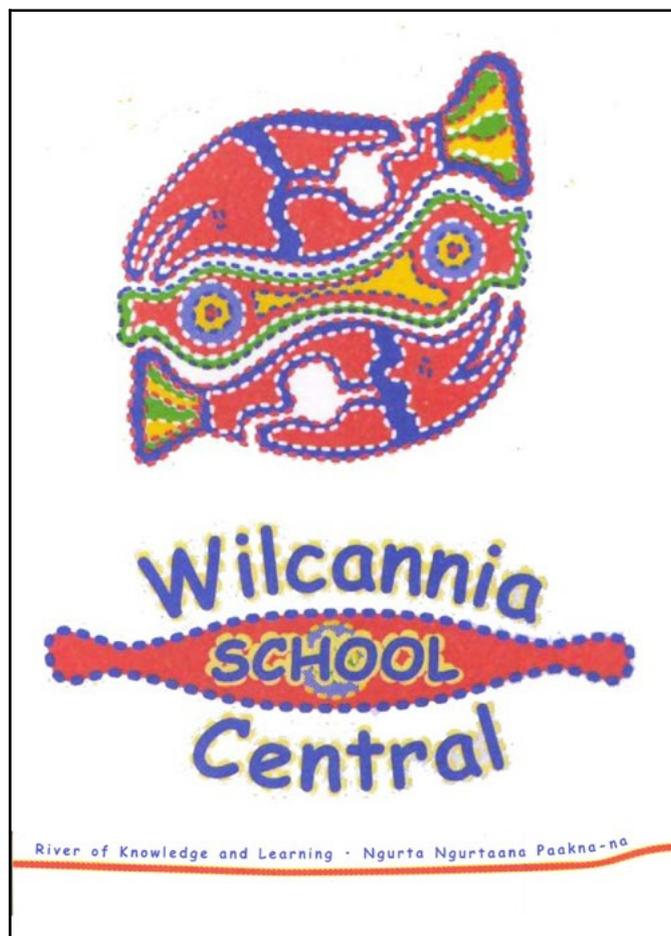


Wilcannia Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wilcannia Central School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The 2019 Annual Report details an exciting year at Wilcannia Central School as the staff and community worked hard in all areas of school life to deliver a wonderful schooling experience for our children. We made significant progress towards attaining our school goals and vision.

Barkindji culture and language came to the forefront in 2019, with our Language classes beginning in earnest and strong relationships being developed with families to bring culture into the school and to take the school out into the community.

The Preschool Assessment Rating review was conducted in June 2019 and we received an outstanding report. The Preschool was rated as meeting the requirements in all areas and was rated as Exceeding in the Quality Area 1 which relates to teaching programs and student learning. This is a credit to the wonderful work done by our preschool educators and the development of their strong links with the community.

We increased our participation in sport in Cross Country, in soccer and football, athletics and swimming and became involved again in regional sporting carnivals. Year 11 and 12 students visited the Northern Territory to showcase their fabrics created as part of the "Tracks" entrepreneurial venture; children again visited Sydney; secondary students attended workshops to extend their skills in printing fabrics as part of Visual Design, and primary students shared their culture with Clovelly Primary School.

An exchange program was established with teachers and Principals from the Fairfield Network of schools, both to give teachers from Sydney a chance to experience teaching in a remote school in an Aboriginal community but also to develop a more genuine sense of the excitement and rewards of teaching our delightful children. These visits allowed for mentoring and coaching relationships to be established between teachers and executive from very different parts of the state, involving teachers with a breadth of teaching experience, further assisting our young teachers in developing their quality practice. We are working to continue this into 2020 and beyond.

This year I established a quality training program to support our non-teacher educators – our School Learning Support Officers – with a school-based professional learning day. This practice inspired them, providing them with a greater range of skills to use in the classroom to support student learning and the initiative will continue into 2020. It is one way we acknowledge the respect and contribution of these wonderful people to our school.

Literacy and numeracy both gained a greater focus in the school this year, with improved plans and systems in place to collect a broad range of student achievement data and to establish plans to act on the analysis of the data. To further illuminate good teaching practice and unleash our students' creativity, the school worked closely with a number of training providers including the Story Factory and Big Ideas in Number.

Significant advances were also made in training teachers in best practice in teaching using Information Communication Technology with a series of visits from T4CC trainers, including using robots and many other innovative software programs.

In Art and culture, our children participated in the Kaldour Public Art project in association with the NSW Art Gallery and

Uncle Badger Bates, the well-known local Aboriginal artist. They also worked on creating, painting and firing ceramic grinding stones with an Aboriginal artist and staged a photographic exhibition in Wilcannia. They continued to work with local artist, Karen Donaldson and local author Jane Carroll on art and exploring the stories that surround the artwork. Children won exhibitions at Broken Hill Art Gallery for their outstanding work.

This was indeed a very exciting and productive year for our wonderful school and I thank all the staff, community and children for their creativity and devotion to their future.

Mrs Annette Cam

Executive Principal

Wilcannia Central School

School background

School vision statement

Wilcannia Central School's vision reflects our motto 'River of knowledge and learning ~ Ngurtaana Paakna~na'. A dedicated community provides a dynamic education for all students instilling a life-long love of learning and growing the leaders of tomorrow.

In our school, excellence in learning, in teaching and in building respectful relationships across the community is paramount.

"We are safe, we are respectful, we are learners.

School context

Wilcannia Central School is defined by strong community engagement and leadership. We deliver tailored learning pathways for students from Pre-school to Year 12. Located in western NSW on the Darling River, we create a positive educational environment for our 100 students, of which 90 per cent are Aboriginal.

As a Connected Communities school we are part of a supportive network that builds strong partnerships with Aboriginal leaders, our school community, parents and external agencies to provide a holistic approach to education for our students.

Our small school setting means we know and care for every child as an individual. We develop innovative curricula and teaching practices in order to meet each child's specific needs, in close partnership with our school colleagues, families and our local community. Our specialist school-wide programs foster engagement and boost literacy and numeracy outcomes.

We work hand-in-hand with the community at all stages of their child's schooling, supporting their health and wellbeing as they grow to become the leaders of tomorrow.



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

Strategic Direction 1

Students and their learning

Purpose

Our children will grow to have a sense of curiosity and a love of life-long learning. By learning about their culture and their country, the children will become strong and supportive leaders in the community. With enhanced opportunities for work and education beyond school, the children of Wilcannia Central School will proudly take their place on the world stage.

Improvement Measures

Improvement in students' levels of literacy and numeracy in line with the Premier's targets. More than 80 per cent of students will be at or above the National Minimum Standards in both literacy and numeracy.

Increased engagement of students in their learning, demonstrated through increased levels of daily attendance and a reduction of disengaged behaviours recorded on Sentral.

All teachers confident in and regularly delivering innovative programs in STEM, using technology as a student learning tool.

Increase in students staying onto years 11 and 12, then to further training or employment.

All students confident in using technology appropriately for their learning.

Increased numbers of students across the school taking on leadership positions, reporting positive relationships, contribution to the school and community, increase in student voice and feeling of agency.

Parents of preschool children will comment regularly on Kinderloop and add information to the preschool program.

Overall summary of progress

The school has not yet met the Premier's targets and will continue to work on this as a priority. Students are showing an increased level of engagement with disengaged behaviours falling and attendance increasing. Teachers have received training in STEM and have increased their use of technology as a learning tool; students use technology confidently for learning. The school will continue to work on increasing the number of students staying to Year 12, but has succeeded in ensuring that all students who leave have work or further training. The students have increased their interest in leadership, student voice in their learning, report positive relationships and a sense of belonging. Parents enjoy using Kinderloop and also its replacement, SeeSaw.

Progress towards achieving improvement measures

Process 1: Provision of quality teacher professional learning targeted at developing reflective practice, improving pedagogy and curriculum and understanding of student welfare and learning needs. This includes evidence-based teaching of literacy and numeracy and differentiating the curriculum for all students.

Evaluation	Funds Expended (Resources)
<p>Educational Changemakers"consultancy was engaged by the Department of Education and worked with the school during 2019. The focus of the work was on the development of Professional Learning Communities, on planning for the implementation of a co-teaching model in Primary and devising a system of 'school norms' for non-teaching staff.</p> <p>Both Primary and secondary teachers and non-teachers were provided with basic understandings of the research underpinning the Big Ideas in Number. This strategy was officially launched across the school and project leaders developed a proposal and a plan of action including scope and sequences of learning, assessments and programs for implementation in 2020. There was a continued focus also on writing. This culminated in a visit from the Story Factory who worked with both students and teachers on developing creative writing skills.</p>	<p>The cost of engaging the Educational Changemakers was met by the Department of Education.</p> <p>The Assistant Principal Instructional Leader and Deputy Principal Primary attended the Big Ideas in Number professional learning in Sydney and some additional sessions closer to Wilcannia. The cost of the training was covered by the Department of Education with the school covering accommodation and transport costs for the participants. The funds were</p>

Progress towards achieving improvement measures

Professional learning for staff in using technology for teaching and learning continued all year, with after school workshops and visits from the T4CC team. who brought robots, innovative software to share with teachers for both l pads and computers. Key teachers overseeing this project were trained in technology and shared this with their staff. Little Scientist training also focused on technology learning for students.

All staff were retrained in Management of Actual and Potential Aggression (MAPA) and some received advanced MAPA2 training. This training provides all staff with the skills necessary for managing difficult student behaviours when necessary.

Teacher surveys of staff showed that the professional learning offered met the needs of the teachers in these areas of the curriculum and gave them resources to put strategies in place.

taken from Professional Learning funds. Total cost of training was \$3,200.

T4CC provided their own information technology resources.

MAPA training: \$2,600 from Professional Learning budget.

Story Factory: \$6, 738.17

Process 2: Regular reviews of curriculum (both academic and welfare), teaching programs and pedagogies across all cohorts including how best to engage students and prepare them for their future beyond school.

Evaluation

Funds Expended (Resources)

Primary – following feedback to teachers improvements were made to the teaching and learning programs. Processes for supporting teachers more effectively with improved programming was discussed with Principal and development of these processes are a priority for 2020.

Secondary – HT worked with all secondary staff to work on programs and registration as required. Discussion with Principal and with staff to support improved systems related to programming for 2020.

Professional Learning for all executive on effective programming, including a consistent approach to programming across the school, provided an understanding of how to construct appropriate scope and sequences. This was then shared with the teachers and scope and sequences for Term 1 developed.

Professional Learning facilitated by **Educational Changemakers** focused on the development of professional learning communities across the school. The purpose of these are to provide teachers with both leadership and autonomy in working on their professional learning needs, aligned with the school plan. The Educational Changemakers also worked closely with three primary teachers in developing a co-teaching model for implementation in 2020. This will enhance the consistency with teaching students when one teacher is absent and importantly, allow for increased genuine teacher collaboration in pedagogies that work in our context to raise student learning.

Support from Student Services with developing consistent programming across the school and writing effective scope and sequences.

Educational Changemakers consultancy group was employed by the Department of Education at no cost to the school.

Process 3: Implement a whole school integrated approach to student well-being including strategies such as Positive Behaviour for Learning, Covey training and development of student voice.

Evaluation

Funds Expended (Resources)

Chairperson of MAPA team was appointed and meetings scheduled to discuss how student behaviour management will be best addressed in 2020. There is general acknowledgement of the ongoing benefit for staff wellbeing from having this team.

The findings of the staff wellbeing review are reported elsewhere. Future directions for this area of need will be implemented in 2020.

Process 4: Establishment of effective Barkindji language program across whole school.

Evaluation

Funds Expended

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Discussions with DoE Aboriginal Directorate language nest staff scheduled for end of Term 4 took place. Some details of actions needed occurred. Support from DoE to assist with the appointment of Project Officer and Tutors discussed.</p> <p>Appointment of people to vacant positions will need to occur in Term 1 2020.</p> <p>Confirmation was received that Language Nest Teacher will continue in 2020.</p>	<p>Language Nest teacher from staffing entitlement; funding from the AECG; Aboriginal Language tutor and project officer employed by AECG, resources for stationery, books, technology etc from Language Nest funding.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$10000.00)

Next Steps

Professional learning in 2020 will focus on embedding the co-teaching model in Primary; enhancing teaching in the Preschool by focusing on the findings of the Assessment in June 2019 and addressing any areas of need. Increased professional learning in literacy and numeracy strategies will remain a strong focus across the school in 2020. The whole school review of teaching and learning programs is scheduled for Term 2 2020 and a strategic plan devised and implemented for the improvement of the programs. This will include providing increased professional learning for teachers in program writing but also increasing teachers' skills in differentiating the curriculum for their students.

In 2020, the AECG will work with the teachers to form a junior AECG. The Positive Behaviour for Learning team will be reformed with teachers new to the school. Executive staff will be encouraged to undertake Covey training to enhance their leadership skills. The Language program will continue to expand during 2020.



Strategic Direction 2

Organisational Effectiveness

Purpose

By developing an organisational culture of high performance, we will take shared responsibility for students' learning and their social, emotional, physical and intellectual needs and teachers' learning and development of high quality teaching practice. The school will create and maintain an environment across the whole school that is inclusive of its members, is conducive to innovative teaching and learning and simultaneously reflects the strong links of the community to their language and culture.

Improvement Measures

Average school attendance each year improves by 10% on previous year.

Checklist of school policies and associated procedures shows all completed as required.

All role statements in place, published and reviewed as needed.

Teacher induction, teacher accreditation, mandatory training, health and safety procedures implemented with associated documentation and information provided to new staff.

Overall summary of progress

Average school attendance rose in 2019 from 2018 levels to 68%. Policies and procedures continue to be reviewed and revised. Role statements are reviewed each year in line with changes to staff and positions. Improvements have been made in relation to mandatory training, health and safety procedures. Improved teacher induction, teacher accreditation will be reviewed in 2020. Preschool inductions completed for all staff. Preschool Assessment rating review completed in June and the results were outstanding for us. The Preschool was rated as meeting the requirements in all areas and was rated as Exceeding in the Quality Area 1 which relates to teaching programs and student learning.

Progress towards achieving improvement measures

Process 1: List of policies and procedures for revision determined and a timeline for review published. Executive and other staff participate in review of policies and procedures according to the timeline. Policies and procedures published upon completion.

Evaluation	Funds Expended (Resources)
<p>Staff supervision policy was reviewed, including the implementation of the new Performance Development and Plan (PDP) policy, timeline and procedures following training of executive in the Department of Education guidelines.</p> <p>The Teacher accreditation timeline for working with new staff developed. Whole school policy will be completed in 2020.</p> <p>Teacher professional learning policy will be reviewed in 2020.</p> <p>Discussion of policies for review in 2020 includes those detailed above but also student discipline, suspension and expulsion and staff wellbeing.</p>	

Process 2: Teams formed to cover all areas of school life, including assets, non-teaching staff, student learning and wellbeing and teaching staff. Meetings will follow a structured format, including a published agenda, minutes and professional learning.

Evaluation	Funds Expended (Resources)
<p>Management of Actual and Potential Aggression 2 training well-evaluated by staff. A team was formed to oversee the implementation of this in 2020.</p>	<p>AP IL and staff.</p>

Progress towards achieving improvement measures

The whole school literacy will be reviewed in Term 1 2020 to include input of new staff. It will determine new strategic directions and strategies for implementation.

Meetings continue to follow correct meeting procedures and include published agenda, meeting minutes, actions and follow-up. These are available on Sentral for all staff.

Process 3: Effective staff induction procedures including roles for leadership, teaching, non-teaching and for preschool.

Evaluation	Funds Expended (Resources)
<p>Roles statements have been written for all positions in the school including teaching and non-teaching positions.. These will be reviewed again in 2020 as people and roles change. Currently are available for all staff in printed copy.</p> <p>Revised role statements for Front Office staff required for booklet and will be completed at the beginning of 2020.</p> <p>Staff induction, beginning and probationary teachers and accreditation policy will be completed in Semester 1 2020 for immediate implementation.</p>	

Process 4: Provision of quality professional learning in leadership at all levels of the school starting with the Senior Executive team, including the development of distributed leadership.

Evaluation	Funds Expended (Resources)
<p>Scout data shows: by the end of Week 1 Term 4, the staff at the school had done close to 560 hours of professional learning between them. This was not evenly distributed amongst staff, with those staff who had particular roles funded externally to the school (for example, EaFS) having a much higher number of hours of professional learning. This is unavoidable. Of the 560 hours of PL, 344 hours were completed by classroom teachers.</p> <p>Teacher survey data shows: All teachers reported that the professional learning they accessed during the year met the needs of the PDPs. Teachers reported participating in a wide range of courses during the year. Some teachers stated that they wanted additional time to share their learnings at staff meetings. Teachers indicated the directions that interested them in the future and this included a strong emphasis on developing innovative teaching and learning programs.</p> <p>Leadership mentoring was taken up by the Senior Executive, including the building of mentoring relationships with the personnel in the Educational Changemakers group.</p>	<p>Scout has data on PL.</p> <p>Teacher survey on Google Forms collated by Senior Executive.</p> <p>Educational Changemakers consultants.</p>

Process 5:

Evaluation	Funds Expended (Resources)
<p>In early 2019, the school Leadership Team made a decision to reduce by one the number of processes in this Strategic Direction. Hence, this process no longer exists in the School Plan.</p>	

Next Steps

The Senior Executive will continue to review and refine the role statements for staff at the school and ensure that these are published and available. Professional Learning to develop teachers as leaders will continue in 2020. There will be an increased focus on implementing improved processes for probationary and beginning teachers, and for staff induction. In

2020, the school will review existing teams and their composition and function. Policies and procedures will also continue to be reviewed according to the school's review timeline.



Strategic Direction 3

Community and our relationships

Purpose

Through building strong relationships that foster a sense of belonging, respect for the dignity of each person and their aspirations for their children, we will help to build a resilient and vibrant community.

Improvement Measures

School Reference Group formed and meets regularly with agenda and minutes available.

Clear relationships between school and various community organisations, reviewed annually.

Improved student health and wellbeing including improved mental health and personal relationships.

Family and community input into areas of school decision-making such as the preschool philosophy, QIP, school vision.

Increased access by community to information about the school via a variety of print and electronic media.

Overall summary of progress

The School Reference Group has been meeting regularly and has an important input into school life. Stronger relationships have been developed between the school and community organisations including the Royal Flying Doctor Service and the GROW program. There has been an increased input into family decision-making in school life and opinions of families have been sought to inform school policies and procedures.

Information accessible to the school community has been increased with greater face-to-face information and an increase amount of information via local radio and Facebook.

Calendar of events compiled for community to increase engagement in activities.

Progress towards achieving improvement measures

Process 1: Coordinate a team of teachers, non-teachers and community members to oversee the development of a calendar of events detailing the various activities to be undertaken to achieve the products.

The team will clarify the role of the Senior Executive, Executive, classroom teacher and non-teaching staff in implementing the activities contained on the calendar of events.

Evaluation	Funds Expended (Resources)
Recording of events on school calendar implemented throughout the year, including the name of the person responsible for the event. The calendar for 2020 compiled and Term 1 calendar distributed to families prior to the beginning of Term 1. At school level the role of the school staff still needs to become clearer and will be a focus for 2020.	School calendar Calendar of events from other organisations for 2020

Process 2: School leadership team works closely with the various external organisations to develop guidelines for methods of operation.

Evaluation	Funds Expended (Resources)
In 2019, the school worked with the RFDS GROW initiative to develop a memorandum of understanding for working with the school and community. The aquaponics program is scheduled to go ahead in Term 1 or 2 2020.	Funding for the GROW program is provided by the RFDS. Funding for RRAS program is

Progress towards achieving improvement measures

Term 4, 2019 the Executive Principal met with the Rural and Remote Attendance Strategy team to develop working guidelines for actions in the school in 2020.

provided by the Federal Government.

Plan to meet with Maari Ma Health in early 2020 to develop guidelines to on working relationship between the school and Maari Ma to enhance student health and wellbeing.

Process 3: Continue to develop the community's understanding of and input into the school vision and purpose, including preschool philosophy and quality improvement plan (QIP).

Evaluation	Funds Expended (Resources)
<p>Community more involved in activities in primary school eg. yarnning circles, teaching culture, telling stories. Community members spoke very highly of these opportunities and activities.</p> <p>Community involvement in setting up a family tree of all families in the school for secondary. Started but needs to progress into 2020.</p> <p>Follow-up to the literacy and numeracy initiatives to send home with parents needs to be followed up in Term 1 2020.</p> <p>Parents of preschool children continue to be offered opportunities to comment on the philosophy of the preschool, in line with the understanding of parents as the first educators of children.</p>	

Process 4: Parents meet with teachers and executive to make shared decisions about their child's learning journey.

Evaluation	Funds Expended (Resources)
<p>Some PLSPs still need reviewing. PLSP policy, procedures and guidelines to be reviewed for 2020 and timeline to be entered into whole school calendar by the end of Week 1 Term 1 2020.</p> <p>All staff and parents to be alerted to this timeline. Executive will be given specific roles to ensure these are completed in a timely manner.</p> <p>Case management approach – review of processes Term 1 2020. Anecdotal evidence shows that the approach was beneficial. More formal details to be collected from parents/carers, teachers and other school records when this approach is used in 2020. Better methods of record-keeping to be a focus in 2020</p>	

Next Steps

In 2020 Semester 2, a new school plan will be developed for 2021. Parents and community will be asked to have an input into this plan and to assist the school Leadership team to embed their values and aspirations for their children into the new plan.

The school will continue to involve parents in school functions, in sharing culture and increasing parent participation in their child's learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$274,070 Funding Sources: • Aboriginal background loading (\$274 070.00)	The work done by the AEOs and SLSOs is immensely valuable in supporting students settle into class. They also assist build strong connections with the community and families and in teaching Aboriginal culture in the school. Following professional learning, our non-teaching educators have been assisting our teachers work with children on improving literacy skills.
English language proficiency	Purchase of literacy resources. Funding Sources: • English language proficiency (\$768.00)	Literacy resources purchased to place in library to enhance reading.
Low level adjustment for disability	\$ 110,132 – \$74,701 (staffing) and \$35,431 (flexible) Funding Sources: • Low level adjustment for disability (\$110 132.00)	A full-time teacher was employed to work closely with high-needs students. This assisted in settling the students and ensuring they were ready to learn at the start of lessons. A part-time SLSO was employed to assist work with students who needed additional support with their learning. Students were more focussed on their work and more engaged in learning as a result of these measures.
Quality Teaching, Successful Students (QTSS)	\$16,328 Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$16 328.00)	These funds assisted the school maintain an Assistant Principal to assist teachers with their performance and development. This enabled a more fruitful reflection by teachers on their practice, allowing them to make improvements.
Socio-economic background	\$280,943 made up of \$32,015 in staffing and \$248, 928 flexible funding. Funding Sources: • Socio-economic background (\$280 943.00)	The use of this funding is crucial for our students to allow them to fully participate in learning. The school is able to provide the resources for learning that the families cannot. Students in secondary were able to participate in a week-long excursion to Sydney and participate in learning activities relating to their course work, as well as visit workplaces and the Sydney Royal Easter Show. Primary students were able to participate in various sporting events in both regional areas and in Sydney, to further their skills in team work and in developing sporting prowess.
Support for beginning teachers	\$45,336 Funding Sources: • Support for beginning teachers (\$45 336.00)	The provision of the mentor executive member and also the reduction in teaching load is crucial to allow these teachers to have additional time for planning and reflection. Beginning teachers were able to better program, analyse data and work on developing improved behaviour management for their classes.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	32	26	27	28
Girls	41	39	39	34

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98.1	97.7	70.1	79
1	70	94.6	66.4	48.6
2	75.3	74.3	81.6	80.3
3	83.8	74.1	65	72.3
4	61.7	82	75.5	74.3
5	70.3	74.5	74.3	87.1
6	46.9	54.7	58.9	75.4
7	75.3	30.8	55.5	68
8	67.3	59.3	44.8	54.6
9	56.2	35.7	40.7	15.6
10	49	69.5	25.9	54
11	37.7	58.2	40.1	22
12	52.8		62.1	48
All Years	65.9	62.6	59.4	63
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		89	88.6
All Years	92.3	92.4	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	N/A	N/A	N/A
Employment	100	N/A	100
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	N/A	100	N/A

The Year 12 student left to take up a Traineeship at the local community radio station. She is now also doing training as a film director.

The two girls in Year 10 who left were both over 17 years old and have taken up local employment.

One girl left Year 11 but her destination is unknown.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Wilcannia Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Wilcannia Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

The child enrolled in Year 12 left school during the year to take up a traineeship at the local radio station.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	8.07
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.47
School Administration and Support Staff	8.39
Other Positions	2.1

*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.

Wilcannia Central School values the contribution of the Aboriginal workers in the school to the learning of our children. We employ many Student Learning Support Officers in the Primary school to assist students with their learning and engagement at school. These educators are funded through our SBAR school funding. We also employ an additional General Assistant/bus driver to drive our bus and pick up students for school each day.

The school received an allocation of \$29, 723 in Professional Learning funding in 2019. The school spent \$33, 900 on teacher professional learning which included visiting speakers, course fees, flights and accommodation costs. The costs of many courses are covered by the Department of Education, particularly the costs of L3 literacy training, the Executive Principal, Principal network meetings, Preschool conference costs. Other training included Trauma Informed Practice teacher professional learning, Management of Actual and Potential Aggression, First Aid training, Story Factory visit (training in the writing component of literacy), Big Ideas in Number and other specific KLA based training in Secondary, Connecting to Country and Healthy Culture, Healthy Country training.

In addition, the School Executive worked on the development of a framework for Professional Learning Communities and Collaborative Practice amongst teachers which has led to the implementation of a co-teaching model in primary classes K-6.



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	1,916,496
Revenue	3,872,942
Appropriation	3,835,552
Sale of Goods and Services	3,524
Grants and contributions	30,433
Investment income	3,433
Expenses	-3,985,783
Employee related	-3,290,182
Operating expenses	-695,601
Surplus / deficit for the year	-112,841

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information in the table above does not show correctly the Surplus/Deficit for the year. The school records for 2020 show a positive opening balance of \$1,497,212.



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	177,232
Equity Total	669,648
Equity - Aboriginal	274,070
Equity - Socio-economic	280,943
Equity - Language	768
Equity - Disability	113,866
Base Total	1,459,663
Base - Per Capita	16,976
Base - Location	128,668
Base - Other	1,314,019
Other Total	1,000,848
Grand Total	3,307,391

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.

Literacy and Numeracy Graphs

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

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

The number of students in each cohort is very low and hence we do not report on our scores for NAPLAN in the Annual Report.

For Literacy, a number of students achieved "At or Above Expected Growth" in NAPLAN 5 and in NAPLAN 7. No students sat for NAPLAN 9. Generally however, the performance of students in NAPLAN has not yet improved sufficiently to meet the Premier's targets of every student at or above minimum standard for both literacy and numeracy scores. This is strong focus of the school plan for 2020.



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.

In 2019, there were no students in Stage 6 at Wilcannia Central School that completed their HSC. One of our students enrolled in Year 12 left to take up a traineeship at the local River Radio during the year.

Parent/caregiver, student, teacher satisfaction

Students were surveyed using the questions from the Tell Them From Me survey. Most secondary students reported that they were infrequently in disruptive, rarely getting into disputes with others and rarely breaking school rules. The students felt that they spent time daydreaming or pretending to pay attention in English and Maths lessons and did not particularly enjoy these subjects. They do however enjoy learning new concepts and ideas. Students recorded that they enjoyed Science lessons more than their other subjects. In general, students recorded that their teachers were organised and explained their ideas well.

Secondary students in general recorded that they were rarely physically, verbally or socially bullied at school. They agree that their teachers care about them, show an interest in their school work and learning, and have high expectations of them. They also agreed that students must work hard to succeed.

Almost all students surveyed said they planned to finish Year 12, most of them planning to either go to TAFE or to University after school.

The students were optimistic about their lives and showed a good academic self-concept. They believe in their ability to learn and believed they showed perseverance. They believed that they challenged themselves, and that they felt good about their culture when at school. Most students felt that their teachers had a good understanding of their culture as well.

All students rated highly the school facilities including classrooms, canteen, toilets, playground, library as well as covered areas to protect from sun and rain.

Parents were surveyed on more than two occasions during Semester 2 2019 about their opinions of the school and how it functions. They valued the deep level of commitment of the staff and expressed satisfaction with the increased levels of interaction between some teachers and executive members and families. They said they felt welcome in the school and were able to speak to any teacher, executive member or the Executive Principal when they so wished. They were grateful that their opinions had been sought and were being acted on by the school. Parents were satisfied with the assets, the classrooms and buildings and the general condition of the playground but expressed a wish that additional playground equipment could be provided. Parents also want further clarification on student suspensions and expressed a desire to work out how suspensions might be avoided. They discussed the possibility of a withdrawal system or "suspension centre" and the option of affected students working with the Rural and Remote attendance officers for part of the time when on suspension so the child would not miss out on learning. Parents reported that the school dealt quickly and appropriately with issues relating to student bullying and they agreed that they felt safe sending their children to school.

Parents were pleased by the increasing number of excursions and particularly with the increase in district sporting opportunities for students.

Parents agreed that they wanted their children to complete their HSC and to gain employment but they had not really considered whether they expected their children to continue onto further education or university.

Teachers

Teachers were surveyed in relation to their wellbeing, their attitudes to the school and to provision for their professional learning needs. Teachers agreed that the professional learning opportunities offered to them met their needs. There was a review of staff wellbeing conducted by the Case Management and Specialist Support unit in Term 4 2019. This team discussed issues with both teaching and non-teaching staff. The team reported that there are many things that the staff agree makes the school a good place to work. There is a clear focus on student wellbeing by the school and that the teachers seek to tailor learning of each child to the needs of the students. Staff highlighted that the community was generous and is one where people are very welcoming and that they feel safe here. Teachers agreed that the resources at the school are a positive asset and that they valued learning about Aboriginal culture. Staff also reported that other staff were very willing and ready to assist and support one another when problems arose.

The concerns that staff have related to a feeling that they were frequently overwhelmed by the demands of the behaviour management required in classrooms coupled with programming, data collection and lesson preparation. They felt that there was little time for self-care and that they sometimes felt isolated in the evenings if they didn't have family with them. Most teachers at the school are beginning teachers which compounds these issues.

Staff reported the need for improved communication and better daily planning particularly in relation to variations of routine. Staff wanted to see clearer processes in some areas of organisation. There were mixed feelings about the best methods of communication with some staff saying that too much emphasis was placed on email communication. In terms of behaviour management, staff perceived a need to be more proactive and less reactive in dealing with poor behaviour. Teachers reported that they would like to see executive staff in their classrooms more often so they could increase their understanding of the challenges of the classes.









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.

All students attending Wilcannia Central School from preschool to Year 12 have a Personalised Learning Pathway developed in negotiation with their caregiver and family. This plan includes literacy and numeracy goals, as well as cultural, sporting and attendance goals. The school has an active Local Aboriginal Education Consultative Group which regularly meets to discuss ways to support the children's education. The AECG also provides cultural training for our teachers and other staff annually. Being a Connected Communities school, we also have a Local Schools Reference Group which meets twice per term and is an important point of contact with our elders, families and community members.

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)

Wilcannia Central School is a Positive Behaviour for Learning school. The values for PBL are "we are safe, we are respectful, we are learners". This year the school re-evaluated the PBL team's operation and progress. Teachers are keen to see more involvement of staff across the school drawn from teaching staff rather than executive. The school has reformed the team for 2020 to renew its operations.

Wilcannia Central School is delivering a rigorous and comprehensive **arts education program** that responds to identified needs in the community, in this case social enterprise. "Tracks" design enterprise is an up-and-coming platform for young people in Menindee and Wilcannia to market their designs. As part of the Visual Design course, senior students and Menindee and Wilcannia Central Schools have worked collaboratively to design and print textiles and streetwear that celebrate the cultural diversity of their communities. Students printed their designs during a week-long screen printing internship at Publisher Textiles in November 2019. An initial line of products have been sold at Broken Hill Regional Art Gallery. As Tracks evolves and grows, it will offer increased opportunities for artists and designers of Menindee and Wilcannia to have a presence in the Australian fashion and design market. Wilcannia Central School strives to deliver learning experiences in authentic settings, including galleries, studios and on country. A high-quality Art and Design tour of the Northern Territory was delivered as part of an innovative arts education program implemented by local teachers in Wilcannia and Menindee, and supported by art galleries and artists. The Northern Territory Art and Design Tour provided students with experiences and opportunities that empowered them, the next generation of Paakantji people, to make a difference in their communities. Students were inspired at the Darwin Aboriginal Art Fair to become active community members, using their creative skills to share cultural knowledge. The tour included

opportunities to visit successful Aboriginal Art collectives including Tjanpi Desert Weavers, Tiwi Designs and Walkatjara Art, where students were supported to develop their own art process.

Years 6, 7 and 8 (25 students)

As part of the Kaldor Public Arts program, students of Wilcannia painted and installed six 2.4m x 1m wooden panels onto the Knox and Downs General Store on the Barrier Highway, Wilcannia. The imagery has been informed by students understanding of rock art and street art. They have been guided throughout the process by leading Indigenous artist and elder Badger Bates and Australian artist, Justine Muller. Muller and Bates assisted in the creation of a culturally relevant artwork illustrating connection to country, specifically the Baaka (Darling River). The location is of great significance as it is the first thing you encounter when travelling down the Barrier Highway into Wilcannia and is considered a community landmark. Students want the audience to know what it is like to live and walk the streets in Wilcannia and to create a sense of the shared experience through the public artwork. Learn more about this project and watch a video of the students working on this link

<https://digital.artsunit.nsw.edu.au/visual-arts/your-public-art-project/projects/wilcannia-central-school>

