Woodenbong Central School

2019 Annual Report

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Introduction

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

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

School contact details

Woodenbong Central School
Unumgar St
Woodenbong, 2476
www.woodenbong-c.schools.nsw.edu.au
woodenbong-c.school@det.nsw.edu.au
6635 1281

School background

School vision statement

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

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

Our learning will be characterised by:

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

School context

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

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

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

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

Self-assessment and school achievement

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

Strategic Direction 1

Engage with Learning

Purpose

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

Improvement Measures

50% of staff involved in planning, implementing and evaluating of at least 1 Project Based Learning activity each to improve student outcomes.

60% of students Years 5 to 10 will experience an authentic learning opportunity to develop critical thinking and communication skills.

80% staff members use formative assessment practices to inform teaching practice.

Overall summary of progress

In 2019 a school Project Based Learning Team focused on addressing PBL. Also an Assessment Team was formed. This Team along with the Executive team led the Formative Assessment Project at WCS. All school teams utlised collaborative practice as a mode of operation. All school Teams were cross faculty and include Primary and Secondary staff members.

Progress towards achieving improvement measures

Process 1: **Curriculum Design**

Structured approaches, such as Project Based Learning (PBL) to differentiate, collaborate and reflect on practice.

Evaluation	Funds Expended (Resources)
• 40% of staff have been involved in implementing and evaluating at least 1 PBL unit of learning. • Approximately 20% of staff have implemented and evaluated 2 PBL units of learning. • Approximately 10% of staff have implemented and evaluated 3 or more PBL units of learning.	Funds expended support all Strategic Directions as they are all interconnected: • Equity Flexible funding $168 597 • Aboriginal Background Flexible Funding $10 000 • Low Level adjustments flexible funding $30 837 • Professional learning $42 874 • Operational Funds $110 000

Process 2: **Collaboration**

Building capacity and expertise through regular collaborative professional learning experiences.

Evaluation	Funds Expended (Resources)
• Every teacher an active member of a teaching Team • WCS collaborative practices rated highly in teacher surveys • Collaborative decision making was highly rated by staff • All teachers utilise Peer Coaching or Generative Dialogue conversations to reflect on practice • Collaborative development and reflection of student learning opportunities	See above

Process 3: Use of Formative Assessment to inform teaching practice

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
• 100% teachers participated in Formative Assessment Workshops • All faculties developed formative assessment plans • 60% of teachers regularly utilise formative assessment practices. • Teacher surveys demonstrated teachers were more confident in identifying and addressing students learning needs.	See above

Next Steps

In 2020 WCS will change the emphasis from PBL to a student interest driven PBL. Collaboration and Formative assessment will continue to be foci supplemented with a school writing initiative that emphasises the development of vocabulary through dialogue.

Strategic Direction 2

High Quality Learning Environments

Purpose

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

Improvement Measures

WCS Wellbeing Policy, practices and procedures implemented and documented
Embed Restorative Practice Framework into WCS practices and procedures.
80% of identified students have regularly reviewed IEPs

Overall summary of progress

In 2019 the Wellbeing Team was replaced with a Restorative Justice Team. Wellbeing processes and procedures were monitored and evaluated in 2019. The focus was on the re–implementation and re–invigoration of Restorative Practices at WCS in 2019, with professional learning and learning sprints.

Progress towards achieving improvement measures

Process 1:   Wellbeing

Develop and implement wellbeing programs within the school.

Evaluation	Funds Expended (Resources)
• 100% of students with confirmed disability have an IEP that is regularly reviewed and updated • 90% of teachers make learning adjustments • 90% of identified students have an adjustment summary • All staff have participated in Restorative Practice PL • 40% staff have implemented and regularly use Restorative Practice • WCS will use a Restorative framework • 45% students agree that they are treated with respect by others students, 23% disagree • 62% students agree that other students are friendly 12% disagree	Funds expended support all Strategic Directions as they are all interconnected: • Equity Flexible funding $168 597 • Aboriginal Background Flexible Funding $10 000 • Low Level adjustments flexible funding $30 837 • Professional learning $42 874 • Operational Funds $110 000

Process 2:   Restorative Practices

Evaluation	Funds Expended (Resources)
• All staff have participated in Restorative Practice PL • 40% of staff have implemented and regularly use Restorative Practice • WCS will use a Restorative framework • 3 members of staff completed Stronger Smarter PL • 45% of students agree that they are treated with respect by others students, 23% disagree • 62% of students agree that other students are friendly 12% disagree	See above

Process 3:   Learning Adjustments

Evaluation	Funds Expended (Resources)
• 100% of students with confirmed disability have an IEP that is regularly reviewed and updated	See above

Progress towards achieving improvement measures	
• 90% of teachers make learning adjustments • 90% of identified students have an adjustment summary	

Next Steps

In 2020 WCS will continue to support and embed Restorative Practices. In 2020 WCS will continue with IEPs and learning adjustments. The learnings and processes identified in this Strategic Direction will be used to support the writing project in 2020.

Strategic Direction 3

Deep Learning

Purpose

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

Improvement Measures

45% of teachers are using Learning Progressions collectively to guide teaching and learning cycle.

40% of teachers are implementing tiers of intervention for teaching Understanding Texts (Comprehension, Processes and Vocabulary).

Students Year 3 to 10 have demonstrated a 5% improvement in writing from school baseline data.

Overall summary of progress

In 2019 this Strategic Direction was supported by the Assessment and Individualising Learning Teams. The focus continues to be utilising learning progressions.

Progress towards achieving improvement measures

Process 1:   Literacy implementation

Implementing the Understanding Texts (Comprehension, Processes and Vocabulary) sub–element within Reading and Viewing element of Literacy Progression.

Evaluation	Funds Expended (Resources)
• All K–6 staff using Learning progressions to monitor student progress in literacy • Secondary staff identified literacy outcomes to track	Funds expended support all Strategic Directions as they are all interconnected: • Equity Flexible funding $168 597 • Aboriginal Background Flexible Funding $10 000 • Low Level adjustments flexible funding $30 837 • Professional learning $42 874 • Operational Funds $110 000

Process 2:   Numeracy

Develop and implement process of tracking student progress in numeracy and/or mathematics K–10

Evaluation	Funds Expended (Resources)
• Teachers identified mathematics outcomes to monitor • Teachers track student mathematics data over time • Teachers using student data to inform teaching of mathematics • Tracking of K–6 students using numeracy learning progressions	See above

Process 3:   Assessment

Design and implementation of relevant Literacy Assessments 5–10 and IEPs based on these.

Evaluation	Funds Expended (Resources)
• All teachers participated in Formative Assessment PL	See above

Progress towards achieving improvement measures	
• 60% of teachers regularly use formative assessment practices to inform teacher practice • At least 80% of teachers regularly use student data to plan and implement assessment activities • At least 80% of teachers use student data plan teaching activities. • At least 25% teachers were members of Assessment Team • All members of the Assessment Team collaboratively reflected on their use of data to inform planning and implementation of teaching and assessment activities.	

Next Steps

In 2020 the emphasis will be on writing, supported by the WCS writing project. There will be a focus on the use of dialogue to develop vocabulary.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• 1.0 AEO • Flexible Funding **Funding Sources:** • Aboriginal background loading ($89 340.00)	Aboriginal parents report that they feel comfortable and welcomed at WCS. 3 members of Executive completed Stronger Smarter training. On time submission rates of assessment tasks continue to improve. The achievement gap is closing at WCS for Aboriginal students. Survey results indicate: 91% and 82% of primary and secondary students respectively feel proud of their Culture. 83% and 76% of primary and secondary students respectively believe their Culture is valued at Woodenbong Central School.
Low level adjustment for disability	0.8 FTE WCS Individualising Learning Team WCS Learning Support Team **Funding Sources:** • Low level adjustment for disability ($116 210.00)	Students were managed through the LST with improvements in: Literacy and Numeracy across all KLA's. • EALD supports. • Dyslexia and other reading support. • Mental Health and Wellbeing including Anxiety. • Extra–curricular involvement and representation. • Completion of assessment tasks. • Class focus and engagement. • School–based behaviours • Social skills supporting positive interactions with peers • Care co–ordination including agencies within and outside DoE.
Socio–economic background	0.4 FTE staffing **Funding Sources:** • Socio–economic background ($211 284.00)	Specific evaluation can be found in evaluation of Strategic Directions above.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	93	99	99	97
Girls	77	86	86	93

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.4	88.7	86.3	67.2
1	84.6	92.7	87.9	75.8
2	91.9	92.1	87.9	79.5
3	88.7	97.1	79.8	71.1
4	86.6	94.8	79.1	81.3
5	84.4	93.1	87.2	74.2
6	96.8	91.5	82.3	68.5
7	89.5	96.4	82.6	74.9
8	85.1	88.7	88.2	80.3
9	85.9	83	83.7	82.8
10	78.2	71.9	74.4	79.4
11	83.8	79.7	84	55
12	77.2	88	60.1	78.3
All Years	85.8	88.8	81.6	75

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	10
Employment	0	0	40
TAFE entry	0	0	10
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

23.08% of Year 12 students at Woodenbong Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

83.3% of all Year 12 students at Woodenbong 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)	11.47
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	7.89
Other Positions	0.2

*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	273,166
Revenue	4,097,717
Appropriation	3,923,483
Sale of Goods and Services	70,213
Grants and contributions	94,120
Investment income	1,279
Other revenue	8,622
Expenses	-4,349,379
Employee related	-3,821,688
Operating expenses	-527,690
Surplus / deficit for the year	-251,661

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	318,843
Equity Total	417,233
Equity - Aboriginal	89,340
Equity - Socio-economic	211,284
Equity - Language	400
Equity - Disability	116,210
Base Total	2,781,892
Base - Per Capita	44,511
Base - Location	122,274
Base - Other	2,615,107
Other Total	327,522
Grand Total	3,845,490

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 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.

School performance - HSC

Parent/caregiver, student, teacher satisfaction

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

In 2019 the primary method used to gather feedback from parents, staff and students was through the use of surveys. Despite efforts the response rate from parents remains low at around 12%, the response rates from students and teachers was 98% and 97% respectively.

All groups indicated that Woodenbong Central School has a strong sense of community and that the teachers care for their students.

Summary of student results:

- 59% of students felt their classroom was an interesting place to learn
- 87% of students believes that the school expects them to do their best.
- 79% of students take pride in their work and do their best
- 71% of students indicated that their teachers find new ways to help them learn
- 70% of students have a staff member they can turn to for advice and assistance
- 69% students said their teachers tells them what they are learning and why
- 70% students stated their teachers know what they can do and what they need to learn
- 69% students are proud to be student at WCS , 10% of students disagree.
- 70% students state their Culture is valued at WCS.

Parent saw a sense of community and teachers caring for students as a strength of the school. They appreciated the communication, especially by text messaging during the bushfire crisis in Term 4. Parents, especially of secondary students, would like the school to communicate on assessment task. Their nature and when they are due.

Staff at WCS saw the following as strengths

- relationships with parents, community, staff and students
- communication within the school and the school leadership
- knowing the students and how they learn
- providing the students with learning and sporting opportunities.

Staff saw communication, the physical appearance of secondary and the development of a rigorous, consistent approach to curriculum and assessment as areas for further development.

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.