2020 Annual Report

Walcha Central School

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Introduction

The Annual Report for 2020 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.

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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

In 2020 Walcha Central School had the opportunity to participate in the external validation process. This provided an opportunity for our school to discuss judgements about school practices and collect evidence to present to a panel. This process allowed identification of strengths and areas for continued development which were significant in developing the situation analysis for the school and plan the new four year Strategic Improvement Plan.

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.

Overall summary of progress

The introduction of a integrated learning model in stage 4 led to increased student engagement through shared practice of learning strategies and strong development of collaborative planning. Modifications to learning spaces were utilised to support this new model of teaching of learning. Students reported a number of positive and negative aspects of the learning which were considered in developing the implementation of integrated learning in future years.

The continuation of Investigative Learning in K-2 classes demonstrated increased student engagement leading to achievement of syllabus and personal learning goals.

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)
Staff upskilling after PL to ensure all staff have access to latest research-based pedagogies and programs to help develop learning programs and opportunities for all students. As a result of professional learning and implementation of integrated learning models in K-2 and stage 4 students report an increase in sense of belonging, expectations for success and advocacy at school with highest results seen in primary over secondary. These curriculum models and implementation reflect a staff growth mindset in planning and delivering learning in new ways. The introduction of a second FLEX elective in secondary demonstrated curriculum design underpinned by general capabilities and cross-curricular priorities leading to students self reflection of their work as reported in semester reports. Collaborative planning lead to increased use of consistent teacher judgment to ensure consistency and fairness of grades for students, especially in stage 4 where units of work were co-delivery across subjects. Change of pedagogy data to show value-added student growth and the opportunity to identify key areas for development. The success of integration in stage 4 initiated other opportunities to implement integration in secondary. Teachers engaged in professional learning for Maths Trade to introduce integrated maths delivery in stage 5.	Professional Learning **Funding Sources:** • Professional learning ($31000.00)

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

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Staff work collaboratively with students to negotiate authentic learning goals. Evidence collected has identified the need for a more systematic approach to goal setting in K-12 to ensure this process becomes embedded in teacher's practice. Currently there is not an approach in secondary that facilitates goal setting as common practice throughout the school although the goal setting that has accrued has shown to improve the outcomes for the students across literacy and numeracy. This will allow teachers to develop specific strategies to target students' needs, ensuring increased authentic engagement and an improvement in meeting outcomes. As a result of this, a system of goal setting has been trialed in Stage 4 with students reflecting on their current levels of success in literacy, numeracy, and personal and social capabilities. The teaching team introduced a more open method of displaying the goals with the students name and picture visible. Students also identified their area of interest for post school. At the completion of the year, students used a review tool to assess their success in achieving their goals. Through this, they identified that the actual process of goal setting had been motivational in providing them with specific areas to work towards. It was also clear that more work needs to be done with staff to support the usage of this data to drive particular teaching and learning strategies that support every student's achievement. A dedicated time, on a regular basis, to reflect on progress and to adjust particular goals is needed for the process to be valuable. A plan is in place to commence a similar process for Stage 5 with the key recommendations of a dedicated time for review and resetting to be considered. Opportunity to grow this process in an age and stage appropriate systematic way needs to be developed including an inbuilt tracking method related to the continuum/progressions that the school is using. Teachers use of learning intentions and success criteria in lessons is more embedded in their practice. An important area of development for staff is the language being used and the explicitness of the success criteria. Students identified that they needed a more detailed understanding of what success looked like in order to be able to understand the level of expectation for success in each learning activity. They also acknowledged that they rarely used the success criteria to assess their efforts. This was more likely to occur where they were able to peer assess against a rubric and then act on the provided feedback. Future direction needs to focus on the development of the skills of staff in the use of LI and SC in teaching and learning practices.	

Next Steps

Continue to develop practices that enable students and teachers to work collaboratively to improve learning outcomes through use, reflection and monitoring of learning goals including PLPs for all Indigenous students.

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.

Think and working Mathematically across all KLA

The quality of student writing improves through feedback.

Overall summary of progress

Significant progress towards embedding feedback practices has been made that facilitates student reflection and encourages students to improve by actioning feedback provided.

Results in mathematics demonstrates improved practice and use of feedback.

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)
Q- How complete is plotting of student progress K-10? Data - • PLAN progressions • SENA • Check -in assessment • teacher generated anecdotal records • comparison to exemplars ie - ACARA and DoE • PAT assessment Analysis - Students across K-8 are plotted on progressions using SENA or other department assessments, however recording is inconsistent amongst staff and results indicate inconsistency between student understanding in different contexts. Best Start Kindergarten and Year 7 analysis also used to plot on progressions and inform where to next for teaching and student learning. Professional learning assisted teachers in developing their skills in using PLAN to plot students to inform teaching practice. Professional learning on number talks to build positive student and staff disposition around mathematical reasoning and working mathematically. Students from low social economic and disability groups performed poorly on phonological awareness assessment. Implication - Vocabulary in the descriptors of progressions and implementation across key learning areas, is a determining factor in the plotting of students successfully and consistently. More understanding of consistent teacher judgment is needed to action this data for improved teacher practice and student success.	PAT tests PAT resource centre **Funding Sources:** • Literacy and numeracy ($2100.00)

Progress towards achieving improvement measures	
Continued professional learning, specifically in Mathematical Reasoning routines to establish to develop the effective strategies to use in additive, multiplicative and proportional reasoning thinking and problem solving. Significant need to develop explicit phonological programs for the majority of student in K/1/2. Continue K/1/2 teacher sharing and analysis using phonological assessment data and expand this evidence based practice across the school.	

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

Evaluation	Funds Expended (Resources)
Question - How well did students use their feedback to monitor their learning against learning intentions success criteria? **Data** - Student reflections at the end of year reports. **Analysis** - Student reflections at the end of year reports indicated that they are beginning to demonstrate a deeper understanding of the learning intentions and success criteria presented by teachers. They are yet to be developing their own. **Implications** - Staff and students need further learning in the use of learning intentions and success criteria. Further development on consistent teacher judgement and moderation of expectations is also required. The development of a process to share formative assessment and formulate intervention is also required.	

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)
Question: Do writing programs and written activities include writing goals, learning intentions, success criteria and VCOP routines? **Data:** Teachers' programs show evidence of learning intentions and success criteria made explicit to the students. Students are interacting with VCOP posters, building word walls to improve their writing. **Analysis:** Overall, the staff are continuing to utilise learning intentions and success criteria in their lessons. Students and teachers continue to develop their skills using VCOP routines to up-level their writing across all key learning areas. **Implications:** To continue to provide support for students and staff to improve the quality of student writing by integrating purposeful learning intentions, negotiated success criteria and VCOP routines to develop self reflection skills in students to enable them to take responsibility for their writing and learning and action through their writing goals.	

Next Steps

Increased consistency in practices and processes of gathering, analysing and tracking student achievement data leading to teaching action which address student needs.

Continuation of feedback strategies across all Key Learning Areas to support student growth and achievement.

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.

Overall summary of progress

Broaden student aspirations to succeed, connect and thrive have been enhanced through engagement with external platforms for secondary subject support such as Studiosity and Edrolo.

Collaborative relationship between parent, student and teacher were strengthened through the use of online platforms and increased communication during COVID 19, whether students were learning remotely at home or attending school, full or part time.

Engagement and involvement of community to promote students as independent learners was somewhat hindered by COVID restrictions.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All students from year 2 to 12, have identified a post school aspiration.. By the end of 2020 all students have been exposed to a diverse range of aspiration-building opportunities. Top right quadrant in advocacy. - Students have a belief that they can succeed and there are other people at school who believe in them. Implications - Academic aspirations - do students know who they are competing against?	Awards and rewards. Understanding what students value through student parliament.

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

Evaluation	Funds Expended (Resources)
Question: Has WCS brand as well as communication and engagement with the school community been strengthened in 2020? **Data:** - Parent and community feedback on: - uniform, house structure, online learning tools. - Participation numbers in online platforms eg Facebook and Survey monkey - Online attendance for reward assemblies - Attendances at P&C and school information zoom's.	Consistent Brand - design/colour schemes established on assembly "stage" in library. All written correspondence whether online or hard copy uses consistent colour schemes / design, letterheads Recording and sound equipment purchased and used to ensure quality of production for streamed events Letters, emails and phone calls inviting

Progress towards achieving improvement measures	
Analysis: In using online communication and engagement platforms=, it was hoped that parent and community feedback towards the schools policies and pedagogy would improve. It is hoped that improved engagement with the school will encourage parents and community members to speak positively about Walcha Central School to enhance school appreciation and pride which will in turn uplift the moral of the school. Through the use of school branding, it is hoped that consistent messaging occurs. **Implications:** The following are focus areas for WCS to continue to develop with the school community: - A uniform that demonstrates pride in representing Walcha and helps develop students sense of belonging. - Walcha Central is recognised as a leader in pedagogy through promotion of activities that reach a broader portion of the community. - To increase student intake into kindergarten and year 7 as positive communication reaches more people. - Achievements that are celebrated on a regular basis continue to be seen by more members of the community - PBL focus areas are embedded across the community through greater engagement in school activities.	parents to watch streamed event. QDAI process undertaken with staff.

Next Steps

Continue to expand student aspiration by providing opportunities to expand, diversify and integrate learning experiences.

Increase collaboration and networking outside the school for teachers.

Continue to develop strong partnerships with parents and carers and community to provide opportunity for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	staffing - Aboriginal Education Officer - full time Community of School grant for construction Equity resources - well being, uniform, stationery **Funding Sources:** • Aboriginal background loading ($77 000.00)	In what ways have Indigenous students been supported in 2020? Analysis - Aboriginal learning in the school has continued to be of high importance. Data analysis has identified a greater number of Indigenous students are engaging in their learning. These students have been found to engage more greatly in extra curricular activities, including leadership opportunities. This has included a number of Indigenous students representing their year groups, the student body and the school in the parliament, youth forums and local council forums. Opportunities to attend leadership camps, or engage in university experience days, could not occur in 2020 however two onsite incursions were provided. Further analysis of the Tell Them From Me Survey, highlight the sense of belonging that a majority of Indigenous students feel. They also indicated that the school held a strong understanding of culture. The Gudhurr Gurraman Project has continued. The learning space has taken shape and the students who have engaged in this opportunity have learned many skills. Analysis of the success of the project has identified the need to provide broader opportunities for engagement. The original plans to produce a book and for students to stand alongside staff in developing their understanding of the 8 Ways of Aboriginal Learning are still considerations for the future. The AEO has provided advice to teaching staff in the delivery of curriculum and has worked alongside staff in the classroom to provide depth of understanding for students. This has included art workshops, NAIDOC activities as well as the Stage 4 '8 Ways Project' where students learned about the 8 ways of learning from the AEO and were then able to experience each aspect through the collaborative building of a Gunyah. Links to Kempsey High School have already been established that will provide learning and leadership opportunities for our students. Discussions with local Elders and members led to the identification of three key areas. Most importantly is the support and engagement of parents of Indigenous students in the school, regular attendance, retention to complete school and overall levels of achievement. A review of the data analysis procedures has led the team to look closely and to analyse carefully in order to identify and prioritise opportunities and interventions. There is a need to provide more adequate and

Aboriginal background loading	staffing - Aboriginal Education Officer - full time Community of School grant for construction Equity resources - well being, uniform, stationery **Funding Sources:** • Aboriginal background loading ($77 000.00)	prioritised time to building the ILP's with Indigenous students and their parents as this was significantly hindered during 2020 with COVID restirctions. A systematic approach is required, that can be reflected in the goals setting processes for students across the whole school. Implication - A recognition that the types of pedagogy that teachers use can have a significant impact on the engagement of Indigenous and all students. Further investigations by a head teacher into the '8 Ways of Aboriginal learning' has strengthened the understanding of the connections to quality teaching and learning, integrated and inquiry learning and the opportunity to engage parents, community and students in a process of implementation that meets the needs of our students. Development of the Aboriginal Education team is critical into the future to ensure that there is a broad and valued understanding across the school of aims, objectives, opportunities, interventions and recognition of critical events that reflect the historic and contemporary lives of Aboriginal peoples.
Low level adjustment for disability	Learning support teacher 1.0 School Learning Support Officers Targeted programs - MacLit, Quicksmart, Secret Agent Society, Cool KIds, Seasons for Growth PAT testing Professional learning SIM cards for use in COVID **Funding Sources:** • Low level adjustment for disability ($143 817.00)	Q - How effectively have students been supported through low level adjustment funding? Analysis - students K-12 have been well supported through a range of specialised programs to target students learning and well being needs delivered by a fulltime Learning and Support Teacher and a number of School Learning Support Officers. Programs are responsive to ongoing and upcoming needs of students. Students have been supported through thorough processes, systems and structures that are well utilised by expert staff. Implications For learning and support to continue the range of programs to support individual students. Focus of improvement: • Work to increase the number of students in the higher bands from the middle bands and increase growth of those students working in the highest bands. • meet school mandated targets • Improve teacher practice through increased use of date skills and use, student performance measures and assessment to then plan for teaching,.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($26 143.00)	In what ways has QTSS supported quality teaching? Analysis The provision of an additional AP in K-6

Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($26 143.00)	provided a strong executive team of three staff in primary and three staff in secondary in addition to a DP and Principal. This executive team worked cohesively to complete the External Validation and work towards developing the situation analysis to develop the new Strategic Improvement Plan and identify needs across the school. Implications To target teaching practice in the areas of Quality Teaching Framework, Critical and Creative Thinking , Planning by Design, integrated and Investigative Learning and professional learning communities.
Socio-economic background	• computer hardware • Additional SLSO time • Social media officer • Stymie • Speech therapy • Taxi service • Walcha pool • Chaplain and breakfast club • Social media officer **Funding Sources:** • Socio-economic background ($156 522.00)	Q - In what ways and to what extent have students been supported? Analysis - there is significant and growing need among families for financial support to provide equity of access to learning for all students. Resourcing across many diverse aspects of schooling provides maximum support to all students and provide a richer learning environment and specific resources for individual and groups of students. Due to COVID excursions were cancelled for 2020 which resulted in funds not being used as planned or in previous years. Social media use and presence was increased during 2020 during COVID and this was well managed by the employment of a dedicated staff member who worked collaboratively with other staff to provide communication for all parents and the community. Implications - To continue to provide support diversely across the school to maximise the number of students who are supported and given opportunities for learning.
Support for beginning teachers	Additional RFF for beginning teachers and time with a supervisor reduced teaching load Strong Start, Great Teachers Teacher Quality Advisor **Funding Sources:** • Support for beginning teachers ($20 405.00)	Analysis - Beginning teachers were better supported through the reduction of class load and specific timetabled time with a supervisor. After school inductins supported all new staff especially those who were early career teachers. Implications - Continue to provide reduced teaching load and specific time for early career teachers and supervisors to meet on a fortnightly basis. Continue to use after school professional learning for induction and include not only early career teachers but also teachers new to the school. Continue to connect early career teachers with professional learning and other teachers to build their expertise and practice. Use the instructional leader as a mentor for early career teachers, especially in their first year of teaching and to support teachers towards completion of their first Proficient

| Support for beginning teachers | Additional RFF for beginning teachers and time with a supervisor

reduced teaching load

Strong Start, Great Teachers

Teacher Quality Advisor

Funding Sources:
 • Support for beginning teachers ($20 405.00) | Accreditation submission and that this mentoring be in additional time with a supervisor time during the first year of teaching. |

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	112	128	132	134
Girls	148	134	135	136

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.7	94.6	90.9	94.2
1	92.8	92.1	93.1	92.4
2	94.8	91.9	91.9	94.7
3	94.6	96.7	92.2	92.5
4	94.8	93.4	94.5	90.1
5	95.3	94.9	93.3	95.1
6	93.5	91.1	89.7	93.9
7	93.6	88.7	91.2	93.1
8	90.8	91.4	82.7	89.8
9	88.5	86.7	88.7	85.2
10	86.8	82.1	79.8	86.7
11	90.5	84.1	80.3	92.4
12	90	90.4	86	83.8
All Years	92.2	90.6	89	91.1

State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance in 2020 was impacted by COVID 19 and remote learning. In some years of schooling this affected the data positively as students attended to learning from offsite.

As part of attendance monitoring the school has looked at trends of attendance of specific cohorts of students. This data is used to inform improvement measures in the new Strategic Improvement Plan from 2021 with a focus on attendance for year 10 students moving into year 11 who have shown a steady decline over four years and students in year 9 moving into year 10 in 2021. Part of this intervention will include specific programs and support to individual students to address their needs within the cohorts. Engagement in learning will continue to be a focus to support student attendance.

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	0	7	6
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	14	0
Unknown	0	0	0

Year 11 data represents a student who was a returning exchange student to Sweden.

Year 12 students undertaking vocational or trade training

20.59% of Year 12 students at Walcha Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Walcha Central School expected to complete Year 12 in 2020 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)	13.69
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

One teacher completed accreditation at Proficient level after successfully completing two years of teaching K-6.

One teacher continued working towards accreditation at Highly Accomplished level as a participant in the Mastery of Teaching.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	474,112
Revenue	4,412,751
Appropriation	4,320,967
Sale of Goods and Services	4,092
Grants and contributions	83,386
Investment income	1,508
Other revenue	2,798
Expenses	-4,158,451
Employee related	-3,714,223
Operating expenses	-444,228
Surplus / deficit for the year	254,300
Closing Balance	728,412

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.

	2020 **Approved SBA** ($)
Targeted Total	75,324
Equity Total	402,418
Equity - Aboriginal	102,079
Equity - Socio-economic	156,522
Equity - Language	0
Equity - Disability	143,817
Base Total	3,447,280
Base - Per Capita	64,215
Base - Location	94,853
Base - Other	3,288,213
Other Total	259,699
Grand Total	4,184,721

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.

In 2020 spending reflected the needs of the school brought about by COVID and remote learning. Many programs and initiatives were significantly impacted during this time whilst the focus changed in other areas to meet upcoming needs for learning.

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

In 2020 Walcha Central School took the opportunity to engage in Check-in Assessments as a resource to monitor student achievement and progress and provide planning for students going forward. The school continued to utilise PAT testing and Best Start for Kindergarten and Year 7 students to provide accurate assessment data in the absence of NAPLAN.

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.
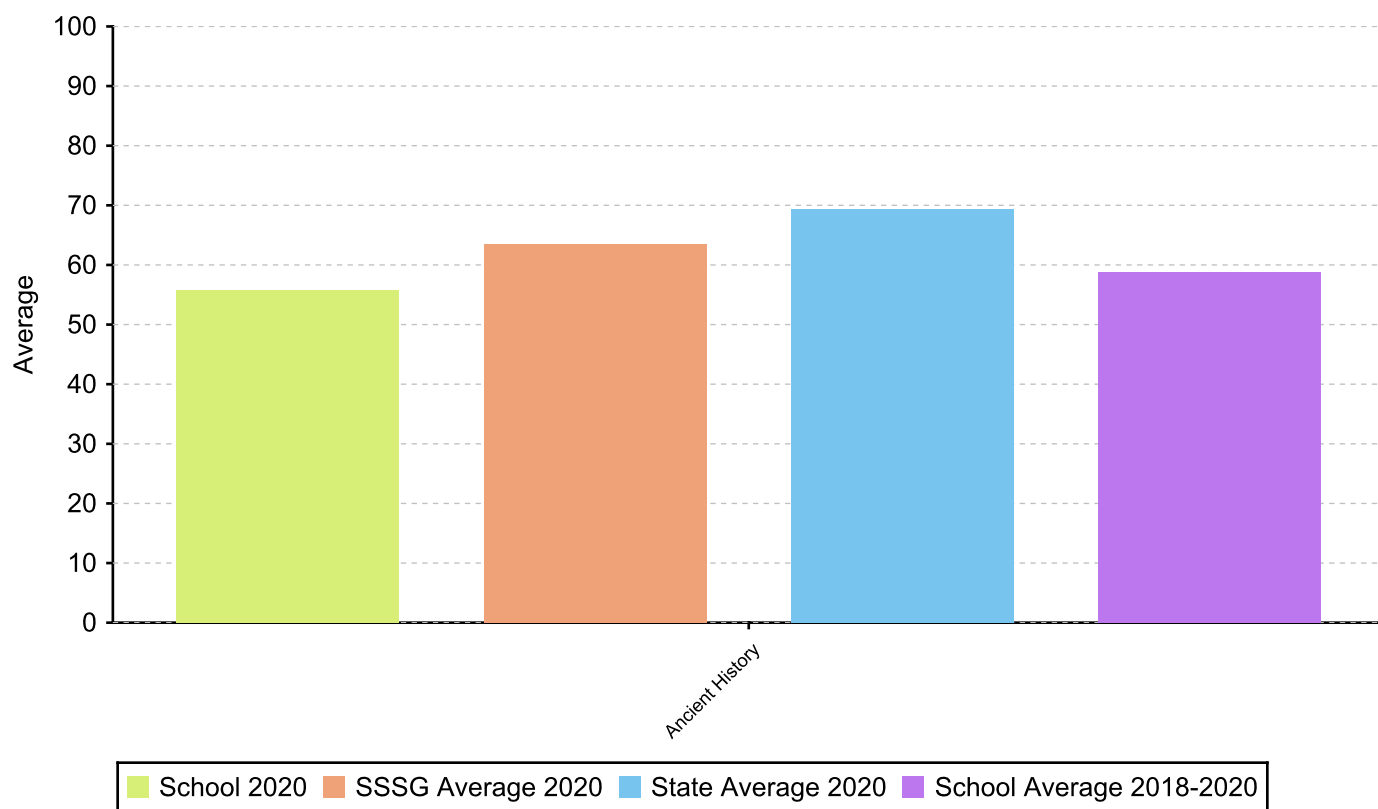
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	55.8	63.4	69.4	58.7

Parent/caregiver, student, teacher satisfaction

CESE have been unable to provide a full report of the Tell
Them from Me, due to the response rate being below 2% of the parent population.
Based on the given responses, a number of positive experiences can be
identified. In general parent, perception of the materials, contact and overall
support for their child/children's learning from home was positive. The average
time the respondents spent supporting their children with their homework was 20
minutes. The support from teachers for each student and the materials provided
may have enabled a greater number of students to be self-directed in their
learning.

When children were at school, parents felt their children were safe, however there is a perception that the school does
not support positive behaviour.

There were some concerns where parents did not feel that they had been adequately informed or necessarily felt
welcome at the school. This was contradicted in the feedback that reflected the school being inclusive.

Of those who responded to the survey, all were involved in school committees. Almost 50% had had contact with the
teachers at least three times in the past year.

Anecdotally, parents who contacted teachers, increased during the period where students learned from home. Many
expressed an increased respect for the job teachers do.

The school increased communication by school purchased phone SIMs and video conferencing during COVID 19 remote
learning. Parents who availed of this communication reported positivity, however some parents noted they received
multiple communications with a number of students in one family.

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.