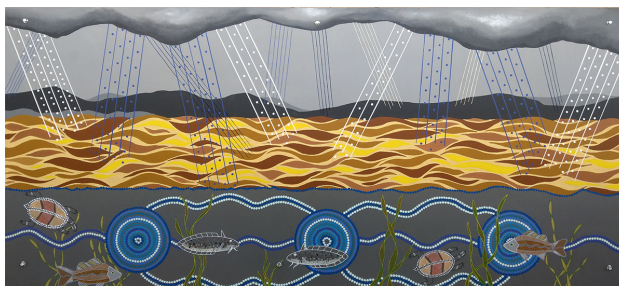


2020 Annual Report

Woodenbong Central School



3491

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 has been a very different year for Woodenbong Central School and our Communities. It has highlighted our collective resilience, the importance of our connections in times of rapid change, the willingness of our community to pitch in and help each other as well as our sense of community at Woodenbong Central School.

We began the school year with the recovery from the Term 4 2019 bushfires along with the ongoing drought. This would normally be enough for any community. However, at Woodenbong Central School we also began 2020 with COVID-19. Soon thereafter restrictions impacted our school, our normal operations and the number of opportunities we could provide our students during the year.

Excursions were severely impacted in 2020. We had organised and our students were about to go on excursions to Sydney for our School Captains to visit Parliament House and meet the State Governor. A team of Year 11 student were also about to go to Sydney for Youth Parliament. These excursions and flights were cancelled when Health advice meant all NSW schools were not allowed to send students on excursions. This impacted on our students as they were not allowed to participate in sporting or other excursions. We could not participate in the Sydney Show nor EKKA, students did not have the opportunity to go to Dubbo for Central Schools knockout competitions, State swimming or athletics.

During Term 1 we experienced Learning from Home. This highlighted the resilience of our community as well as the great job the teachers and staff at Woodenbong Central School do support the learning and wellbeing of our students. We were well placed to support our students learning from home. Our 1-1 laptop program in high school, our 1-1 iPad program in primary and our primary laptops meant that we could provide a device to all our students. We sourced wireless dongles to allow families to connect to the internet. Our teachers prepared electronic and hard copies of lessons, called our parents to keep them up to date, checked-in on students and worked flexibly to meet students learning needs. In a matter of days, they transformed the way they taught, adapting to the changing times. Our Aboriginal workers created an environment at Muli Muli to allow the students to continue to learn together.

Our ANZAC Day assembly was also different this year. Due to Learning from Home and COVID restrictions we held an on-line ANZAC assembly. We were able to pre-record the speeches and play the video at our virtual assemblies. We appreciated the community support we received for this assembly. This year was also the first year the school was unable to march on ANZAC Day as all marches were cancelled across the Country.

Our students resumed normal lessons and timetables mid-way through Term 2. Prior to that they were at school for at least one day for each week. Our Year 12 students were at school more regularly as teachers felt it was important for them to have as close as possible normal lessons to help them with their HSC studies. Even though students returned to full time studies at school COVID restrictions meant that parents were not allowed on site for most of our normal activities, including assemblies.

At the end of term 3 we said farewell to Year 12, but not in our normal manner. No parents on site meant we could not hold our Farewell Breakfast with parents and our normal Farewell Assembly. We held our second virtual assembly of the year, our first virtual Year 12 Farewell Assembly. It was good that parents and families could still participate, even if it

was just online. We also had the opportunity to pre-record teachers and our Year 12 students saying farewell to each other. The pre-records may be an innovation we incorporate into future Farewells.

Our normal Presentation Day Assemblies and Year 6 Farewells were also significantly impacted by Covid-19. However, with our community we adjusted and adapted.

At Woodenbong Central School we are lucky to be so well supported by our local Communities. Our school and the generosity of the wider Woodenbong Central School Community provide our students with a wide range of opportunities and the support required to assist our students experience to success both within and beyond the classroom. These provide our students with the chance to try and trial a variety of experiences. These experiences allow the students to try new things, to find and enhance a passion for learning. An interest makes learning more pleasurable, students are more likely to spend time learning the necessary skills. The ability to learn helps with any future career paths. The skills our students learn at Woodenbong Central School along with other aspects of their education provides our students a powerful start for their future life. We also assist our students develop their talents through persistence and hard work. At Woodenbong Central School, we passionately believe that *our students deserve the best and they deserve to live empowered lives with passion and purpose*

This Year we welcomed Mr Cross as Head Teacher Science and Ms Mobbs as Head Teacher English. At the beginning of the year we farewelled Mr Haskins who moved to Queensland, Mrs Smith retired half way through the year and at the end of the year we farewelled Mrs Lee who moved to Ballina Public School as a MCC teacher. Mrs Lee and Mrs Smith have been members of the Woodenbong Central School Community for a long period of time and have made big contributions to Special Education at WCS. They will be missed. We wish Mrs Smith in her retirement and Mrs Lee well at her new school.

When given the opportunity our students perform at the highest levels. We hope that in 2021 our students will have closer to the normal number of opportunities we provide for our students as COVID-19 restrictions continue to be relaxed. All of our students always represent themselves, our school and their Communities with pride. Our students are excellent ambassadors for the community and our school. Their friendliness, politeness, and willingness to participate means they always represent themselves and Woodenbong Central School with distinction.

At Woodenbong Central School, we led the use of and utilise a variety of practices to support and enhance student learning. Our teachers effectively blend the tried and true with a range of innovations to engage our students with high quality learning experiences. This takes many forms such as the use of technology to enhance student learning, collaborative practices both within our school and with other schools, as well as pedagogical practices of utilising different learning spaces. Whatever we do, our focus is always on our students and their learning. We are always measuring the impact of these initiatives on student learning.

We continue to invest in our teachers and the resources required to support them to enhance learning opportunities for our students. We constantly develop opportunities to allow them to create, collaborate, problem solve and develop their higher order thinking skills. We this will remain a focus in 2021 along with the development of the quality of our students' written work.

At Woodenbong Central School relationships matter. Relationships are key to assisting students to learn and develop. The strong relationship between Woodenbong Central School and our wider communities we serve is unique and crucial for our students and their education. Our Restorative Practices enhance our relationships. They help build, maintain and where necessary repair relationships. A Restorative framework of high expectations coupled with the necessary supports continues to be implemented across the school.

A sense of Community continues to be seen as a strength of the school by parents, students and the staff. These collaborative efforts make Woodenbong Central School a great school. Woodenbong Central School is a place where we all work together to achieve the best for our students. Our continued collaboration will make Woodenbong Central School an even better place.

We appreciate the time, effort and quality of art works members of our community are bringing to Woodenbong Central School. We have a new night sky mural outside lab 1 and a mural depicting drought and flood in Primary. Early next year we will have another mural in primary depicting the 2019 fires.

In 2021 we will continue to build on the gains we have made in recent years. We are developing new strategic directions for 2021-2024, however we will ensure we focus on what matters: our students and their learning.

School vision

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 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	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 2020 the for teacher teams Individualising Learning, Local Cultural Local Perspectives, Restorative Practice and Higher Order Thinking provided opportunities for teacher to collaboratively develop, implement and reflect on learning opportunities for students 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.

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)
<p>The Woodenbong Central School Team structure:</p> <ul style="list-style-type: none">• Highly valued by staff• provided opportunities for teachers to collaboratively create learning for students.• provided opportunities for staff to engage in reflective conversations on teacher practice that resulted in improved teacher practice and learning outcomes for students <p>90% of teachers planned, implemented and evaluated of at least 1 Project Based Learning activity each to improve student outcomes.</p> <p>95% of student years 5 to 10 experienced an authentic learning opportunity to develop critical thinking and communication skills.</p> <p>All teachers used formative assessment used formative assessment practices to inform teaching practice.</p>	<p>Funds expended support all Strategic Directions as they are all interconnected:</p> <ul style="list-style-type: none">• Equity Flexible funding \$148 338• Aboriginal Background Flexible Funding \$27 008• Low Level adjustments flexible funding \$28 280• Professional learning \$43 436• Operational Funds \$126 036

Process 2: Collaboration

Building capacity and expertise through regular collaborative professional learning experiences.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 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	<p>See above for funds used</p> <p>Use of SDD and staff meetings</p>

Progress towards achieving improvement measures

reflect on practice

- Collaborative development and reflection of student learning opportunities

Scheduled Team meeting times

Process 3: Use of Formative Assessment to inform teaching practice

Evaluation

- All teachers participated in Formative Assessment Workshops
- All faculties developed formative assessment plans
- All teachers regularly utilise formative assessment practices.
- Teacher surveys demonstrated teachers were more confident in identifying and addressing students learning needs.

Funds Expended (Resources)

In addition to the funds above

Faculty time to develop processes

Professional Learning

Next Steps

In addition to the school's normal evaluative processes in 2020 the school underwent external validation. The school identified the need to continue with collaborative teacher structures with a reduction from 4 teams to 2: Wellbeing in practice and Teaching in Practice. WCS will enhance the focus on formative assessment with "using data to inform practice". WCS will continue with the use of sustained dialogue to improve vocabulary to improve writing and the focus on higher order thinking skill development.



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 2020 this Strategic Direction was supported by the Restorative Practice Team. To support the school's shift to Restorative practices as a major element of our Wellbeing systems.

Progress towards achieving improvement measures

Process 1: Wellbeing

Develop and implement wellbeing programs within the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">All staff have participated in Restorative Practice professional learningAll teachers have used Restorative Practices within their classroomWCS uses restorative practices as the basis of respectful relationship programs with studentsWCS has evaluated and where necessary modified Wellbeing processes and procedures. All processes and procedures and were implemented in 2020	<p>Release time for DP Secondary 0.3FTE to support LST</p> <p>Release of AP Primary 0.4FTE to support LST and making of adjustments</p> <p>Additional 0.4FTE LaST time to support teachers and student learning</p> <p>Funds expended support all Strategic Directions as they are all interconnected:</p> <ul style="list-style-type: none">Equity Flexible funding \$148 338Aboriginal Background Flexible Funding \$27 008Low Level adjustments flexible funding \$28 280Professional learning \$43 436Operational Funds \$126 036

Process 2: Restorative Practices

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">All staff have participated in Restorative Practice professional learningAll teachers have used Restorative Practices within their classroomWCS uses restorative practices as the basis of respectful relationship programs with studentsA further 2 staff members attended Stronger Smarter. Covid restriction prevented more for attending in 2020 (25% of the teaching staff have attend	<p>Used \$20 000 from operational funds to for additional professional learning, to provide teachers with time to practice and embed restorative practices within classrooms with support from a colleague</p>

Progress towards achieving improvement measures

the PL)

- 69% of students agree with the statement "I am treated with respect by other student" an increase of 14 percentage points for 2019.
- 67% of students agree with the statement "Other students are friendly" an increase of 5% from 2019; whilst 7% disagree a reduction of 5 percentage points from 2019.

Funds expended support all Strategic Directions as they are all interconnected:

- Equity Flexible funding \$148 338
- Aboriginal Background Flexible Funding \$27 008
- Low Level adjustments flexible funding \$28 280
- Professional learning \$43 436
- Operational Funds \$126 036

Process 3: Learning Adjustments

Evaluation	Funds Expended (Resources)
<p>All students with a confirmed disability have an IEP that is reviewed and updated at least once a Semester</p> <p>All students on Learning Support Team caseload have an IEP that is regularly reviewed.</p> <p>All teachers report that they regularly make learning adjustments</p> <p>All identified students have an adjustment summary.</p>	<p>Additional LaSt support 0.4 FTE</p> <p>Release DP 0.3</p> <p>release AP 0.4 FTE</p> <p>Funds expended support all Strategic Directions as they are all interconnected:</p> <ul style="list-style-type: none"> • Equity Flexible funding \$148 338 • Aboriginal Background Flexible Funding \$27 008 • Low Level adjustments flexible funding \$28 280 • Professional learning \$43 436 • Operational Funds \$126 036

Next Steps

In 2021 WCS will continue to embed Restorative practices in daily classroom and whole school processes and procedures. In 2021 to 2024 IEPs will be expanded to every student. All students will have co-created learning goals. In 2021-2024 WCS will expand opportunities for the inclusion of student voice.

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 student data 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 2020 this Strategic Direction was supported by the Deep Learning and Individualising Learning Teacher teams. The focus continues to be on using progressions and general capability frameworks.

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)
<p>The focus for 2020 changed to writing. In particular the use of sustained dialogue to improve student vocabulary to improve student writing.</p> <p>All K-6 teachers use Learning progressions to monitor student progress in literacy</p> <p>All secondary teachers use the Creating Texts sub-element of the Literacy progressions to monitor student progress.</p> <p>All student progress is monitored using the Creating Text sub-element of the Literacy progressions</p>	<p>Professional Learning sustained dialogue to improve writing</p> <p>Collaborative practice HOT Team, writing project</p> <p>0.2FTE from Operational funds was used to support project</p> <p>Use of Staff meeting and School Development to develop teacher capacity and report on progress</p> <p>Funds expended support all Strategic Directions as they are all interconnected:</p> <ul style="list-style-type: none">• Equity Flexible funding \$148 338• Aboriginal Background Flexible Funding \$27 008• Low Level adjustments flexible funding \$28 280• Professional learning \$43 436• Operational Funds \$126 036

Process 2: Numeracy

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

<ul style="list-style-type: none">• 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	WCS Teams Funding sources see above
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Process 3: Assessment

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All teachers use formative assessment practices to inform planning for particular student groups and individual students.• At least 75% of teachers reflect on the student assessment data to inform planning and future teaching and assessment activities.	Support of WCS Teams Funding sources see above

Next Steps

In 2021-2024 there will be a focus on the use of data to inform teacher practice. All teacher will expertly use formative assessment as an integral part of daily classroom instruction. The school will utilise evidence based pedagogies to improve student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1.0 FTE Aboriginal Support Officer \$27 008 Flexible funding Funding Sources: • Aboriginal background loading (\$103 285.00)	Aboriginal parents report that they feel comfortable and welcomed at WCS. An additional 2 members of Staff completed Stronger Smarter training. Covid prevented 2 more attending PL in Semester 2. On time submission rates of assessment tasks continue to improve. Two student completed Certificate II Health School data indicated further closing of the achievement gap is closing at WCS Survey results indicate:92% and 83% of primary and secondary students respectively feel proud of their Culture. 92% and 83% of primary and secondary students respectively believe their Culture is valued at Woodenbong Central School.
Low level adjustment for disability	0.8 FTE Flexible Funding: \$28280 WCS Individualising Learning Team WCS Learning Support Team (LST) Funding Sources: • Low level adjustment for disability (\$115 787.00)	Students were managed through the LST with improvements in: <ul style="list-style-type: none"> • Literacy and Numeracy across all KLA's. • EALD supports. • Dyslexia and other reading support. • Mental Health and Wellbeing including Anxiety. • Extra-curricular involvement and representation. • Completion of assessment tasks. • Class focus and engagement. • School-based behaviours • Social skills supporting positive interactions with peers • Care co-ordination including agencies within and outside DoE. • Building capacity of staff to make learning adjustments
Socio-economic background	0.4 FTE Flexible Funding \$148, 338 Funding Sources: • Socio-economic background (\$192 091.00)	See Strategic Direction for more detailed evaluation of use of funds

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	99	99	97	107
Girls	86	86	93	102

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88.7	86.3	67.2	73.5
1	92.7	87.9	75.8	58.1
2	92.1	87.9	79.5	67.8
3	97.1	79.8	71.1	69
4	94.8	79.1	81.3	55.9
5	93.1	87.2	74.2	70.7
6	91.5	82.3	68.5	71.7
7	96.4	82.6	74.9	62.3
8	88.7	88.2	80.3	69.2
9	83	83.7	82.8	82.5
10	71.9	74.4	79.4	75.1
11	79.7	84	55	64.8
12	88	60.1	78.3	58.2
All Years	88.8	81.6	75	67.9
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.

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	20
Employment	0	5	40
TAFE entry	0	0	20
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

42.86% of Year 12 students at Woodenbong Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

64.3% of all Year 12 students at Woodenbong 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)	12.38
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, 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.

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	21,505
Revenue	4,293,597
Appropriation	4,175,124
Sale of Goods and Services	77,085
Grants and contributions	34,406
Investment income	121
Other revenue	6,861
Expenses	-4,162,331
Employee related	-3,864,381
Operating expenses	-297,950
Surplus / deficit for the year	131,265
Closing Balance	152,771

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	100,248
Equity Total	411,564
Equity - Aboriginal	103,285
Equity - Socio-economic	192,091
Equity - Language	400
Equity - Disability	115,787
Base Total	3,211,169
Base - Per Capita	46,427
Base - Location	126,036
Base - Other	3,038,706
Other Total	325,107
Grand Total	4,048,087

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.

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.

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.

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 2020 the primary method used to gather feedback from parents, staff and students was through the use of surveys. This year the response rate from parents was higher than in the past. The school rang and spoke to each parent. Parents were given the option to respond over the phone or return the survey. This resulted in a response rate from parents of approximately 80%, the response rates from students and teachers was 96% and 100% 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:

- 81% of students felt their classroom was an interesting place to learn
- 92% of students believe that the school expects them to do their best.
- 80% 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
- 75% of students have a staff member they can turn to for advice and assistance
- 74% of students said their teachers tell them what they are learning and why
- 81% of students stated their teachers know what they can do and what they need to learn
- 83% of students are proud to be a student at WCS, 6% of students disagree.
- 73% of students state their Culture is valued at WCS.

Parents saw the following as strengths:

- Opportunities the school provides for students
- A sense of community
- Teachers caring for students
- Approachable staff
- Communication with home
- School resources
- Technology

A few parents thought the school could have a greater academic focus.

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.