2021 Annual Report

Walcha Central School

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 creating a culture of continuous improvement, through the provision of high quality and engaging teaching and learning. Creating flexible, resilient and active learners equipped with skills and pathways to meet the challenges of an ever-changing world. This will be achieved through collaborative, relevant and innovative approaches to education.

School context

Walcha Central School promotes a a journey of learning K-12. Established in 1859, it is situated in the rural New England community of Walcha. The student enrolment is 258 of whom 57% are K-6 and 43% are 7-12, with 26% of the student population identifying as Aboriginal or Torres Strait Islander.

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 leadership for learning as reflected in the school's values.

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 well-being.

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

As a result of a thorough situational analysis the school has identified the following areas for improvement:

Assessment

Data Skills and use

Student performance measures

Belonging for students

Parent communication and involvement

Collaboration and professional feedback

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment K-12 through data driven practices, leading to personalised learning to build strong foundations for success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Personalised learning

Resources allocated to this strategic direction

Location: $19,000.00
Professional learning: $17,316.00
Low level adjustment for disability: $142,400.00
Literacy and numeracy: $4,000.00
English language proficiency: $2,400.00
Literacy and numeracy intervention: $35,317.00
Socio-economic background: $76,000.00
Per capita: $40,000.00
Aboriginal background: $15,000.00
Integration funding support: $30,445.00

Summary of progress

The targeted activities around assessment, reporting and implementing NSW Department Guidelines for Effective Teaching of Reading and Numeracy has been successful in achieving some of the school targets in student growth and attainment. Primary students achieved above expected growth in the Top 2 bands in both Reading and Numeracy and there was an increase in the number of Aboriginal students achieving Top 2 bands in Reading.

The introduction of the digital platform 'Essential Assessments' has supported sections of the school in collecting, analysing and reporting specific internal student and school performance data, on a regular basis. Revising assessment schedules, and reflecting on the equitable nature of assessments has begun the progress of making decisions based on valid, reliable evidence. Utilising new Department digital assessment tools and check-in assessments flowing into PLAN2 has improved the tracking of student growth in a centralised location. Professional Learning sessions centred on the collection and variety of data as well as the use of SCOUT data, has helped several staff members to identify trends and modify learning tasks and programs. The collaborative formation of more personalised report comments and format has improved the specific, personalised feedback provided to students and parents.

The following are considerations for future planning, continued progress, and planning towards:

- A whole-school approach in utilising, modifying, and reflecting on department guidelines and resources to improve the Reading and Numeracy attainment of students. In particular, selected teaching strategies such as literal comprehension, main idea, vocabulary in context and inference in Reading and reasoning and problem-solving in Numeracy.
- Using whole school online Essential Assessment platform to measure and drive improved learning outcomes for individuals and the school community.
- The collection of data that identifies how staff are using evidence of learning to differentiate in classrooms, and quality success criteria and learning goals to enable specific effective feedback.
- Analysis of the quality of internal assessments focusing on the elements of effective assessment.
- Refinement of Assessment scope and sequences, making adjustments for new Department tools as they become available,
- Establishing effective partnerships with parents demonstrating the changes in curriculum and how parents can support their child's learning in Reading and Numeracy.
- Embedding Teaching Sprints into teaching practice to improve Literacy results in grammar and punctuation and Numeracy results through number talks.
- Implementing a pilot project using the Universal Design for Learning model to allow for more individual accommodations in learning.
- Refining the structure, including the learning progressions, and implementing the use of the digital data wall to create a shared responsibility of student learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in percentage of students achieving top two bands, at or above, the school's system negotiated baseline targets in reading of 35.5% Primary and 16.5% in Secondary.	• Data indicates 56.10% of Primary students are in the top two skill bands for reading which is a significant increase against baseline data. • 8.33% of students in Secondary are now in the top two skill bands (NAPLAN) for reading and indicating progress yet to be seen toward the annual progress measure.
Improvement in percentage of students achieving top two bands, at or above, the school's system negotiated baseline targets in numeracy of 29.9% Primary and 3.8% in Secondary.	• In numeracy, 39.2% of Primary students are in the top two skill bands indicating an increase against baseline data. • In numeracy, 4.35% of Secondary students are in the top two skill bands indicating an increase against baseline data.
Improvement in percentage of students achieving expected growth, at or above, the school's system negotiated baseline target in reading of 60.9% Primary and 68% in Secondary.	• The percentage of Primary students achieving expected growth in reading decreased to 53.33 % indicating progress yet to be seen toward the lower bound target. This figure was influenced by the significant increase in Top 2 band results. • The percentage of Secondary students achieving expected growth in reading decreased to 54.55% indicating progress yet to be seen toward the lower bound target.
Improvement in percentage of students achieving expected growth, at or above, the school's system negotiated baseline target in numeracy of 63.9% Primary and 67.2% in Secondary.	• Percentage of Primary students achieving expected growth in numeracy decreased to 33.33% leading to progress yet to be seen toward the lower bound system-negotiated target. • Percentage of Secondary students achieving expected growth in numeracy decreased to 52.38 % leading to progress yet to be seen toward the lower bound system-negotiated target.
Increase the percentage of Aboriginal students achieving top three NAPLAN bands in reading and numeracy, by 10% from the baseline.	• 33.3% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading which is a significant increase of more than 10% from baseline data. • 16% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress is yet to be seen towards an increase of 10% from baseline data.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity towards to the system negotiated lower bound target.	• In 2021 there were no identified Aboriginal students in the stage 6 cohort completing HSC. As part of a Compressed Curriculum model, 80% of identified Aboriginal students in year 11 completed an HSC subject whilst maintaining their cultural identity.
Improve the percentage of HSC course results in the top three bands above the baseline of 26%.	• 31% of students attained results in the top three bands demonstrating progress above the lower bound target. 100% of students from the year 12 cohort had an identified post school option and pursued career or higher education pathways.
Improve the percentage of HSC course results in the top two bands above the baseline of 7.5%.	• No students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.

Strategic Direction 2: Quality Teaching

Purpose

To establish a culture of quality teaching practice, high expectations and enhanced teacher performance through continuous high impact professional learning, actioned by collaborative professional practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovative Practice
- Collaborative Action Groups

Resources allocated to this strategic direction

Professional learning: $14,972.00
QTSS release: $5,700.00
Per capita: $16,000.00
Aboriginal background: $10,000.00
Socio-economic background: $5,000.00
Low level adjustment for disability: $4,000.00
Location: $4,000.00

Summary of progress

Annual progress measures for these initiatives were met through Quality Teaching Rounds (QTR), Critical Creative Thinking (CCT) and Teaching Sprint implementation by a number of small teacher action groups. Staff were committed to seeking more innovation and collaborative pedagogies and applying the relevant Professional Learning of the research informed practices to their classroom practice. This was evidenced from collegial discussions and willingness to implement new teaching and learning activities in their practice. The action based nature and cyclic nature of the Professional Learning and implementation allowed staff to feel confident in applying nominated innovative teaching pedagogy in their classrooms. The support of a Community of Practice for Quality Teaching Rounds and Critical Creative Thinking allowed for ongoing feedback of the practitioner's skill and knowledge, enabled teachers to collaborate and learn from each other. Starting with a small group of highly motivated teachers created a culture of collaboration and trust to enable the application of the targeted Professional Learning. Barriers to judge the extent of success is the collection and quality of data. This improvement culture was extended as teachers trained and implemented Teaching Sprints in second semester.

Next steps: expand the innovation and collaborative practices to include more staff K-12 in all activities - QTR, CCT and Teaching Sprints with documented evidence of these practices in teaching and learning programs.

- to improve the quality of the data collection - scheduled and focused collection
- analysis of a variety of assessments/teaching activities - (work samples, teacher observations, Teaching Sprints and diagnostic assessment including Essential Assessment, NAPLAN, Check-In) with evidence of innovative pedagogy and reflective evaluation embedded in Teaching and Learning Programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teams commence implementation of QTR and CCT and all staff complete initial surveys for QTR Teacher Survey*, and the Critical and Creative Thinking self assessment.	• 90% of staff completed initial QTR surveys, • 10% complete Critical and Creative Self-Assessment and • 100% set goals in PDP and are working towards setting individual goals for improvement in Innovative Teaching Practice as future direction.
Four teams of teachers have completed professional learning to build understanding of each Quality Teaching	• Team 1 consisting of 7 teachers participated in professional learning to implement Quality Teaching Rounds. • Team 2 consisting of 3 secondary teachers participated in Critical and

Model (classroom and assessment practice), Critical and Creative Thinking, Visible Thinking Routines and an Aboriginal pedagogy to meet teacher and student needs and trialed implementation.	Creative Thinking professional learning and trialed in teaching programs. • Team 3 professional learning in Aboriginal Pedagogies was held over due to restrictions with travel and face-to-learning. From previous professional learning, 10 teachers continued to regularly use Aboriginal Pedagogies in programs for planning of learning sequences. • Team 4 consisting of 4 teachers initiated a Book Club as professional learning, focusing on developing Thinking Routines in classrooms. Implementation was not trialed.
10- 25% of staff have participated in regular Quality Teaching Rounds, teacher moderation and collaboration action groups across stage and faculty areas.	• 7/27= 26% of teachers participated in observations based on the Quality Teaching Rounds • 15/27= 56% of teachers participated in teacher moderation of tasks. • 100% of K-6 staff participated in collaborative practice through fortnightly stage meetings made available through additional release from face to face allocation. K-6 executive staff provided leadership to these collaborative action groups through additional release from face-to-face time provided, given primary executive teachers the same allocation of time as their secondary counterparts. • 100% of secondary teachers engaged in collaborative discussion, planning and/or moderation of student work as required for specific integrated teaching plans and student profiling.
15-25% of teachers develop teaching and learning programs incorporating Quality Teaching Model, Critical and Creative Thinking or Aboriginal Pedagogies.	• 15/27= 56% of teachers indicated they regularly collaborated with other teachers to create shared programs. · • 10/27= 37% of teachers indicated they regularly incorporate and use Aboriginal Pedagogies in their programming. • 7/27= 26% of teachers indicated they regularly incorporate and use Quality Teaching Model in their programming. • 3/27=11% of teachers indicated they regularly incorporate and use Critical and Creative Thinking indicators in their programming.
HT/AP and intensive learning teachers establish Collaborative Action Groups to collectively analyse data on student performance that informs improvements in teaching and learning.	• 18/27= 66.6% of staff have indicated that they have worked with a group of teachers to analyse data and plan programs or interventions from this information.

Strategic Direction 3: Partnerships for learning

Purpose

To establish, promote and utilise partnerships that celebrate, support and extend student learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Pathways for learning
- Connected learning

Resources allocated to this strategic direction

Professional learning: $1,000.00
Aboriginal background: $59,500.00
Socio-economic background: $50,500.00
Location: $76,200.00
QTSS release: $21,000.00
School support allocation (principal support): $16,500.00
Per capita: $10,000.00

Summary of progress

Enablers: The school has facilitated pathways for learning through new technology hardware and the Rural Access Gap Program and employment of a specialised Digital Classroom Officer 0.2 FT. Partnership with Senior Pathways Advisor facilitated funding and support for a school Careers Expo. This has been delayed until 2022 due to COVID. Indigenous culture lessons have been established and are taught K-12 in consultation with the newly formed Aboriginal Education Consultative Group. Students have participated in both Language Camps and associated workshops to support cultural identity. School Flex Electives enabled students to build an outdoor learning structure with a qualified teacher supported by a registered builder. Other FLEX electives provided students to engage in a diverse range of learning activities focused on the General Capabilities which were reported on in a Student Reflection in semester school reports to parents.

Challenges: COVID related interruptions have caused delays of some events, planning and improvement measures.

Next Steps:

- Working with community Elders to further develop the Indigenous culture curriculum.
- Re-establishment of the Junior Aboriginal Education Consultative Group.
- Improved completion of PLPs for Indigenous students.
- Partnering with employers and community to facilitate the Careers Expo in 2022.
- Implement Educational Pathways Program scheduled to commence in 2022 as a result of the school successfully gaining a position in this new initiative.
- Enhance school and parent partnerships to improve attendance, belonging and well being.
- Innovate new communications to inform parent about curriculum to support knowledge and understanding of student learning for student engagement
- 2022 Pilot School through Rural Access Gap Program to roll out cloud-based systems to support teaching and learning.
- Further utilise the functionality of SENTRAL to enhance school systems, processes and communication.
- Enhance existing partnerships, and expand potential partnerships, with community members to provide opportunities for work experience, volunteering, work pathways and participation in community events.
- Implementation of targeted programs and activities to meet student connected and pathway needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve the proportion of students	The number of students attending greater than 90% of the time or more,

attending 90% of the time or more from our primary baseline of 80.8% and secondary baseline of 50.4%.	has decreased in primary to 57% and in secondary to 36%.
Student reflection on learning and inclusion of student created work portfolios in parent/teacher discussions.	Students continued to complete self reflection statements in reports to parents for FLEX electives. Portfolios were suspended due to learning from home. Showcasing of student created work was partially implemented despite operational restrictions and interruptions to practical learning during learning from home.
All students actively engage in goal setting and monitoring individual goals, including PLPs for Indigenous students.	50% of Aboriginal and Torres Strait Islander students completed a Personalised Learning Pathway.

100% of students in Year 8 and 10 commenced the process of evaluating literacy, numeracy and personal and social capabilities to support identification of Smart, Measurable, Attainable, Relevant, Time-based (SMART) learning goals.

100% of Year 9 students commenced the process of developing understanding of SMART goals. |
| Identification of continued learning needs in systems that support technology use, processes and practices of everyday teaching and learning. | Learning from home amplified the gap in technology access across the community. No students were disadvantaged as a result of a dual-platform approach using on-line learning and home packages. Through the use of the Digital Maturity Survey the school commenced its Digital Maturity Plan. |
| 10-25% of teachers and students engage in learning alliances such as interschool networks, external providers and community links which provide options, pathways and connections for student learning. | Learning from home extended staff use of system resources. Most teachers engaged with Statewide Staff-room and other networking opportunities. On-line tutoring with COVID support enabled peer network and learning. External experts supported Stage 6 students and teachers at this time. |
| Improve the proportion of secondary students identifying a sense of well-being, belonging and advocacy at school, and expectations for success, above the baseline of 62%. | Students in Secondary who have a positive sense of belonging using Tell Them From Me (TTFM) snapshot data for 2021 sits at 54% which is an increase of 10%, taking into account this included COVID work from home sessions.

Students in Secondary who have a positive sense of belonging sits at 46% using aggregate growth for the last 6 years, showing a decline trend. |
| Improve the proportion of primary students identifying a sense of well-being, belonging, advocacy at school, and expectations for success, above the baseline of 80%.. | Students in Primary who have a positive sense of belonging using snapshot data for 2021 sits at 79% across the year taking into account this included COVID work from home sessions. This represents achievement marginally below target.

Students in Primary who have a positive sense of belonging sits at 79% using aggregate growth for last 6 years which is showing a general incline trend. |

Funding sources	Impact achieved this year
Integration funding support $30,445.00	Integration funding support (IFS) allocations support eligible students at Walcha Central School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • implementation of targeted intervention programs based upon triangulation of external and internal data, progress tracking and delivery of differentiated student learning. **The allocation of this funding has resulted in:** Employment of School Learning Support Officers (SLSO) to provide differentiated support to identified students and implementation of targeted intervention programs to support students' access to the curriculum. **After evaluation, the next steps to support our students with this funding will be:** Plan to provide equitable deployment of SLSO support staff to maximise student inclusion, growth and attainment across all Key Learning Areas, especially in literacy and numeracy. To continue to build the capacity of existing and new SLSO staff in targeted interventions that meet specific student needs. Staff continue to access student learning data to determine where students are at in their reading and comprehension, and to identify where to go to next and how best to facilitate this. This is reflected in teaching programs and observations that demonstrate provision of ability-level content, adjustments and modifications.
Aboriginal background $84,500.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walcha Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connected learning • Pathways for learning • Personalised learning • Innovative Practice **Overview of activities partially or fully funded with this equity loading include:** • creation of school resources for cultural learning and purchase of dictionaries for implementation of local language • utilising the Aboriginal Education Officer (AEO) to provide local cultural knowledge, improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • cultural awareness training of teaching staff • introduction of weekly Indigi-culture Lessons K-12 • utilisation of specialist Aboriginal Education Officer to support Aboriginal students **The allocation of this funding has resulted in:** Students having a greater awareness of Dunghutti language and culture through the creation of school resources for cultural learning and

Aboriginal background $84,500.00	introduction to local language. Improved engagement with students, their families and community and the re-establishment of the AECG and has provided the Aboriginal community with opportunity to be part of a consultative process. Personalised Learning Pathway (PLP) process is more authentic and consistently reviewed for implementation. Cultural awareness training of teaching staff developed staff understandings and knowledge of Aboriginal perspectives in the syllabus.and facilitated whole school implementation of weekly Indigi-culture lessons K-12. Indigenous students have a sense of belonging as they are supported with intervention support from Aboriginal Education Officer. **After evaluation, the next steps to support our students with this funding will be:** To continue accessing online and tangible resources to build programs and experiences for Aboriginal perspectives and Indigi-culiture lessons. To utlise local Aboriginal cultural knowledge and pedagogy through the use of the Aboriginal Education Officer and community in partnerships for learning. Introduce and increase Dunghutti language learning across the school with a view to develop sustainable implementation of Dunghutti language as the Languages Other Than English (LOTE) for stage 4. Ensure that cultural awareness training is expanded to include all non-teaching staff along with new staff as they commence at Walcha Central School. Ensure that cultural knowledge, skills and confidence facilitate rich learning which is embedded in daily practice. Continue to build resources that support Indigenous cultural teaching for all students.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Walcha Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this equity loading include:** • additional staffing intensive support for students through delivery of in class targeted initiatives. **The allocation of this funding has resulted in:** The employment of a SLSO to assist targeted students in the classroom. Students can access content of lessons and are making expected progress. **After evaluation, the next steps to support our students with this funding will be:** To continue employment of a SLSO to support our targeted students.
Low level adjustment for disability $146,400.00	Low level adjustment for disability equity loading provides support for students at Walcha Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices • Personalised learning • Collaborative Action Groups **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

Low level adjustment for disability $146,400.00	employment of School Learning and Support Officers. **The allocation of this funding has resulted in:** The engagement of learning support staff. This enabled our students to access the curriculum through targeted intervention. The allocation of this funding has resulted in: an increase of students achieving above expected growth in NAPLAN results in Primary and working towards expected growth in the Secondary. The school's value-add results are improving. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** To further expand the impact of the Learning Support Team. The school will provide additional support for identified students through the employment of trained School Learning Support Officers.
Location $99,200.00	The location funding allocation is provided to Walcha Central School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices • Personalised learning • Collaborative Action Groups • Pathways for learning • Connected learning **Overview of activities partially or fully funded with this operational funding include:** • additional staffing for an Instructional Leader three days per week • employment of technology teacher to support technology teacher • additional staff release time to support professional learning and collaborative practice in data use and practice. **The allocation of this funding has resulted in:** Support for teachers in refining teaching practice using additional staffing of an instructional leader three days per week. Through team teaching, collaborative planning and data analysis student tracking improved thus resulting in suitable adjustments and differentiation in student learning. Employment of technology teacher supported use of technology across K-6 classrooms along with effective management of digital technology hardware, software and implementation in teaching K-12. Additional staffing for professional learning to support use of new assessment platforms and participation in Professional Learning Communities K-6 for improved teaching to meet student needs. **After evaluation, the next steps to support our students with this funding will be:** To use the Assistant Principal Curriculum and Instruction as an Instructional Leader to lead the professional development of our staff. This funding will also provide greater opportunities for our students to build their world view. To continue utlising a technology teacher K-12 to ensure effective management of digital systems and continue initiatives implemented through the Rural Access Gap initiative. Continue additional release time K-6 to facilitate professional collaboration for data analysis and moderation of work for student success.
Professional learning $33,288.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Walcha Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Professional learning $33,288.00	• Data driven practices • Personalised learning • Innovative Practice • Collaborative Action Groups • Pathways for learning **Overview of activities partially or fully funded with this initiative funding include:** • professional learning sessions focusing on literacy and numeracy. **The allocation of this funding has resulted in:** Our staff being trained in high yielding teaching strategies that produces an uplift in student learning in literacy and numeracy. This has increased the capacity of our teachers to embed explicit practices in reading, writing and numeracy resulting in improved internal student progress. **After evaluation, the next steps to support our students with this funding will be:** To continue to be informed by evidence-based practices and research in literacy and numeracy teaching. We will work collaboratively with the Assistant Principal Curriculum and Instruction on building capacity and understanding of new syllabus documents and high yielding teaching practices.
School support allocation (principal support) $16,500.00	School support allocation funding is provided to support the principal at Walcha Central School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connected learning **Overview of activities partially or fully funded with this initiative funding include:** • the engagement of a School Administration Officer to undertake duties for the principal. **The allocation of this funding has resulted in:** The completion of time restricting compliance duties thus allowing time to focus on the important educational programs aimed at uplifting student performance. **After evaluation, the next steps to support our students with this funding will be:** To continue to provide principal support to complete compliance duties so that the principal's focus is predominantly on student academic progress and well-being.
Literacy and numeracy $4,000.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Walcha Central School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy. **The allocation of this funding has resulted in:** Allocating release for teachers to discuss student data and target areas of development in literacy and numeracy. This enabled the monitoring of student progress resulting in all students progressing in their learning. **After evaluation, the next steps to support our students with this**

Literacy and numeracy $4,000.00	**funding will be:** To continue to support our students with this funding through allocating the extra release of teaching staff to co-plan and co-design targeted intervention plans for our students.
QTSS release $26,700.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Walcha Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Innovative Practice • Collaborative Action Groups • Pathways for learning **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum. **The allocation of this funding has resulted in:** Extra teacher release to meet with our Instructional Leader. This lead to improved staff confidence and teaching practice. Our teachers worked collaboratively to plan, teach and assess quality evidence-based learning experiences for all of our students. Our teachers have embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students with this funding will be:** To continue to employ additional staff to facilitate teacher collaboration, data analysis and work moderation to address the literacy and numeracy learning needs of our students through building the capacity of the staff. Through this, we will continue to responsively adjust teaching programs to implement differentiated and personalised intervention for our students.
Literacy and numeracy intervention $35,317.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Walcha Central School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this initiative funding include:** • employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students **The allocation of this funding has resulted in:** Teachers co-planning and co-designing differentiated support with the Instructional Leader. The use of this data was used to inform our teaching and learning programs and lessons plus it provided information to plan personalised intervention for our students. **After evaluation, the next steps to support our students with this funding will be:** To continue to provide time for our teachers to work with our Assistant Principal Curriculum and Implementation in order to provide personalised support for our students.
COVID ILSP $148,551.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

COVID ILSP $148,551.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy and numeracy • employing external company staff to provide online tuition to student groups in literacy/numeracy. **The allocation of this funding has resulted in:** The majority of the students in the program achieving significant progress towards their personal learning goals, with highest achievements in K-6 classes. School learning and support processes for intervention have been revised. Stage 6 students were provided with additional learning support for their Higher School Certificate. **After evaluation, the next steps to support our students with this funding will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Continue regular monitoring of students as they transition from intervention programs back into classrooms as indicated in the learning and support review. Secure staff early to enable programs to commence at the beginning of the year to ensure utilisation of funds in a timely manner.
Per capita $66,000.00	These funds have been used to support improved outcomes and the achievements of staff and students at Walcha Central School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning • Innovative Practice • Collaborative Action Groups • Connected learning **Overview of activities partially or fully funded with this operational funding include:** • additional staffing in K-6 to support smaller classes of a single year group. • additional staffing for Instructional Leader • addition release from face-to-face to facilaite staff implementation of Quality Teaching Rounds and Critical and Creative Thinking pedagogy. **The allocation of this funding has resulted in:** An Instructional Leader and an additional K-6 class teacher to support smaller classes of a single year group. Has resulted in targeted interventions within mainstream classes for foundational years of schooling K-6, assisting students with achieving their learning goals and outcome. It has also provided significant support for teachers to develop their professional practice through data analysis and refined programming and explicit teaching through 'shoulder to shoulder' instructional support. Implementation of Critical and Creative Thinking pedagogies within teaching programs for improved quality teaching and engagement in Quality Teaching Rounds as a collaborative teaching practice. **After evaluation, the next steps to support our students with this funding will be:** Continue use of funding to strengthen professional practice for teachers in the areas of the Australian Professional Standards for Teachers. To facilitate greater achievement of student learning outcomes through

Per capita $66,000.00	targeting learning support and improved quality teaching practice.
Socio-economic background $131,500.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Walcha Central School who may be experiencing educational disadvantage as a result of their socio-economic background.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Data driven practices
 • Personalised learning
 • Innovative Practice
 • Pathways for learning
 • Connected learning

Overview of activities partially or fully funded with this equity loading include:
 • supplementation of extra-curricular activities
 • equitable access to specialist resources to provide speech pathology to identified students
 • resourcing to increase equitability of resources and services
 • additional assistant principal above establishment, for improved data use leadership to support identified students with additional needs.

The allocation of this funding has resulted in:
Additional assistant principal and additional classroom teacher in K-6 providing instructional leadership and targeted interventions within smaller class sizes.
Whole school implementation of evaluative practices and baseline data for all students K-10.
External providers providing differentiated expertise in the area of speech and language.
Teaching practice has been extended through professional learning and implementation of intervention strategies.
A key initiative has been communication with parents and the community to support learning from home and provide a partnership and voice in the strategic plan.
Supplementation of extra-curricular activities and provision of all book and learning materials has provided support to identified students with additional needs thus enabling these students greater access to the curriculum, equitable access to specialist resources to provide speech pathology to identified students.
Equitable resourcing has minimised the disadvantage experienced by students from low socio-economic backgrounds and provided opportunity for students to access learning without resource barriers. Similarly, students have been supported to participate in extra-curricula opportunities available despite COVID restrictions.

After evaluation, the next steps to support our students with this funding will be:
Continued use of external sources to model and provide the means for teachers to use data to implement learning programs and support students and parents to utilise learning goals effectively and further develop collaborative school practices.
Extend the use of Essential Assessment into Preliminary HSC so that content in stage 6 classes is differentiated to align to the learning levels and needs of all students.
Continue to provide resources to support student access to learning and support services, such as speech pathology to meet student needs and reduce socio-economic disadvantage.
Build on the online platforms commenced during COVID, to enhance school community connection and engagement within the school for improved student learning. |

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	128	132	134	129
Girls	134	135	136	129

Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	94.6	90.9	94.2	91.1
1	92.1	93.1	92.4	88.1
2	91.9	91.9	94.7	90.8
3	96.7	92.2	92.5	91.4
4	93.4	94.5	90.1	87
5	94.9	93.3	95.1	86.6
6	91.1	89.7	93.9	88
7	88.7	91.2	93.1	84.3
8	91.4	82.7	89.8	87.1
9	86.7	88.7	85.2	83.4
10	82.1	79.8	86.7	70.4
11	84.1	80.3	92.4	75.9
12	90.4	86	83.8	88.1
All Years	90.6	89	91.1	85.6

State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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	25	31	80
TAFE entry	4	5	10
University Entry	0	0	10
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

55.56% of Year 12 students at Walcha Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

88.9% of all Year 12 students at Walcha Central School expected to complete Year 12 in 2021 received a Higher School Certificate , or equivalent vocational education and training qualification for three subjects in 2021..

100% of year 12 students received a Higher School Certificate In three subjects studied during year 11 in 2020.

Due to Compressed Curriculum, Year 11 students typically study three subjects and receive a Higher School Certificate for these subjects, continuing into year 12 to complete three subjects or vocational educational and training commenced in year 11.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	12.49
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	7.99
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Professional learning in 2021 focused on six key initiatives of the School Improvement Plan with a key focus on student learning, quality teaching and partnerships for learning. Professional learning courses, leading to introduction and implementation in 2021 included:

- Quality Teaching Rounds
- Walker Learning - Investigative Learning
- Critical & Creative Thinking
- Zones of Regulation
- Teaching Sprints
- Numeracy

Professional learning focused on new Department priorities for 2022 included:

- Accelerated Adoption of new K-2 syllabus in English and Mathematics,
- Educational Pathways Program,

In addition to professional learning completed through school, many teachers, administration and support staff complete professional learning out of hours to take advantage of a wider range of courses: these include:

- locally conducted courses such as weekend local council courses.
- online courses - from overseas on different time zones, recorded, weekends and evenings. During COVID 19 staff engaged in multiple online courses made available for free or limited cost to continually upskill.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	728,412
Revenue	4,612,106
Appropriation	4,379,688
Sale of Goods and Services	6,056
Grants and contributions	223,341
Investment income	699
Other revenue	2,322
Expenses	-4,662,623
Employee related	-4,062,691
Operating expenses	-599,933
Surplus / deficit for the year	-50,517
Closing Balance	677,895

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	30,445
Equity Total	366,302
Equity - Aboriginal	85,011
Equity - Socio-economic	132,339
Equity - Language	2,400
Equity - Disability	146,551
Base Total	3,432,182
Base - Per Capita	66,560
Base - Location	99,483
Base - Other	3,266,140
Other Total	205,854
Grand Total	4,034,782

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.

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

Monthly P&C meetings continued throughout 2021, with many meetings being held virtually to ensure parent voice and school communication was maintained. The success of virtual meetings will mean that this format will continued to be offered as an option in 2022.

In 2021 the school conducted a survey on reporting response from parents/carers indicated that:

- The new reporting format was a strong improvement especially the improved focus on student learning outcomes and the overall student progression comment.
- Parents appreciated the opportunity to provide ongoing feedback on reporting.

In 2021 the school also conducted a survey with parents/carers and students on Learning from Home Packs. Of the responses, 82% were from parents/carers representing families from Year 1 through to Year 12. The feedback from parent/carers included:

- 75% of the respondents indicated that they had accessed Learning from Home packs through a combination of both printed and online.
- 23% indicated that the packs were suitable and manageable.
- 5% indicated that there was too little material in the packs
- 14% indicted that there was too much material provided in the packs.
- 27% indicated that it was too difficult to complete at home.
- 31% indicated that having more than one children across multi-stages requiring Learning from Home made delivery too difficult.
- Parents and carers commented that they were highly appreciative of the work of teachers and the administration of the Learning from Home packs delivered to families.
- Parents also commented that the packages improved over time as a result of feedback opportunities.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.