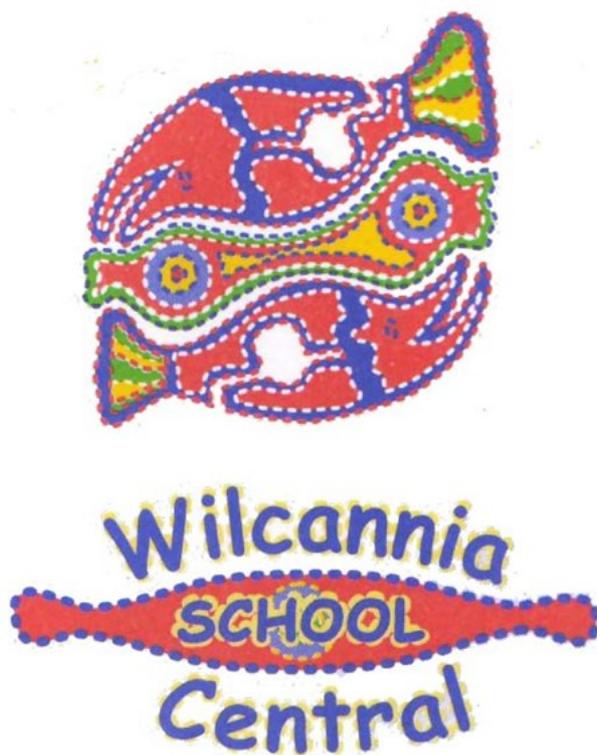


# 2021 Annual Report

## Wilcannia Central School



River of Knowledge and Learning · Ngurta Ngurtaana Paakna-na

3442

# Introduction

The Annual Report for 2021 is provided to the community of Wilcannia Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## School vision

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

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

Our school vision aligns with the NSW Department of Education priorities and performance targets in Reading, Numeracy, Attendance, Wellbeing and HSC results.

Historical evidence provided through the Situation Analysis, provides guidance to a contextualized pathway forward for the students of Wilcannia CS.

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

## School context

Wilcannia Central School is defined by strong community engagement and leadership. We deliver tailored learning pathways for students from Pre-school to Year 12. Located in western NSW on the Darling River, we create a positive educational environment for our 83 students, of which 95 per cent are Aboriginal.

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

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

Staffing comprises of a full range of teaching experience with an age range between 25-45 years for the majority of staff. A 2 year 'Incentive Transfer' entitlement for permanent teaching staff contributes to a high percentage of staff turn-over.

Wilcannia CS staff are committed to achieving the best possible options for all students by developing strong links with parents, community groups, NSW AECG and organisations to enable the realisation.

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching 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.

- Monitoring Reading & Numeracy Data
- Retention & Support of Stage 6 students

### Resources allocated to this strategic direction

**Socio-economic background:** \$180,000.00

**Professional learning:** \$15,000.00

### Summary of progress

To support student growth and attainment for all students, the focus for 2021 was the building of staff capacity and the establishment of school processes to support improved teaching practice in reading and numeracy and increased retention of Stage 6 students.

Recognising the critical role that student data plays in informing teaching practice the use of data to inform teaching practice, staff engaged in a range of professional learning activities to enhance the teaching of reading and numeracy and build confidence and competence in the use of data to inform practice. Enhancing whole school literacy and vocabulary skills were a regularly agenda item at staff meetings.

A school wide approach to tracking student reading and literacy using the National Literacy Progressions was introduced to inform teaching practice and better meet the individualised needs of students. Secondary teachers were supported to monitor and track student progress through the engagement of an interventionist teacher. A major focus for the primary was the teaching of phonics. The resources were available for secondary classes.

The school literacy team designed, ordered and created literacy and numeracy tool kits for each classroom (in both primary and secondary settings). These kits supported staff to begin to embed literacy and numeracy across the curriculum. School Learning Support Officers and Aboriginal Education Officers engaged in professional learning to enable them to facilitate individual and small group literacy programs.

Learning from home and teacher shortages has impacted on the delivery of some professional learning and school initiatives.

In 2022, the school will join the Closing the Gap school education initiative and engage in the implementation of MultiLit programs to further support reading improvement.

Supported by the leadership team and the newly created Assistant Principal Curriculum and Instruction, all staff, both teaching and non teaching will continue to engage in professional learning to continually build capacity in the teaching of reading and numeracy. The tracking of individual and cohort progress will continue to inform teaching practice by identifying students' strengths and areas of need.

### 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
<b>Primary - NAPLAN Top 2 Bands - Reading</b> Increased the percentage of students in the top two bands in Reading from	The percentage of students achieved in the top two skill bands for reading was consistent with the baseline, indicating that progress towards the target is yet to be achieved. Due to the small size of the cohort actual percentages cannot be reported

baseline.	
<p><b>Primary - NAPLAN Top 2 Bands - Numeracy</b></p> <p>Increased the percentage of students in the top two bands in Numeracy from baseline.</p>	<p>The percentage of students achieved in the top two skill bands for numeracy was consistent with the baseline indicating that progress towards the target is yet to be achieved. Due to the small size of the cohort actual percentages cannot be reported</p>
<p><b>Secondary - NAPLAN Top 2 Bands - Reading</b></p> <p>Increased the percentage of students in the top two bands in Reading from baseline.</p>	<p>The percentage of students achieved in the top two skill bands for reading was consistent with the baseline indicating that progress towards the target is yet to be achieved. Due to the small size of the cohort actual percentages cannot be reported</p>
<p><b>Secondary - NAPLAN Top 2 Bands - Numeracy</b></p> <p>Increased the percentage of students in the top two bands in Numeracy from baseline.</p>	<p>The percentage of students achieved in the top two skill bands for numeracy was consistent with the baseline, indicating that progress towards the target is yet to be achieved. Due to the small size of the cohort actual percentages cannot be reported</p>
<p><b>NAPLAN Top 3 Bands - Reading</b></p> <p>Increased the percentage of Aboriginal students achieving in the top 3 bands in reading from baseline.</p>	<p>The percentage of primary students achieving expected growth in reading remained stable indicating progress towards the uplift is yet to be seen.</p> <p>The percentage of secondary students achieving expected growth in reading remained stable indicating progress towards the uplift is yet to be seen.</p>
<p><b>NAPLAN Top 3 Bands - Numeracy</b></p> <p>Increased the percentage of Aboriginal students achieving in the top 3 bands in numeracy from baseline.</p>	<p>The percentage of primary students achieving expected growth in numeracy remained stable indicating progress towards the uplift is yet to be seen.</p> <p>The percentage of secondary students achieving expected growth in numeracy remained stable indicating progress towards the uplift is yet to be seen.</p>

## Strategic Direction 2: Wellbeing

### Purpose

To develop a dynamic wellbeing process that is reflective of current individual student's needs and facilitates greater engagement in 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.

- Attendance Administration:
- Positive Wellbeing Environment

### Resources allocated to this strategic direction

**Aboriginal background:** \$272,000.00

**Low level adjustment for disability:** \$114,000.00

**Socio-economic background:** \$50,000.00

### Summary of progress

A major focus for 2021 was increasing student engagement through the provision of a safe environment that recognises the important role that student wellbeing plays in attendance and learning.

Following a review of current process and procedures, the school attendance team revised and update the whole school attendance strategy. Clearly articulated roles and responsibilities were established and the findings and reviewed procedures were presented to the whole staff to support consistent expectations and application of the all procedures relating to attendance. A number of workshops were conducted to identify and improve attendance follow up by staff.

To continue to build the school's positive wellbeing environment, whole school professional learning centred on Conflict Transformation through increasing staff capacity and knowledge around trauma informed practices, restorative justice, choice framework and building positive community engagement.

The introduction of weekly whole school meeting were established to engage student voice, build collaboration and embed positive school wide expectations.

A whole school well-being hub provided opportunities was established to provide opportunities for students to access counselling support through School Counselling & Telepsychology Rural & Remote Schools. Local service providers and the school planned to work together to better support students by sharing information, delivering programs including hearing and dental checks onsite and offering individual and small group wellbeing sessions.

Although Learning From Home and COVID restrictions impacted on the full delivery of these initiatives, structures and programs to support student wellbeing and engagement will remain a focus for 2022.

In 2022, there will continue to be a focus on attendance follow up, including acknowledging and celebrating improvements. The school will endeavor to strengthen its partnerships with other agencies, including TAFE to ensure that the needs of all students are identified and considered.

### 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
<b>Wellbeing</b> Increase the percentage of students reporting a positive sense of wellbeing (advocacy, sense of belonging and expectations of success) from the system agreed lower bound.	Primary students reporting positive wellbeing outcomes has increased across the positive wellbeing measures and exceeded the system agreed lower bound target by 30.7%  Secondary students reporting positive wellbeing outcomes decreased across the positive wellbeing measures however outcomes exceeded the system agreed lower bound target by 20%

**Attendance**

Increase the number of students attending 90% of the time or by 5%

The number of students attending school 90% of the time or more has decreased , indicating progress towards the target is yet to be seen.

## Strategic Direction 3: Explicit teaching using evidence-based practices

### Purpose

Incorporate a school-wide and proven effective, informed teaching practice, through the inclusion of student data.

### 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.

- Whole school professional learning & targeted teaching:

### Resources allocated to this strategic direction

**Aboriginal background:** \$5,000.00

**Early Action for Success (EAfS):** \$146,800.00

**QTSS release:** \$11,323.00

**Professional learning:** \$18,000.00

### Summary of progress

A planned focus for 2022 was the school wide improvement of classroom practice through professional learning and the development of a school wide approach that ensured effective evidence based strategies underpinned by explicit teaching informed by student data in every classroom.

Staff engaged in a range of online professional learning course to enhance their understanding and teaching practice. All staff completed the online Trauma Informed Positive Behaviour Support course and the majority stated that this was beneficial. A number of staff were involved in the Aboriginal and Torres Strait Islander Mathematics Alliance, which is a long term professional learning project that will be shared with the whole staff in 2022.

In 2022, the development of a structured program of professional learning will be a priority to better support the building of all staff's capacity to improve their teaching practice and enhance 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
<b>Primary - Expected Growth in Reading</b>  Increase the percentage of students achieving expected growth in reading from baseline.	Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.
<b>Primary - Expected Growth in Numeracy</b>  Increase the percentage of students achieving expected growth in numeracy from baseline.	Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.
<b>Secondary - Expected Growth in Reading</b>  Increase the percentage of students achieving expected growth in reading from baseline.	Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.
<b>Secondary - Expected Growth in Numeracy</b>	Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to

Increase the percentage of students achieving expected growth in numeracy from baseline.	parents and carers throughout the year.
Increase the percentage of students achieving in the top 3 HSC bands	Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$230,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wilcannia Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Monitoring Reading &amp; Numeracy Data</li> <li>• Attendance Administration:</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff through correctly interpreting individual data to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased collaboration between school, community and government agencies to better support student needs. Student engagement and curriculum access is enhanced through differentiation in teaching practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage the literacy and numeracy interventions to support student growth on internal and external measures.</p>
<p>Aboriginal background</p> <p>\$277,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wilcannia 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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive Wellbeing Environment</li> <li>• Attendance Administration:</li> <li>• Whole school professional learning &amp; targeted teaching:</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of Hands on Learning program which is evidenced -based and targeted for our students educational needs. A team of selected staff will undertake professional development with external providers to maintain compliance of HoL.</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the establishment of processes to support student voice across the school which has developed students' sense of belonging and advocacy. The integration of culturally rich and engaging content being embedded in to the curriculum P-12. Students being supported to engage in alternative curriculum activities that prepare them for work. Curriculum structures have been modified to accommodate the learning styles of the students participating in the Hands</p>

<p>Aboriginal background</p> <p>\$277,000.00</p>	<p>on Learning program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Expand the Hands on Learning initiative to diversify the learning environments through the establishment of identified positions.  Continue to strengthen student voice across the school to empower students to engage in learning.</p>
<p>Low level adjustment for disability</p> <p>\$114,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wilcannia Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance Administration:</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Every classroom has an Aboriginal Student Learning Support Officer (SLSO). Targeted training of these staff in supporting literacy and numeracy has transferred to the classroom providing individual support for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  We will maintain this level of support within each classroom, and seek to employ a Learning Support Teacher (LST) to work across the K-6 classes. This will provide further targeted intervention strategies for each individual student.</p>
<p>Location</p> <p>\$125,189.00</p>	<p>The location funding allocation is provided to Wilcannia Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  increased curriculum, sporting and cultural opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  continue to provide opportunities for students to access a wide range of activities and ensure that their aspirations and experiences are not limited by geographical isolation</p>
<p>Literacy and numeracy</p> <p>\$4,610.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wilcannia Central School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Literacy and numeracy</p> <p>\$4,610.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in students' reading confidence as they participate in small group activities</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will no longer receive these funds from 2022.</p>
<p>Early Action for Success (EaFS)</p> <p>\$146,800.00</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Wilcannia Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school professional learning &amp; targeted teaching:</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased student engagement through the implementation of individualised learning</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will no longer receive this funding from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$11,323.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wilcannia Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school professional learning &amp; targeted teaching:</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased staff collaboration and improved staff confidence and teaching practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to build teacher capacity through a school wide focus on explicit teaching in every classroom</p>
<p>COVID ILSP</p> <p>\$80,633.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>COVID ILSP</p> <p>\$80,633.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wilcannia Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• the purchase of resources that reflect and celebrated Aboriginal culture</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students are more engaged and confident in reading</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> staff will engage in ongoing professional learning to ensure that culture is celebrated and underpins learning across the P-12 continuum.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	27	28	25	30
Girls	39	34	34	47

## Attendance

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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	70.1	79	74.9	74.4
1	66.4	48.6	89.9	56.1
2	81.6	80.3	76.3	75.4
3	65	72.3	71.3	69.3
4	75.5	74.3	72.8	53.9
5	74.3	87.1	76.4	54.8
6	58.9	75.4	84.4	67.8
7	55.5	68	69.1	80.1
8	44.8	54.6	59	59.6
9	40.7	15.6	51.7	19.7
10	25.9	54	2.2	13
11	40.1	22	77.3	32
12	62.1	48		
All Years	59.4	63	67.9	52.1
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		
All Years	91.5	91	91.1	90

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Wilcannia Central School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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Wilcannia Central School did not have any students completing their HSC in 2021.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	7.83
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.47
School Administration and Support Staff	8.39
Other Positions	2.1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

# 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 (\$)
<b>Opening Balance</b>	1,689,772
<b>Revenue</b>	4,016,483
Appropriation	4,003,710
Sale of Goods and Services	5,538
Grants and contributions	6,716
Investment income	520
<b>Expenses</b>	-3,985,671
Employee related	-3,278,221
Operating expenses	-707,450
<b>Surplus / deficit for the year</b>	30,812
<b>Closing Balance</b>	1,720,584

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	655,127
Equity - Aboriginal	284,886
Equity - Socio-economic	252,375
Equity - Language	2,400
Equity - Disability	115,466
<b>Base Total</b>	1,783,116
Base - Per Capita	17,234
Base - Location	125,189
Base - Other	1,640,693
<b>Other Total</b>	1,042,054
<b>Grand Total</b>	3,480,297

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](https://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

Due to the severe impact of COVID across the school community in 2021, this data was not collected through normal channels of communication which include Tell Them from Me surveys and community voice through the Aboriginal Education Consultative Group.

Anecdotal communication from the school community indicated that parents/carers believed the school was working hard to maintain effective educational practices during COVID. The staff preparedness to play a key role in supporting the community beyond the school was appreciated.

Although there was significant impact, staff morale was evident by their preparedness to engage in a range of delivery modes to meet the students' needs.

Students found it difficult to engage in learning when not supported face to face in the school setting.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.