2022 Annual Report

Walcha Central School

3340

Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment K-12 through data driven practices, leading to personalised learning building 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

Integration funding support: $31,204.00
Low level adjustment for disability: $148,582.45
Aboriginal background: $41,000.00
AP Curriculum & Instruction: $50,000.00
Socio-economic background: $15,000.00
Student support officer (SSO): $64,000.00

Summary of progress

Throughout the year, the teaching sprint model of improvement was embedded into practice to drive improvements in literacy and numeracy results. All staff had undertaken training in 2021 in preparation for these activities. New staff were given the resources and support matched to their ability to embed teaching sprints into their classroom. Through analysis of NAPLAN, Check-in and other internal data sources, sentence structure, vocabulary and number sense were identified as areas requiring attention. Teaching sprints were implemented through the sentence a day program, number talks and word of the day vocabulary programs. These sprints were reflected in teaching programs and a majority of staff had number talks as a focus for their professional development plans and associated lesson observations. Internal data measurement indicated an improvement in sentence writing and using higher tier vocabulary, while student feedback and teacher observation indicated that students were more likely to be able to talk about number strategies used during problem solving activities.

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 the percentage of students in the top two bands of primary reading with an uplift to the lower bound target of 41.1%.	2022 NAPLAN data indicates 31.91% of students in the top two skill bands for reading indicating that the school is working towards the system negotiated target.
Improvement in the percentage of students in the top two bands of Secondary reading, with an uplift to 22.1%.	2022 NAPLAN data indicates 4% of students in the top two skill bands for reading indicating that the school is working towards the system negotiated target.
Improvement in the percentage of students in the top two bands primary numeracy, with an uplift to 38.5%.	2022 NAPLAN data indicates 27.66% of students in the top two skill bands for numeracy indicating that the school is working towards the system negotiated target.
Top two bands (or equivalent) NAPLAN Numeracy increase uplift of 7.3% in Secondary.	2022 NAPLAN data indicates 4.17% of students in the top two skill bands for numeracy indicating that the school is working towards the system negotiated target.
Improvement in percentage of students achieving expected growth, at or above,	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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the school's system negotiated baseline target in reading of 62.9% Primary.	
Improvement in percentage of students achieving expected growth, at or above, the school's system negotiated baseline target in reading of 69.3% in Secondary.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in percentage of students achieving expected growth, at or above, the school's system negotiated baseline target in numeracy of 67.3% Primary.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students in the top two NAPLAN bands in secondary numeracy, with an up lift to 11.9%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of Aboriginal students attaining the Higher School Certificate towards the system negotiated lower bound target, whilst maintaining their cultural identity .	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased to 75% within the stage cohort, exceeding the target. This represented 100% of Aboriginal and Torres Strait Islanders students in year 11 and 60% of Aboriginal students in year 12 as represented in the Compressed Curriculum Model implemented at Walcha Central School.
Improve the percentage of HSC course results in the top three bands to 30% towards the lower bound target.	19.57% of students attained results in the top three bands demonstrating progress toward the lower bound target.
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.

- Towards Innovative Practice
- Collaborative Action Teams

Resources allocated to this strategic direction

Professional learning: $35,424.09
AP Curriculum & Instruction: $100,000.00
QTSS release: $28,845.00
Location: $25,000.00
Aboriginal background: $10,000.00
Socio-economic background: $5,000.00

Summary of progress

Executive staff engaged in a variety of professional learning including the Leading Evaluation, Evidence and Data (LEED) project. Two executives attended the training sessions on explicit teaching and effective feedback and led a school-wide audit of the use of learning intentions and success criteria. Teachers were asked to supply any evidence of the use of learning intentions and success criteria and program supervisors noted evidence found in programs and teaching observations. The impact on teaching and learning has been evident through the up-take by all staff implementing learning intentions and success criteria into their daily routines. Through focus groups, students reported that in most instances, they have a clear understanding of what they are expected to be learning and how they can demonstrate their understanding.

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
Effective Classroom Practice Teachers demonstrate practice in lesson planning, explicit teaching, feedback and classroom management incorporating some different pedagogies and frameworks across K-12. Resulting in the school validating itself as Delivering in the Element of Effective Classroom Practice using the School Excellence Framework .	Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
Learning and Development Teachers demonstrate use of explicit systems for collaborative practice, coaching & mentoring, professional learning, expertise & innovation. Resulting in the school validating itself	The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as

as Delivery in the Element of Learning and Development using the School Excellence Framework.	those accredited at Highly Accomplished or Lead. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.

Strategic Direction 3: Partnerships for learning

Purpose

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

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

Socio-economic background: $63,400.00
Student support officer (SSO): $64,000.00
Location: $75,040.00
Aboriginal background: $45,335.00

Summary of progress

As part of the internal working teams at Walcha Central School, an Attendance team was formed to monitor and implement strategies and improve attendance across K-12, based on the strategic attendance design process of discover, define, decide, develop, deliver . Additional attendance awards and incentives such as prizes have been included in fortnightly assemblies in K-6. The team developed an attendance procedures document to assist staff in implementing the Department's School Attendance Policy. The team also made presentations to staff to make visual the impact that excessive time away from school has on student learning. Although overall attendance dropped slightly over 2022, staff now have firm procedures to guide their dealings with attendance. Similarly, with the additional incentives, the attendance team is building a culture among the students and community of positive commitment to improved attendance.

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 attending 90% of the time or more, above the baseline target of 80.9%.	The number of students attending greater than 90% of the time or more has decreased by 3.17%
Improve the proportion of students attending 90% of the time or more, by an uplift of 8% in secondary.	The number of students attending greater than 90% of the time or more has decreased by 0.12%
Improve the proportion of primary students identifying a sense of wellbeing- sense of belonging, advocacy at school and expectations for success to 85%.	Tell Them From Me data indicates 80.95% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Improve the proportion of secondary students identifying a sense of wellbeing- sense of belonging, advocacy at school and expectations for success to 67%.	Tell Them From Me data indicates 57.75% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an 11.75% uplift from 2021.
All students actively engage in goal setting and monitoring individual goals, including PLPs for Indigenous students.	Students are encouraged to develop goals based on the feedback from teachers in relation to their learning intentions and success criteria.

25-50% 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.	Students in year 10 participated in work experience with additional student working towards TAFE qualifications, School Based Apprenticeship Training and Aurora online learning. Additionally staff are increasingly utilising Statewide Staff rooms to network with other teachers within their faculty.

Funding sources	Impact achieved this year
Integration funding support $31,204.00	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:** • Data driven practices **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) **The allocation of this funding has resulted in the following impact:** Student access to curriculum and differentiated support through teaching and learning. **After evaluation, the next steps to support our students will be:** Continue to use funding to provide targeted support. Co-ordination of learning needs and differentiated teaching will remain the chief responsibility of the Learning Support Team, working directly with the classroom teacher and Allied Health Services.
Aboriginal background $96,335.00	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:** • Data driven practices • Personalised learning • Towards Innovative Practice • Connected learning **Overview of activities partially or fully funded with this equity loading include:** • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • Consultation with Aboriginal Education Officer to review and enhance teaching and learning programs for ongoing implementation of Indigi-culture Learning and Aboriginal perspectives. **The allocation of this funding has resulted in the following impact:** The Aboriginal Education team, in consultation with the Aboriginal Education Officer, developed a scope and sequence of lessons to be implemented across K-12 through Indigi-culture Learning in addition to Aboriginal perspectives in all curriculum . Staff were exposed to the lessons and the pedagogy to deliver them. Aboriginal students were well supported with specific and targeted learning support. **After evaluation, the next steps to support our students will be:** Implement the lesson sequence into classes.
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for students at Walcha Central School in mainstream classes who have a

$148,582.45	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 **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 employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MaqLit/MiniLit to increase learning outcomes **The allocation of this funding has resulted in the following impact:** The employment of School Learning and Support Officers (SLSO's) has ensured that targeted group intervention programs are available to identified students. Additional SLSO time has been utilised to support students with additional needs access the curriculum. **After evaluation, the next steps to support our students will be:** Continuation of funding to support the success of this intiative.
Location $100,040.00	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:** • Towards Innovative Practice • Collaborative Action Teams • Pathways for learning • Connected learning **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses **The allocation of this funding has resulted in the following impact:** All students had an opportunity to attend at least one excursion that was subsidised by the school. **After evaluation, the next steps to support our students will be:** Encourage families to apply for assistance if required.
Professional learning $35,424.09	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:** • Towards Innovative Practice **Overview of activities partially or fully funded with this initiative funding include:** • Numerous staff undertook Professional Learning for their specific Key Learning Areas throughout the year. This was driven by an isolation factor - it was very difficult to get specialised staff to Walcha. Hence staff either traveled or undertook PL via online methods. • Middle Leadership PL was undertaken by AP's and HT's with the intention of developing capacity of middle leaders within the school to ultimately take

Professional learning $35,424.09	on senior executive positions. **The allocation of this funding has resulted in the following impact:** Quality Teaching Rounds was put on hold to facilitate Accelerated Adoption LEED -evaluative practices have improved across the school as a result of the LEED project, with greatest impact in K-6. Number Talks professional learning led to Teaching Sprint implementation and this led to improved student outcomes in mathematical reasoning. Staff were able to access statewide classrooms for specific Key Learning Areas, which allowed collaboration with other teachers, upskilling of expectations and staff to network with experienced teachers from around NSW. Middle leadership programs has seen a significant portion of middle leaders take on executive roles such as AP C&I, rel HT and relieving Deputy Principal - all filled from within Walcha Central School substantive staff. **After evaluation, the next steps to support our students will be:** Continue using the evaluative practices of LEED, Number Talks and Teaching Sprints. Reestablish QTR within the timetable at the commencement of 2023.
QTSS release $28,845.00	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:** • Towards Innovative Practice • Collaborative Action Teams **Overview of activities partially or fully funded with this initiative funding include:** • APs provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** All staff were involved in teams which alligned with elements of the school plan. Staff met regularly in staff meeting times, with each group being led by an executive member. This allowed for capacity building of exec and staff buy in on school direction. AP's were allocated release time equal to that of a secondary Head Teachers. With this, AP's held individual meetings with classroom teachers where they could undertake deeper analysis of student data to determine appropriate individualised support, as well as future needs for their stage. **After evaluation, the next steps to support our students will be:** Further funding to support staff to undertake PL. Collaboration between staff and executive members to ensure that school targets are being met. K-6 APs and APCI continue to use allocated time to prepare and build capacity around the new English and Mathematics syllabus to ensure staff have an understanding of evidence-based changes in the syllabus.
COVID ILSP $139,621.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

COVID ILSP $139,621.00	• Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in the following impact:** Students from years 1-12 identified as being from the middle to the upper of each cohort were supported in small group activities to close any gaps in their learning as a result of the disruptions caused by COVID. Data from a variety of internal sources showed significant growth due to the small intensive lessons. **After evaluation, the next steps to support our students will be:** Continue small group lessons in 2023.
Student support officer (SSO) $128,000.00	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:** • Data driven practices • Personalised learning • Pathways for learning • Connected learning **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Employed SSO two days/week in K-6. • Term 3 and Term 4 7-12 SSO employed full time. **The allocation of this funding has resulted in the following impact:** Student Support Officer (SSO) supported the targeted students needs around student well-being. This role and the student targeted were flexible depending on the day to day needs of the student. **After evaluation, the next steps to support our students will be:** Continued funding of the SSO role. Student evaluation specific to wellbeing identifies an increased feeling of support and belonging at WCS since the current SSO have begun their role's.
Socio-economic background $83,400.00	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 • Collaborative Action Teams • Pathways for learning • Connected learning **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Walcha Central School subsidises a breakfast program to ensure all of the

Socio-economic background $83,400.00	students have the opportunity to begin their learning for the day after having some breakfast. Similarly, students in need are supplied with uniforms, in particular warm clothes given the climate of Walcha, to ensure all students are dressed appropriately and feel a sense of belonging. This also extends to ensuring students in need can participate in all activities requiring additional equipment such as football boots, mouth guards and shin pads. Students are also supplied with book packs at the beginning of the year and re-supplied as required to ensure all students have access to the equipment required to undertake their learning. **After evaluation, the next steps to support our students will be:** Continue to offer support as required without creating a culture of families relying on the school to provide everything without a contribution from the families.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	132	134	129	126
Girls	135	136	129	128

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.9	94.2	91.1	88.3
1	93.1	92.4	88.1	90.4
2	91.9	94.7	90.8	86.0
3	92.2	92.5	91.4	85.7
4	94.5	90.1	87.0	88.1
5	93.3	95.1	86.6	85.4
6	89.7	93.9	88.0	84.8
7	91.2	93.1	84.3	82.8
8	82.7	89.8	87.1	85.2
9	88.7	85.2	83.4	80.6
10	79.8	86.7	70.4	78.5
11	80.3	92.4	75.9	72.7
12	86.0	83.8	88.1	75.2
All Years	89.0	91.1	85.6	83.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

During 2022 students attendance at Walcha Central School was better than the state average in Kindergarten and years 1, 4 and 8. It was the same as state in year 9 and year 10. In years 2, 3, 5, 6, 7 and 12 it was slightly lower with a variance between 1.4% and 2.7% lower than the state average. In year 11 there was a significant variance of 7.3% between school and state attendance however this was a significant improvement with this cohort of students compared with the variance of 12.9% below the state average in 2021.

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	N/A	8	11
Employment	8	N/A	78
TAFE entry	4	N/A	N/A
University Entry	N/A	N/A	11
Other	4	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

9.09% of Year 12 students at Walcha Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

77.8% of all Year 12 students at Walcha Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	3
Classroom Teacher(s)	12.3
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	8.99
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

In 2022 Walcha Central School invested in 108 professional learning opportunities attended by one staff member or groups of up to five staff members. In addition, there were 37 professional learning presentations in staff meetings across the year and year 1 teachers and the Assistant Principal, Curriculum and Instruction were engaged in ongoing professional learning for new K-2 curriculum in mathematics and English across the year. This professional learning was targeted to the initiatives within the School Improvement Plan and also the focus of curriculum reform and leadership.

Two teachers completed their first proficient accreditation and three other teachers commenced their evidence sets for 2023 submission.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	669,446
Revenue	4,714,090
Appropriation	4,561,711
Sale of Goods and Services	3,349
Grants and contributions	142,449
Investment income	6,368
Other revenue	213
Expenses	-4,692,928
Employee related	-4,181,081
Operating expenses	-511,846
Surplus / deficit for the year	21,162
Closing Balance	690,608

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	31,204
Equity Total	383,155
Equity - Aboriginal	96,335
Equity - Socio-economic	138,236
Equity - Language	0
Equity - Disability	148,583
Base Total	3,397,206
Base - Per Capita	65,191
Base - Location	100,460
Base - Other	3,231,555
Other Total	513,698
Grand Total	4,325,263

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.
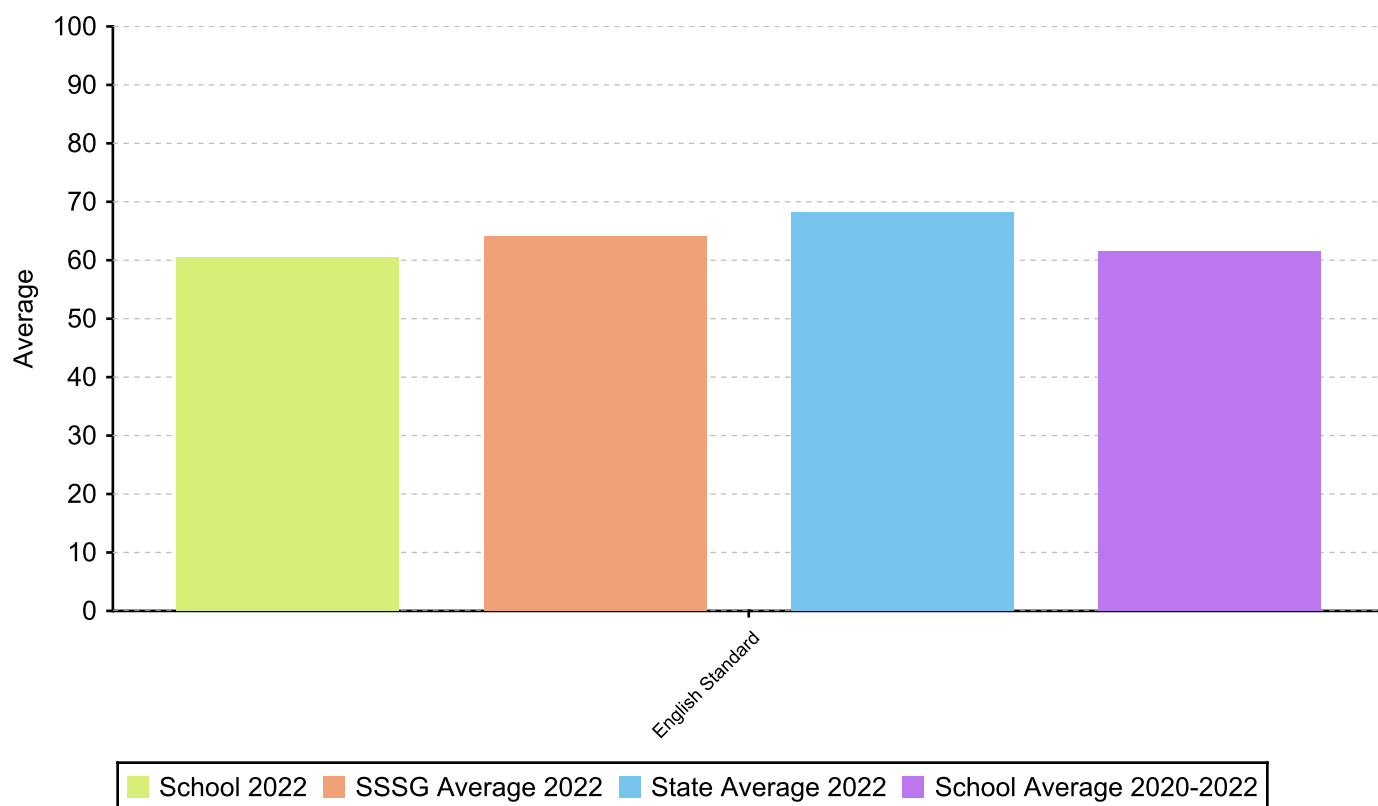
Subject	School 2022	SSSG	State	School Average 2020-2022
English Standard	60.4	64.1	68.1	61.6

Early predictions of HSC achievement were not fully realised in 2022. Among a range of factors was a critical incident which significantly impacted the well being and resilience of the cohort. However a pleasing result was the achievement of a student with a disability achieving the highest school examination mark.

Parent/caregiver, student, teacher satisfaction

FLEX survey - All secondary students and staff were surveyed as part of the review of the FLEX elective which commenced in 2019 as a 2 hour subject each week.

Teachers results identified varying support of continuing the elective ranging from strongly disagree to strongly agree. Overall, teachers wanted the subject for less time each week. Students strongly supported the the subject continuing, wanting more of this type of subject. The review resulted in FLEX being timetabled for eighty minutes each week representing a compromise of more time than teachers wanted and slightly less than students wanted. This time slot encompassing one standard period of 60 minutes and one Thrive Well-being period of 20 minutes each Tuesday, commencing 2023.

Parents were given the opportunity to give verbal feedback to the classroom teachers following the parent teacher interviews which were conducted in Term 1. Most parents reported that the interviews were conducted in a relaxed atmosphere, and they appreciated the time alone with the teacher to discuss their student's progress in areas such as settling into the year. This was the first time that the interviews were conducted prior to semester one reports being issued and parents welcomed the opportunity to be involved in the planning of their child's education.

Data from the Tell Them From Me survey indicated that students and staff wanted further clarification of the expectations to achieve 4.8 and above in the Be REAL scores. Engagement mats were developed to be differentiated to demonstrate the expected behaviours at the appropriate level of development for each stage of learning.

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.