Introduction

The Annual Report for 2015 is provided to the community of Walcha Central School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Hall
Principal

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Message from the Principal

Walcha Central School is located in the town of Walcha, 75kms from Armidale and 100kms from Tamworth, in the New England Tablelands. The school community believes that all students should be given the opportunity to develop their potential, regardless of their abilities, ambitions or interests. As a public comprehensive school, the school caters for the learning needs of the full range of students.

The school curriculum extends from Kindergarten through to the Higher School Certificate. The school aims to ensure that our students achieve individual academic success by recognising differences in ability and talent and by encouraging and supporting all students to achieve their personal best.

We encourage our students to become independent, responsible and successful learners. Our student leadership programs have a strong social justice focus. We celebrate cultural diversity and the rights and responsibilities of Australian citizenship.

At Walcha, we believe in developing productive partnerships between the home, school and community. Parents are encouraged to be active participants in school decision-making and to have valued input into the education of their children.
School background

School vision statement

Walcha Central School is committed to the provision of a quality learning environment creating flexible, resilient learners equipped with 21st century learning skills. This will be achieved through visible learning and innovative curriculum meeting the needs of the whole child.

School context

Walcha Central School, in partnership with the community, provides a quality and progressive education in a safe and supportive environment based on R.E.A.L principles and values respect, engagement, achievement and learning.

Walcha Central School is a comprehensive K-12 school which was established in 1859. It is situated in the rural New England community of Walcha. The student enrolment is 280 of whom 46% are K-6 and 54% are 7-12. 20% of the student population identify as Aboriginal and Torres Strait Islander.

Walcha Central School’s highly qualified and specialised teaching staff provides challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents. This learning occurs in an exceptionally well resourced learning environment featuring sophisticated amenities and is supported by highly personalised systems, including timetabling, curriculum development, financial accountability, resource and facility management.

Walcha Central School students experience unique whole-school opportunities in a flexible learning environment based on respect, engagement, achievement and learning. As they move through transitions across Kindergarten to Year 12, students at Walcha Central School become highly skilled, empathetic, socially conscious members of society who succeed in a wide variety of post school pathways.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

As a result of this self-assessment, several improvement measures were implemented to address the following learning elements.

- Wellbeing: a continuum of wellbeing was developed and implemented across K-12.
- Curriculum and Learning: analysis of data, including data from National Assessment Program Literacy and Numeracy (NAPLAN), Best Start, Planning Literacy and Numeracy (PLAN) and Higher School Certificate Results Analysis Package (RAP), was used to drive areas of need and classroom programming; Individual Learning Plans (ILP) were developed for all indigenous students.
- Assessment and reporting: new reporting software (Sentral) was introduced in 2015 for all reports K-10. Reports for Years 11-12 will be introduced in 2016. The new report format will include the general capabilities.
- Management practices and processes: P&C sponsored email for improving communication to parents; Edval software implemented to assist in student and class timetable management; Sentral third party software initiated to support tracking of student wellbeing across the school.
- Effective classroom practice: Staff Professional Learning Plans were implemented to support improved teaching practice and thereby boost student performance. This was linked to the professional teaching standards.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan which will lead to further improvements in the delivery of education to our students.
Strategic Direction 1

Engaged, successful learners and leaders who are literate, numerate, confident and connected citizens.

Purpose

To develop the capacity of students to be confident connected individuals who are literate, numerate, creative, critical thinkers able to communicate and collaborate effectively with others in preparation for the challenges of an ever-changing world.

Overall summary of progress

Several processes were implemented to achieve this direction. These included: a focus on school activities, leadership programs and community projects that engage the Aboriginal community; the development of Positive Behavior for Learning (PBL) for all students in K-12; and individual learning strategies to develop resilience and to encourage students to take risks.

In Term 1, the Junior Aboriginal Education Consultative Group (AEVG) policy was reviewed, leading to the establishment of a Junior AECG. This was complemented by the re-establishment of a Student Representative Council. Students from both bodies, along with primary and secondary captains, attended Generosity, Responsibility, Integrity, People Leadership (GRIP) training workshops in Terms 2 and 4. Students were able to attend this workshop through the financial assistance of Walcha Rotary Club.

Members of the Junior AECG actively participated in the Eight Ways Training – a community of schools project – in Term 4 2015. The training was also undertaken by staff from Walcha Central School and its partner primary schools. The inclusion of the Junior AECG in the training strengthened existing links between the school and the wider community.

Peer support was implemented in K-6 with student leaders from 7-12 assisting with training. Further leadership opportunities were also provided through the Learning to Lead and Buddy Reading programs. Members of the Junior AECG also performed and conducted an official assembly during NAIDOC Week.

The services of the regional consultant for PBL were engaged in Term 2. The consultant completed a ‘SET’ evaluation with the results presented to staff. The results of the SET were used, in conjunction with staff training in Kidsmatter and Mindmatters, to establish a K-12 continuum of wellbeing. This was formulated using data collected through the SET, the Tell Them from Me Survey and the Wellbeing Framework for Schools. The continuum formed the basis of a scope and sequence that explicitly teaches wellbeing to all students from K-12. Regular wellbeing lessons have been incorporated into the timetable matrix for 2016 and Year Advisors introduced. Lessons will be taught across K-12. Student-led presentations in wellbeing lessons will be implemented during 2016.

Third party software packages Edval and Sentral were purchased in 2015. The software is designed to streamline existing procedures and provide a more efficient and effective tracking mechanism in both timetabling and wellbeing related matters. Staff will also be able to track the academic progress as well as the wellbeing of all students.
### Strategic Direction 1

#### Progress towards achieving improvement measures

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<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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| Authentic engagement measured by improved student learning, increased attendance and retention, decreased suspension rates, discipline referrals and non-completion of task letters. | • RaGE and Buddy Reading K-12  
• Breakfast Club  
• Quality delivery of curriculum through staff attendance at network meetings, PL in differentiation and student wellbeing  
• Review and summary of PBL in school, with a whole-school focus  
• Formation of Links to Learning 7-12 and Young Women’s Group  
• Purchase of Sentral and Edval, third party software to support student tracking; implementation of period by period attendance marking in secondary; and training of staff in the setup and use of the software  
• Technology support officer employed and technology updated to ensure a trouble-free student experience  
• Learning and Support Teachers (LaST) and School Learning Support Officers (SLSOs) focused on supporting individual student needs  
• Lunchtime interest groups were provided for primary students, supported by SLSOs  
• Senior students were supported for travel to attend vocational courses  
• Teaching resources purchased to support student wellbeing | Socio-economic funds $52,800  
Low Level Disability funds $143,000 |
| Active SRC, AECG and Aboriginal cultural meetings. | • Learning to Lead workshop and training day with partner primary schools  
• Twenty students from physical activity sport studies (PASS) and sport lifestyle recreation (SLR) classes ran workshops and events for primary students  
• Junior AECG body created, with regular meetings established. Junior AECG members also attended parent and community consultation group meetings  
• NAIDOC Week planning and co-ordination undertaken by the Junior AECG  
• Eight Ways training of students, staff and community  
• With sponsorship from Rotary, eighteen students from Years 5 and 6 attended the GRIP training  
• Student Leadership Policy reviewed and implemented, with secondary captains and SRC members elected and functioning  
• Secondary SRC representatives attended GRIP training. Regular SRC meetings held  
• NAIDOC week – student led community activities | Aboriginal Equity Funds $67,700  
Community of Schools Grant $4,100 |
**Strategic Direction 1**

| Development and implementation of a K-12 wellbeing continuum. | Peer support training for Year 7-10 students, with 36 students trained  
Peer support program implemented in K-6  
K-12 continuum of wellbeing/lifeskills developed  
Student-led presentations in wellbeing lessons to be implemented during 2016 |
| --- | --- |

| Reports aligned with National Curriculum. | Reports developed using Sentral software to meet student stage and faculty needs  
Initial discussions held about the evaluation of, and inclusion in student reports of, the literacy and numeracy continuum.  
General capabilities included in teaching programs and reported to parents for all primary students | Socio-economic funds $4,400 |

**Next steps**

Regular wellbeing lessons have been developed and incorporated into the 2016 timetable matrix. One period per cycle has been allocated to the explicit teaching of wellbeing across K-12. This will utilise training undertaken by staff in Kidsmatter and Mindmatters. PBL will play an integral part in the wellbeing program to improve student learning. Further development of reporting will occur, particularly in regard to the school focus of wellbeing, literacy and numeracy. Student self-reflection models will be introduced to foster greater student voice.

Further GRIP training for SRC and Junior AECG members is to occur again in 2016.

Third party software (Edval and Sentral) will be fully implemented in 2016. This will encompass the tracking of student progress and wellbeing as well as ongoing improvement in the reporting format. Parent access to Sentral will be investigated through the P&C.

Peer support and buddy reading will continue in 2016.

**Strategic Direction 2**

Innovative curriculum driven by professional, collaborative staff committed to current quality teaching and learning.

**Purpose**

To embed a culture of commitment to high quality differentiated professional learning which is driven by contemporary research, school excellence frameworks and teaching standards. This will result in innovative approaches to teaching and learning that prepare students for the challenges of our ever-changing world.

**Overall summary of progress**

The focus of this direction is supporting professional learning needs of staff and improvement of teaching practice to meet the needs of 21st century learners. It was planned that staff would develop skills in promoting an innovative curriculum and the Learning and Support Teachers (LaST) would support staff in the development of innovative practice and differentiation of curriculum. Both of these processes were to be complemented by the analysis of data and regular evaluation of teaching programs.

During the year, some of the processes of this strategic direction were altered. Initially, it was planned that LaST would support staff to develop innovative and engaging teaching strategies through team teaching. However, staff recognised that it was an unrealistic goal and the focus was shifted to meeting the needs of individual students within the classroom setting, through whole-school directions to support learning in wellbeing, literacy and numeracy.
Strategic Direction 2

The role of the academic partner was reassessed and a partnership with the Faculty of Education at UNE was explored for 2016 and beyond. Training and development opportunities were linked to the school plan with a focus on innovative curriculum processes. Staff began training around catering for the needs of 21st century learning.

The executive staff began to use the School Excellence Framework as a tool to assist in the improvement of teaching practice. Data used to inform teaching practice included: NAPLAN; Best Start; PLAN; Reading Recovery and the RAP package. An Individualised Learning Plan (ILP) was developed for all indigenous students.

The introduction of new third party software provided the opportunity to reassess how the school reports on student progress. In Term 4, Sentral was used for the first time in the production of reports for students in K-10. This allowed for staff to explore how the General Capabilities could be reported in the future. Personalised Learning Plans (PLPs) for targeted students were developed and loaded onto Sentral, ensuring that all staff were kept up to date regarding the learning needs of the students they teach.

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<th>Improvement measure (to be achieved over 3 years)</th>
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| All staff have individual professional learning plans that are aligned with the performance development framework, the school plan strategic directions and the National Teacher Standards that include Online Learning Modules and which are designed collaboratively and supported by executive. | • Staff undertook Professional Development Plan (PDP) training  
• Teachers and support staff attended training courses aligned to their professional learning plans and the school plan including training in Best Start, Google apps, I-pad, Reading Recovery, Pirozzo, L3, Wellbeing, Positive Behaviour for Learning (PBL), Whole School Numeracy, Leading Curriculum Change and Road Safety, Vocational Education and Training, Career and Transition Training, New Teacher and Mental First Aid  
• Regional network meetings for administrative support and teaching staff | Teacher Quality Grant $8,500  
Beginning Teacher Support $5,800  
Professional Learning funds $27,000  
Literacy and Numeracy funds $2,800  
Socio-economic funds $2,400 |
| Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidenced-based teaching practices and innovative delivery mechanisms where appropriate | • Learning and Support Teachers (LaST) work with teachers to develop plans that focus on supporting individual student needs  
• Tell Them From Me (TTFM) survey informed planning  
• Staff trained in using the literacy and numeracy continuum to differentiate classroom practice and report to parents  
• Transition adviser training  
• Non Violent Crisis Intervention training  
• Kidsmatter and Mindmatters training | Socio-economic funds $7,000 |
| Peer assessment of practice and commonality of understanding of 21st century strategies and differentiation. | • “Engaging the 21st Century Learner” resource package purchased  
• KLAS work on developing specific resources around critical and creative thinking, literacy and numeracy and differentiation in learning | Socio-economic funds $900 |
Strategic Direction 2

Next steps

The UNE partnership is to be revisited in 2016 and reassessed in line with focus areas in the school plan.

Numeracy, literacy and wellbeing action plans will be developed using a range of data coupled with current research. Staff professional learning will include investigation of Hattie’s Visible Learning, Reflective Practice incorporating Walkthrough to focus on deep understanding of how learner’s learn.

PLPs are to be completed and uploaded onto student profiles in third party software (Sentral).

An additional literacy class in K-6 and an additional class in Stage 5 are timetabled for 2016 to facilitate the differentiation of curriculum.

The plan to revitalise the library as a flexible learning space will be completed and implemented.

Strategic Direction 3

Partnerships that share collective responsibility for successful, connected learners.

Purpose

To have effective partnerships with a culture of collaborative and collective responsibility for creating successful learners in a contemporary context.

Overall summary of progress

The emphasis for this direction was centered on strengthening the existing partnerships between the school and the broader community as well as fostering new partnerships. These included: school and community partnerships; transition programs; and the provision of effective communication between stakeholders.

Most students in Stage 6 undertook a course from the Vocational Education and Training (VET) Framework. This necessitated a work placement for each course, with local businesses providing the relevant workplace experience for our students. This support from local businesses and the Walcha community enabled quality learning for students.

The school’s Parents and Citizens Association provided funding to establish a database of parent email contacts. This was achieved in Term 2. The establishment of this database has allowed more efficient use of resources, particularly paper and printing. It has also ensured that stakeholders are fully informed of school events such as assemblies and excursions. The hits on the school website have increased as a result, demonstrating the effectiveness of this initiative.

Successful transition programs were conducted for future Kindergarten and Year 7 students. The Kindergarten transition was very settled with students and parents enjoying the activities. Many parents also gave positive feedback. The transition to Year 7 program was supported through three ‘Taster Days’ and an Orientation Day where primary students were able to experience a day in the life of a secondary school student. Both programs allowed a smooth transition for new students to a new school setting.

Progress towards achieving improvement measures

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<tr>
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| Specific forms of interactions based on a survey of parents needs at the beginning of each school year. | • Parents were surveyed after the Semester 2 reporting period  
• Parents participated in the Tell Them From Me Survey | <$>


## Strategic Direction 3

| All parents are fully engaged at all transition points. | • Parent-teacher information evenings held for K-12  
• Updated K-10 reports were established through Sentral  
• Parent information session was held for Kinder transition and parent “packs” provided | Socio-economic funds  
$600  
Funding Entitlement  
$1,540 |
|---|---|---|
| Increased participation at School Council, Parents and Citizen and Aboriginal Advisory meetings. | • Aboriginal Parent Advisory committee formed  
• School Council dissolved in favour of a single functioning P & C | Socio-economic funds  
$17,350  
Funding Entitlement  
$175 |
| Programs and interventions are implemented to address needs. | • VET work placements held throughout the year for students  
• A thank you BBQ held for VET workplace providers at the end of the year  
• Kindergarten and Year 6 into 7 transition days  
• UNE contacted to establish TPL and research opportunities | Socio-economic funds  
$6,000 |
| A wide variety of media are used to provide communication to parents and the school community through a widening range of electronic communication procedures. The methods will reflect parent and community needs and allow both parents and the school to initiate conversations. | • Student contact details reviewed and updated in ERN  
• Parent email data base established  
• School assistant time provided to keep the website current and meaningful for parents and communication use | Socio-economic funds  
$6,000 |

### Next steps

Future directions for 2016 include the implementation of a student and parent portal using Sentral. This would complement the existing channels of communication between school and home.

The school will explore the establishment of a school Facebook page, especially in regard to resourcing the initiative, maintenance of the site and the administration of posts.

The introduction of E-Diaries was placed on hold until the capabilities of the Sentral Parent Portal is fully understood.

In 2015, the school community voted to dissolve the School Council in favour of a single parent body, the Parents and Citizens Association, as many functions were duplicated across the two parent bodies. In 2016, a focus will be on ensuring that all functions will still be carried out effectively and that communication continues to improve.
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<tr>
<th>Key initiatives and other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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| Aboriginal background funding              | The Aboriginal Education Officer (AEO) and Norta Norta tutor enabled the implementation of programs to achieve better student engagement and stronger school and community links. These included NAIDOC Week activities, the Links to Learning program, cultural awareness training, a program of visits to the University of New England, and meetings to create Personalised Learning Plans for all Aboriginal students. A School Learning Support Officer (SLSO) was also employed to provide additional classroom support for Aboriginal students. | Strategic Direction 1 $67,700  
Norta Norta $40,000 |
| Socio-economic funding                     | The purchase of third party software and the employment of additional administration support contributed to improved efficiency in tracking student wellbeing; monitoring attendance; improving whole school communication; and creating stronger links between school and home through improved communication. Taster days and transition programs led to smooth transition points from Preschool to Kindergarten and from Year 6 to Year 7. Improvements to the outdoor learning environment and the Breakfast Club program and the provision of improved information and communications technology all led to enhanced student wellbeing and improved student engagement. Employment of examination supervisors allowed students to become familiar with external examination procedures. | Strategic Direction 1 $57,200  
Strategic Direction 2 $10,300  
Strategic Direction 3 $23,950 |
| Low level adjustment for disability funding | Cohesive and supportive learning environments were established by the additional classroom support provided by the learning support teachers and SLSOs to non-targeted students and targeted students. These staff members also led the implementation of RAGE, Buddy Reading and Multi-Lit programs and K-3 literacy and numeracy withdrawal groups that improved student confidence, engagement and leadership opportunities. Students were able to explore a greater range of interests through the establishment of lunchtime interest groups supported by SLSOs. | Strategic Direction 1 $143,000  
Targeted support $35,000 |
| Support for beginning teachers             | One permanent teacher in her second year and three new temporary teachers were supported to participate in relevant professional learning. Such courses as Habits of Highly Effective Teachers, L3 training, Best Start, Positive Behaviour for Learning (PBL), wellbeing and specific syllabus implementation training meant new staff were confident in the delivery of learning experiences. | Beginning Teacher Funds $5,800  
Professional learning funds $1,500  
Literacy and Numeracy Funds $1,550 |
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolment K-6

![Student enrolment K-6 chart]

Student enrolment 7-12

![Student enrolment 7-12 chart]

School attendance profile

School attendance K-6

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<td>89.4</td>
<td>89.7</td>
<td>89.3</td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td>88.1</td>
<td>87.7</td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.3</td>
<td>87.6</td>
<td>87.6</td>
<td>88.3</td>
<td>88.8</td>
<td>88.2</td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
<td>89.9</td>
</tr>
<tr>
<td>Total</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>other</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One student in Year 11 transferred to another school.

Year 12 students undertaking vocational or trade training

Of the twenty five Year 12 students three moved into the construction industry and are furthering their education with TAFE. One student received employment in banking/finance and one in the hairdressing industry. Both are completing further studies at TAFE that were initially started whilst at school. One student is undertaking vocational studies with a private college.

Year 12 students attaining HSC or equivalent vocational educational qualification

Twenty five students completed their Higher School Certificate or equivalent vocational education qualification at Walcha Central School in 2015. 64% completed at least one Vocational Education and Training (VET) frameworks in their program of study. More than one VET framework was completed by 48% of Year 12 students and 8% of Year 12 students completed a school based traineeship.
Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15.31</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.588</td>
</tr>
<tr>
<td>Other positions</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32.408</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Walcha Central School has two staff members who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>86</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>14</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning focused on innovative approaches to teaching and learning in order to prepare students for a challenging world. All staff, in consultation with supervising executive, developed individual plans to address their professional learning needs.

This was supported through the implementation of the Professional Development Framework. In addition, personal learning plans were also aligned with the strategic directions of the school plan and national teaching standards.

In Term 3, all staff completed training through the course ‘Supporting teachers in the Teacher Accreditation Processes’. This course was devised and delivered by Sabina Armstrong and Jacqui Bennett. The course was also delivered at a regional event.

Executive staff attended professional learning events through regional networks. These were held throughout the year and encouraged staff to expand and build their skills as leaders.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meeting of the Walcha Central School P & C Association. Further details concerning the statement can be obtained by contacting the school.

```
Date of financial summary       30/11/2015
Income  
Balance brought forward      267271.11
Global funds                   359569.96
Tied funds                     314819.01
School & community sources    121487.57
Interest                       8779.08
Trust receipts                  29592.95
Canteen                        0.00
Total income                  1101519.68
Expenditure                     
Teaching & learning
  Key learning areas           64521.43
  Excursions                   41190.46
  Extracurricular dissections  33366.62
Library                        4763.44
Training & development        186.90
Tied funds                     286005.43
Casual relief teachers        84612.27
Administration & office       98288.61
  School-operated canteen      0.00
Utilities                     64801.19
Maintenance                   16997.01
Trust accounts                 29153.70
Capital programs              19822.45
Total expenditure             743709.51
Balance carried forward        357810.17
```

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. Click on the link My School and
insert the school name in the Find a school and select GO to access the school data.

**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2015</td>
<td>-5.3</td>
<td>-11.4</td>
<td>-30.6</td>
</tr>
<tr>
<td>SSG Average 2015</td>
<td>-3.2</td>
<td>-3.1</td>
<td>-5.3</td>
</tr>
</tbody>
</table>

*Note: By definition, the State average relative performance is zero*

![HSC Relative performance from NAPLAN Year 9 (Cohort Progress)](image)

**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses from the Tell Them from Me Survey are presented below.

For Years K-12, the survey measured student’s level of engagement across aspects of their school life. Questions asked differed for Years 4-6 and 7-12.

**Outcomes for Years 4, 5 and 6 included:**

- Effective learning time was rated 8.6 out of 10 (pilot norm = 7.6)
- Relevance of classroom instruction – 7.9 out of 10 (pilot norm = 7.6)
- Well organised instruction with appropriate feedback – 8.4 out of 10 (pilot norm = 8.1)
- 40% of students reported moderate to severe bullying (pilot norm = 35%)
- Positive teacher-student relations – 8.8 out of 10 (pilot norm = 8.1)
- Positive learning climate – 7.5 out of 10 (pilot norm = 7.6)
- Expectation for success – 8.9 out of 10 (pilot norm = 8.6)
- Of the 31% Aboriginal participants, 79% strongly agreed that “My teachers have a good understanding of my culture”

**Outcomes for Years 7-12 included:**

- Participation in school sport is high – 51% (pilot norm = 46%)
- Participation in extracurricular activities is well below NSW pilot norm in all years except Year 9
- 60% feel valued by their peers and by others at school (pilot norm = 63%)
- Truancy rate is 8% (pilot norm = 18%)
- 34% feel they have positive homework behaviours (pilot norm = 42%)
- 37% feel intellectually engaged (pilot norm = 46%)
- 21% feel interested and motivated (pilot norm = 25%)
- 66% feel they try hard to succeed in their learning (pilot norm – 65%)
- 17% indicated that they feel moderate to high levels of anxiety (pilot norm = 21%) – 25% of girls, 5% of boys
- 17% of our students indicated that they feel moderate to high levels of depression (pilot norm = 21%) 20% of girls, 13% of boys, with Year 10 of concern
- 17% of students reported moderate to severe bullying (pilot norm = 24%)
- Effective learning time was rated 6.4 out of 10 (pilot norm = 5.8)
- Positive teacher-student relations – 5.9 out of 10 (pilot norm = 5.7)
- Expectations for success – 7.3 out of 10 (pilot norm = 7)
- Expectation of completing Year 12 was 79%
- 50% plan to do an apprenticeship or TAFE/VET course (pilot norm = 66%)
- 48% plan to go on to university (pilot norm = 38%)
- Of the 20% Aboriginal participants, 23% strongly agree that “My teachers have a good understanding of my culture”, with 12% strongly disagreeing

Of all students K-12, 55% felt they had a high probability of completing school (pilot norm = 63%), 26% a moderate probability (pilot norm = 21%) and 19% a low probability (pilot norm = 16%)

The results of this survey will be used to inform future delivery of wellbeing programs across K-12.
Policy requirements

Aboriginal education

Walcha Central School has focused on the professional development of staff in the Aboriginal Education and Training Policy. Links have been made between current reform policies including the Melbourne Declaration and Australian Professional Standards in relation to Aboriginal education. Walcha Central School staff has undertaken ‘Cultural Awareness’ training delivered by the Aboriginal Community Liaison Officer (ACLO) and has been on an excursion to local sites with members of the Aboriginal community. These excursions have exposed staff to the culture and history of the local area and have strengthened connections with the local community.

The school applied for a Community of Schools Grant to support the professional development of staff as well as the understanding of students in the history and culture of Aboriginal peoples. As a result of the success of this application, the Local Lands Council, the Aboriginal Education Consultative Group (AECG), parents and interested community members formed a group to support the implementation of the project.

The grant enabled a group of interested staff, parents, community and members of the Junior AECG to undertake training in the ‘Eight Ways of Aboriginal Pedagogy’. The plan is for the remainder of staff to be trained in 2016. As well as the development of an understanding of how Aboriginal students learn, the training focused on the authentic inclusion of Aboriginal perspectives and content into programs and teaching and learning. These concepts have been a focus in the school plan and as a result direct links have been made to Cross Curriculum Priorities. Students, staff and the community are designing a project-based approach to the use of ‘Eight Ways’ for delivery to all students from K-12 in the community of schools in 2016. The design of these projects is to embed understanding of the differentiated teaching strategies for staff as well as to increase student understanding of the Aboriginal histories, cultures and perspectives.

NAIDOC week was extremely successful and engaged a broad spectrum of people from the community. Students experienced Aboriginal music, dance and art as well as visits to historical sites where members of the Aboriginal community shared their stories.

Students from Years 7-12 visited the University of New England on three occasions throughout the year. They were supported by staff from Oorala Aboriginal Centre at the university. Each student was able to identify their areas of interest from courses available and was able to visit the related schools.

A number of Aboriginal students applied to be a part of the University of New South Wales summer and winter schools. As a result six students were successful. A further two students attended an Aboriginal leadership camp held at the University of New England.

Support from the Norta Norta program and the AEO have ensured that Aboriginal students have been supported to achieve their best and to remain at school. They have enriched the cultural lives of the Aboriginal and non-Aboriginal students.

Multicultural Education and Anti-racism

Walcha Central School recognises the need for rural and remote schools to equip all students with the knowledge, skills and values needed to participate successfully in Australia’s culturally diverse society. Multicultural education and anti-racism education is promoted in the school through a range of initiatives. These include teaching practices that recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted through all learning at the school. School focus on embedding general capabilities in teaching programs, in particular the study of other cultures through English texts and inviting visiting artists to the school, provides students with authentic experiences of other cultures through music.

In 2015, students participated in a Musica Viva workshop with ARIA award-winning quintet Mara who toured the globe offering a unique fusion of world music and jazz. Students were able to listen to songs played with instruments from around the world as well as sing and dance to songs from other countries.

Liaising with the local Country Women’s Association (CWA) branch and surrounding schools, students participated in activities that celebrated the nominated country for 2015, Italy. Students were encouraged and supported to enter local competitions that required students to research and make electronic presentations, make models of well-known products of Italy as well as enter colouring competitions. Walcha Central canteen supported multicultural events by organising theme days of food from other countries.

Students participating in Harmony Day competitions resulted in classes receiving certificates of participation.