School context statement
Woodenbong Central School (WCS) is a K-12 school that aims to prepare students for their future role in a rapidly changing world by building capacity in 21st Century fluencies.

WCS is seen as one of the hubs of the local remote and rural community. Parents, staff and students view WCS’s sense of community as a strength of the school. WCS will build on this strength by designing, implementing and evaluating learning experiences that are significant and relevant to students by utilising the local community’s expertise and resources.

Over the years WCS has established a strong relationship with the traditional owners of the land on which the school is built, the Githabal Nation. WCS will continue to strengthen this relation to ensure that all Aboriginal students achieve equitable outcomes.

The focus in recent years at WCS has been on building an engaged learning community that focuses on improving student achievement and developing capacity to meet individual learning needs through high quality learning experiences guided by collaborative and reflective practices. This has been supported by Learning Meetings as well as teacher and student learning goals.

Principal’s Message
We believe that: Our students deserve to live empowered lives with passion and purpose. One of our roles is to help our students find and explore that passion and purpose. To do this we work hard to provide them with a wide range of learning opportunities both within and beyond the school. These experiences can also expand our students’ world to what is possible, allowing them to try a variety of things that they may not otherwise experience in a safe and supportive environment. Education can provide our students with a powerful start for their future life and employment opportunities. As a school we continue to seek ways to improve how we provide quality education and learning opportunities for our students.

At Woodenbong Central School we seek learning opportunities to expand our students’ horizons. In 2014 students from Woodenbong Central School experienced great success in all aspects of the curriculum including sport and culture. These included:

- Sherenti was selected for the Australian U18 Girls Futsal Team.
- Caleb came third in the National WorldSkills competition in Perth for Primary Industries.
- Great results in external competitions such as the Australian Science and Mathematics competitions.
- Early entry into University for Year 12 students.
- U16 Boys and Girls touch football teams made it to State finals in Penrith.
- 5 high school students and one primary student competed at Homebush for State Athletics.
- Students from Years 10-12 were successful in gaining entry to University Programs, such as the Young Achievers Program.
- Primary students participated in the Casino/Kyogle Performing Arts Festival. This year they also performed at North Coast National (Lismore Show).
- Many of our students experienced success at the Local, Regional and State levels for athletics, cross country, basketball, cricket, touch football and swimming.
- Once again our boys and girls Open and Under 16 touch football teams performed well at the NSW Central Schools competition at Dubbo.
- Success at various agricultural shows and competitions both locally and inter-state with cattle and sheep. The highlight was their success at EKKA and the Royal Easter Show, especially in the School Exhibit and sheep competitions.
• Our students also performed well in the Lions Youth of the Year Competition in Kyogle.

Our students are excellent ambassadors for the community and our school. I often receive feedback on our students’ friendliness, politeness, their willingness to participate and how they always represent themselves and Woodenbong Central School with distinction.

This year our Trade Training Centre provided an opportunity for our students to gain experience in hospitality by catering for town events. This included Woodenbong’s Girls Big Night In and for WASA. Not only did the students receive experience in hospitality they gained many accolades for their food and service.

Being a small school enables us to be flexible, so we can provide the students with fantastic opportunities that are second to none. By providing the students with a range of experiences we give them opportunities to explore and follow their passion. It provides us with the opportunity to individualise learning for our students. It is through the work and dedication of our teachers and parents that we create the conditions for our students to excel. These opportunities have included:

• TAFE such as Beauty Therapy & Make up Services Certificate II, Child Services Cert III, Small Engines and Tourism – Indigenous Culture Cert I.
• Collaboration with Southern Cross University in a Sports Science project.
• Our school captains Caleb Allen and Hannah Geyer travelled to Sydney to meet the State Governor.

• Students at Woodenbong Central School have been successful in gaining traineeships in rural industries.

At Woodenbong Central School we support the use of innovative practices to enhance student learning. Innovation can take many forms: the use of technology, working with other schools, pedagogical practices and utilising different learning spaces. However, the focus is always our students and their learning. We continue to invest in the use of technology in the classroom. Technology enhances learning for our students by allowing them to create and collaborate with classes, across the State and across the World and helping them develop the skills to thrive in the 21st Century. This year we moved into the World of 3D printing: allowing students to design, prototype, trial and then modify designs.

At Woodenbong Central School we continue to revamp our classrooms to create learning spaces that meet the needs of students and teachers. This year we purchased new furniture for our high school classrooms. This allows our students to collaborate and learn in new ways.

At Woodenbong Central School we value relationships and we understand the importance of relationships to assist students to learn and develop. The strong relationship between Woodenbong Central School and the wider communities we serve is unique and crucial for our students and their education. Community is seen as a strength of the school by parents, students and the staff. Our collaborative efforts make Woodenbong Central School a fantastic school. Woodenbong Central School is a place where we all work together to achieve the best for our students. Our parent organisations, the
P&C and the AECG, play a very important role at Woodenbong Central School. They are organisations that can provide advice to the school from a parental perspective on a wide range of issues. I thank those in these groups for their work and support of the students at Woodenbong Central School. I would encourage parents to become involved in these organisations to benefit not just your child but all students in the school. Together we can make Woodenbong Central School an even better place for our students to learn.

In 2015 we will continue to build on the gains we have made in recent years. Our strategic directions for 2015-2017 will be Engagement in learning, High quality learning experiences and Community engagement. This will ensure we focus on what matters our students and their learning.

**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**

Primary enrolment has been gradually declining over the years. This is consistent with the area’s demographics.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<table>
<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>94.8</td>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Secondary enrolment is beginning to mirror the school’s primary enrolment, as families continue to leave the local area in search of employment.
Management of non-attendance

Management of non-attendance is outlined in Woodenbong Central School’s Attendance Policy. Procedures include roll-marking, checks for fractional truancy, parental contact and the involvement of the Home School Liaison Officer.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
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<td>0</td>
<td>8</td>
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<tr>
<td>employment</td>
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<td>46</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>other</td>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2014, Woodenbong Central School had approximately 37 students enrolled in both school-delivered and TAFE-delivered Vocational Education subjects.

TAFE delivers an increasing number of certificate courses to our students. TVET subjects in 2014 included Hair and Beauty, Library Information Services, Tourism (Australian Indigenous Culture) Certificate I and Horse Industry Skills.

We continued to have students completing School-Based Traineeships.

56% of Year 12 were involved in HSC VET courses delivered by the school (Hospitality, IT, Primary Industries), with three students enrolled in more than one VET course.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 93% of Year 12 students attained their full HSC credential or equivalent vocational education qualification.

Workforce information

It is a requirement that the 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 Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14.236</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.388</td>
</tr>
<tr>
<td>Total</td>
<td>31.824</td>
</tr>
</tbody>
</table>

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

In 2014 19% of the temporary and permanent workforce identified 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>Degree or Diploma</td>
<td>92</td>
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<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014 WCS received $27,295.01 for Teacher Professional Learning. In addition to this WCS utilised approximately $133,000 of additional funds from other sources on Professional Learning. These funds were used to support WCS’s priority areas for 2014. The average expenditure per teacher on professional learning in 2014 was $5937.

All teachers at WCS collaboratively developed at least one learning goal with their supervisor along with a professional learning plan. Teacher professional learning funds were used to support these professional learning plans.

In 2014 professional learning funds were used for:

- Classroom management course (4 early career teachers).
- Training in the implementation in Positive Behaviour for Learning (a team of 6 with subsequent PL for all staff).
- Visible Learning (Initial training for 5 staff members with follow-up time for implementation and PL for other staff).
- Time for English, Mathematics, Science, History and Primary staff to develop implement and evaluate new K-10 syllabuses.
- Over 75% of staff were provided time to work with LaST to incorporate 8 Ways, Super 6 Comprehension strategies and differentiation in teaching programs and assessment tasks.

- Non-teaching AP worked with primary staff on teaching practice and the effective implementation of Accelerated Literacy.

The 5 School Development Days (SDD) in 2014 were used for:

- Mandatory training.
- 8 Ways: Aboriginal pedagogy from Western NSW.
- Collaborative practices.
- Positive Behaviour for Learning.
- Introduction to the new library system Oliver.
- Tracking student achievements.
- Feedback.

All teaching staff participated in these SDDs.

14 teachers are accredited proficient with BOSTES. In 2014 no teachers voluntarily sought accreditation at Highly Accomplished or Lead Teacher.

Beginning Teachers

In 2014 no teachers could be classified as permanent beginning teachers. Approximately 7% of teachers at WCS are early career teachers. These teachers have negotiated professional
goals, with identified areas for professional growth.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>369829.06</td>
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<tr>
<td>Global funds</td>
<td>245054.39</td>
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<tr>
<td>Tied funds</td>
<td>489852.50</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>10423.57</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>70166.55</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1274443.73</strong></td>
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<tr>
<td><strong>Expenditure</strong></td>
<td></td>
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<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>252261.10</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter Woodenbong Central School 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 performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Data of subjects with small cohorts (less than 10 students) is not included in this report.

In 2014 WCS completed the requirements for the following subjects: Ancient History, Animal Studies, Biology, Chemistry, English (Standard), English (Advanced), English Extension 1, English Extension 2, Exploring Early Childhood, Geography, Hospitality, Industrial Technology, Information and Digital Technology Examination, Mathematics General, Mathematics, Mathematics Extension 1, Personal Development, Health and Physical Education, Physics, Primary
Industries, Senior Science, Society and Culture, and Textiles and Design.

Other achievements

Agriculture

2014 has been another great year for our students and the Agriculture Department. The show team has attended numerous shows this year with cattle, sheep and the District youth exhibit.

Our display team won the Schools’ Exhibit competition at the Royal Sydney Agricultural Show. Later in the year they were also placed first in the Schools’ Exhibit competition at EKKA.

Cattle showing for the year commenced with Bonalbo and Woodenbong Shows, which is a great preparation for Casino Beef Week. 11 students prepared and presented their steers to a high standard against a high quality line up of cattle at Casino. The cattle team also showed cattle at the Royal Brisbane Agricultural Show (EKKA) and at the Lismore Show. The school thanks all those families who donated cattle for the students to prepare and show. Your generosity and support is greatly appreciated. We would especially like to thank members of the community (Tanya Fleming, Wendy Fletcher and Pete Mulcahy) for the many hours they gave in providing advice, assisting our students prepare and showing of their cattle.

At Lismore Show Katelyn Grimmett qualified to compete in the junior cattle judging competition at the Royal Sydney Agricultural Show in 2015. Katelyn also qualified to compete in the junior sheep judging competition at the Royal Sydney Agricultural Show in 2015 due to her success at the Murwillumbah show.

Sport

2014 Sporting Highlights:

- Under 16 boys touch football team – State Central Schools Gold Medal
- Open boys touch football team – State Central Schools Gold Medal
- Under 16 girls touch football team – State Central Schools Silver Medal
- Open girls touch football team – Northern Rivers Zone Champions
- Under 15 boys basketball team – Northern Rivers Zone Champions
- Luke Weston, Billie Reid, Joshua Weston, Katelyn Grimmett and Lauren Amos to State Athletics
- Sherentai Hippi selected in a national Under 18 futsal team

Woodenbong Central School has had another successful year in sport with many students representing the school at Zone, Regional and State level for individual events, 5 teams contesting the Central Schools State Finals and 3 teams participating in the NSW touch association All Schools State Finals. Students have participated in swimming, cross country, athletics, basketball, futsal (indoor soccer), netball, tennis, touch football and rugby league against other schools this year.

Fifteen students travelled to Lismore to compete in Northern Rivers Zone swimming. All students
swam well and six qualified to compete in the North Coast Regional swimming trials. Thomas Rose qualified for State swimming.

Twenty one students represented the school at zone cross country with Stewart Hickling winning his race to be zone champion. Seven students qualified for and participated at regional cross country.

Nineteen students travelled to Lismore to represent the school at zone athletics with eleven students (21 individual events and 1 relay team) qualifying to go to region. Five students qualified for state athletics, Lauren Amos (200m hurdles), Katelyn Grimmett (1500m walk), Billie Reid (400m), Joshua Weston (discus, 1500m walk) and Luke Weston (100m, 400m). The senior boys relay team (Luke Weston, Hamish Downham, Hayden Thompson and Graydon Leonard) and several other students in individual events (Sherentai Hippi, Katie Byrnes, Hayden Thompson and Graydon Leonard) narrowly missed qualifying for state athletics.

The under 15 touch football teams started the year well with six girls (Billie Reid, Madeleine Barrett, Casey Smith, Katelyn Grimmett, Lauren Amos, Isabella Barrett) and six boys (Shallin Fuller, Joshua Weston, Jayden Want, Jesse Thamm, Jeremiah Torrens and Callum Smith) being selected for the Northern Rivers Zone teams. Shallin Fuller, Jesse Thamm and Katelyn Grimmett were selected in the North Coast team. Hannah Geyer, Chelsea Payne, Billie Reid, Katelyn Grimmett and Jamie-Lee Williams were selected for the Northern Rivers Zone open girls’ touch football teams. David Welsh was selected in the Northern Rivers Zone open boys’ touch football team.

David Welsh was also selected in the North Coast open touch football team. Woodenbong Open Girls were Zone champions but were then defeated by Tweed River High in the 4th round of the state knockout.

The under 16 and open boys and girls touch football teams travelled to Inverell to participate in the Central Schools regional gala days. All teams succeeded in qualifying for the Central Schools State finals. At the Central Schools State Finals the under 16 and open boys both finished 1st and were awarded state gold medals. The under 16 girls teams finished 2nd receiving state silver medals. The open girls team finished third. The under 16 boys 7 aside rugby league side also qualified for the Central Schools state finals and finished 3rd in this event. The under 14 and open boys 7 aside rugby league teams played well at the qualifier at Inverell but were unable to qualify for the state finals. Shallin Fuller and Jaydon Cavanagh were selected in Northern Rivers zone rugby league teams.

Students from Woodenbong Central School also participated in Basketball this year with the under 15 boys being the Northern Rivers Zone Champions. They were then defeated by Southern Cross School in the 4th round of the state knockout.

2014 has also been a fantastic year for futsal at Woodenbong Central School. In May, we sent boys and girls teams along to Byron Bay to compete in a regional tournament. From their performances on the day, seven students were offered the chance to travel down to Ballarat and Bendigo to play in the National Futsal Championships. Four of our students – Caitlin Guagliardo, Katelyn Grimmett, Devansh Karia and Sherentai Hippi were able to attend this tournament. The FNNSW Under 16’s Girls’ team, of which Katelyn and Sherentai were a part, won their age division and became National Champions, a fantastic achievement. At the conclusion of the tournament, Sherentai Hippi
was named in the ‘All Stars’ team – comprising the five best players from the tournament in her age group – for her outstanding performance as a goalkeeper. As a result of this, Sherentai has since been selected to play in the Under 18’s girls’ side to tour the USA in July 2015.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

At Woodenbong Central School Aboriginal education and improving outcomes for Aboriginal students is everybody’s business. WCS has strong links with the local Githabul community and we work closely with the Githabul Aboriginal Educational Consultative Group and the local Elders to improve learning outcomes for Aboriginal and all students. We continually work together to strengthen this relationship for the benefit of our students.

Woodenbong Central School is working with the Githabul AECG on a Memorandum of Understanding, an appropriate Cultural Awareness program for WCS staff and re-inducing a language program within the school.

Aboriginal perspectives are included in all teaching and learning programs at WSC. Primary students are introduced to Githabul language and culture.

In 2014, NAIDOC week was celebrated with a week of activities organised and strongly supported by the local community. Pre-school, primary and secondary all held assemblies. The Flag Raising Ceremony provided an excellent start to the week. At the NAIDOC Racial Harmony assembly members of our local community shared their stories and wisdom with the students at WCS. The Racial Harmony Awards highlighted the efforts the school has made in conjunction the local community in this area. All NAIDOC activities were strongly supported by the local community, both Indigenous and non-Indigenous.

In 2014 WCS began the introduction of the 8 Ways program to strengthen learning for all students especially our Aboriginal students.

Multicultural education and anti-racism

Multicultural education is embedded within all teaching and learning programs at WCS. Woodenbong Central School has an anti-racism contact officer who promotes racial harmony and understanding.

Aboriginal background

In 2014 under the Resource Allocation Model (RAM) WCS received $84,409 for students with an Aboriginal background. This included $60,626 for staffing.

These funds were used to support the learning of Aboriginal students through:

- The employment of Aboriginal tutors
- Supporting Cultural Awareness programs
- Supporting the implementation of Culturally appropriate pedagogy such as 8 Ways.

Socio-economic background

In 2014 WCS received $193,455 for students with low SES backgrounds under RAM. This included a staffing component of $39,678.

These funds were used to support WCS Priority Area and outcomes. The section on school planning and evaluation outlines the initiatives these funds supported and the outcomes achieved.

Learning and Support
In 2014 WCS received $27,433.62 of low level adjustment of disability funding to support learning for students with learning and support needs (low level disability).

These funds were used for:

- Additional Learning and Support Teacher (LaST) time to engage parents and students in the collaborative development of Individual Learning Plans (IEP) for identified students. In addition the LaST provided time for testing and the development of in class support and engaging learning activities.

- Learning and Support Officers (LSO) to provide in-class support for the implementation of IEPs.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Establish a situational analysis team
- Determine the data that needs to be collected and the tools available
- Develop a timeline for the situational analysis, including tasks, required resources and allocation of personnel responsible.
- The collection of data from a variety of sources. Including surveys, student focus groups and student performance.
- The analysis of the data.
- Reporting of the results.

School planning 2012-2014:

School priority 1

Engagement in Learning

Outcomes from 2012–2014

At least 90% of K-8 students are appropriately placed on the literacy continuum by end of Semester 1 2014.

Increase of 3% at the end of Semester 2 2013 of the number of students in K-8 who are at or beyond stage appropriate place on the literacy continuum compared to Semester 1 2013.

By end of semester 1 2013 at least 90% of students K-8 placed on data and chance strand of the mathematics continuum.

By of end semester 2 2013 an increase of 6% of students at or beyond stage appropriate level on the data and chance continuum.

All WCS teachers have an identified learning goal on catering for individual needs of students in a classroom, with an associated professional learning plan.

Evidence of achievement of outcomes in 2014:

- All K-8 students were placed on the reading and comprehension aspects of the literacy continuum.
- 13% increase in number of K-8 students at or beyond stage appropriate place in the comprehension and reading text component of the literacy continuum.
- All WCS teachers have professional learning plan.
- All WCS teachers have Learning Meetings and plans for 5 students in a class that cater for individual student needs.

Strategies to achieve these outcomes in 2014:
• Intensive literacy & numeracy K-2, through the employment of a teacher to support small groups. Best Start, SENA 1, SENA 2, and reading benchmarking indicate over 33% improvement at or beyond their appropriate stage level. In 2013 the focus will continue to be on explicit teaching of early arithmetical strategies.

• The support of the preschool to Kindergarten transition program. All eligible Kindergarten students in 2014 were able to attend and participated in the 10 week transition orientation program.

• Employment of technology coach to assist secondary teachers in the use of technology to enhance learning.

• Provide time for teachers to work together on quality learning:
  o the use of technology
  o Working in teams
  o Use of data to set common goals and inform practice.
  o Meeting the learning needs of all learners within a classroom.
  o Mentoring/coaching

• Purchase and use of technology in classroom. Along with professional learning and support for teachers to incorporate technology within the classroom to enhance learning.

• School executive collaboratively develop and actively support school structures designed to facilitate teachers to identify and address the individual learning needs of students in their classes.

• Trial Learning Meetings that involve teacher, supervisor, LaST, and relevant staff. Meetings focus on an identified class, identified students within that class and teacher practice and professional learning needs.

• Non-teaching AP to provide AL professional learning to support the implementation of AL in the primary classrooms through coaching, team teaching demonstration lessons, classroom observations and professional dialogue. Assisting teachers embed appropriate and engaging literacy strategies in the classroom. The non-teaching AP also provided teachers with support with balanced numeracy lessons and quality teaching.

• Use of comprehension strategies such as the Super 6 along with tracking student (K-9) on the comprehension and reading aspects of the literacy continuum.

• Implementation of “8 Ways of Aboriginal Pedagogies”.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent Survey

In Term 1 2014 DEC employees from outside Woodenbong Central conducted a parent survey on behalf of the school. Over 50% of parents of students of WCS participated in the survey. Parents participated in the survey either face to face or via phone. Below are the responses to the survey.

Question 1: What values do you want to pass onto your children?
The word cloud below summarises the parent responses.

### Question 2: How does WCS support your child’s learning?

Respondents believed that the school was flexible and worked with parents to provide opportunities for their child:

- Cater for individual needs, smaller class sizes, academic acceleration of students.
- Extra-curricula opportunities such as music, agriculture, tutoring.

Responses indicated that staff were supportive, there was good communication with home and there was a strong belief parents were welcomed at WCS.

Parents believed there were good transition programs from pre-school to kindergarten and from school to post school destinations.

Parents also indicated that academic success was rewarded and school resources and technology supported their child’s learning.

### Question 3: How does the school make your child’s learning interesting?

Several parents responded that they were not sure but their child enjoyed school.

Parents believed that the school provided a range of different opportunities for students to connect with the outside world such as work experience, excursions, hands on activities, agriculture and the school’s connection with community.

Over 50% of respondents believed that technology made learning more interesting.

Parents indicated that teachers had good relationships with their students, teachers instill confidence in students and there is an individual approach to learning.

### Question 4: What is a safe and healthy school environment for your children?

56% of responses to this question directly stated that Woodenbong Central School is a safe and healthy school environment.

Other responses said a safe and healthy school environment was free of bullying, well supervised, had high levels of trust and respect, clear rules with consequences, and welcomed parent involvement.

### Question 5: What if anything could the school do to improve the way it manages and support student learning?

A relatively high number of respondents replied: “nothing”. This could indicate satisfaction with current practices.

Suggested improvements included:

- Higher expectations by staff and students regarding academic, social and extra-curricular performance.
- Reviewing discipline processes to ensure fairness, clarity, transparency and accountability.
- Improve flow of information between school & community as well as staff & students.
- Expanded counsellor support for students.

### Question 6: How does your child’s teacher/s manage the classroom to help them learn?

Parents said it was through creating a fun, relaxed atmosphere that encourages good learning; caring relationships where students feel heard, valued and cared for and teachers who know their students as learners.
50% of respondents indicated they are happy with classroom management.

10% said there was a need for stronger discipline at WCS. Some respondents said WCS could be more supportive regarding Cultural Awareness.

**Question 7: What do you see as the strengths of the school?**

See the section below on students and teacher.

**Question 8: How can we help your children develop more respectful relationships?**

12% of responses indicated that the school was already doing a good job in this area and we should continue with current programs.

4% suggested the specific teaching of social skills and reinforcement of positive behavior.

10% suggested Cultural awareness programs.

19% indicated that teachers should model respect.

29% said this was a responsibility of home, with several specifically saying it was not the school’s responsibility.

10% of respondents suggested that the school improve discipline.

**Question 9: How could the school improve the way it communicates with you about your child’s learning and/or what is happening at school?**

48% of respondents are happy with the way the school currently communicates with home. Several of these specifically mentioned they liked the phone calls, class letters, WCS Moodle, and their informal communication with teachers.

8% suggested that a published assessment schedule would improve communication.

4% suggested communication should be by email.

8% would like to know about issues with their child sooner.

8% suggested a greater number of parent teacher meetings.

**Question 10: On a scale of 1 to 10 (1 lowest 10 highest) how satisfied are you with your decision to enrol your child at Woodenbong Central School?**

The graph below summarises the parents’ responses.

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**Students and teacher survey**

During 2014 students and teachers were surveyed on a range of issues. For the purposes of the ASR teachers and students, like the parents, were asked to identify the strengths of WCS. It should be noted that there is considerable overlap between the 3 groups in particular they all see the following as strengths of the school:

- Teachers caring about students
- A sense of belonging.
- Relationships.
- Opportunities, flexibility and available resources.

The results of this survey are show below.

**Students**

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**Teachers**
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015 http://www.woodenbong-c.schools.nsw.edu.au/our-school/school-management-plan

The school Vision Statement and Purpose was developed through a process of dialogue with staff and students. This was further refined after feedback from staff, students, Woodenbong Parents & Citizens (P&C) and Githabul Aboriginal Educational Consultative Group (AECG).

Parent surveys, student surveys, student focus groups and staff meetings were used to determine strengths, and the areas of need which were used to develop our strategic directions.

This data was used by staff to develop the 5 P planning page for each strategic direction. The draft strategic directions, processes, products and purposes were published weekly in the school newsletter, and taken to AECG and P&C for feedback. This feedback was used to refine the school plan at Executive and staff meetings.

This plan was also developed and refined through a collaborative process with Principals in the Richmond Valley Network and our Principal School Leadership (PSL).

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: