



CENTRAL WEST
**LEADERSHIP
ACADEMY**

2020 Annual Report



SECTION 1

Message from the key school bodies

Message from the Board

Dear School Community,

The school board is immensely proud of the resilience displayed by the students and staff in the 2020 school year. We have proved that embedding character growth into the learning environment pays dividends, exemplified by the way online learning was embraced and students thrived during COVID lockdowns.

In 2020, we continued our solid growth of student numbers and are on track with our projections for future years.

The board continues to meet monthly and is delighted with the progress and achievements of our fledgling 21st Century School.

Of high priority is the acquisition of long-term premises and the securing of grant funding for capital works. We have made great inroads in both of those key strategic goals this year and are excited about how they'll come to fruition in 2021.

Educationally, strategically and financially, our home-grown school continues to flourish. I could not be more delighted with what we've achieved to date.

David Duffy

Chair of the Board of Directors for the Central West Leadership Academy



Message from the Principal

Dear School Community,

2020 was a hard year for us all. The COVID-19 pandemic hit our school community in a wide variety of ways. Our staff were the utmost professionals who moved to a full online, teacher-led timetable via Zoom in less than 48 hours. Our staff changed how they taught, what they taught, and how they made sure to enact quality pastoral care in these unprecedented times. Our learning and care never ceased and I will be forever in awe of our teaching team for their professionalism in such hard circumstances. We came together in hard times and we celebrated together for our triumphs as well.



And triumph we did! Our term by term reading levels still progressed, our Future Problem Solving team came 9th in Australia and our Ethics Olympiad team were state champions! We had teams make filmmaking national finals, winning art awards; critically and creatively our students shone!

This was clear to me at our final awards assembly and student-led Showcase talent show. The students were genuinely supportive and excited for each other when winning awards. They were also brave in their creative endeavours and crafted a 60 minute Cabaret show for the parents and carers. It showed the best of us: the willingness to take risks and support others.

I am proud of our school and look forward to another exciting year in 2021.

With kindness,
Mandi Randell, Principal

Message from the student body

COVID-19 was tough on our school, but the term we spent on Zoom was just an indication of our students and staff's perseverance and dedication to learning. Our school's academic performance throughout that period was remarkable, with some of the highest individual and overall achievements.

Throughout the following school year marked achievement after achievement. Many amazing virtual projects such as "Skype a Scientist" and the UTS Design Thinking Workshop pushed the academic boundaries of our students, providing exciting and engaging opportunities to push our critical and creative thinking.

The 2020 school year was a challenging year, but through perseverance and dedication, students and staff alike pushed through to achieve outstanding academic growth.

Noah Randell
Captain of Academics



SECTION 2

Contextual information about the school

The Central West Leadership Academy was launched in 2018 and started with 17 students in Years 3-6. We were 34 strong by the end of the 2019 school year and 58 by school census in 2020. Students came to us displaying the full range of gifted capabilities from academics, sports, arts to community leadership; the first cohort was diverse in both talent and schooling experiences. Our second year cohort had 17% LBOTE and 9% of students identifying as Aboriginal or Torres Strait Islander.

We are:

- Not-for-profit
- Founded by local residents
- Co-educational
- Non-denominational
- Partnered with local community
- A 21st Century School
- Years 3-8, expanding beyond in future years (subject to regulatory approval)

Index of Community Socio- Educational Advantage (ICSEA)

- School ICSEA value: **1102**
- Average ICSEA value: **1000**

Distribution of students

- Middle Quarters: **44%**
- Top Quarter: **52%**

Students

Total enrolments	58
Boys	26 (45%)
Girls	32 (55%)
Indigenous	9%
LBOTE	17%

Central West Leadership Academy values

Innovation

- We encourage forward and lateral thinking.
- We embrace creativity, communication and collaboration.
- We drive innovation and foster skills which are relevant now and into the future.

Learning

- We focus on the individual as a whole; imparting academic, social, emotional and cultural skills for the future.
- We strive for excellence through continuous improvement.
- We enable our students to learn how to become lifelong learners.

Respect

- We commit to treating others equally with dignity and honour because together, we are strong.
- We promote self-sufficiency, self-regulation and self-motivation as life skills.
- We provide a safe, supportive environment in which everyone is valued and encouraged to grow.

Community

- We believe that an investment in our children is an investment in our community.
- We develop leaders who inspire, contribute to and drive change in their communities.
- We will promote local and global mindedness.

Board & Executive

The Academy is governed by a Board of Directors consisting of local business and community leaders. We have an Advisory Board and Advisory Groups who provide additional support.

The school principal is Mandi Randell. She is an experienced educator with two Master's Degrees, who came to teaching through underprivileged schools in New York, spent 8 years as 2IC in Newington College, and 2 years as Head of Teaching and Learning in Dubbo.

David Duffy - BBUS, CPA, GAICD, JP

Chair

David is a Director/Founder of Business DNA and as a Business Catalyst, leads the business and personal development division in Dubbo servicing regional NSW. David is a specialist who focuses on assisting businesses and leaders to proactively address change and implement strategies through actions to achieve their personal and business objectives. He has a real understanding of business and leadership issues. He has spent the last 30 years as a business consultant, accountant and investment advisor in both public practice and the corporate environment, working with clients throughout Australia, specialising in regional NSW business for the past 15 years.

John Curley

John is a Chartered Accountant and has a Master of Tax through the University of NSW. He has completed an MBA, majoring in Accounting, at the University of New England. John is a Registered Tax Agent, Xero Certified Advisor, and a financial planner, working for Monitor Money.

John has extensive experience in business finance, planning and financial management. In 2014 John established his own practice and is excited by the potential of new ways of doing business.

Fred Randell

Fred was born in Orange and raised in Geurie - where he was school captain of the local public school - before attending Dubbo High School. He studied Information Systems at the University of NSW in 1996, where he developed a passion for the then newly-emerging Internet. He promptly joined an Internet agency, and in 2004

co-founded his own design agency, Boomworks, in Sydney, which grew from a staff of 2 to employ over 25 people.

Having returned to Dubbo, Fred has a strong, community-minded motivation. He has launched and coordinates a monthly event to support local original music artists, has provided support to the Dubbo Jazz Festival, is a volunteer member of the annual Dream Festival committee, and is a board member of the Macquarie Conservatorium of Music. He is a firm believer in creating a local education solution that can compete with the best schools in the state, which will help keep local talent in the area, and imbue them with a sense of pride in place.

Angela Schuster

Angela is the co-founder and director of Schuster Consulting Group Pty Ltd, a consultancy that provides services to public and private organisations including industry bodies, state and federal government departments and private enterprise within the agriculture and food production sectors within Australia and overseas.

Prior to establishing Schuster Consulting Group with husband Peter, Angela was the international marketing manager for ASX-listed Integrated Research where she was responsible for the development, project management and implementation of global marketing strategies and systems in the United States, United Kingdom, Germany and Australia.

Steve Butler

Steve is retired but brings a wealth of experience to the Academy from his roles in banking and in the NSW Government.

Steve has 20 years experience in the banking industry in commercial lending, personal lending and branch management. Steve has worked for the past 15 years as a public servant within the Australian and NSW Governments. He has performed a range of roles including management positions, working primarily with Aboriginal communities and within government. His various roles focused on program / project delivery, community governance, strategy and policy development.

Steve has played key roles in the establishment and support of Aboriginal governance bodies at regional and state levels across NSW including the Murdi Paaki Regional Assembly (MPRA) and NSW Coalition of Aboriginal Regional Alliances (NCARA).

Natalie Bramble - MBA, FICDA, TAE

Natalie is the co-founder of iClick2Learn, an online learning company that builds the capacity and confidence of volunteers and staff in community organisations. Natalie has dedicated her professional and personal life to educating community change makers and equipping them to build healthy, resilient and sustainable communities. She has strong personal values of equity, inclusion and collaboration and is always looking for opportunities to work together for the greater good.

Natalie learnt foundational business skills from an early age, having grown up in family businesses and ideating, launching and developing start-ups over the years ranging from event promotion and management; political candidate marketing and business and non-profit consulting. This platform expanded her knowledge across many sectors, industries and disciplines.

Natalie brings her strong academic knowledge in Governance, co-developing and delivering Australia's first Governance Diploma qualification together with her extensive applied governance experience consulting to boards. Natalie also brings contemporary insights through her applied knowledge of human-centred design; social impact; social return on investment and community development.

Natalie holds a Master's in Business, focusing on Law, Entrepreneurship and Governance.

Shelvin Narayan

Shelvin Narayan was born in Fiji and grew up in Sydney. He has been calling Dubbo home for over 3 years with his young family. Shelvin is very passionate about education having completed his Bachelors in Business (Finance & Marketing) at University of Technology, Sydney in 2000. Then Master of Business Administration (MBA) in International Business in 2007 from University of East London.

Shelvin has been in the Insurance and Finance industry for over 18 years. He has worked in Australia, New Zealand, Fiji and Japan over the period. Shelvin has been the Branch Manager for Aon Risk Solutions in Dubbo since his move to the Central West. He is also a Fellow at Australian and New Zealand Institute for Insurance and Finance (ANZIIF) and also on the board of The Dubbo Chamber of Commerce and Industry.

SECTION 3

Student outcomes in NAPLAN

The NAPLAN tests are national tests conducted with students in Years 3, 5, 7 and 9. The NAPLAN tests assess each student's performance in a range of literacy and numeracy areas.

NAPLAN RESULTS

NAPLAN testing was not held in 2020.

SECTION 4

ROSA & HSC

Due to the school being a 3-8 school, no ROSA nor HSC were attempted.

SECTION 5

Teacher professional learning, accreditation and qualifications

During 2020, 8 individuals were employed as teachers at the Central West Leadership Academy teaching across years 3-8.

All teachers had teaching qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.

In 2020, 9 individuals were employed as either teaching or support staff and both were employed at full time. There were 3.9 FTE teachers employed to cover the 3 classes at any time.

Category 1: Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.	8
Category 2: Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines but lack formal teacher education qualifications.	0
Category 3: Teachers who do not have qualifications as described in (1) or (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

New South Wales Institute Of Teachers Registration

Category	Number of Teachers
Conditional	1
Provisional Beginning	3
Proficient Teacher	4

Summary of qualifications of academic staff employed by the Central West Leadership Academy in 2020

Highest Qualification	Number of Academic Staff
Masters Degree	1
Bachelor's Degree	6
Diploma	1

Staff qualifications

RANDELL, M	MASTERS IN EDUCATION, Queens College
SINGLE, J	BACHELOR EDUCATION, Curtin
DIESSEL, A	BACHELOR EDUCATION, Charles Sturt University
DUTTON, K	BACHELOR EDUCATION, Charles Sturt University
WARD, C	BACHELOR EDUCATION, Australian Catholic University
DAYMENT, C	GRADUATE DIPLOMA OF EDUCATION, University of Southern Queensland
YANG, Y	BACHELOR EDUCATION, Charles Sturt University
GROSSER, T	BACHELOR EDUCATION, Charles Sturt University

Professional learning

During 2020, all 8 members of the School Executive and teaching staff participated in a rich and varied Professional Development program. The Professional Development was conducted by the Association of Independent Schools, AHISA, HICES, IPSHA and other private and accredited bodies. Professional Development included attendance at Conferences and Professional Development Days, both on and off-site.

The main on-site experiences were regular weekly Staff Meetings and six full day Professional Development meetings.

The weekly staff meetings are attended by all teaching staff.

Four full day staff professional development days were held on site that focused on:

- CPR Refresher / First Aid
- Child Protection
- Goal Setting
- Differentiation
- Project Based Learning

Three teachers have completed the **Mini Certificate of Gifted Education**.

The Academy joined the New Pedagogies for Deeper Learning Network facilitated by the AIS NSW. A teaching and learning consultant came to the school twice a term for 2020 and met with staff to embed deeper learning pedagogy and practices into daily school life and learning. Each staff member received 2-5 hours of individualised specialised pedagogy support from the AIS NSW consultant. Further, the school sent a representative to each of the Deeper Learning Conferences in Sydney. Academy staff undertook an action research project with the Deeper Learning focus and presented their findings at two conferences in Sydney.

SECTION 6

Workforce composition

During 2020, 8 individuals were employed as either teaching or support staff at the Central West Leadership Academy.

Two of these individuals were full time teaching staff members for the primary. The high school had one FTE, one .8FTE and one .6FTE teacher. There were 2 specialist teachers who taught .2FTE between primary and high school. The Primary school had 1 FTE teacher and one .8 teacher.

There were no Aboriginal and/or Torres Strait Islander employees at the Central West Leadership Academy in 2020.

SECTION 7

Attendance

Student attendance rate

- All students: **94%**
- Year 3: **95%**
- Year 4: **91%**
- Year 5: **95%**
- Year 6: **93%**
- Year 7: **95%**
- Year 8: **93%**

Ninety-four per cent of students attended school on average each school day in 2020, compared to ninety-seven percent in 2019.

Student attendance level

- Proportion of students attending 90% or more of the time: **86%**

Managing non-attendance

Class Rolls are marked electronically via Edumate each morning with a Roll Call during the Daily Mindfulness Period. In 2020, during remote learning, students who learned from home were marked as 'Flexible' attendance and were monitored to appear in each remote learning session each day.

Parents record absence reasons via Edumate website or app. This is a legal requirement. The Principal collates the absences which are discussed and followed up at the Tuesday weekly staff meeting.

After 3 days, if a Parent/Carer has not provided a reason for the absence, the Principal makes contact with the parent/carer.

All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's School Report.

If a Parent/Carer requires extended leave for a student, they are required to complete an Application For Exemption From Attendance At School (under the Education Act 1990). This leave is either granted or not granted by the Principal.

Flexible attendance was recorded in remote learning where students were present all day visible to their teacher via Zoom while working remotely during the school lockdown period for COVID 19 as per the Department of Health guidelines. Academy staff offered the full timetable of classes taught via Zoom during remote learning and attendance procedures including marking Present for those physically at school and flexible for those working remotely. The school stayed open for the children of front line workers and those parents who required supervision during remote learning.

SECTION 8

Enrolment policy

The Academy is a selective, co-educational school which prioritises enrolments for gifted and talented students.

The Academy seeks to be representative of the local Indigenous community. As such, we aim to ensure that at least 15% of the student body will be comprised of Indigenous students.

Entry into the School is primarily determined by the strength of each student's application.

Priority is given in the following order:

1. Strength of application (including demonstrated evidence of student's achievement in artistic / sporting / community / academic / technology leadership), and entrance interview
2. Where a student has a sibling at the School;
3. Where the student is the child of a permanent member of staff at the School;
4. Where a student has previously been enrolled at the School
5. Date the application is received

Consideration will be given to the educational, social and emotional needs of all students in a year group prior to an offer of enrolment to a new student.

The Academy Principal will interview the parent/carer(s) and the student before offering a place.

All enrolment offers are made at the discretion of the Principal.

Entry points

The main entry point to the School is Year 3. Enrolments for all other years are offered subject to the availability of places. Students enrolled at the Academy in Year 6 are automatically enrolled into the High School unless notice of withdrawal is received within the applicable notice period.

Waiting lists

Students are placed on a waiting list based on the priority conditions listed above.

Continued enrolment

Continued enrolment at the Academy is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the Academy which are applicable from time to time. This includes other **contractual obligations such as paying tuition and fees.**

SECTION 9

Student welfare, anti-bullying, discipline and complaints

Summary of Policy	Changes in 2020
<p>Pastoral care The Academy seeks to provide quality education for all students, taking account of their age, background, ability and interests. The Academy wants to help students to become self directed, lifelong learners who can create a positive future for themselves and for the wider community.</p>	<p>Engaged in a partnership with DHUB, Dubbo Opportunity Hub, to support Aboriginal students with community based mentors</p>
<p>Conduct & Anti-Bullying The Academy rejects all forms of bullying. No student, employee, parent, caregiver or community member</p>	<p>We reviewed our Anti-Bullying policy and while there were no reported infractions, we organised for the local</p>

<p>should experience bullying within the learning or working environments of the Academy.</p> <p>The Central West Leadership Academy is committed to providing a safe learning environment for all members of its community. The Academy is charged with the responsibility of fostering the physical, emotional, moral and educational health of students and staff within its care.</p>	<p>School-Police liaison officer to come in and run a session with children about online safety, cyberbullying and sexting</p>
<p>Discipline All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, the school will maintain high standards of student behaviour. The principles of procedural fairness are fundamental to the implementation of these procedures.</p> <p>The Central West Leadership Academy expressly prohibits the use of any form of corporal punishment or sanction that involves (or potentially involves) the use of sarcasm, demeaning language, wrongful use of power, or physical force. The CWLA staff do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>The CWLA will never exclude a student from attending another school.</p>	<p>No change</p>
<p>Complaints The Central West Leadership Academy encourages open communication between all staff, students, parents, alumni, visitors and members of the community. In the event of a complaint, allegation, or dispute, The Central West Leadership Academy promotes a proactive and commonsense approach to dealing with the issue.</p>	<p>No change</p>

The full text of each these policies can be accessed by request from the principal, from the Parent Portal or the school website at <https://theacademy.nsw.edu.au/policies>

SECTION 10

Priority areas for improvement

Area	Priorities	Achievements
Teaching and Learning	Critical thinking, speaking, writing	State Ethics Olympiad Championship, Future Problem Solving, 9th place in the Australia in national finals
Teaching and Learning	Adding Year 9 for 2021	NESA approved initial accreditation for year 9 to start in 2021
Facilities	Extending our Lease, establishing a permanent site	Current Lease extended 12 months, MOU for land entered into for a permanent build
Student numbers	Growing numbers across year groups	School population went up 160% from 2019 to 2020
Staff Development	Focus on 6C competencies in teaching	Engaged in the New Pedagogies for Deeper Learning network facilitated by AIS NSW (all staff participated in coaching and training sessions in both group and individual settings)

SECTION 11

Initiatives promoting respect and responsibility

Respect and responsibility are key aspects of Leadership and Citizenship and the Academy values them highly.

Actions undertaken by the Academy to promote respect and responsibility include:

- NAIDOC day celebrations
- Harmony Day celebrations with wider community
- 2 hours of virtual conference on Safer Internet Day with the Office of the Children's Guardian
- Training in assertive communication and promoting use of "I" statements
- Consistent use of school discipline policy
- Promoted appropriate interschool representation in Future Problem Solving, National Virtual Debating, Ethics Olympiad and Chess.

SECTION 12

Parent, student and teacher satisfaction

Parent satisfaction

Positive community feedback was received at the Academy regarding academic results, wider learning opportunities and pastoral care policies implemented at the school. Parents reported they were very happy with the level of care and learning during remote learning in Term 2. Parents appreciated the Pastoral care strategies implemented to help children transition back to face to face learning in Term 3.

Parent satisfaction was gauged in a variety of ways including:

- One on one conversations with the Principal
- Meetings with the P&C executive

- Emails and written communication from parents
- PLP planning meetings
- Parent Survey

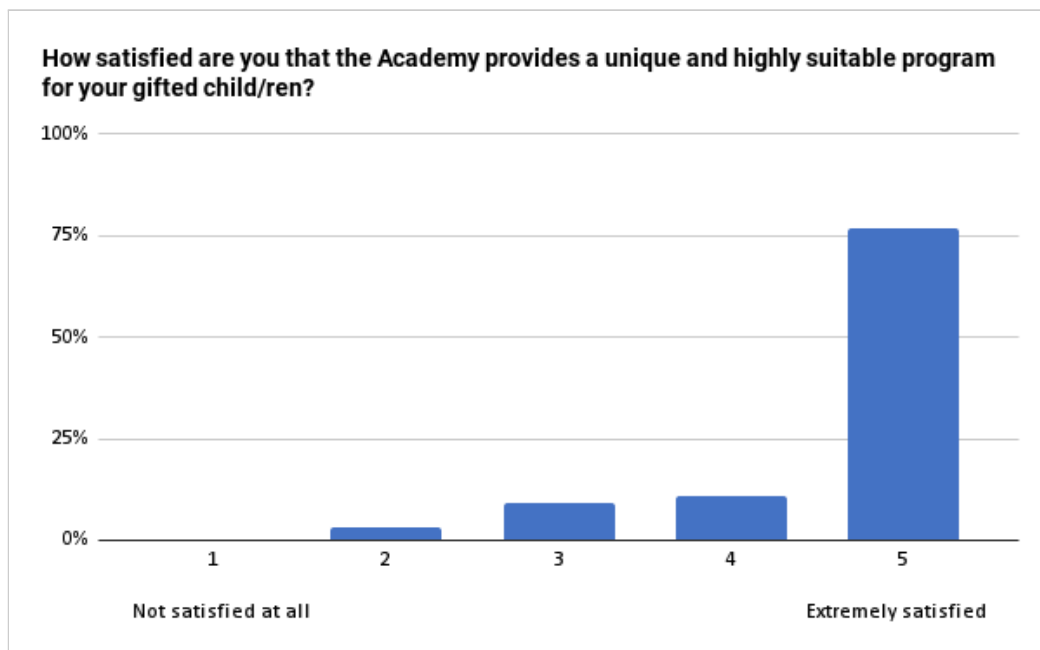
Results from Parent Survey

Here is an excerpt of some of the responses from the parent survey conducted in 2020.

Where would your child/ren attend school if the Academy did not operate?

“Nothing comes close in Dubbo to what is being offered here so we would consider moving to seek such educational opportunities”

“We probably wouldn't have moved to Dubbo. The academy was a factor in moving.”



Student satisfaction

Students submitted positive feedback regarding the learning environments, their academic progress, their social and emotional growth, community atmosphere and quality of teaching and learning. Further, students were overwhelmingly positive about extension work and co-curricular offerings such as da Vinci Decathlon, Future Problem Solving, Art Club, Chess Club and Debate.

Student satisfaction was gauged in a variety of ways including:

- PLP planning and reflection meetings
- Student reflection forms
- Conversations between Principal / teacher and students
- Conversations between parents, Principal / teacher and students
- Feedback from student leadership team
- Feedback from teachers in weekly staff meetings

Teacher satisfaction

Teacher satisfaction was gauged in quarterly meetings with the Principal and during weekly staff meetings. Remote learning was a professional challenge for the school community and the staff were supported with professional development, equipment purchase to support their online pedagogy and team building activities. Teachers adapted well to online teaching and learning and displayed pedagogical innovations and excellence. They were supportive of one another and reported being proud of what we were able to achieve as a team.

SECTION 13

Financial summary

