



CENTRAL WEST
**LEADERSHIP
ACADEMY**

2021 Annual Report



SECTION 1

Message from the key school bodies

Message from the Board

Dear School Community,

The heart of any community is a thriving school. For our town and our region to grow and thrive, we need a school that rivals the offerings of the top city schools. The Academy seeks to do just that.

This year, the Board's strategic focus was on expanding our academic offering and our facilities and met 12 times with those goals. We added three new year levels in 2022, Year 1, 2 and 10. We successfully attained IB Candidate School status and secured an offer for a long term lease of our Fitzroy St campus from TAFE NSW as well as a Capital works grant to begin the modernisation and upgrade of the campus to include a library, multi-purpose hall and new state of the art science labs. We are growing in numbers and offerings without sacrificing the quality that comes from hard work, diligence and leadership.



We are a school that was made for the community by the community; we will continue to offer the best in regional education that will benefit not only our young people, but the broader community.

David Duffy

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

Message from the Principal

Dear School Community,

2021 was a year of great trials and great growth. We saw the longest lockdown in NSW history, but we also saw great community resilience and spirit. Our students and staff were utterly amazing in the lockdown times; educational quality continued at its high standard even when remote. Our students showed diligence and determination and our staff worked hard to support the children through those difficult times.

We also had major successes despite the challenging year. We saw a significant rise in enrolments, we gained approval for new year levels, became an IB Candidate school and negotiated a long term lease. Our students thrived; our Year 9 class became National Champions in Community Problem Solving in their project to Take One Step to address sexual harrasment in schools. Noah Randell came 2nd in the Country in FPS Scenario writing and both the Community Problem Solving Team and Noah will go on to represent Australia in the Future Problem Solving International Finals in the US in June 2022. Our Year 9 da Vinci Decathlon team came 2nd place in NSW and our Year 8 team came 10th. Our NAPLAN scores across all subjects and year levels were extraordinary; all of these accomplishments show what is possible when students, staff and parents work together.

I want to thank the community for their ongoing and constant support of the school. We can achieve great things together through respect, hard work and kindness.

I look forward to 2022 and continuing on this exciting journey together.

With kindness,

Mandi Randell
Principal



Message from the student body

The Central West Leadership Academy is a school that wants nothing more than to provide its students with the education and support that they need in order to thrive in and outside of school. In order to constantly improve and increase the happiness in the school, there is a leadership team run by the Wellbeing in Learning Coordinator, Pete Whiting. This team of both primary and high school kids organise school events as well as implement changes suggested by the students of this school. The leadership team is an important aspect of this school, as it allows the students to have a say in what happens at the school, as well as



providing them with the opportunity to voice their opinions and concerns about anything, which then ensures that the issue is solved. This makes it so that everyone is happy about everything that's happening, and it also makes them more comfortable with discussing issues and ways to solve them, instead of just bottling up feelings and emotions. Additionally, the leadership team encourages students of all ages to take up leadership positions, which teaches them the importance of communication, teamwork and also prepares them for future occupations which may require leadership skills.

Some events that we did in 2021 include the Global Student Climate Strike, bake sales to raise money for equipment, Book Week, Clean Up Australia Day, NAIDOC activities, the Bebras Competition, the Cyber Taipan competition, Chess competitions, Maths competitions, the Science and Engineering Challenge and the Ethics Olympiad competition. These events all helped to increase the sense of community in the school as well as increased the student satisfaction, as they were able to do more fun activities and competitions. Additionally, the school also has achieved many great things, such as doing extremely well in both Da vinci Decathlon and Future Problem Solving. Our year 8 and 9 teams both made it to state finals for da Vinci Decathlon; the Year 9 Future Problem Solving team have made it to the International Competition and are travelling to America to compete in June of 2022! Amazing! This school has enabled its students to learn, grow and be themselves, which is extremely important as we journey through our lives.

Imogen Bassett

Captain of Community

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, 58 by school census in 2020 and 80 in 2021. 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. In 2021, our school community had 18% LBOTE and 16% 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 3-9, expanding beyond in future years (subject to regulatory approval)

Index of Community Socio- Educational Advantage (ICSEA)

- School ICSEA value: **1072**
- Average ICSEA value: **1000**

Distribution of students

- Middle Quarters: **56%**
- Top Quarter: **40%**

Students

Total enrolments	80
Boys	38 (48%)
Girls	42 (52%)
Indigenous	16%
LBOTE	18%

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.

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

Here are the Academy results as published on the My School website:

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	466	453	500	469
Year 5	572	502	535	511	543
Year 7	596	602	611	602	630
Year 9	643	631	658	652	637

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	466	453	500	469
Year 5	572	502	535	511	543
Year 7	596	602	611	602	630
Year 9	643	631	658	652	637

Well above
 Above
 Close to
 Below
 Well below
 No comparison available

<https://www.myschool.edu.au/school/52613/naplan/results>

SECTION 4

Senior secondary outcomes

Due to the school being a 3-9 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 3-9.

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 2021, 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	1
Proficient Teacher	5

Summary of qualifications of academic staff employed by the Central West Leadership Academy in 2021

Highest Qualification	Number of Academic Staff
Masters Degree	2
Bachelor's Degree	5

Staff qualifications

RANDELL, M	MASTERS IN EDUCATION, Queens College
SINGLE, J	BACHELOR EDUCATION, Curtin
DIESSEL, A	MASTERS in EDUCATION, Newcastle University
WHITING, P	BACHELOR EDUCATION, University of New England
McCREADIE, S	BACHELOR EDUCATION, University of New England
REED, J	BACHELOR EDUCATION, University of New England
YANG, Y	BACHELOR EDUCATION, Charles Sturt University

Professional learning

During 2021, 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:

- Child Protection
- Goal Setting
- Differentiation
- Project Based Learning

Five 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 2021 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 2021, 9 individuals were employed as either teaching or support staff at the Central West Leadership Academy.

School staff	2021
Teaching staff	6
Full-time equivalent teaching staff	5
Non-teaching staff	3
Full-time equivalent non- teaching staff	2.6

There was one Aboriginal and/or Torres Strait Islander employee at the Central West Leadership Academy in 2021.

SECTION 7

Attendance

Student attendance rate

	Attendance
Year 03	91.9%
Year 04	92.5%
Year 05	95.8%
Year 06	90.3%
Year 07	88.0%
Year 08	91.3%
Year 09	89.6%

From : <https://www.myschool.edu.au/school/52613/attendance>

All students	90%
Indigenous students	88%
Non-Indigenous students	91%

Student attendance level (proportion of students attending 90% or more of the time)

All students	65%
Indigenous students	55%
Non-Indigenous students	66%

NB School attendance data for Term 3 2021 has not been published due to extensive COVID-related disruptions during this period for a number of jurisdictions.

NB 2021 attendance data in NSW is not comparable with previous years due to changes to the attendance calculations, to align with ACARA's revised 2020 National Standards for student attendance data reporting. Although there was no state-wide lockdown in Semester 1 2021, COVID-19 had some impact on attendance rates.

NB Data presented on this page should be read in conjunction with the [school attendance caveats](#) provided by each state and territory.

We had a significant number of students impacted by COVID isolation rules and were therefore not at school. This is anomalous to 2021.

Managing non-attendance

Class Rolls are marked electronically via Edumate each morning with a Roll Call during the Daily Mindfulness Period. In 2021, 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

Other Policies

Summary of Policy	Changes in 2021
<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>Access to the full text can be accessed by request from the Principal, in a parent portal or the school website</p>
<p>Conduct & Anti-Bullying The Academy rejects all forms of bullying. No student, employee, parent, caregiver or community member 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>We engaged the local School-Police liaison officer to come in and run a session with children about cyberbullying and sexting.</p> <p>Access to the full text can be accessed by request from the Principal, in a parent portal or the school website</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</p>	<p>No change, access to the full text can be accessed by request from the Principal, in a parent portal or the school website</p>

<p>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>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; a Parent Code of Conduct was added</p> <p>Access to the full text can be accessed by request from the Principal, in a parent portal or the school website</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	Future Problem Solving - Community problem Solving national Champions, 2nd place Scenario Writing, 2nd place da Vinci Decathlon at the state level, Global Issues Problem Solving, 9th place in the Australia in national finals
Teaching and Learning	Adding Year 1,2,10 for 2021	NESA approved initial accreditation for year 1,2,10 to start in 2022
Facilities	Extending our Lease, establishing a permanent site	Current Lease extended 12 months, negotiated a long term lease
Student numbers	Growing numbers across year groups	School population went up 148% from 2020 to 2021
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)

After our 2021 NAPLAN scores came back, the Executive prioritised Reading as an area of improvement for 2022. While we had high reading scores, our average for reading was lower than our average for writing, which had been our priority area for the last 3 years. This is an anomaly as most schools have lower writing scores. Therefore, we will focus on improving reading in 2022. We have done all staff planning in critical reading strategy across the curriculum and targeting full school participation in the Premier's Reading

Challenge. We have hired a teacher librarian to start in 2022 who will promote reading and reading skills in library lessons.

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
- In school workshop for students around respectful relationships developed and delivered in consultation with the School Police Liaison officer
- 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 3 and 4. Parents appreciated the Pastoral care strategies implemented to help children transition back to face to face learning in Term 4. The school continues to have an 'open-door' policy to work with families through any difficulties their children experience as they develop and grow. We had our strongest P&C year of involvement yet; we had a guest speaker come out about improving grit and 65% of parents attended and it was well received. The P&C organised social events as well as small fundraisers to support the school that were well attended and received.

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
- School Community Forum in Term 3

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

