



CENTRAL WEST
**LEADERSHIP
ACADEMY**

2022 Annual Report



SECTION 1

Message from the key school bodies

Message from the Board

Dear School Community,

2022 was a very exciting year for school development. We secured a lease of up to 19 years on our current site and commenced a \$3 million renovation project to modernise and upgrade facilities through the George Street campus. We have 3 new Science labs, a new library, 4 new classrooms including a STEM room, a new administration block and a school hall. It will be very exciting for us to have the facilities to gather on site as a community and have the opportunity to host events on campus.



Another massive milestone in 2022 was the attainment of our licence to offer the International Baccalaureate Diploma Programme in 2023. To be authorised, the Academy has met the high international educational standards required. We are the first IB World School in this region and we are very proud to bring a global education to the heart of Dubbo.

The many successes of our students in 2022 reflect the combined commitment of the Academy community to invest in developing and unleashing our collective potential.

I am proud of our school and all we have achieved. I want to sincerely thank our Principal, Mandi Randell, for her dedication in school growth and development. I also want to thank our teachers whose dedication is unparalleled. Thank you to our whole school community who supports us at every juncture as we continue to expand our offerings for our students.

It was a year of excellence and I was humbled and honoured to be your Chair.

Sincerely,

David Duffy

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

Message from the Principal

Dear School Community,

This year has been a year of great growth; it has seen us grow in numbers, facilities and opportunities. We grew in our offerings expanding into Years 1, 2 and 10; we grew in attaining our International Baccalaureate Authorisation as an IB World school to commence offering the IB Diploma Programme to commence in January of 2023.

We had tremendous growth in our academic achievements. Our NAPLAN averages in each year group in each domain were the highest in the region and we are among the top schools in the nation. We excelled at Future Problem Solving. We had 3 teams attend the national finals in Melbourne and all 3 teams came home with a first place medal, 2 of them invited to represent Australia in the International Finals in June of 2023 in the US. At the 2022 Future Problem Solving International finals, our Community Problem Solving team came 6th in the world and Noah Randell's Scenario Writing Entry came 4th in the world. Amazing achievements!

2022 also saw the school win the Green Rhino for Sustainability at the Dubbo Chamber of Commerce Rhino Awards. This is evidence of not only the school living its values but having our great work acknowledged by our community.

Our students are engaged learners who can think critically and creatively and care about the world around them. Our staff care deeply about each student and I am privileged to lead one of the most dedicated groups of professionals I have seen in my 20 plus years in education. We can build great things together and 2022 is evidence of that.

With kindness,

Mandi Randell
Principal



Message from the student body

Community is a cherished aspect of the Central West Leadership Academy; as a school, we are very active participants in our in-school and wider Dubbo community. I believe that having a strong connection with your school and local community is extremely important as communities can often provide you with a sense of belonging, support, opportunities, a sense of safety and empowerment. Over the course of 2022, our school has participated in a variety of community events and activities, including competitions such as da Vinci Decathlon, Future Problem Solving, the Rotary District Public Speaking competition and the Science and Engineering Challenge. We have also participated in other activities such as the Sydney Science Park, the Aspire Careers Hub, the Careers in Health Expo, the Sydney School of Entrepreneurship Ignite Program, and the Stand Tall Regional event. Our school also annually attends and commemorates both ANZAC and Remembrance Day, as well as celebrates and hosts events within the school for Harmony Day, NAIDOC Day and Clean Up Australia Day.



As the Captain of Community, I have personally seen the connections that can be established between students and teachers and how they can transform someone's perspective on school and learning. The school provides students an academic environment that has zero tolerance for bullying and nurtures young minds, encouraging self driven long-term success. Our school has created a community that uplifts people, as well as simultaneously teaches them the importance of feedback and constantly striving to become better. This growth attitude helps to prepare students for university and teaches them essential hard and soft skills for adulthood.

To conclude, the Central West Leadership Academy aims to help its students by providing them with a foundation in the form of a supporting community that allows them to grow as students and people. As someone who has attended this school since it first opened, I have never felt like I was alone or unsupported, both in the classroom and in the playground. When first starting at this school, I struggled with severe anxiety and it deeply affected my life both at school and at home. This school not only has supported me through personal

and academic challenges, but also provided a community where I felt empowered to overcome them, and now, even though I still have anxiety, I control it instead of it controlling me and my life. I don't think I could have done it without the support of my school community and the connectedness I had with the wider Dubbo community. This is why I believe that our school community has done and continues to do an amazing job at giving its students the opportunity to participate in community events, services and opportunities that will aid them as they find their purpose in the world.

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, 80 in 2021 and 95 by 2022. 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 2022, our school community had 19% 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 1-10, expanding beyond in future years to K-12 (subject to regulatory approval)

Index of Community Socio- Educational Advantage (ICSEA)

- School ICSEA value: **1061**
- Average ICSEA value: **1000**

Distribution of students

- Middle Quarters: **59%**
- Top Quarter: **34%**

Students

Total enrolments	95
Boys	48 (51%)
Girls	47 (49%)
Indigenous	16%
LBOTE	19%

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 Masters Degrees, who came to teaching through underprivileged schools in New York, spent 8 years as 2IC of English 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.

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.

Stephen Lawrence

Stephen is a Dubbo based Barrister specialising in public law. Immediately before being called to the bar he was the principal solicitor with the Aboriginal Legal Service in Western NSW based in Dubbo.

Stephen's earlier career included work as an international extradition lawyer with the Commonwealth Attorney General's Department, a specialist sexual assault and family violence prosecutor with the ACT Director of Public Prosecutions and extended periods involved in transitional justice work in Afghanistan and the Solomon Islands.

He was a councillor on Dubbo Regional Council from 2017 to 2021 and twice elected as Mayor in 2021. In those positions he helped lead a successful campaign for justice reinvestment approaches and state investment in drug rehabilitation and detoxification services.

Nicholas Broadbent

Nick has been a barrister since 2009, and was appointed a Public Defender in 2020, based in Dubbo.

He has taught Evidence and Criminal Procedure at the University of NSW. He holds a Masters of Law from Harvard Law School.


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:

Compare to Students with similar background All Australian students 

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	-	-	-	-	-
Year 5	550	551	558	543	539
Year 7	587	586	586	547	581
Year 9	623	617	616	624	616

Compare to Students with similar background All Australian students 

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	-	-	-	-	-
Year 5	550	551	558	543	539
Year 7	587	586	586	547	581
Year 9	623	617	616	624	616

- | | | |
|--|--|---|
|  Well above |  Above |  Close to |
|  Below |  Well below |  No comparison available |

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

The Academy ranked 81st for overall averages for Year 9 in NSW in 2022. The Academy had the highest NAPLAN averages for Years 5, 7 and 9 in the Central West.

SECTION 4

Senior secondary outcomes

Due to the school being a 1-10 school, no ROSAs were required.

SECTION 5

Teacher professional learning, accreditation and qualifications

During 2022, 10 individuals were employed as teachers at the Central West Leadership Academy teaching across years 1-10.

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.

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.	10
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

NESA: Teacher Accreditation

Category	Number of Teachers
Conditional	0
Provisional Beginning	0
Proficient Teacher	10

Summary of qualifications of academic staff employed by the Central West Leadership Academy in 2022

Highest Qualification	Number of Academic Staff
Masters Degree	3
Bachelor's Degree	7

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
WHITING, J	BACHELOR EDUCATION, University of New England
BROADBENT, M	MASTER OF SCIENCE IN TEACHING, Pace University, New York

VAN DEN BOS, A	BACHELOR OF EDUCATION Queen's University at Kingston (Ontario, Canada)
BLADT, S	BACHELOR OF TEACHING (Primary) (Honours), Newcastle University

Professional learning

During 2022, all 10 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, the International Baccalaureate Organisation 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**.

To ready our staff for starting the International Baccalaureate Diploma Programme, all high school staff (8 staff) completed at least a Category 1 training in their IB subject areas. Primary focus in professional learning was around syllabus familiarisation and implementation for new syllabi requirements.

SECTION 6

Workforce composition

During 2022, 11 individuals were employed as either teaching or support staff at the Central West Leadership Academy.

School staff	2022
Teaching staff	10
Full-time equivalent teaching staff	9.4
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 2022.

SECTION 7

Attendance

Student attendance rate

Year Level	Attendance Rate
Year 1	88.27%
Year 2	86.83%
Year 3	88.80%
Year 4	90.67%
Year 5	83.64%
Year 6	81.23%
Year 7	83.50%
Year 8	78.45%
Year 9	79.76%
Year 10	85.29%

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

Reporting period: Semester 1 Term 3

Student attendance rate	Percent ¹
All students	87%
Indigenous students	83%
Non-Indigenous students	88%

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	50%
Indigenous students	23%
Non-Indigenous students	56%

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

² Student attendance level data were not collected in 2014.

^{NB} School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

NB School attendance data in Semester 1 and Term 3 2022 declined due to the impacts of the COVID-19 Omicron variant and high influenza outbreaks, and floods experienced in certain regions across Australia at that time.

We had a significant number of students impacted by COVID isolation rules and or illness with cold/flu related symptoms and were therefore not at school. This is anomalous. We used our virtual classrooms to be able to distribute classwork to students who were out sick for a significant period. We were diligent in following up attendance, ensuring catch up work was accessible and working with parents to increase attendance where possible.

Managing non-attendance

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

Parents record absence reasons via Edumate website. 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.

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 1. 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 2022
<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>No change in 2022.</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</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>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>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>To assist with complaint investigation, a form was added that complainants could use to help staff better understand the issues and streamline any potential investigations.</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, FPS International competition 6th place for Community Problem Solving, 4th in the world for Scenario Writing
Teaching and Learning	Adding Year 11 for 2023	NESA approved initial accreditation for Year 11 to start 2023
Facilities	Extending our Lease, establishing a permanent site	Negotiated a long term lease (20 Years), commenced renovation work for new science labs, STEM room, Library, and administration area
Student numbers	Growing numbers across year groups	School population went up 19% from 2021 to 2022
Staff Development	Focus on IB Diploma Programme qualifications.	Engaged in the IB Diploma Programme training to have all high school staff certified in their subject areas

After our 2022 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 2023. There also needs to be a renewed focus on grammar and spelling in Stage 3 and 4. Allstaff participated in planning the critical reading strategy across the curriculum and targeting full school participation in the Premier's Reading Challenge.

We have hired a teacher librarian who promoted 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 eSafety Commissioner
- Training in assertive communication and promoting use of “I” statements
- Consistent application of school discipline policy
- Promoted appropriate interschool representation in Future Problem Solving, da Vinci Decathlon, National Virtual Debating, Sydney Science Park and Chess
- School participation in Clean Up Australia Day with over 45 school community members cleaning up the Macquarie River bank in conjunction with the Dubbo Rivercare group.

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. 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; the P&C hosted a Trivia Night that was well attended both in and outside of the school community. The P&C organised social events as well as small fundraisers to support the school that were well attended and received. P&C met monthly in 2022 with a member of the school executive in attendance at each meeting held on school grounds.

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

An item parents wanted prioritised was to add a bubbler to the school grounds. Students are supposed to bring reusable water bottles and 75% of classrooms have sinks in them to refill. The P&C had a used water bottle drive so the school could loan bottles for students who forgot theirs. Renovation work began in 2022 and a costing to include a bottle refill station has been added to the builder's scope.

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. Teacher absences due to sickness and the lack of casual teaching supply was a strain on teachers, at times, but they rose to the challenge and supported each other. No teaching staff left the school at the end of 2022.

The school executive are very proud of their open door policy for all members of the school community.

SECTION 13

Financial summary

