2010 Annual School Report
Balranald Central School

NSW Public Schools – Leading the way
Our school at a glance

Students

Balranald Central School is in a remote, rural and isolated setting which means that some students who attend the school come as far as 100 km on around trip each day. Our students benefit from the strong learning community atmosphere and we offer a comprehensive Kindergarten to Year 12 curriculum.

Balranald Central School aims to empower students to develop and use their individual talents with confidence, creativity and generosity in a safe and happy supported environment.

Total enrolment across Kindergarten to Year 12 for 2010 was 158.

Staff

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

Significant programs and initiatives

Transition to Kindergarten Program

The Kindergarten 2010 Transition to School Program catered for the needs of five new Kindergarten enrolments. The program operated twice a week for five weeks in Term 4 2009. The program was immensely successful with the new students meeting and working in their new classroom with their new classmates and teacher. They developed a familiarity with school which led to a less traumatic start of the school year. This familiarity led to increased confidence; more settled behaviours; quick transition into learning mode; less behaviour problems and acceptance of playground and classroom rules and routines. At the conclusion of the program the students were presented with a back pack full of goodies and a library bag with resources to use at home during the holidays.

Best Start

The Best Start Program involves a series of observation and assessment tasks with the purpose of providing the teacher with information on literacy and numeracy knowledge with which the students enters school. It is not a test and students respond well to the interaction with their teacher. The tasks are broken into segments and can be carried out at a pace which suits the student and the teacher. The data collected on early reading and writing, talking and listening and working with numbers, groups and patterns gives the teacher a guide for teaching each student. This information is also shared with parents and forms the basis of the students learning program.

Reading Recovery

Reading Recovery is an early intervention program designed to reduce reading and writing deficits. The program targets Year 1 students in their second year of school. Reading Recovery aims to accelerate student progress to the average level of their peers as quickly as possible, so that students obtain maximum benefit from classroom instruction. The program is supplementary to classroom literacy instruction and provides students with individually tailored lessons on a daily basis.

Reading Recovery operated again in 2010 for Year 1 students who needed additional assistance with reading. Mrs Laurel Stevens was the Reading Recovery teacher and she was able to successfully report on the positive aspects of the program. Mrs Stevens was also able to monitor students from 2008 who had successfully completed the program.

Balranald Central School has recognised the importance of professional learning in this field and continues to provide release for the Reading Recovery teacher to attend regular training sessions. This is a significant commitment to the program.
Transition to High School Program
Balranald Central School has three identified feeder schools for Year 7 students. Year 6 students enrolled at Balranald Central School, St Joseph’s Catholic School and Euston Public School. Transition into High School for 2010 consisted of visits by the 2010 Year Advisor Ms Stobon Lloyd to each of the schools to meet the students and observe them in their regular classroom. Students were then invited to attend Balranald Central School for an orientation day where the focus was the use of technology in the schools connected classroom.

Future Pathways
All 2010 Year 12 students gained employment or entry into further study. Two students gained apprenticeships. Two students elected to continue their study at TAFE. Other students have taken up employment locally.

Messages
Principal’s message
2010 has indeed been an eventful one for Balranald Central School. The beginning of the year saw the principal, Mrs Kathleen Parker take leave for the year. Mr Adrian Bell came from Griffith to fill in for the year and oversee the programs planned for 2010. During Term 2 Mr Bell accepted a permanent position at Monaro High School as Principal and so had to leave Balranald. After some thought and a lot of consideration I accepted the challenge of leading the school for the second semester.

It has been an enjoyable experience and an interesting challenge. It has been humbling to be welcomed so warmly by the parents and the community after being away for the past two and a half years, a bit like coming home. Thank you to everyone, who has worked at the school, for your efforts in ensuring that learning programs are delivered effectively and the school is well presented. This includes the teaching staff, the administrative staff, teachers’ aides, the cleaning staff, the general assistant and our volunteers. My thanks go also to the executive staff that has assisted me in ensuring that programs that had been set up were followed and completed. In particular I pay tribute to Ms Nella Menta whose knowledge and skills have been invaluable to me in this role.

Sometimes in the security of our own small community we are not aware of the world at large. We need to keep striving for greater achievement. Students who opt to put themselves forward for opportunities to learn in venues outside the school are to be congratulated for accepting the challenge. It is gratifying to observe the confidence and personal growth that comes from these experiences. I commend these opportunities to all students and hopefully the number of students putting themselves forward for these opportunities and challenges will increase.

Sporting highlights of the second part of the year include Joseph Gervasi’s success in gaining bronze at the state athletics championships in shot-put. This was a notable individual achievement. Another outstanding sporting achievement was the girls’ netball team which was successful once again in reaching the state finals of the Central Schools competition only to be edged into second place by the narrowest of margins. The individual success of Elli Jane Brougham in being awarded the most valuable player for the second year in a row at this event was a magnificent personal achievement. The boy’s cricket team achieved an outstanding result by winning the state finals in the Central Schools competition. Thanks go to the parents and volunteers who helped with travel to these and other events throughout the year and to Ms Menta and Mr White for their organisation and support.

Off the sporting fields there have also been successes in the ICAS competitions in writing, reading, mathematics and spelling. These are an opportunity for students to see how their skills compare with others. Achievement at the highest level in these competitions i.e: winning a medal can help to gain university placement. Students from Balranald Central School who entered the Five Rivers Poetry Competition are to be congratulated on their decision to do so.
The Fairfax festival is another event which gives students the opportunity to put themselves forward to gain a wealth of life experiences. The preparation is arduous but the rewards are uplifting. These students are to be congratulated on their commitment and thanks must go to Miss Weber for keeping them on track. The opportunities they have been given from the festival are amazing. Madison Campbell would have gained much satisfaction from seeing her artwork on the program for this festival. She too, along with others who entered the competition are to be congratulated for making the effort to enter the competition.

Thank you for having me at Balranald Central School for Semester Two. I look forward to hearing about the completion of the Trade Training and learning of even more successes in 2011 and beyond.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.  
Margaret Beal  
Relieving Principal

P & C message
During 2010 the P&C had a busy and successful year.

Once again there was a lot of voluntary hours go into the operation of the canteen. Due to a decrease in student and staff numbers, the assistants working hours at the canteen needed to be decreased. This was done so that the canteen could operate at a profit.

Again we held our Mothers Day and Fathers Day stall and gifts were all beautifully wrapped and ready for the primary students to hand to their parents. The toy drive was well supported enabling the P&C to gain some items to be raffled in 2011.

The major raffle was successful and it was great to see some local winners who do support the school in a positive and at times financial way.

The Debutante Ball was a great success with all involved enjoying the night. The P&C provided afternoon tea at the ICPA conference, assisted in the catering at the ICPA dinner and Year 12 formal dinner, operated barbeques at sporting events and ran a disco for the primary students.

The P&C donated $1000 to the Primary Department to purchase guided reading books, $1000 to assist in purchasing a new screen for the hall, money to the annual school excursions, Year 12 jumpers and representatives to state sporting events.

The P&C was successful in gaining a volunteers grant, this enabled the P&C to purchase a new shade shelter, bain-marie, laptop for the committee’s use, outdoor tables and other smaller items.

To the committee and all parents who helped in 2010, your time and effort has been greatly appreciated. The P&C meet each month and all parents are welcome to attend meetings. We are always looking for new members, ideas and helpers.  
Mrs Samita Lockhart  
President

Student representative’s message
This year our captains were Claire Duke and Casey Waters.

Our members were:

Year 6: Jacob Lister, Olivia Matarazzo  
Year 7: Laree Johinke, Sheridan Hammett  
Year 8: James Nield, Remi Campbell, Amy Campbell, Madison Campbell  
Year 9: Fraser White, Morgan Lister, Carrie Hammett  
Year 10: Alisha Eade, Harry Gorman  
Year 11: Casey White, Travis Rolfe, Brandon Norfolk  
Year 12: Claire Duke, Casey Waters
This year we have provided free pizza for the children and staff of the school, using our wood fired pizza oven. School staff have also been trained in how to use the pizza oven for class parties.

We have raised money for Genes for Jeans Day and Buzz Day for Diabetes awareness.

We cooked BBQ’s for the primary footy Gala Day and for the Football Netball Day against Tooleybuc. We painted the hopscotch area in the primary playground and also completed murals on the cement at the Early Learning Centre.

In Term 4 we had a sleepover in the hall at school which was enjoyed by all.

Claire Duke, Casey Waters
2010 School Captains

School context

Student information

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

Student enrolment profile

Students at this school are from both Primary and Secondary backgrounds.

Primary

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>58</td>
<td>42</td>
<td>46</td>
<td>36</td>
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<tr>
<td>Female</td>
<td>45</td>
<td>39</td>
<td>37</td>
<td>36</td>
<td>28</td>
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</tbody>
</table>

Secondary

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75</td>
<td>74</td>
<td>55</td>
<td>38</td>
<td>39</td>
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<tr>
<td>Female</td>
<td>74</td>
<td>74</td>
<td>43</td>
<td>45</td>
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</table>

Student attendance profile

Primary Attendance

The attendance of primary students remains constant around 91.9%. It still remains slightly lower than regional and state attendance rates and needs monitoring.

Secondary Attendance

Secondary attendance rates continue to remain below regional and state attendance rates. This is an area that requires the assistance of parents to address. “Missing school leaves gaps in your education”. There has been a gradual improvement in comparison to Regional data, but there are particular Year groups that need specific attention. A specific attendance target has been included in the School Plan for 2010.
Management of non-attendance

The school has a Student Attendance Policy which will be reviewed. There is significant school intervention and interaction with parents before further action is pursued. There is a referral process for students with significant attendance issues to the NSW Department of Education and Training Home School Liaison Unit for follow-up and prosecution.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>K</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3-4</td>
<td>2</td>
<td>14</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>2-3-4</td>
<td>3</td>
<td>11</td>
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<tr>
<td>2-3-4</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>4-5-6</td>
<td>5</td>
<td>13</td>
<td>27</td>
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</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

There are three primary classes. Two classes are multi stage classes while one is a straight Stage 3 class.

Retention to Year 12

Of the 12 Year 12 students enrolled in Year 11 2009, 7 completed Year 12, 1 apprenticeship in the Metals area, 1 TAFE with five gaining employment. Of the five who did not complete their HSC here. One moved away, two obtained traineeships; one took up local employment and one enrolled in TAFE.

Post-school destinations

Upon completion of the Higher School Certificate:

- 14% went on to further study as a TAFE placement
- 14% gained an apprenticeship
- 72% gained full time employment

Year 12 students undertaking vocational or trade training

The seven students in Year 12 in 2010, 5 undertook training in two VET subjects. One student studied one VET option with only one student not doing any VET options. This equates to eleven courses for the seven students.

The percentage of students doing VET options was 86%; however, this does not take into account those students doing multiple courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

The seven Year 12 students all successfully completed their HSC studies.
**Staff information**

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

**Staff establishment**

<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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The staff is made up of a mix of executive, classroom teachers and support staff. The school is still undergoing a level of restructure from a reduction of student numbers over the last few years.

There is a mix of very experienced staff with a few beginning teachers. The school will lose the Deputy Principal position at the start of 2011, but will look at re-establishing this position in 2012 as part of the school's National Partnerships Program.

The staff is made up of 11% Indigenous staff who hold various positions in the school.

**Staff retention**

There was some movement in executive staff throughout 2010. One secondary teacher moved to the Northern Territory and several secondary teachers have been on leave for 2010 and they were replaced with highly competent casual teachers.

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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
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</table>

**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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>230,608.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>202,066.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>169,479.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>60,206.09</td>
</tr>
<tr>
<td>Interest</td>
<td>12,947.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21,560.38</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>696,868.54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>43,474.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>25,591.19</td>
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<tr>
<td>Extracurricular dissections</td>
<td>21,905.47</td>
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<tr>
<td>Library</td>
<td>1,365.25</td>
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<tr>
<td>Training &amp; development</td>
<td>3,575.81</td>
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<tr>
<td>Tied funds</td>
<td>175,048.76</td>
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<td>Casual relief teachers</td>
<td>10,817.38</td>
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<tr>
<td>Administration &amp; office</td>
<td>50,492.06</td>
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<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>73,442.28</td>
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<td>Maintenance</td>
<td>13,644.43</td>
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<td>Trust accounts</td>
<td>25,154.57</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>444,511.91</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>252,356.63</td>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

**Fairfax Festival**

Ms Inga Weber and six students, Kimberley Holmes, Carrie Hammet, Remi Campbell, Alex Comitti, Nathan Jolliffe and Michael Simpson, participated in the 2010 Fairfax Festival in Swan Hill with students performing their production at
a public concert. The Fairfax Festival is a drama festival for the performing arts. The students were required to come up with a ten minute drama piece and were required to perform in front of participating schools and a judging panel. Balranald Central School was successful in being offered the opportunity to tour the Sydney Theatre Company and watch their production of Hamlet in March 2011.

**Sport**

Balranald Central School participated in a range of sports in 2010 with varying levels of success.

The pinnacle of the sporting year was the Open Girls Netball team gaining the title of Runner’s up at the NSW Central School’s State Netball Titles in Dubbo. This was the culmination of many weeks of training, support and organisation from Ms Nella Menta to get the girls to this position. Year 11 student, Elli-Jane Brougham was named Most Valuable Player at the NSW Central Schools State Netball competition for the second year in a row.

Balranald Central School reached the fourth round of the Central Schools Cricket knock-out showing further success is not far away.

Balranald Central School students combined with students from Tooleybuc Central School and Hay War Memorial High School to compete in the Sun Cup, an Australian Rules Football tournament between district high schools.

Balranald students continue to shine in the fields of Athletics and Swimming with the school well represented at Zone and Regional levels.

Year 7 student, Joseph Gervasi, competed at the NSW Combined High Schools Athletics State Championships in Sydney in 2010.

**Other**

Students at Balranald Central School achieved a great deal of recognition and positive feedback through their participation in a number of Work Education programs in 2010. This has included the developing link with the Shire that will continue to enable more students to experience real work opportunities in a variety of areas.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading](image)

![Percentage of students in bands: Year 3 writing](image)

![Percentage of students in bands: Year 3 spelling](image)
Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 writing

Percentage of students in bands:
Year 7 grammar and punctuation

Percentage of students in bands:
Year 7 spelling

Percentage of students in bands:
Year 7 numeracy
Literacy – NAPLAN Year 9

Percentage of students in bands: Year 9 reading

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

Percentage of students in bands: Year 9 spelling

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

Percentage of students in bands: Year 9 writing

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

Percentage of students in bands: Year 9 grammar and punctuation

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010
Numeracy – NAPLAN Year 9

Progress in literacy
Progress in numeracy

School Certificate
Higher School Certificate

For confidentiality reasons where a school has less than ten students in an examination, student results will not be used to compile tables and results as individuals could be identified. The school had less than ten students undertake the Higher School Certificate in 2010.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Significant programs and initiatives

Aboriginal education

Balranald Central School has been working in active partnership with the re-established Aboriginal Education Consultative Group (AECG) on all local, regional and state levels, continuing the commitment the school has to Aboriginal education and student learning and cultural programs. Acknowledgement of Country is a standard agenda item at all school assemblies, events and professional learning workshops.

- NAIDOC Day celebrations took place at Balranald Central School, with the highlight being a visit by the Paarkinji Dancers from Wilcannia. They performed number of traditional dances, with all students in Years K-10 having the opportunity to participate in the dance workshops with the performers. A free barbeque lunch was provided with delicious Kangaroo kebabs served. Students participated in a number of activities, including the eagerly anticipated ‘Johnny cakes’ with Di Murray, Indigenous art and Indigenous games.

- In class tutor support targeted individual students who have identified needs. Targeted support for Aboriginal students in Year 10 prior to the School Certificate trial exams and thereafter until the completion of the School Certificate exams proved beneficial. For the first time, 6 Aboriginal students successfully gained their School Certificate at Balranald Central School in the one cohort with one student achieving a Band 6 in English.

- Leadership opportunities for Aboriginal students. SRC representative for the first time.

- Balranald Central School works closely with the Greater Area Aboriginal Health Service and is proud of the partnership which ensures health benefits for students and their families.

- As in previous years the student and staff population of the school has been supported throughout 2010 by the Aboriginal Education Officer Mr Graham (Woody) Longford. Woody has provided a liaison service between school and community, staff and students, teaching staff and executive.
Multicultural Education

Although our school population is predominately culturally homogenous our students have participated in a number of cultural activities and excursions. It is our aim to promote tolerance, harmony and to empower our students to stand up for what is right.

Shakespeare

We were lucky enough to be given a taste of Shakespeare with the presence of two wonderful Arts Educators, Paul Reichstein and George Banders. Thanks to Bell Shakespeare, students in the area were able to experience Shakespeare the way it should be, performed live and as a special touch, with interaction by the students.

With fabulous techniques that allowed students to play a character with only a few lines, each year group were shown that Shakespeare was not as scary and daunting as they had imagined. Shakespeare was explored through language and this gave the students a better understanding of what it was this old man, who died over 400 years ago, was actually talking about.

Respect and responsibility

Balranald Central School encourages members of our school community to behave in a way that demonstrates a commitment to the core values of NSW public schools – in both words and actions. These values include: integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

Respect was the core value that was embedded within all programs running through Balranald Central School in 2010. For the optimum functioning of the school community, it was the responsibility of all members of the community to interact in a climate of respect, and to value and maximise the experiences and needs of those members.

Balranald Central School students always have a strong presence in the local ANZAC Day ceremony and the Remembrance Day ceremony.

Balranald Central School seeks to involve all students in the life of the school, including the decision-making process as much as possible.

Our K-12 awards system recognises students in areas of achievement such as citizenship, participation, initiative, improvement, commitment and support of peers in the class and playground.

First Aid

Senior students did their assessment for the Royal Livesaving First Aid Qualification.

National partnership programs

The school will be a part of this very significant initiative in the near future. This will involve a series of surveys to identify areas of need that can be addressed with focused programs.

Connected learning

The school has a connected classroom that is becoming a vital part of students learning and will continue to do so. Increasingly all classes across the school are making use of this outstanding learning opportunity.

Students have had the opportunity to attend remote sites and take part in very valuable learning experiences. These will continue to be developed in the future.
Progress on 2010 targets

Targets for 2010 have been developed in consultation with staff and parents. They have been based on the data used in this year’s report.

Target 1

Primary: (Working Mathematically). All students move up 1 band in overall numeracy by 2011.

Strategies to achieve this target include:

- Teaching Thinking Skills and Problem-solving in Mathematics
- Incorporating Newman’s Prompts and SENA Testing into K-6 Assessment Schedule
- CAP small group numeracy Year 2 program
- CMIT Facilitator based in school

Our success will be measured by:

- NAPLAN Data
- School- based standardised testing.

Target 2

Primary: (Literacy). All students achieve Band 3 and above in overall literacy by 2011.

Strategies to achieve this target include:

- Reading Recovery Program continued for Year 1.
- Literacy Scope and Sequence adopted and implemented
- Accelerated Literacy K-6
- Focus on punctuation linked to scope and sequence and assessment schedule
- Implementation of primary Assessment Schedule
- CAP small group literacy Year 2 program
- Embedding individual strategies into programs

Our success will be measured by:

- NAPLAN Data
- School- based standardised testing.

Target 3

School Certificate. All students to achieve bands 3 or above in core areas

Strategies to achieve this target include:

- Student Planning Profiles (Individual Interviews)
- Team Approach to Student Support (HT/Yr Ad)
- Use of Data to inform programs
- Student ownership
- Professional Development included in Faculty time

Our success will be measured by:

- School Certificate trend data.

Target 4

Whole School. 90% attendance across K-12

Strategies to achieve this target include:

- Whole school focus on attendance
- Review of policy, procedures, roles and responsibilities
- Reward systems

Our success will be measured by:

- Implementation of recommendations of a review of Attendance Policy and Processes.
- Achievement of whole school attendance rate of 90% or above.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Individualising student learning and Using Count Me In Too to improving Mathematics results in Early Stage 1 and Stage 1.

1. Educational and management evaluation (Individualising student learning)

Parent and student satisfaction

In 2010 the school sought the opinions of parents and students about the schools teaching practices.

Their responses are presented below.

Parent Survey

**Question 1:** Do you think it is important for Balranald Central School to individualise learning for your child/children?

**Question 2:** Did you participate in preparing an Individualised Learning Profile for your child/children?

100% of parents responded positively to these questions.

**Question 3:** Were you happy with the individual Learning Profile planning and implementation?

**Question 5:** Were you happy with your child/children’s participation in one or more of the programs?

82% of parents agreed with both of these questions with 9% not agreeing and 9% not responding.

**Question 4:** Which of the following programs has your child/children participated in.

Gave a rundown of the range of activities available for students to participate in. Parents did find it a little challenging to remember the specific activities taken by their children.

Parents had reservations about the inclusion of some of the programs and how they were structured in the program. With the timeline causing some concern due to the gaps in the finish and start times.

**Question 1:** I understood the aims of the program before its implementation

**Question 2:** I was happy with communication from the school during the program.
Parents had raised concerns regarding the communication and feedback of both the flexible classroom and the Individual Learning Profiles. A level of dysfunction with how the profiles have been followed up on and this information shared. Positive comments about a class based newsletter called Oompa Loompa.

Some parents expressed a concern over the structure of classes that had Year 2 students in with Year 3 and 4 students.

Program will need to have quite a level of re evaluation to address some of the perceived inconsistencies of the program. In spite of some of the feedback 82% of parents would support the continuation of the program and agreed with all the questions posed with 55% being the lowest level of support for question 3.

On the whole Individual Learning Profiles have much to offer in the sharing of educational outcomes of students but needs to have a level of whole school support to establish a systematic process.

Students in Years 2 to 6 were asked a series of ten questions based on the activities that they participated in as part of the program.

**Question 1:** Which one of these activities did you do?

**Question 2:** Did you enjoy the activity / activities?

**Question 3:** Did you learn anything?

**Question 4:** I think it’s exciting to learn new things?

**Question 5:** Learning in my school is fun?

**Question 6:** I like my teacher / teachers this year?

**Question 7:** I look forward to going to extra activities

**Question 8:** I think it is important to learn to read and write at school.

**Question 9:** Doing well in school is very important to me.

**Question 10:** I try very hard in school.

Across all questions and student groups the lowest result was for question 5 at 38% but this
also had three year groups at higher than 67%. The only other question that had a less than 50% support was question 4 from Year 5 students. Other years had an average 85% support for this question. All other response rates were higher than 60% and up to 90% for all groups in all other questions.

The highest rating for all year groups was for question 10 with an average of 89%.

**Curriculum evaluation (Count Me In Too initiative in Early Stage 1 and Stage 1).**

**CMIT Mathematics Project**

The school operated the CMIT state initiative with the assistance of a facilitator. Sam Lockhart participated in training to help imbibe the program into the school. The school used Kate Harper to run focused groups with students in K – 2 classes. The project involved both pre and post testing of all students to track any improvements. The results were quite impressive across the group.

SENA 1 for Kindergarten and Year 1 and the SENA 2 for Year 2 students identified significant improvement across the initial and final testing cycles in all classifications of both tests. Some of the results from both tests are shown.

### Numerical Identification

<table>
<thead>
<tr>
<th>Emergent (level 0)</th>
<th>1-10 (level 1)</th>
<th>1-20 (level 2)</th>
<th>1-100 (level 3)</th>
<th>1-100 (level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify some but not all numerals 1-10</td>
<td>identifies numerals 1-10</td>
<td>identifies numerals 1-20</td>
<td>identifies numerals 1-100</td>
<td>not in SENA 1 materials, uses some cards from SENA 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Testing</th>
<th>14%</th>
<th>43%</th>
<th>7%</th>
<th>29%</th>
<th>7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Testing</td>
<td>9%</td>
<td>18%</td>
<td>64%</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

### Multiplication and Division

<table>
<thead>
<tr>
<th>Unable to form groups</th>
<th>Able to form groups</th>
<th>Able to find the total by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Testing</td>
<td>36%</td>
<td>7%</td>
</tr>
<tr>
<td>Final Testing</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

### SENA 2 Year 2

2010

**Early arithmetic strategies EAS**

<table>
<thead>
<tr>
<th>Emergent (Stage 0)</th>
<th>Perceptual (Stage 1)</th>
<th>Figurative (Stage 2)</th>
<th>Counting On (Stage 3)</th>
<th>Facile (Stage 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot count to 10, unable to coordinate number words with items when counting</td>
<td>Needs to see, touch or hear items to work out answer. Counts from one. Objects remain constantly in view</td>
<td>Can complete concealed items tasks but counts from one</td>
<td>Uses larger number and counts on to find the answer</td>
<td>Uses non facts and other non-count-by-one strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Testing</th>
<th>9%</th>
<th>27%</th>
<th>46%</th>
<th>18%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Testing</td>
<td>25%</td>
<td>17%</td>
<td>41%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Multiplication and Division

<table>
<thead>
<tr>
<th>level 1</th>
<th>level 2</th>
<th>level 3</th>
<th>level 4</th>
<th>level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptual counting by ones (forming groups)</td>
<td>Perceptual counting in multiples</td>
<td>Repeated numerical composites (Figurative units)</td>
<td>Repeated abstract composites</td>
<td>Multiplication &amp; division as operations</td>
</tr>
</tbody>
</table>

Student does not see equal groups as composite units and thus counts each item by ones

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Testing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27%</td>
<td>73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Testing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33%</td>
<td>25%</td>
<td>33%</td>
<td>9%</td>
</tr>
</tbody>
</table>

This clearly supports the process of a targeted focused approach is more likely to bring about sustained improvement. There is real evidence to support this process in the literacy area as well with the strategic use of well trained staff.

Professional learning

Key professional learning activities revolved around technology including a focus on utilising new technology. This included the new connected classroom and ongoing development activities on embedding quality teaching into programming and utilising data to inform programming.

Professional learning funds were also expended on individual staff professional development within their key learning area (subject specific) and some funds were spent on executive professional development and on teachers in their first five years of teaching (beginning teachers) professional development.

Support staff also have access to professional learning opportunities as appropriate to their needs.

School development 2009 – 2011

Targets for 2011

2010 continued a whole school focus on Teaching and Learning. As professional educators each of us takes ownership and responsibility for a continual improvement in teaching practice. We are committed to the achievement of:

- Quality Instruction
- Quality Relationships
- Quality Leadership

We use a strategic planning cycle to support continuous whole school improvement.
- Review, Data Analysis and Planning
- Professional Development
- Embedding within Programs and Implementation
- Assessment and Reporting
- Review, Data Analysis and Planning

These are a sample of the results for the questions in the testing cycle for all classes. In all sections of the tests there were distinct improvements following the interventions to quite a marked degree.
Target 1

Primary: (Working Mathematically). All students move up 1 band in overall numeracy by 2011.

Strategies to achieve this target include:

- Teaching Thinking Skills and Problem-solving in Mathematics
- Incorporating Newman’s Prompts and SENA Testing into K-6 Assessment Schedule
- CAP small group numeracy Year 2 program

Our success will be measured by:

- Students are able to demonstrate improved problem solving skills
- Students achievements are tracked by SENA testing

Target 2

Primary: (Literacy). All students achieve Band 3 and above in overall literacy by 2011.

Strategies to achieve this target include:

- Reading Recovery Program continued for Year 1
- Literacy Scope and Sequence adopted and implemented
- Accelerated Literacy K-6
- Focus on punctuation linked to scope and sequence and assessment schedule
- Implementation of Primary Assessment Schedule
- CAP small group literacy Year 2 program
- Embedding individual strategies into programs

Our success will be measured by:

- Students improving their reading levels
- Established literacy scope and sequence across all primary stages
- Teachers focus on identified areas of highest needs of students

Target 3

School Certificate. All students to achieve bands 3 or above.

Strategies to achieve this target include:

- Student Planning Profiles (individual interviews)
- Team Approach to Student Support (HT/ Yr Adviser)
- Use of Data to inform programs
- Student ownership
- Professional Development included in Faculty time

Our success will be measured by:

- Students are able to set their own learning goals in a number of subjects
- Students take ownership of their progress
- Students are better supported in achieving success
- Students know the areas that they need to develop

Target 4

Whole School. 90% attendance across K12

Strategies to achieve this target include:

- Whole school focus on attendance
- Review of policy, procedures, roles and responsibilities
- Reward systems

Our success will be measured by:

- Less individual days lost by more students
- Families will be supported in establishing processes to ensure students get to school
- Students attend more regularly and participate in lessons
Target 5

*Secondary. Increase retention of Year 10 to Year 12 to 66%*

Strategies to achieve this target include:

- Provide a relevant and engaging curriculum to Stage 6 students
- Restructure the daily routines to provide a VET day and associated support for students
- Source school based apprenticeships and traineeships for students

Our success will be measured by:

- Improved retention rates to Year 12
- Increased rates of participation in VET courses
- Improved social and emotional wellbeing and skills for life for every student

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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Margaret Beal, Relieving Principal
Nella Menta, Relieving Deputy Principal
Tim Allen, Assistant Principal
Nadine Matarazzo, Head Teacher
Richard White, Relieving Head Teacher
Curriculum
Sharon Nelson, School Administrative Officer
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr