Principal's message

Balranald Central School aims to develop a cooperative spirit among students, parents, staff and our wider community to make our school a happy, caring and secure learning environment.

Our curriculum extends from our transition to school program for pre-schoolers through to the Higher School Certificate (HSC). We aim to ensure that our students achieve individual academic success by recognising differences in ability and talent and encouraging all students to achieve their personal best.

Balranald Central School is committed to preparing students to take their place as responsible and active community members within our society.

At Balranald Central School we endeavoured to make Quality Teaching and Learning (QT&L) a focus for 2009. A major emphasis through 2009 was the commissioning of a dedicated connected classroom and training for staff in the new interactive technology. I am pleased to report that staff members have embraced this important teaching tool and we look forward to significant interaction with other classrooms around our state and further afield.

A wide variety of sporting and cultural activities, highlighted elsewhere in this report, exemplify the multi faceted educational opportunities available for students who attend our school.

The Parents and Citizens Association (P&C) continue to generously support the school and in 2009 they purchased resources to support student learning. This is fantastic support which is very much appreciated by both students and staff.

The Student Representative Council (SRC) also continued to support our school throughout 2009 under the leadership of the school captains and overseen by Mr and Mrs White. The SRC also made significant contributions to charity with the support of the families in our school and for this they are to be highly commended.

2009 brought some fantastic news to our school community concerning the upgrading of infrastructure.

- An upgrade of the Food Technology area began in Term 4 and is due to be completed by start of school 2010.
- A successful application for funding to refurbish the Woodwork and Metalwork areas to industry standard for a Trade Training Centre was announced.
- Building the Education Revolution funding was successfully obtained to refurbish the Library and primary classrooms, some secondary classrooms and to refurbish the school hall kitchen.

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.

Mrs Kathleen Parker
Principal

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 a round trip each school 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 environment.

Total enrolment across Kindergarten to Year 12 for 2009 was 167.

Staff

There was some movement in executive staff throughout 2009 with both Deputy Principals gaining Principal positions through merit selection.

Two secondary teachers moved on transfer and several secondary teachers have been on leave for 2009 and they were replaced with highly competent casual teachers.

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

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>
Student achievement 2009 in summary

The following tables are summaries of Balranald Central School’s performance on external testing.

NAPLAN Literacy and Numeracy

There have been significant improvements (growth) in Literacy results in NAPLAN for reading and numeracy. The results for writing have not been as encouraging. This area will be specifically targeted in the 2010 School Plan.

School and Higher School Certificates

Relative growth in the School Certificate has been sound. Growth results in Science, Computing Studies and Geography for 2009 have been significantly above both school and state averages. Growth in Higher School Certificate will be targeted in 2010-2011.
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 was implemented for all Kindergarten students at Balranald Central School in 2009. The 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 2009 for Year 1 students who needed additional assistance with reading. Mrs Samita Lockhart was the Reading Recovery teacher and she was able to successfully report on the positive aspects of the program. Mrs Lockhart 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 2009 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 2009 Year 12 students gained employment or entry into further study. Four students gained apprenticeships with two in the Engineering industry and two in the building industry. Two students gained university entry and three students elected to continue their study at TAFE. Other students have taken up employment locally.

Outback Theatre Circus Skill Artist in Residence
In 2009 we were again fortunate to have the expertise of Ms Rebecca Cohen from the Outback Theatre Group for Young People at our school as an artist-in-residence. This was a two year program funded initially through South West Arts and has given our students valuable experience and access to performance artists they might not otherwise have had. Classes were held for students from Kindergarten to Year 12 during sport time, and, at the end of the year a magnificent performance called ‘Waterways’ occurred. This was the last year of the program at Balranald Central School.
The P&C was kept busy in 2009 through various catering functions, including the car raffle, swimming, athletics carnivals, circus performance and the corporate marquee at the November race meet. All proved to be successful and all monies raised go back into the school to benefit the students.

Once again there has been a lot of voluntary hours go into the behind the scene and business side of operating the canteen. Developing a healthy food policy, increased price menu, paying the monthly accounts and assessing the hours worked by the manager and assistance.

Again we held our Mother’s Day and Father’s Day stall and gifts were all beautifully wrapped and ready for the primary students to hand to their parents. The P&C organised a slice drive and toy drive, both were supported well by the parents.

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. Big thanks to Jodie Gervasi, who did all the work, organising tickets, handing them out and chasing them up. Not an easy job.

The Debutante Ball did not go ahead in 2009 due to lack of numbers and it will be interesting to see the support it receives in 2010, from the students in Year 11.

The P&C donated $2000 to the school library to purchase books, money to the annual school excursions, Year 12 jumpers and representatives to state sporting events. A donation of $500 was given to the SRC to help in the purchase of the pizza oven.

To the committee and all parents who helped in 2009, 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

Balranald Central School has provided us with many opportunities that we couldn’t have anywhere else. It is great that here we can know the name of nearly everyone that is involved with this school. The sense of school community here is very special.

It has been an honour to be a leader of this school. Being a School Captain has been a very good experience and we would recommend to all students to consider this position during their senior years. It has been great representing Balranald Central School. Being School Captain has taught us lessons that will stay with us for life. Being a School Captain has increased both our confidence when talking to an audience, and we know it will help us one day in a job interview or a presentation.

We advise all students to make the most of their education here at Balranald Central. Robert Collier once said that “Success is the sum of small efforts, repeated day in and day out.” We would recommend that everyone takes this on board. The work you do now in class may not help you during your Higher School Certificate, but developing a good work ethic and knowing when to work hard will help you in any future career you may undertake.

We would like to wish next year’s Year 12 good luck and all the work that you put in will be very worth while. We wish all the best to Claire Duke and Casey Waters as 2010 School Captains and we hope that you represent this school with the pride it deserves.

Jordan White and Sarah Pollard
2009 School Captains
School context

Student enrolment profile

Primary Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
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<td>54</td>
<td>58</td>
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<tr>
<td>Female</td>
<td>53</td>
<td>45</td>
<td>39</td>
<td>37</td>
<td>36</td>
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</tbody>
</table>

Secondary Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>79</td>
<td>75</td>
<td>74</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>63</td>
<td>74</td>
<td>43</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile

Primary Attendance

The attendance of primary students remains constant around 90%. 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”. 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 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 2009 class size audit conducted on Wednesday, 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Kinder</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>1-2</td>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>2</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
<td>10</td>
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<td>5-6</td>
<td>5</td>
<td>11</td>
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</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>14</td>
<td>25</td>
</tr>
</tbody>
</table>

Retention to Year 12

Of the 13 Year 12 students enrolled in Year 11 2008, 13 completed Year 12 and three gaining employment.

Post-school destinations

Upon completion of the Higher School Certificate:

- 40% went on to further study (15% to university placements and 25% to TAFE placements)
- 30% gained an apprenticeship
- 30% gained full time employment
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

Balance brought forward 271,301.04  
Global funds 192,746.27  
Tied funds 150,266.38  
School & community sources 60,857.98  
Interest 10,367.68  
Trust receipts 22,816.02  
Canteen 0.00  
Total income 708,355.37

Expenditure

Teaching & learning
  Key learning areas 28,362.10  
  Excursions 22,819.35  
  Extracurricular dissections 20,006.29  
Library 3,333.03  
Training & development 3,140.64  
Tied funds 187,893.49  
Casual relief teachers 19,949.90  
Administration & office 52,682.96  
School-operated canteen 0.00  
Utilities 73,079.68  
Maintenance 27,033.84  
Trust accounts 26,970.46  
Capital programs 12,475.09  
Total expenditure 477,746.83  
Balance carried forward 230,608.54

CAP Funding
Our school received $33,400 in CAP funding. This was expended in four main areas:

1. Student access to state academic competitions, regional talent and enrichment days and student leadership initiatives.
3. Professional Learning for ICTs.
4. Executive Leadership development

The School Captains visited Parliament House in 2009
NAPLAN Literacy – Year 7

Percentage of students in bands:
Year 7 spelling

Percentage of students in bands:
Year 7 writing

Percentage of students in bands:
Year 7 reading

Percentage of students in bands:
Year 7 grammar and punctuation
NAPLAN Literacy – Year 9

Percentage of students in bands:
- Year 9 spelling
- Year 9 writing
- Year 9 reading
- Year 9 grammar and punctuation

Band

Percentage in band 2009
LSG average 2009
State average 2009
NAPLAN Numeracy – Years 3, 5, 7 and 9

Percentage of students in bands:
Year 3 numeracy

Percentage of students in bands:
Year 7 numeracy

Percentage of students in bands:
Year 5 numeracy

Percentage of students in bands:
Year 9 numeracy
Higher School Certificate

Year 12 student, Belinda Nelson, completed Certificate III in Children’s Services and Certificate IV in Out of School Hours Care as part of a School-based traineeship with Balranald Early Learning Centre. Belinda was nominated for the award of NSW School Based Apprentice of the Year for 2009. Belinda reached the Regional finals, where she was placed third against Riverina candidates.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
**Fairfax Festival**
Ms Inga Weber and three Year 8 students, Morgan Lister, Alex Comitti and Michael Simpson, participated in the 2009 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 gaining two awards on the night, the Fundraising Award and the Storytelling Award.

![Pictured are the Year 8 students at the Fairfax Festival](image1)

**Sports**
Balranald Central School participated in a range of sports in 2009 with varying levels of success.

The pinnacle of the sporting year was the win by the Under 16’s in the Central Schools State Netball Finals at Dubbo. This was the culmination of many weeks of training, support and organisation from Ms Nella Menta to get the girls to this position. The Open Girls netball team also made the finals but were unsuccessful at the final hurdle. Year 9 student, Elli-Jane Brougham was named Player of the Finals for the Under 16’s competition.

![Pictured is the Under 16’s Netball Team](image2)

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.](image3)

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

![Year 6 student, Joseph Gervasi, participated at the PSSA State Athletics Championships in Sydney in 2009.](image4)

Once again our Lawn Bowlers and Tennis players gained success at the district level and had the opportunity to showcase their skills further a field.
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.

- Forming of the Aboriginal Education Committee in 2009
- AECG revamp
- Murals completed to tell the story to be fixed to the external walls of “The Meeting Place” our cultural building
- Dare to Lead Team appraisal and recommendations
- NAIDOC Day celebrations enabled students to showcase their understanding of the richness of Aboriginal culture. A range of culturally appropriate activities such as story telling, indigenous games, shelter making (Mai Mai’s), walking tours of significant places, viewing of artefacts, painting traditional patterns with elders onto a mural, eating of kangaroo kebabs, and jonny cake making kept 3 schools enthralled across a whole day. The event was held at the newly opened Yanga National Park and community elders, school parents and community members enjoyed the camaraderie and the outdoor atmosphere. Congratulations to Mrs Cracknell and Mr Allen and their team of helpers for a great day.
- 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 including: The Oral Hygiene program, The Healthy Eating program, The Otitis Media program and the Youth Mental Health program.
- As in previous years the student and staff population of the school has been supported throughout 2009 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. Woody has advised on such issues as NAIDOC Day celebrations, Indigenous Awards Recipients, Personalised Learning Plans for Aboriginal students and short term alternate programs for Aboriginal students with specific learning needs. Woody has undertaken professional learning within the Riverina Region and began this year as a pre service teacher with Deakin University doing a Bachelor of Education (Primary) as an external student.

Multicultural Education
Although our school population is predominately culturally homogenous our students have participated in a number of cultural activities and excursions.

Stage 2 and Stage 3 classes participated in an excursion to Swan Hill in Victoria for an Asian experience of the culinary kind and all students and staff at Balranald Central School participated in Harmony Day.

It is our aim to promote tolerance, harmony and to empower our students to stand up for what is right.
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 2009. 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.

Progress on 2009 target

Target 1

84% of students achieve stage outcomes in Literacy

Strategies to achieve this target included:

- analysis of individual students’ needs
- differentiated Professional Learning Program
- planned integrated approach to improving outcomes for Aboriginal students
- implementing focussed whole school programs throughout the school

Year 3

- 90% of students achieved stage outcomes in Reading, Writing, Spelling, Punctuation and Grammar.

Year 5

- 91% of students achieved stage outcomes in Reading, Punctuation and Grammar.
- 82% of students achieved stage outcomes in Writing and Spelling.

Year 7

- 100% of students achieved stage outcomes in all aspects of Literacy.

Year 9

- 87% of students achieved stage outcomes in all aspects of Literacy.

Target 2

78% of students achieve stage outcomes in Numeracy

Strategies to achieve this target include:

- professional learning for teaching staff in analysis of techniques and establishment of specific student goals
- structured opportunities for staff and parents to participate in Small Schools Networks to facilitate improved student engagement and learning
- alignment of literacy and numeracy strategies related to increasing participation of Aboriginal community in learning process

Year 3

- 80% of students achieved stage outcomes in Numeracy

Year 5

- 100% of students achieved stage outcomes in Numeracy

Year 7

- 100% of students achieved stage outcomes in Numeracy

Year 9

- 93% of students achieved stage outcomes in Numeracy.

Target 3

77% of students retained until the end of Year 12 in 2009

Strategies to achieve this target included:

- Review of retention and destination data; evaluation of in-school structures which support student retention, specifically student monitoring, welfare and curriculum
- Provision of professional learning for staff in the engagement of all students including post compulsory students
• Participating in the Connected Classrooms project
• Development of middle years strategy with partner schools to promote engagement and retention

81% of students who commenced their HSC course completed their studies at BCS.

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 2009 our school carried out evaluations of Homework Practice and Understanding of the role technology plays in the classroom.

1. Educational and management evaluation (Homework Practice)

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Homework Survey

How important do you think success at school is for your child’s future life?

Although 95% of parents see success at school impacting on the child’s future as either MUCH IMPORTANCE or VERY IMPORTANT, only 35% thought that homework contributed to that.

55% of respondents think students should spend 1 to 3 hours on homework/study per week, with 40% saying between 4 and 6 hours.

Parents appreciate the need for a quiet, well-lit space for homework – 95% have a desk/table for homework.

100% of respondents have an available computer at home.

70% of respondents spend between 1-3 hours per week on homework.

60% of parents think their child RARELY/NEVER spends too much time on homework each week.

The top FIVE distractions for students are:
1. Rather do fun things
2. Rather watch TV
3. Rather spend time with friends
4. Rather play computer/electronic games
5. Sports activities

The top FIVE homework activities that cause the most problems are:
1. Group assignments
2. Writing assignments
3. Studying for tests
4. Assignments requiring calculations
5. Assignments requiring use of library

75% think that studying is ALWAYS worthwhile (no respondents in the RARELY or NEVER category).

95% of parents use some degree of praise for good study practices.

Only 8% RARELY/NEVER show interest in what a child learns at school.

Less than half of students regularly use a diary.

More than half of parents do NOT approach the teacher if their child does not understand their school work.
Teacher support raised some interesting results. Although 50% of the time homework is ALWAYS checked; only 25% of the time is it ALWAYS marked (8% said NEVER).

Only 32% said ALWAYS/MOSTLY were useful comments made (13% said NEVER).

Whilst 12% said that teachers ALWAYS give useful guidance, 26% said RARELY or NEVER.

HOMEWORK SURVEY = 35 parent respondents

2. Curriculum evaluation (Understanding of the role technology plays in the classroom).

Technology Survey

99% of respondents have access to a computer at home (although only 75% said that they use it for homework/study).

35% of students think that there ARE enough computers at this school for people; 33% were unsure.

88% of respondents rate their computer abilities as AVERAGE or better (only 13% thought they were BELOW or POOR).

Technology is utilised in the classrooms between 2-5+ times per week in more than 79% of respondents.

91% of students saw computers making schoolwork more interesting.

TECHNOLOGY SURVEY = 75 respondents

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 has access to professional learning opportunities and we are proud of three of our front office staff gained a Certificate IV in Frontline Office Management and one a Certificate IV in Training and Assessment in 2009.

School development 2009 – 2011

Targets for 2010

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

Target 1

Primary: (Working Mathematically). BSC reaches regional targets in overall numeracy.

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). BSC reaches regional targets in overall literacy.

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 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.

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.

Mrs Kath Parker, Principal
Ms Nella Menta, Head Teacher
Mrs Nadine Matrazzo, Head Teacher
Mr Timothy Allen, Assistant Principal Primary
Mrs Samita Lockhart, P&C President
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School contact information

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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](http://www.schools.nsw.edu.au/asr)