Balranald Central School
Annual School Report 2014
School context statement

Balranald Central School is a K-12 Central School that has a high level of engagement with families and the broader community.

The school is located on the Murrumbidgee River at the western end of the Riverina about 400km west of Wagga Wagga. The closest major centres are in Victoria. Most services are accessed from these locations.

The school provides education for student’s in surrounding areas such as Euston, Homebush, Kyalite and Hells Gate. Students are from town and farming backgrounds.

The community has experienced a level of economic down turn via the timber industry revision and government farm/water buy back schemes. The community and shire are looking for economic stimulus and are having some success with other enterprises such as tourism and mining.

The school has a broad range of quality programs with both multi-grade and stand-alone classes. Students access an ongoing continuum of learning that provides a pathway into university or employment.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolments</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>100</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2009</td>
<td>80</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>2010</td>
<td>60</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>2011</td>
<td>40</td>
<td>20</td>
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</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>10</td>
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</tr>
<tr>
<td>2013</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2014</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance rates</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2009</td>
<td>90</td>
<td>90</td>
<td>90</td>
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<tr>
<td>2010</td>
<td>80</td>
<td>80</td>
<td>80</td>
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<tr>
<td>2011</td>
<td>70</td>
<td>70</td>
<td>70</td>
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<tr>
<td>2012</td>
<td>60</td>
<td>60</td>
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</tr>
<tr>
<td>2013</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2014</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>16.6%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

100% of Year 12 students completed vocational or trade training in 2014.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of Year 12 students attained HSC or equivalent vocational educational qualification in 2014.
Workforce information

The school currently has three substantive executive staff and one is in a relieving capacity. There is a good balance of experienced and younger staff.

There is a full complement of school administrative and support staff with a number of in-class support staff employed.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10.9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>26.5</td>
</tr>
</tbody>
</table>

The staff is made up of a mix of executive, classroom teachers and support staff. The school is undergoing a level restructure from a reduction in numbers over the last few years. The staff is made up of 10% indigenous staff who hold various positions in the school.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning funds were 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 had access to professional learning opportunities.

Key professional learning activities revolved around technology including a focus on utilizing new technologies. There was a focus on embedding quality teaching and utilizing data to inform programming and teaching/learning.

Beginning Teachers

There were no beginning teachers in 2014

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>128606.53</td>
</tr>
<tr>
<td>Global funds</td>
<td>250124.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>363350.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>113307.48</td>
</tr>
<tr>
<td>Interest</td>
<td>7353.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11198.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>873942.04</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | 17679.08  |
| Key learning areas        | 34180.43  |
| Excursions                | 39416.49  |
| Extracurricular dissections| 39416.49  |
| Library                   | 936.41    |
| Training & development    | 1981.6    |
| Tied funds                | 247408.90 |
| Casual relief teachers    | 14805.36  |
| Administration & office   | 69536.34  |
| School-operated canteen   | 0.00      |
| Utilities                 | 134218.65 |
| Maintenance               | 30893.56  |
| Trust accounts            | 10933.61  |
| Capital programs          | 0.00      |
| Total expenditure         | 601990.43 |
| Balance carried forward   | 271951.61 |

A full copy of the school’s 2014 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 2014

KROP (Kids Rapt on Performance)

Once again we sent a very talented and committed group of students to Griffith to represent our school at the KROP performances. They were long days but the students did an outstanding job of performing their act “Attic Antics” at the Griffith Regional Theatre.

Circus Program

Bec Cooen returned to Balranald and all students from K-6 had the opportunity to participate in a Circus Sports Program during Term 4. A large number of committed students learnt a variety of skills and attended after school sessions which built towards a fantastic performance for the community.

Sport

Three students travelled to Deniliquin to participate in the Riverina PSSA Tennis Trials. One student was selected to attend the final Riverina PSSA Tennis Trials in Griffith.

Our Under 16 Netball Team travelled to Dubbo and played against Boorowa Central, Lake Cargelligo, Tooleybuc, Dunedoo and Uralla and won five out of the six games, making them Runners-Up State Netball Champions for 2014.

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 3 Reading

- Percentage of students
- Bands 1 to 6

Percentage in bands:
Year 3 Writing

- Percentage of students
- Bands 1 to 6

Percentage in bands:
Year 3 Spelling

- Percentage of students
- Bands 1 to 6

Percentage in bands:
Year 3 Grammar & Punctuation

- Percentage of students
- Bands 1 to 6
NAPLAN Year 3 - Numeracy

Percentage in bands:
Year 3 Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling
Percentage in bands:
Year 9 Writing

Percentage in bands:
Year 9 Grammar & Punctuation

Percentage in bands:
Year 9 Spelling

Percentage in bands:
Year 9 Numeracy

NAPLAN Year 9 - Numeracy
Higher School Certificate (HSC)

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

Due to the low number in the year and the size of each cohort it is not possible to publish graphs for any group.

Significant programs and initiatives – Policy and equity funding

Maths in Trades

NSW Rural Fire Service Cadet Program

Year 9 and 10 students participated in interesting and challenging training over 9 weeks that provides practical life skills, develops leadership, teamwork and initiative skills and helps foster qualities of community responsibility and service.

The aim of this program is to provide cadets with a knowledge of fire safety and preparedness and develop qualities of leadership, self-discipline, self-reliance, initiative and team work.

Education Week

There was much mirth and enjoyment during the open classrooms and Education Week activities. Students welcomed parents, carers and special grandfriends to share morning tea and then to join them for activities in each of the primary classrooms. A high action assembly coordinated by Mr Bruce Scott involved all students.

ICAS Competitions

Students had the opportunity to participate in the University of New South Wales Academic Competitions in a number of subjects, including, Computers, English, Science and Mathematics. This was coordinated by Teacher-Librarian, Mrs Adrienne Gorman.

Transition to Kindergarten Program

The Kindergarten 2014 Transition to School Program catered for the needs of our new Kindergarten enrolments. The program consisted of four visits in Term 4 2013. 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 bag full of goodies with resources to use at home during the holidays.
Transition to High School Program

As part of the Year 6 to 7 (2014) Transition Program, students from Balranald Central School, St Joseph’s Balranald and Euston Public School participated in a number of Transition Program activities held over a number of days. Activities included faculty sessions in Technology Mandatory (Wood) where they got to use a range of tools and equipment, Food Technology where they made pizzas which they enjoyed eating for their lunch and they worked in the Ag Plot for Agricultural Technology.

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 and is supplementary to classroom literacy instruction and provides students with individually tailored lessons on a daily. Mrs Laurel Stevens was the Reading Recovery teacher and the school continued to provide release for Mrs Stevens to attend regular training sessions.

Aboriginal education

NAIDOC Day Celebrations

Students in Primary and Secondary enjoyed participating in various NAIDOC activities as part of our NAIDOC Day celebrations. The activities included artmaking and looking at artefacts, music, sport, cooking, language of the Wiradjuri Nation and Dreamtime stories.

Multicultural education and anti-racism

Inclusion Week

Students were put into teams and enjoyed working together to complete a series of tasks. Inclusion Week was about encouraging students to reconnect and be inclusive of all cultures, age groups and nationalities.
RU OK? Day
Primary and Secondary students wore orange in support of RU OK? Day. The day’s events included talks from community members, personal training sessions, health and beauty demonstrations, a whole lot of focusing on the positive aspects of our lives and reminders to take care of ourselves and others.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

In 2014 there was a continued whole school focus on Teaching and Learning. As professional educators each of us takes ownership and responsibility for continual improvement in teaching practice.

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

School planning 2012-2014:
School priority 1
Quality Relationships

Outcomes from 2012–2014
Build strong links with parents and the community
Improved participation and relevance of education as a pathway to the future
Improving the learning outcomes for Aboriginal students by increasing the engagement of students in school and external programs

Evidence of achievement of outcomes in 2014:
There is a school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
There is a positive and respectful relationship across the school community which underpins a productive learning environment.
Students are developing strong identities as learners

Strategies to achieve these outcomes in 2014:

- School programs address the needs of identified student groups.
- Attendance rates are regularly monitored and action is taken promptly to address issues.
- The school encourages students to recognize and respect cultural identity and diversity.

School priority 2
Quality Instruction

Outcomes from 2012–2014
Access to quality teaching and learning via innovative technology
Access to quality teaching facilities and resources

Evidence of achievement of outcomes in 2014:

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate
- Clearly identified areas that need work for each student and focus on these as a class group.

Strategies to achieve these outcomes in 2014:

- Review of current practices and focusing resources toward teacher learning
• Identify the learning needs of students and use small group strategies to focus on rebuilding missing knowledge and understanding.

School priority 3
Quality Leadership
Outcomes from 2012–2014
Succession planning for staff
Develop skills and confidence to enable modern teaching strategies to be used in the classroom
Access to quality teacher training that improves classroom practice
Evidence of achievement of outcomes in 2014:
• All staff have developed PLP’s and can access quality teacher training.
• New and modern teaching initiatives are used in the classroom.
• Staff maintaining currency in their teaching areas.
Strategies to achieve these outcomes in 2014:
• Increase access/funding for teacher training
• Focus and priorities individual staff needs

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
Students are able to indicate that they believed that what they did at school was really very important to them and gave them a good base for further employment or study. External programs that the school accesses were very popular; such as Music, Art and Sport.

Parents and the wider community are very supportive of the school and are gaining an increased confidence. Future planning is well underway and parents have indicated that they would like to have more input into school decision making.

Staff have indicated that 2014 was a successful year in a large number of areas. Staff are very supportive of future directions.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our Strategic directions for 2015 – 2017 are –
1. Student Engagement - To provide relevant and inclusive curriculum opportunities to enhance student learning.
2. Quality Teaching – To provide consistent high quality teaching to enhance student learning.
3. Positive Relationships – To build positive relationships and partnerships with the whole school community to enhance student learning.

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.

Aaron Flagg – Principal
Bruce Scott – Assistant Principal
Nadine Matarazzo – Head Teacher English
Richard White – R/Head Teacher Maths/Science
Stobon Lloyd – VET/Careers Coordinator

School contact information
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Web: www.balranald-c.school.nsw.edu.au
School Code: 1115

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: