Balranald Central School
Annual School Report
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 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 2011 was 150.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools. The school is blessed with a good mix of both experienced and new staff.

Significant programs and initiatives

Transition to Kindergarten Program
The Kindergarten 2011 Transition to School Program catered for the needs of nine new Kindergarten enrolments. The program operated twice a week for five weeks in Term 4 2010. 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 enter 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 2011 for Year 1 students who required 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 Gorman was also able to take on this role while Mrs Stevens was on leave.

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 2011 consisted of visits by the 2011 Year 7 Advisor Mrs Ellen Sendy 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 school’s connected classroom. This was an introduction to a series of days spent at the school in a variety of locations across the secondary campus.

The culmination of the program was a day spent at Yanga National Park that enabled students to build stronger links to staff.

Future Pathways

All 2011 Year 12 students gained employment or entry into further study. Four students gained apprenticeships. Four students elected to continue their study at University or TAFE. Other students have taken up employment locally.

Student achievement in 2011

Year 3 NAPLAN results for literacy are sound and in most cases, reflected results obtained in previous years. There is a pleasing trend with both spelling and Grammar and Punctuation in Year 3. There has been movement in the results into the higher bands. But there are still a number of students in the lowest two bands. Year 3 numeracy results have a higher representation of students in the lower two bands. But has a group of students in the middle bands.

Year 5 NAPLAN results for literacy are steady and are trending in the right direction. In writing there is a move towards a normal distribution of students across the bands as compared to SSG % in band for 2011. Plus in Year 5 Grammar and Punctuation the school average score was on par with the SSG. Year 5 literacy results have a higher representation of students in the lower two bands.

In Year 5 numeracy there are much more closely grouped results in the middle bands with a need to move students into the higher two bands.

There has been progress made from Year 3 to Year 5 in all areas with the most significant being in Grammar and Punctuation which higher than both SSG and State DEC results.

Year 7 NAPLAN results show the average score in Reading, Writing, Spelling and Grammar and Punctuation were higher than SSG. This was also the case in numeracy in Year 7. There were a number of students who presented in the lower two bands in these areas.

Year 9 NAPLAN results show the average score in Reading, Writing, Spelling and Grammar and Punctuation were higher than both the SSG and State DEC results. This was also the case in numeracy in Year 9. This is a small cohort.

In the School Certificate examinations, there were band 6 results in Mathematics and Science. In general Balranald Central School was represented in the middle bands but in English and Science more students were placed in the top three bands than has been the School’s historical average.

Balranald Central School students performed soundly in the 2011 Higher School Certificate.
Principal’s message

As I survey the year that has passed it almost seems as though it has been a by far longer time. The opportunity to once again be involved in a Central School has been quite grounding. During my time at the school I have always been overwhelmed by the levels of involvement by staff and the community. This is a very special aspect of the school. Of greater significance is the levels of resourcing that exist within the school. This is in no way solely due to the school’s previous position as a Distance Education Centre, but has much to do with the connection that staff have with the school. Their experiences and the desire to have the best school that can be achieved in the environment that we exist.

A school is a component of all its parts and how they come together to form an entity that is able to give the very best for all its students. Without doubt this school is very richly endowed with infrastructure that gives it a capacity well beyond its current enrolment. It is vital that we maintain this for as long as possible. For over time as the population continues to decline the loss of services will be very much protected. That in no way implies that this will be the ultimate path for the school. The updating of resources that has happened in the more recent past has given rise to a real air of positivity for the school and the wider community. This is the essence of what we need to take forward into the future.

The successes that the school has been able to achieve are a result of the massive potential housed within the very heart of the community. The Building the Educational Revolution in the Primary area of the school has meant a state of the art teaching area for our students well into the years to come. This is combined with the Hospitality upgrade and the most recently completed Trade Training Centre. These are all reasons to have a great deal of confidence in the capacity of the school to provide cutting edge education for some time to come. The school has also applied to have its Science Laboratory upgraded as a state funding initiative. This should have happened before this but circumstances did in some way conspire to have this pass us by.

Thank you to staff and the team of parents who take every opportunity to assist with the endless roles that come up at seemingly endless frequency. I have spent many years in a number of secondary settings so it has been quite an eye opener to be taken back into an environment where parents are such an integral part of the school’s operation. It would be very remiss of me to not acknowledge all those who have 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.

It would be very remiss of me not to mention the broad range of successes the school has had in the sporting realm, both in the team area and individually. The Girls Netball team who have achieved success after coming close so often. State Champions is quite a deserved result for all concerned. The Boys Cricket team who have just fallen short, runners up is no small feat, and a worthy reason to be acclaimed for their efforts. Individual success is to be recognised for its outstanding achievement. Well done Joseph Gervasi in both discus and shot put.

The future does increasingly look quite promising and with our inclusion in the Low SES School Communities National Partnership Program. This is an opportunity to look at more creative ways to address whole school and community needs. The vision of a community with an opportunity in the mining area also opens vast areas for development in terms of training and skills capacity building. This will assist in the building of greater links to TAFE and other training organisations.

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.

Erich Riesinger, Principal
P & C and/or School Council message

2011 was a productive year for the P&C. Numerous fundraising efforts including barbecues, discos, breakfasts and a major raffle together with a team of hard working committee members and parent helpers saw us raise thousands of dollars of funds to put back into the school. We also had the introduction of our logoed polo shirt and this has been a great success, as has the opening of our Uniform Shop. I would like to thank Lisa Dalton for all of her hard work with this. I am looking forward to seeing students in our logoed winter uniform later in the year.

International Night was also a great success and a much talked about event in the community. I am pleased that Colin Parker was here and able to see our school community come together and produce such a wonderful event and also to see our talented students perform on the night. I say bigger and better in 2012!!!

Unfortunately we have had a not so successful year with our canteen. Even though some changes were made at the beginning of the year, we are still struggling to make it viable. Hopefully we are able to come up with some new and exciting ideas that may keep us from having to reluctantly hand over the reins to someone else to run.

I have enjoyed our monthly meetings and find them a time out from my kids for a couple of hours. Whilst we may ramble on at times and sometimes get off track, we do get to have a laugh and always manage to get the jobs on hand done efficiently.

Although there may have been a few challenges in 2011, I feel as a whole we have had a great year. The girls on the committee have been a pleasure to work with and I have enjoyed my time as President.

I would like to thank the Executive committee, Kim Lloyd, Donna Renfrey, Lisa Dalton and Glenda Redpath for a job well done. Thanks to Lisa Jolliffe who has helped in every fundraiser we have had – it’s been good to have you on board and also to the rest of the committee and our parent helpers for their hard work throughout the year. It is much appreciated.

Thank you to Kathy Bruton and Dee Jess in the canteen. Your hard work is greatly valued. We would like to wish Dee success as she begins her new career at St Joseph’s School.

Thank you to Erich Risinger for his support throughout the year. It’s always helpful to have a Principal who is approachable and willing to help out in any way he can.

Although being a P&C Committee member may seem like a big job at times, it is well worth it when you are rewarded with knowing the benefits and assistance we are able to offer the students and families of our school. And as the saying goes, ‘many hands make light work!’

Amelia Calleja, President P & C

Student representative’s message

This year our captains were Casey White and Daniel Barrett.

Members were:
- Year 6 – Dante Gervasi, Shania Bax
- Year 7 – Peter Nield
- Year 8 – Chelsea Campbell, Kate Norton, Laree Johinke, Tiffany Dalton
- Year 9 – Amy Campbell, Madison Campbell, Celeste Dalton, Sheridan Hammett,
- Year 10 – Fraser White, Morgan Lister, Nathan Jolliffe, Michael Simpson
- Year 11 – Paris Jolliffe, Brogan Carter, Harry Gorman, Ebony Simpson
- Year 12 – Casey White, Daniel Barrett, Travis Rolfe, Brandon Norfolk

FUNDRAISING
- Term 1 $205.10 – Good Friday Appeal
- Term 2 $176.60 – Chances for Children
• Both were cake stalls
• Friday 31st May – Pink Day to raise money for Pink Footy Day
• Term 3 $180.35 - Jeans for Genes Day
• Term 3 – International Night – wood fired pizzas and sausage sizzle
• Sold drinks at Primary Sports Day
• Sold drinks at Year 12 Formal

WORKING BEE – Term 1 and 4
• Purchased $800 worth of plants
• Purchased $600 worth of sleepers
• Will purchase a load of dirt to make raised bed
• Going to tidy other garden beds
• Will make a mosaic as a feature with school logo

CANTEEN
• SRC students have been rostered on to help at the canteen Mondays and Tuesdays. This has been working well

The SRC are a fantastic group of students who are willing to help others out. They have been involved in meetings in school, videoconferences with other SRC’s and an excursion to Deniliquin for a regional SRC meeting.

Regional SRC conference – Brogan, Ebony and Morgan were offered a place at the regional SRC conference at Lake Hume – Week 7 Term 4.

Casey White and Daniel Barrett
2011 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. There is a slightly higher percentage of boys across the school population and this has been a trend for a number of years. This is consistent in both the Primary and Secondary area.
Student attendance profile
The attendance of primary students remains constant around 90.9%. It still remains slightly lower than regional and state attendance rates and needs monitoring.

The attendance rate for secondary students is stable at 89.1%. It is above regional levels and just 0.1% below state central school levels.

Secondary Attendance
Secondary attendance rates continue to remain below state attendance rates. This is an area that requires the assistance of parents to address. The “Missing school leaves gaps in your education” message has been used in the newsletter plus at parent meetings where possible. 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 2011.

Management of non-attendance
The school has a Student Attendance Policy which has been reviewed during 2011. There is significant school intervention and interaction with parents before further action is pursued. This can take the form of home visits, interviews and the sourcing of external support services where possible to assist parents and caregivers in their role of ensuring students attend school each day. There is a referral process for students with significant attendance issues to the NSW Department of Education and Communities Home School Liaison Unit for follow-up and further action.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

These reflect the need to keep the K/1/2 classes to; at or below 20 where possible. While maintaining class sizes at reasonable numbers as dictated by students distributed in year groups. We try to have Stage classes where possible while limiting the number of multi stage classes.
Structure of classes

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

In the secondary area we have some stage classes in non core areas such as PDHPE, Music, Technology Mandatory, Languages other than English (LOTE), Human Society and its Environment (HSIE) classes in Stage 4 and Elective subjects in Stage 5.

In Stage 6 where possible non staged classes operate as determined by class sizes and teacher availability.

Retention to Year 12

Of the 17 Year 12 students enrolled in Year 11 2010, 16 completed Year 12, 4 students took up apprenticeships in the Metals, Retail and Business Services areas, eight gained employment at various establishments in town and beyond. With 4 students taking on a range of further study options that included University and TAFE options. The student who did not complete their HSC moved away to take up study in the Real Estate area.

Post-school destinations

Upon completion of the Higher School Certificate:

• 25% went on to further study as a TAFE placement
• 25% gained an apprenticeship
• 50% gained full time employment

Year 12 students undertaking vocational or trade training

The sixteen students in Year 12 in 2011, 11 undertook training in two or more VET subjects. 4 students studied one VET option with only one student not doing any VET options. This resulted in twenty six courses for the sixteen students.

The fifteen students doing the twenty six VET options equates to 173%, this takes into account the eleven students doing multiple courses. The options available through the school, TAFE and external providers are; Hospitality, Metals & Engineering, Aged Care, Community Services, Business Services, Retail Services and Primary Industries.

Year 12 students attaining HSC or equivalent vocational educational qualification

The sixteen Year 12 students all successfully completed their HSC studies in 2011, with only one needing to complete an external course to complete their studies via pathways.

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

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<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Teacher of Mild Intellectual Disabilities</td>
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<td>School Administrative &amp; Support Staff</td>
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Retention to Year 12 (SC to HSC)
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.

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 2011. The teaching staff is made up of a mix of permanent part time staff that enables the school to create a better distribution of specialist areas across the school curriculum. A number of secondary teachers have been on leave for 2011 and they were replaced with highly competent temporary teachers.

There is a mix of very experienced staff with a few beginning teachers. The school has lost the Deputy Principal position at the start of 2011, the role was distributed across the whole school executive in 2011.

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

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<th>% of staff</th>
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<tr>
<td>Degree or</td>
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<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td><strong>Total income</strong></td>
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<th><strong>Expenditure</strong></th>
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<td>Teaching &amp; learning</td>
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<td>Administration &amp; office</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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School performance 2011

Achievements

Arts

Fairfax Festival

Ms Inga Weber and ten students, Vicki Cai, Tiffany Dalton, Laree Johinke, Felicity Bartlett, Zac Jolliffe, Kate Norton, Cody Arduino, Alex Comitti, Michael Simpson and Harry Gorman, participated in the 2011 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. The theme of their performance can best be captured in the following text.

A shadow, a mysterious stranger and a sign. These were the 3 things that had to be included in every school’s performance at this year’s Fairfax Festival. Now in its 15th year the festival provides an excellent opportunity for students to flex their creative muscle in all aspects of the performing arts.

The Gala performance that evening was nothing short of spectacular as each of the schools displayed a combination of skill, talent and raw nervous energy. The Balranald students waited with great anticipation for their turn to perform an original piece of unusual and entertaining theatre. They were once again last on the program and this year it was due to the fact that their story, which revolved around a group of teenagers on a horror camping trip, involved the use of copious amounts of blood. With the aid of Vicki Cai’s father we were able to procure what looked like blood and use it as part of the performance. Using water guns and plastic gloves the students drenched each other in the liquid as the piece progressed and what began as some light entertainment for the audience soon became a serious affair as the ‘teenagers’ fought for survival against an unseen enemy. The piece was a metaphor for the native animals of Australia and the raucous applause which followed the performance let the Balranald Central School students know that all their hard work had paid off.

A special thanks to Woody for accompanying the students, this is his first year and we suspect not his last. Also Claire Glenn and Adrian Corbett for once again organising an amazing festival that keeps getting better every year. Also to the people behind the scenes at the theatre including Janette Vallance (Stage Manager), Mully and Tim and Sharon Featherby who worked tirelessly organising all the bits and pieces needed for the teachers and students.

Sport

The primary sporting year was once again very busy. Primary students had the opportunity to participate in whole school K-12 Swimming, Cross Country and Athletics carnivals during the year and then represent Balranald Central School at zone and regional level.

The efforts of the Primary Swim Team at the Moulamein District PSSA Swimming Carnival deserve mention, with Kobe Lloyd and Jordyn Jolliffe being named Intermediate Champions and the swim team coming second in the overall point score. Fifteen students were selected to swim at Albury in the Riverina PSSA Swimming Carnival and all attended.

After a very successful Athletics Carnival and participating in the Moulamein District PSSA Athletics Carnival Kobe Lloyd, Jack Connellan and Lani Dalton made the long trip to Albury to participate in the Riverina Region PSSA Athletics Carnival in September.

During May students were transported to the school farm for the annual Cross Country. The BCS Cross Country team then travelled to Mallan to participate in the Moulamein District PSSA Cross Country, with Kobe Lloyd (2nd - 11 Yrs Boys) and Lani Dalton (4th - 8/9 Yrs Girls) participating in the Riverina PSSA Cross Country at Deniliquin.

Balranald Central School was again allocated the running of the Moulamein District PSSA AFL and Netball for 2011. All Year 5/6 students had the opportunity to participate in the trials held at Greenham Park, with Jack Gervasi, Kobe Lloyd, Jordyn Jolliffe, Dante Gervasi, Tom Salau and Jonty Dalton selected to travel to Barooga for the Riverina Western AFL Trials held at Barooga during March.
All primary students had the opportunity to participate in the Primary Intensive Swimming Program, modelled on the Royal Lifesaving Society’s Swim and Survive Program, during the end of Term 4 and a Primary Sports Day during the last week of Term 3. Students from Clare Public School and St Joseph’s Balranald visited Balranald Central School on the day to participate in the activities. Secondary students studying Personal Development, Health and Physical Education under the direction of Mrs Kate Harper organised and supervised the day’s activities as part of their units of study in PDHPE.

A number of students from Years 3-6 also had the fantastic experience of attending an AFL Clinic at Swan Hill, which was attended by players from the Hawthorn Football Club. Students participated in a number of drills and skills sessions which were supervised by the Hawthorn players. Year 5/6 boys and girls were also given the opportunity to travel to Deniliquin to participate in the Paul Kelly Cup, a Primary Schools AFL competition coordinated by AFL Development Officer Mr Andrew Richardson.

The last event in a very full primary sporting calendar was tennis, with students from Year 5 eligible to attend trials in Barham during November to gain a place in the Moulamein District PSSA Tennis Team for 2012. After attending Kobe Lloyd, Jordyn Jolliffe and Madison Jess were all selected to attend Riverina Region Pre-selection Trials in Deniliquin in early 2012.

Balranald Central School secondary students participated in a range of sports in 2011 with varying levels of success.

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 8 student, Joseph Gervasi, competed at the NSW Combined High Schools Athletics State Championships in Sydney in 2011.
Other

2011 Riverina School Based Apprentice and Trainee of the Year

At the Annual Riverina State Training Awards held in Wagga, Paige Bruton was selected to represent the Riverina region in the State Finals in Sydney in July.

Paige was nominated by both her employer, Balranald Shire Council and her teacher Jenny McGuiggan from OTEN. Paige has completed a Certificate III in Aged Care while undertaking a Traineeship with Balranald Shire Council caring for the residents at the ‘Bidgee Haven Hostel’.

She was required to submit a written application, complete with a copy of her resume and attend an interview. Paige was one of three nervous finalists who had to sit through the night and wait on the final results. Paige was supported on the night by her family as well as her OTEN teacher from Sydney, Michelle Kelly from Balranald Shire Council as well as Stobon Lloyd from Balranald Central School.

Paige was one of three students undertaking a School Based Traineeship with Balranald Shire Council in Aged Care, in 2011. The program proved to be very successful for both the employer and the students. The on-the-job training that a School Based Traineeship provides is an invaluable learning opportunity for students.

Paige went onto an interview in Sydney for a place in the State Final. While she was unsuccessful, the experience of the Traineeship awards was invaluable.

VET

Balranald Central School has a large percentage of students who participate in VET and TVET courses.

The school continues to provide instruction in Hospitality and Primary Industries and has recently had its Metalwork and Construction areas upgraded to a Cert III level under the Commonwealth’s Trade Trading Centre program.

Most students complete at least one VET subject, with many students choosing to undertake two. This year our Metals and Engineering students studied at Sunraysia TAFE Swan Hill. Balranald Central School continues to build a strong relationship with the Sunraysia TAFE Trades department.

Students also accessed TVET courses with OTEN. Many of these students were Traineeship students, although students did undertake study in Accounting; Children’s Services; Business Services and Aged Care.

VET Work Readiness Induction Day

On Wednesday, 22 July 2011 a group of well dressed young adults attended a Work Readiness Day at the Golden Chain Balranald Motor Inn. Students from Tooleybuc Central School also joined us for the day.

The day was a mandatory training day designed to prepare students studying Vocational Education and Training (VET) subjects for their upcoming work placement this term. As part of this program, students must undertake industry experience in the Hospitality, Primary Industries and the Metals and Engineering Industries.
VET Induction Day

Students listened to key note speaker Michelle Kelly talk about the employment opportunities available in the Local Government sector. A large emphasis on the day was the importance of confidentiality in the workplace and the inevitable paperwork that needs to be completed before students can undertake work placement.

To emphasise the importance of personal presentation in the workplace, students were asked to dress in professional dress, as if they were going for an interview. The results of the students efforts can be seen above. Prizes were awarded to the students who were most appropriately dressed, and this was determined by our guest presenters, Annette Gorham and Marg Bull. This was not an easy task and much debate occurred throughout the day between the judges, and in the end we had to increase the number of awards from 2 to 4.

Congratulations to Michael Linnett, Jack Kelly, Paris Jolliffe and Ashleigh Nelson. You all looked fabulous. As did everybody in Year 11. Annette provided some really good feedback and tips on appropriate dressing for an interview. Students will be looking at grooming and presentation for the workforce later in the term at another workshop. All up we had an enjoyable and informative day.

Thank you to Robyn and her team at the Golden Chain Motel for their wonderful hospitality and catering for our lunch and recess and a big thank you to Marg Bull, MICEEP work placement coordinator and Annette Gorham, Riverina VET consultant for coming over for the day and presenting. Finally to Year 11, congratulations on your presentation, you are all well on the way to making a great impression in the workforce.

Traineeships

Traineeship’s at Balranald Central School continue to grow in popularity. In 2011 we had two students complete their Traineeship at Bidgee Haven in Aged Care, Eli-Jane Brougham and Paige Bruton. Daniel Barrett completed his Traineeship in Retail at LV Bodinnars. Also, for the first time we had a Traineeship begin in Year 10, with Zane Johinke undertaking a Traineeship with BOSS Automotive in Euston.

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).
Numeracy – NAPLAN Year 3

Percentage in bands:
Year 3 Numeracy

Literacy – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
Numeracy – NAPLAN Year 5

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 7 Reading

Percentage in bands:
Year 5 Numeracy

Percentage in bands:
Year 7 Writing

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
**Progress in literacy**

- **Average progress in Reading between Year 3 and 5**
  - Progress
  - 2008-2010: School, SSG, State DEC
  - 2009-2011: School, SSG, State DEC

- **Average progress in Spelling between Year 3 and 5**
  - Progress
  - 2008-2010: School, SSG, State DEC
  - 2009-2011: School, SSG, State DEC

- **Average progress in Grammar & Punctuation between Year 3 and 5**
  - Progress
  - 2008-2010: School, SSG, State DEC
  - 2009-2011: School, SSG, State DEC

**Progress in numeracy**

- **Average progress in Numeracy between Year 3 and 5**
  - Progress
  - 2008-2010: School, SSG, State DEC
  - 2009-2011: School, SSG, State DEC

**School Certificate**

- **Percentage of students in performance bands: School Certificate English**
  - 1 to 6 bands
  - Percentage of students
  - School Average 2007-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011

- **Percentage of students in performance bands: School Certificate Mathematics**
  - 1 to 6 bands
  - Percentage of students
  - School Average 2007-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The Year 12 cohort was large enough to access their results; however, this was only the case in Standard English. Candidatures in all other exams were below the number where analysis that is meaningful is possible.
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.

As an indication, the no. of students exempt for Year 3 Reading are: 0

As an indication, the no. of students exempt for Year 5 Reading are: 0

These results indicate that in each of the Year 3 and 5 groups the numbers of students who have not reached this standard represents only one or two students depending on the cohort size in each of the groups.

These results indicate that in each of the Year 7 and 9 groups the numbers of students who have not reached this standard represents only one student due to the cohort size in each of the groups. This is especially critical in the Year 9 results where a very small cohort sat the assessment.

In all groups there were no exemptions from any cohort for Year 3, 5, 7 or 9.

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<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
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### Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

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<th>Subject</th>
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<tr>
<td>Writing</td>
<td>83.3</td>
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<tr>
<td>Spelling</td>
<td>83.3</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
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<tr>
<td>Numeracy</td>
<td>100.0</td>
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As an indication, the no. of students exempt for Year 7 Reading are: 0

As an indication, the no. of students exempt for Year 9 Reading are: 0

### Significant programs and initiatives

**MURRAY RIVER CULINARY CHALLENGE**

On Thursday, 21 July 2011 five Year 11 Hospitality Students competed in the 2011 Murray River Culinary Challenge. Three of our students qualified to continue with the challenge at Finley on Tuesday, 23 August 2011.

The girls competed in Finley on Tuesday, 23 August 2011 and were successful in gaining a Silver Medal. They had to cook a three course meal. The first dish was chicken and mushroom crepes with julienne salad, the second was pork fillet roulade served with roast sweet potato puree and salsa and the third was red wine poached pears with crème anglaise. All agreed that it was a worthwhile experience and were very happy with their result.

### Aboriginal education

Indigenous students had the opportunity to participate in a number of programs throughout the year. As well as the traditional NAIDOC celebrations, Indigenous students were provided with tutors to increase literacy and numeracy skills and foster engagement as part of the Norta Norta Program. Balranald Central School also celebrated the achievement of three Indigenous students completing Year 12 studies. Indigenous student Paige Bruton was also successful in winning the Riverina Region School Based Apprentice and Trainee of the Year and travelled to Sydney to participate in the state finals.

During November, the Deniliquen Region’s Proud and Deadly Awards were presented. The Proud and Deadly Awards celebrate the success of Aboriginal students in areas such as academic achievement, sport, culture, citizenship, attendance and completion of Year 12 and promote the achievements of Aboriginal and Torres Strait Islander students. Congratulations to the following students who received awards:

- Asipeli Kauyaca (Encouragement)
- Chloe Gorman (Encouragement)
- Connor Soraggi (Encouragement)
- Tanisha Stevens (Encouragement)
- Isaac Lloyd (Encouragement)
- Courtney Gorman (Citizenship)
- Emily Bruton (Completion Year 12)
- Steven Smith (Completion Year 12)
- Paige Bruton (Completion Year 12 and the TVET/VET Award)
NAIDOC Week

This year Balranald Central School changed the format of NAIDOC Week celebrations, including them in Education Week activities. As part of the celebrations the school was very fortunate to have the Indigenous Hip Hop Project visit Balranald, with an inspirational program that engaged students and community over the three days they were here. They were a fantastically talented group who were able to get even the most reluctant student enthused and participating in dance workshops, plus so much more. Secondary students were encouraged to test their rapping and song writing skills during the visit, with the object of creating a song that was recorded and presented at a concert. The staff from the Indigenous Hip Hop Project ran school based workshops on Monday and Tuesday for all students, with rehearsals on Wednesday mornings and brilliant performances by students and the Hip Hop dancers at an absolutely sensational community concert on Wednesday afternoon. Staff were amazed at the engagement and participation of students, plus the dynamic dance offs that saw the Kindergarten Crew absolutely floor the crowd at the concert. The secondary students were a revelation with their teamwork, choreography and attitude. The Salsa evenings were also a triumph, with excellent attendance on both nights. Who said the art of dancing is on the wane? A special thanks to all those brave and adventurous people who took part. The opportunity to work with such talented dancers and choreographers and to witness the transformation in students was truly inspiring.

The energy and motivation to get involved was amazing and all those who took part or witnessed the concert recognise that they were truly part of something special.

Variety Bush Bash

On Monday, 16 May 2011 the Newcastle Variety Bash which is organised by Variety the Children’s Charity (NSW) and which raises funds for children with special needs visited Balranald. That evening the netball girls waitressed at an event held for the Variety Bash at the Balranald Ex-Servicemen’s Club. The netball team was given a generous donation to help them with their trip to Dubbo.

On Tuesday, 17 May 2011 the Variety Bash visited Balranald Central School. The day started with a breakfast at 6.30am catered by the P&C and many staff helpers and concluded with a magic show from “Super Hubert”.

The Variety Bash gave a very generous donation of funds to enable the school to purchase the motorised screen for the School Hall.

Multicultural education

As part of multicultural education Harmony Day was celebrated on Monday, 21 March 2011. As part of Harmony Day activities students were encouraged to wear an orange coloured article of clothing, as orange is the official Harmony Day colour. Students from Year 2/3/4 presented an item at Primary Assembly, officially recognising Harmony Day. Students were also provided with a number of free gifts courtesy of Harmony Day organisers as part of the celebrations.

This term, The Odyssey Program came to Balranald Central School to present workshops to the Year 7-12 boys. They provide in school workshops for adolescent boys and on this occasion Jane Higgins presented 5 workshops on the topics of Masculinity and Identity, Mate-ship and Friendship, Disengagement, Anger Management and Girls and Relationships during the day. The workshops are based on the epic journey by Homer where through a series of questions and challenges Odysseus discovers the qualities it takes to be a real man. The Odyssey Program was developed in response to the high risk taking behaviours and over representation of males in accidents and injuries. They believe that by strengthening boys’ sense of self and encouraging them to question the one dimensional view society has of masculinity, we can assist boys to be responsible and healthy young men.
The boys showed their passion for the topics through their involvement and the feedback they gave. The presenter was thrilled with how much the boys engaged with the material and the insightful answers the boys gave. Some of their comments were:

“I learnt to just be me, not to stress about girls and treat others how they want to be treated”.

“The information about the program was great – I learnt about anger, girls, relationships and mateship – the program was great, good presenter and information.”

“Learning new things was great – I learnt what girls think, it doesn’t matter shape, size, colour or culture – You could go around a lot more schools.”

“The What’s up Man workshop was great – I learnt to treat girls with respect, look deeply and aim for quality.”

“I learnt some things that could help me when I grow up – I learnt to respect myself, to respect others and how to control your anger.”

The workshops appeal to a broad range of learning styles and interests and we endeavor to positively engage the boys on all levels. You can learn more about The Odyssey Program and the work they do by going to their website at www.odysseyprogram.com.au

**Education Week**

Education Week celebrations were once again a highlight for Primary students during the year, with many parents and community members present at events. The Education Week theme *NSW Public Schools – creating the future*, was clearly evident in all the activities undertaken in Primary. The popular ‘Blokes, Books and a BBQ’ was once again well attended by fathers, who read to their sons and then enjoyed some timeout with other fathers. Those in attendance also had the opportunity to tour the new Trade Training Centre and were very impressed with the new woodwork and metalwork facilities.

‘Mums, Maths and Morning Tea’ was also held and once again was well attended by parents and friends of the school.

The traditional ‘Grandfriends Day’ was once again a well attended event, the highlight being class performances during a special Education Week Performance Assembly, held after visitors to the school enjoyed a wonderful morning tea, courtesy of the P & C. The other highlight for many parents during Education Week was the opportunity to participate in salsa dance lessons in the evening as part of the Hip Hop workshops. The attendance was amazing and everyone who attended loved the opportunity.

**Primary Report**

Primary once again had a very busy year. Curriculum excursions were again a highlight for many students, with K/1/2 students visiting Mildura to participate in their annual curriculum excursion. During their excursion they visited Woodside’s Gem Cave and watched a movie at the Deakin Street Cinema. Year 2/3/4 students travelled to Bendigo for an overnight stay at the Bendigo Science Discovery Centre and tours of the historic gold mining town, including the
Chinese Museum, Joss House and the Central Deborah Gold Mine. Year 5/6 students spent a week in Ballarat as part of their HSIE unit ‘Gold’, including a visit to Melbourne.

The REACH Program continued, with Year 5/6 students participating in further activities with facilitators from the REACH Foundation. The REACH Foundation believes every young person should have the support and self belief to fulfill their potential and dare to dream. REACH facilitators deliver programs that support young people to increase their self-belief and discover who they are, knowing this is necessary for young people to achieve their dreams.

Primary students participated in a performance by Planet Rhythm, with students from St Joseph’s Balranald also attending. It was a fantastic show, with all students having the opportunity to play various drums from around the world. The highlight of the show was the group of students who performed a percussion item at the conclusion.

Year 5/6 students attended a gymnastics program on Wednesday afternoons. This was a great opportunity for students to develop their gymnastic skills. The program was funded under the Country Area Program and students were supervised and coached by professional gymnastics instructors.

Year 6 primary students once again had the opportunity to participate in the Country Areas Program ‘Rising Generations’, which was held in Barham in 2011. Primary Captains again attended an Impact Leadership Conference, held in Mildura in May. The Impact Student Leadership Conference is unique in that it concentrates specifically on training student leaders for their role as school leaders and developing their leadership skills.

To support Clean Up Australia Day in March primary students participated in cleaning up the areas around the school after lunch. Thanks to the enthusiastic efforts of the students Jones’s Lane and We Street were both cleaned up, as well as the back oval and cricket net areas.

As part of their HSIE unit ‘State and National Parks,’ Year 2/3/4 travelled to Yanga National Park to participate in an excursion with Ranger Simone Carmichael. The class undertook tours of the homestead and woolshed, learnt about the various flora and fauna unique to the park and discussed the value of protecting our heritage and environmental features.

During June we were fortunate enough to secure the Be Active Circus Programme for primary students. “You Be The Star” was a full-on, fantastic, circus skills event that included both hands-on circus skill workshops and a 30 minute Circus Skills Show performed by the students.

In 2011 primary students had the opportunity to access Mathletics— Australia’s most used educational website. Mathletics is a web-based learning program which integrates home and school learning via the Internet. Every student had 24 hour access to Mathletics using a unique user name and password. This initiative was funded through the Country Areas Program (CAP).

Students from K-6 had the opportunity to undertake programs in the Life Education Van during May, 2011. Life Education is a community-based, independent organisation at the front line of positive and preventative drug and health education. Helping young people make informed decisions about drugs and their health is at the heart of the program, which is driven by the popular Life Education mascot Harold the giraffe.

Balranald Central School students were again invited to participate in the International Competitions and Assessments for schools (ICAS) for 2011 in Science, Writing, Spelling English, Mathematics and Computer Skills Competitions.

During 2011 Teacher Librarian Mrs Adrienne Gorman organised numerous Book Fairs. Books were available for purchase and this opportunity provided support for Mrs Gorman as all funds raised were used to purchase new books for the school library.

As part of Balranald Central School’s efforts in building resilience and responsibility in students in 2011, K-6 students had the opportunity to participate in R & R Bounce Back – The Resilience and Responsibility Rock ‘n’ Roll Puppet Show during June 2011.

Students also had the opportunity to participate in a Sports Expo and Team Building activities during 2011. Students thoroughly enjoyed the sports activities, which included frisbee, volleyball, hip-hop dance and basketball. Students in Years 3-12 also attended team building
workshops. All activities were led by young professional athletes who were immensely popular with students. The star of the show was undoubtedly NBL Melbourne Tigers team member Yusuf, who proved a hit with students.

During 2011 students were provided with access to Virtual Excursions. A Virtual Excursion is when the video conferencing capability of the Connected Classroom is used to visit another location to undertake an excursion from the location, with students able to interact with the presenters. Year 2/3/4 took part in their first Virtual Excursion in June, when they took part in the study of the human body with Ben Newsome of Fizzics Education. K/1/2 then undertook a Virtual Excursion to Taronga Western Plains Zoo in August 2011 to participate in Book Week celebrations with author Aleesah Darlinson, who spoke about her book *Warambi*. This initiative was funded by the Country Areas Program (CAP) and students had the opportunity to participate at no cost.

National Literacy and Numeracy Week was celebrated during August and September 2011. National Literacy and Numeracy Week represented an opportunity for the school and community to highlight the importance of effective literacy and numeracy skills for all children and young people.

Primary students participated in an excursion to Homebush during the year to work with the Homebush Landcare Group and the Lower Murray Darling Catchment Management Authority to revegetate an area by planting trees.

Students in Year 5/6 had the opportunity to attend an Indigenous Art Workshop with Arthur Kirby at ‘Billa Downs’ Homestead at Euston, participating in the crafting of clap sticks and boomerangs. This opportunity was an initiative of Balranald Inc and from feedback from students on their return all thoroughly enjoyed the opportunity.

Primary students again had the opportunity to participate in the Waste Watchers Program on in 2011. This program is provided by Keep Australia Beautiful and is provided free of charge due to the generous sponsorship of the Riverina and Murray Regional Organisation of Councils (RAMROC). Themes include the use of environmentally sustainable practices such as recycling, composting, mulching, water conservation and quality and worm farms.

Friday, 11 November 2011, was Remembrance Day. The whole school attended the Remembrance Day Ceremony held at the Cenotaph during the morning. Students had the opportunity to gather with community members in remembering the men and women of Australia who lost their lives in not only the First World War, but the wars that have followed. School Captains Ebony Simpson and Brogan Carter, along with Primary Captains Dante Gervasi and Shania Bax layed a wreath at the cenotaph.

Primary students who received a Silver or Gold Award during 2011 were once again eligible to participate in the end of year Merit Excursion to Mildura. This took place during the last week of school, with students travelling to Mildura to visit the Wave Pool.

The final formal primary event for 2011 was our Year 6 Graduation Assembly, for the Year 6 students to celebrate the end of their time in Primary School. Year 6 students and their parents had the opportunity to participate in morning tea after the assembly, with the Year 6 students also having a breakfast get together with Mrs Linnett before school.

During the 2011-12 summer holidays all Primary students had the opportunity to participate in the Holiday Reading is Rad Program. *Holiday Reading is Rad* has proven to be a highly successful strategy for maintaining students’ reading skills over the summer holiday break. The aim of the Holiday Reading is Rad program is to encourage adults to read with children each day of the holidays to prevent summer fall-off in reading skills. Primary students who completed the *Reading is Rad* diary during the holidays were entered into a draw to win a number of prizes, including books.

**National partnership programs**

2011 saw the school participate in the planning phase of the Low SES School Communities National Partnership Program. The school community took part in a series of surveys to identify where the school was positioned in terms of various aspects of its performance and to gauge the community’s perception of future directions to be pursued. This process generated a collection of data that has been aggregated into
a wealth of knowledge to guide the ongoing development of the school.

The results have been used to create a Situational Analysis for the school and were instrumental in the development of the schools three year plan.

**Country Areas Program (CAP)**

The Country Areas (CAP) is designed to assist schools improve educational outcomes and opportunities for students who are geographically isolated.

Our school received $31,052 in CAP funding. This was expended in three main areas:
- Building self esteem
- Closing the gap
- Taking the bait (enrichment)

CAP has three main objectives, which aim to address Quality Teaching and Learning, Quality Technology in Teaching and Learning and Quality Improvement.

During 2011 the school utilised CAP funding to:
- Reduce the cost associated with excursions by subsidising the travel component
- Reduce the cost of visiting performances and increase the participation rates in creative and performing arts (CAPA) via Gymnastics and Circus challenge.
- ensure student access to drama workshops with Bell Shakespeare and the Fairfax Festival.
- increase student use of virtual excursions by all classes.
- use teacher intervention to improve oral language skills in Early Stage 1 and Stage 1.
- Facilitated improved access to enrichment programs such as Reach and Girls and Boys programs resulting in higher levels of self esteem and student achievement

In 2012 the school will aim to continue the successful implementation of CAP initiatives to ensure that all students continue to benefit from the funding provided from CAP which allows isolated students access to improve educational outcomes.

**Progress on 2011 targets**

2011 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

**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

The programs mentioned benefited every student encouraging them to participate in educational programs that otherwise may have been inaccessible due to geographic isolation and financially too expensive.
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 need for students

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 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

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
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 2011 our school carried out evaluations of Literacy and Numeracy teaching across the school.

Educational and management practice
Literacy and Numeracy are integral to the functions of teaching in the school and is a vital action area in the school plan.

Background
The school has had a history of quite mixed results in term of literacy and numeracy results in the NAPLAN assessments across the school. There have been some brighter areas in terms of results in secondary.

Findings and conclusions
Students were surveyed to gather their attitudes and learning experiences in literacy and numeracy. The results were quite interesting. Students in Primary classes and Secondary classes were surveyed. The tool that was used asked questions based on the students beliefs about in class processes and their basic skills around literacy and numeracy. The target groups were secondary and primary students. Secondary students answered fifteen questions in the literacy survey. The results were as follows for secondary literacy:

Students in general believed that parents, the school, their teachers and their work were all supportive of their learning in literacy. All students were able to articulate their beliefs clearly. This information has been very useful in developing the schools strategies for literacy and numeracy. It will be the foundation upon which staff training can be focused as well as the number of initiatives that can be accessed to assist the school in achieving improved student outcomes.

Results from the surveys on teacher perceptions on literacy and numeracy have been very positive. The majority of teachers clearly believe that what is being done has a definite impact. Questions are based on programming, how mathematics should be taught, learning strategies and beliefs and how NAPLAN can be used to support whole school processes. Questions are very similar for literacy and strongly reflect the similar beliefs within the staff.
Future directions

As a result of the findings from the survey data from parents, students and staff. The school has made a number of decisions about how to approach the need to improve results across the school. The most important plan is to create an uninterrupted time for primary teachers and students to focus on literacy and numeracy skills. This will be complemented with an intervention program to rebuild any gaps in students understanding in literacy and numeracy. The “Fast ForWord” program will be trialed and assessed in terms of improving the learning outcomes of primary students and identified secondary students.

The school will also strengthen the use of THRASS, CMIT and TOWN programs for staff. The combination of these initiatives should give the school a valuable source of data to analyze and assess progress that is made with students and classes.

Curriculum

The area to be considered in this year’s review was the provision of VET courses across the school curriculum offerings.

Background

Over the last few years the school has explored options to broaden the curriculum for students that would open career choices for students without limiting the capacity to achieve either an ATAR or HSC credential.

Findings and conclusions

VET at a school level has always had strong numbers. In particular Hospitality has been very popular. Hospitality is taught as a staged class, and, due to numbers, Year 11 and Year 12 had to have separate practical lessons. The Kitchen can only cater for a maximum of 16, as the class was one of 22 students; practical lessons were undertaken at separate times.

Primary Industries has had steady numbers over the years, and the curriculum is greatly enhanced by the development of the school farm. Students undertake additional qualifications in operating ride on vehicles and chemicals. These are delivered in conjunction with Deniliquin TAFE.

Recently Metals and Engineering has grown in popularity amongst students. Unfortunately, the school has trained many teachers, however, did not have the facilities to deliver the framework. This has been addressed with the new Trade Trading Centre which was opened late 2011. However, due to our trained Metal’s teacher taking leave for 2012, students will have to continue accessing Sunraysia TAFE until the Trade Trading Centre is up and running. It is anticipated that this should be in 2013, with the possibility of short courses being run in the second semester of 2012 for both students and community.

In the last two years, TVET, through OTEN has grown in numbers, with students accessing a variety of courses, including Certificate III in Aged Care, Children’s Services, Business Services and Accounting.

VET, and in particular TVET is a growing sector of the school curriculum. Students are seeking out School Based Apprenticeships and Traineeships (SBATS) as a pathway into their chosen career pathways. If they are unable to secure a SBAT, many choose to complete the corresponding Certificate III as a means of increasing their employability in the future. This has been particularly successful in the fields of Aged Care as a pathway into university nursing courses and Children’s Services with the new legislation requiring workers to have obtained their Certificate III. 2011 saw our first Year 10 student access an SBAT in Automotive.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>Number of Students in Year</th>
<th>Course Numbers</th>
</tr>
</thead>
</table>
| 2003 | Year 11 – 12 Students     | 11 Construction - 4 Students  
11 Hospitality – 1 Student  
11 Primary – 6 Students  
12 Hospitality – 2 Students |
|      | Year 12 – 8 Students      | 11 Hospitality – 1 Student |
| 2004 | Year 11 – 16 Students     | 11 Construction – 5 Students  
11 Hospitality – 8 Students  
11 Primary – 3 Students  
12 Construction – 2 Students  
12 Hospitality – 1 Student  
12 Primary – 4 Students |
|      | Year 12 – 7 Students      | 11 Hospitality – 1 Student |
| 2005 | Year 11 – 18 Students     | 11 Business Services – 1 Student  
11 Hospitality – 6 Students  
11 Primary – 11 Students  
12 Business Services – 1 Student  
12 Primary – 3 Students  
12 Hospitality – 8 Students |
|      | Year 12 – 12 Students     | 11 Hospitality – 1 Student |
| 2006 | Year 11 – 12 Students     | 11 Information Technology – 1 Student  
11 Hospitality – 3 Students  
11 Primary Industries – 8 Students  
12 Hospitality – 2 Students  
12 Information Technology- 5 Students  
12 Primary – 4 Students |
|      | Year 12 – 11 Students     | 11 Hospitality – 1 Student |
| 2007 | Year 11 – 15 Students     | 11 Hospitality – 10 Students  
11 Primary – 5 Students  
12 Information Technology – 2 Students  
12 Hospitality – 3 students  
12 Primary – 7 Students |
|      | Year 12 – 12 Students     | 11 Hospitality – 1 Student |
| 2008 | Year 11 – 16 Students     | 11 Hospitality – 3 Students  
11 Primary – 10 Students  
11 Metals – 9 Students  
12 Hospitality – 4 Students  
12 Primary – 1 Student |
|      | Year 12 – 7 Students      | 11 Hospitality – 1 Student |
| 2009 | Year 11 – 10 Students     | 11 Hospitality – 6 Students  
11 Primary – 5 Students  
11 Metals – 4 Students  
12 Childrens Services – 1 Student  
12 Hospitality – 2 Students  
12 Primary Industries – 9 Students  
12 Metals – 6 Students |
|      | Year 12 – 13 Students     | 11 Hospitality – 1 Student |
| 2010 | Year 11 – 17 Students     | 11 Aged Care – 2 Students  
11 Business Services – 1 student  
11 Hospitality – 13 Students  
11 Primary – 6 Students  
11 Retail – 1 student  
11 Metals – 4 Students  
12 Animal Studies – 1 Student |
|      | Year 12 – 5 Students      | 11 Hospitality – 1 Student |
A very strong Work Education Program that is marketed under the slogan of “Believing in Balranald Youth” provides a comprehensive work experience and readiness program. Students are presented with a “Believing in Balranald Youth” distinctive T-Shirt to wear while on work experience. This T-Shirt is now widely recognized in the community, with employers insisting on students wearing this. This not only provides great public relations for the school, but allows students to be easily recognized in the workplace. They are particularly effective in the Aged Care setting, such as the hospital and the hostel Bidgee Haven. These T Shirts are also worn by SBAT students for this reason.
As a result of the work experience program, one student gained a SBAT in Children’s Services and one is currently in negotiation with the Balranald Hospital for a SBAT in Aged Care.

**Future directions**

Future directions for the VET sector of the school have the potential to be very exciting. The goal is to open up the current school VET courses to the community to gain their Certificate II in Metals and Engineering and a Statement of Attainment for Hospitality, capitalizing on the school’s current staffing expertise. The school organization of these subjects being offered as a day block is aimed at facilitating this. The school also has the capacity to allow TAFE to deliver computer skills courses etc.

From there it is hoped that other short courses run by TAFE and other Private Providers will be run on site. Examples of this include White card Delivery etc.

In the past, due to our small enrolment we have offered places to the community in various short courses to make the course more cost effective for students. We do this also by combining with our neighbouring school Tooleybuc Central School.

Balranald Central School is in the beginning stages of links with the mining industry. Iluka plans to begin mining mineral sands in the near future. At the end of the 2011, Iluka offered two Bursary grants of $500 to two Year 11 students.

Balranald students have an outstanding reputation in the Swan Hill community in the area of Metals and Engineering. Every year, Sunraysia TAFE makes enquiries about offering student apprenticeships on behalf of employers in Swan Hill. Most students believe it is important to complete their HSC before taking up a full time apprenticeship.

Currently the school and outside community groups, such as Balranald Inc are investigating qualifications that will assist members of the local community gaining employment in the industry in a range of occupations that include both TAFE and University qualifications.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All students were given a survey based on a series of questions about the school, what is good, what is bad, favourite subject’s things they would like to see happening. Students were able to indicate that they believed that what they did at school was really very important to them. External programs that the school accesses were very popular to all students. The ability to do Music, specialist subjects, technology, Arts workshops. The overwhelming consensus is that a raft of good things are happening with a strong need for greater variety and diversity. The school has a history of high achievement in many sports in the State Central Schools competition.

Students are very motivated and are committed to excelling at many sports and associated activities. The overwhelming push has been for students to gain jobs and employment. This is one of the reasons why some students are not able to aspire to further education as it is not seen as a necessity with employment stability easily accessible. This is one of the focuses that the school has identified as a priority. The need to expose students to greater opportunities and awareness of choices for the future.

Parents had indicated that they would like to have more input into school decision making processes. Parents will be invited to take part in focus groups to provide feedback on the school plan, situational analysis and Resource planning tool. The school will explore ways to give more parents the chance of being members of various school committees. Planning is underway to adjust existing schedules and timelines to cater for this.

Parents are very supportive of the school. There is a strong belief that the school offers a very broad education base. There is also a level of unhappiness with people sending their children out of town to access educational opportunities. People have been used to a school that had the capacity to offer a much wider curriculum as a part of the Distance Education Network. The loss of this is still being felt within the community.

The school has had its Hospitality room and a Trade Training Centre refurbishment. This will open opportunities to the community to be trained in the Hospitality, metals and timber allied fields. The school will operate our VET options on a Thursday to give more people access to these programs.

A number of parents were looking at ways to increase the links between the community and the school. They believed that the TTC was an important aspect of this. Plus there were other areas that would further enhance the connections to the school. The Men’s Shed, Shire and other groups are keen to make use of the schools facilities and student base. Our students have been successful at accessing traineeships in Aged Care with the option to develop a Horticultural traineeship.

One of the community organisations, Balranald Inc is keen to access our facilities with a range of training packages they have to support locals in gaining employment opportunities in the sand mining operations soon to opening within the town. Educational Trust is very willing to give support for students who seek to access opportunities beyond the school environment.
**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 planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Literacy**

**Outcome for 2012–2014**

Improved participation of students in literacy initiatives across the school.

**2012 Targets to achieve this outcome include:**

- Primary (Literacy). All students achieve band 3 and above in overall literacy by 2012.
- Increase the number of students (in years 3 and 5) in the top two bands.
- Increase the number of students in years 7 and 9 in the top two bands.

**Strategies to achieve these targets include:**

- Whole primary focus on literacy in primary in the first session each day.
- Identified students take part in the “Fast ForWord” program this year.
- Early intervention language program in K/1/2 class.
- Use THRASS across the primary then whole school over time.
- Use the L3 strategies in K/1/2 class.

**School priority 2**

**Numeracy**

**Outcome for 2012–2014**

**2012 Targets to achieve this outcome include:**

- Primary (Working Mathematically). All students move up one band in overall numeracy by 2012.
- Increase the number of students (in years 3 and 5) in the top two bands.
- Move students out of the bottom two bands in years 3 and 5 in the NAPLAN overall numeracy.

**Strategies to achieve these targets include:**

- Whole primary focus on numeracy in primary in the second session each day.
- CMIT strategies used across the primary school in all classes.
- Students access Mathletics across the school.
- Classes to make increased use of textbook resources in class.

**School priority 3**

**Engagement**

**Outcome for 2012–2014**

Improved participation and relevance of education as a pathway to the future.

**2012 Targets to achieve this outcome include:**

- Primary and secondary students are more focused on successfully participating across the school and beyond.
- Increase the retention of year 10 to year 12 to 68%.
- Students to successfully transition into further education or employment.

**Strategies to achieve these targets include:**

- Increase opportunities for students to access leadership training.
- Greater access to technology in classrooms via iPad or tablets.
Students get access to external programs as part of their development. Reach, Odyssey, Fairfax, Pinnacle etc.

School priority 4
Aboriginal Education

Outcome for 2012–2014
Build strong links with Aboriginal parents and the community by increasing opportunities for input into school practices.

2012 Targets to achieve this outcome include:

- Primary and secondary students are more focused on successfully participating across the school and beyond.
- Improved learning outcomes for Aboriginal students.
- Closing the gap in literacy and numeracy outcomes.

Strategies to achieve these targets include:

- Tutor support for students in most need.
- PLP for all students across the school. Regular meetings to monitor goal achievement.
- Establish the Aboriginal Language program in the school.
- Establish a group learning activity to cater for different learning styles. Access Yanga National Park as part of program.
- Work with the PaCE program to increase community access to the school with a garden program and a community cooking program each week with the production of a cookbook.

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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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: