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 2012 was 138.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools. The school has a great mix of both experienced and early career staff.

Significant programs and initiatives
Transition to Kindergarten Program
The Kindergarten 2012 Transition to School Program catered for the needs of six new Kindergarten enrolments. The program operated once a week for four weeks in Term 4, 2012. 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 2012 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.

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 2012 consisted of visits by the 2012 Year 7 Advisor Mrs Kate Harper 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 a series of orientation days where the focus was the use of technology in the schools Trade Training Centre, Hospitality and Science laboratory. 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 school where all students were able to build relationships with their peers with the active participation in the Team building activities hosted by the Mildura Youth Training Adventures Inc group that culminated in a Leap of Faith activity for students.

Future Pathways

All 2012 Year 12 students gained employment, entry into further study or are continuing study via pathways. One student has gained a traineeship. Three students elected to continue their study at University or TAFE. Other students have taken up employment.

Student achievement in 2012

Year 3 NAPLAN results for literacy are below similar schools and all schools. Persuasive writing and Spelling are areas that need focused attention. Grammar and Punctuation and Numeracy show some stability with students performing at similar levels to like school cohorts. There are still a number of students in the lower two bands in some areas. The school has identified this as an area for development over the next few years. One strategy to be used is L3, to reinforce our current Language Intervention program is K12.

Year 5 NAPLAN results for literacy are steady and are trending in the right direction in the Spelling area with consistent results in Grammar and Punctuation.

Persuasive writing, Reading and Numeracy are areas that require further focus. While some students are moving into the middle bands there are still too many represented in the lower two bands.

There has been progress made from Year 3 to Year 5 in Spelling and Persuasive writing.

Year 7 NAPLAN results show the average score in Grammar and Punctuation and Numeracy were higher than similar like schools. There were some positive trends in Reading, Writing and Spelling in Year 7. There were still a number of students who presented in the lower two bands in these areas. However, trend data shows strong growth movement from Year 5.

Year 9 NAPLAN results show the average score in Reading, Spelling and Grammar and Punctuation and Numeracy were higher than similar like schools and on par with all schools. Persuasive writing is still a whole school concern across the board with a number of strategies to be used to develop these skills in all students.

Trend data is very strong showing very significant growth in students from Year 3 to Year 9.

Balranald Central School students performed soundly in the 2012 Higher School Certificate. With a number accessing various University courses in Bendigo.

Messages

Principal’s message

I am once again in awe of the number of programs that are in place in such a small school. This is testimony to the enthusiasm of staff, parents and the community who support every opportunity presented to students across the board.

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.

The Trade Training Centre and Hospitality areas are very significant in creating an expectation of both high and determined performance by all students as they progress through their educational journey in the school.

Due to this facet of the community, even as the population continues to decline the loss of services has been very much absorbed and the impact limited.

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.

Thank you to staff and the team of parents who take every opportunity to assist with the number of 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. I would like to 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.

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. Our sporting achievements are still outstanding for a small central school. We have managed to be runners up in both State Netball and boys Cricket. Plus our younger team has shown pleasing development, which bodes well for the future. As this is the breeding ground for their future aspirations at a senior level.

Well done Joseph Gervasi in both discus and shot put at Regional and discus at State level with a fourth place.

As we move forward on our path of school development and student growth there will be many challenges to be encountered. I have every confidence in the quality of staff, parents and students to make the most of all that we will endure.

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

This year the P & C has been as busy as usual with the many fundraising activities undertaken including the swimming and athletics carnival BBQ’s, mother’s day and father’s day stalls, Yanga open day and International night to name a few.

We have also had great success with our uniform shop, and with the introduction of our new sports shirt, we believe the school image has improved without a doubt. Thank you to our families for your wonderful support.

International Night was again successful and a wonderful, much talked about evening!! It’s fantastic when so many people can come together and deliver such an event for the school and wider community to enjoy. We are hoping to hold this event earlier in the year in 2013, so keep an ear out for details.

On the canteen front, we’ve been busy looking at ways to improve it and make it more appealing to the students and staff. We have a new improved menu and great weekly specials to keep the bellies full. We’d like to congratulate and thank Wyneta Dalton who has taken on the position of Canteen Manager. Wyneta has replaced Kathy Bruton, who has been Canteen
Manager for the past seven years. On behalf of the school and committee, I would like to thank Kathy for her time and dedication to the canteen and students. We really appreciate it. Kathy is still a valued member of staff as she has taken on the position of Canteen Assistant.

Thank you to another fantastic committee, who have put in the yards once again this year. It’s great to witness those who are dedicated enough to donate their time to assist in keeping the P & C going.

Thank you also to Mr Riesinger for his support and we look forward to working with him again next year.

Until then, keep smiling.

Amelia Calleja, P & C President

Student representative’s message

In 2012 we have only had a small group of very willing secondary helpers. Brogan, Ebony, Paris, Harry, Morgan, Fraser, Nathan, Michael, Kate, Celeste, Sheri, Sally and Jaimee.

We have held fundraisers for Cupcakes for a cure, sold popcorn at Athletics Carnival for Chances for Children, and fundraised for the school’s gardens and some promotional banners for the school.

On the 29th and 30th of October we were fortunate to have Vicki Hutton (Student Services Consultant) run workshops with our Student Representative Council students.

Vicki spoke with 9 of our secondary students and they evaluated our SRC. They discussed how we can improve what we are doing. It was decided we need to improve the number of students on the SRC and it needs to be promoted more. The students felt their main concern was to improve the aesthetics of the school. Other issues were related and connected. They felt they needed evidence of others issues and would like to survey kids, parents and teachers to find out what others think. They will then prioritise what needs to be done and start to work on them.

One way the students thought we could improve numbers on the SRC was to include Primary students. Mrs White was overwhelmed with students wanting to be on it. 22 children from Years 3, 4, 5, and 6 were involved in a workshop discussion about what a good leader and friend were. They also discussed issues that affect them. Many were similar to those of the secondary students. The students then participated in cooperative learning games aimed at improving their self-esteem before getting involved in community service working on the school’s gardens and planting $50 worth of seedlings that the SRC had donated.

As a result of this enthusiasm SRC have decided to invite 4 students from each year, Years 3-6 to work on the SRC for a term. Then another 16 children for a term and so on. In this way all children who want to help will all get the opportunity. Hopefully this will make the SRC stronger and students will enjoy having a say in what happens in their school.

Ms Hutton had a meeting with the P & C and they were fully supportive of a Primary SRC and would like to see more leadership opportunities available. The SRC are looking forward to an exciting year where they will MAKE A DIFFERENCE.

Ebony Simpson and Brogan Carter

2012 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

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 2012 Class Size Audit conducted on Monday, 19 March 2012.

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 is dictated by students distributed in year groups, we try to have Stage classes where possible while limiting the number of multi stage classes.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.9</td>
<td>91.7</td>
<td>96.5</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
<td>91.2</td>
<td>91.7</td>
<td>92.3</td>
<td></td>
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<tr>
<td>3</td>
<td>92.6</td>
<td>94.8</td>
<td>92.0</td>
<td>95.5</td>
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<tr>
<td>4</td>
<td>91.8</td>
<td>93.8</td>
<td>91.7</td>
<td>91.0</td>
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<td>96.3</td>
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<tr>
<td>6</td>
<td>94.6</td>
<td>97.8</td>
<td>88.0</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>90.8</td>
<td>91.9</td>
<td>90.9</td>
<td>93.0</td>
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</tbody>
</table>

Student attendance profile

The attendance of primary students remains constant around 93%. It still remains higher than regional but lower than state attendance rates.

Management of non-attendance

The school has a Student Attendance Policy which has been reviewed during 2012. 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.

Post-school destinations

Upon completion of the Higher School Certificate:

- 40% went on to further study at University, TAFE or via pathways
- 10% gained a Traineeship
- 50% gained full time employment

Year 12 students undertaking vocational or trade training

The ten students in Year 12 in 2012, four undertook training in two or more VET subjects. Five students studied one VET option with only one student not doing any VET options. This resulted in thirteen courses for the ten students.

The ten students doing the thirteen VET options equates to 130%, this takes into account the four 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 ten Year 12 students all successfully completed their HSC studies in 2012, with only one needing to complete an external course to complete their studies via pathways.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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>
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<tr>
<td>Classroom Teachers</td>
<td>8.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>21.1</td>
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</table>

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

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

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 2012. 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 2012 and they were replaced with highly competent temporary teachers.

There is a mix of very experienced staff with a few beginning teachers. Deputy Principal role was distributed across the whole school executive in 2011 and continued in 2012.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
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</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>200551.59</td>
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<tr>
<td>School &amp; community sources</td>
<td>73889.88</td>
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<tr>
<td>Interest</td>
<td>12655.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15498.35</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>840438.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>28062.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>28592.84</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>34268.41</td>
</tr>
<tr>
<td>Library</td>
<td>1038.34</td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>12035.22</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>86432.59</td>
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<tr>
<td>Maintenance</td>
<td>34723.63</td>
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<td>Trust accounts</td>
<td>14938.39</td>
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<tr>
<td>Capital programs</td>
<td>66462.82</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>629572.33</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>210866.57</td>
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</table>

Currently this includes information based on Tied funds from both State and Federal sources. As of next year CAP and other sources will be reported and noted under either Transition or Equity. Reporting will be via the School Plan and Annual School report.

A full copy of the school’s 2012 Financial Statement is tabled at the Annual General Meeting of the P & C, the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Fairfax Festival

This year saw a somewhat reduced participation by students in the Fairfax Festival. The school did still manage to support the participation of a number of students in a variety of roles.

Alex Comitti and Harry Gorman took part in the many diverse activities that had been planned for the event. While the school did not send a group to present a performance as such, students were still able to take part and embrace the experience.

The highlight of the festival was the awarding the position of “Artist in Residence” to Alex Comitti. This is in recognition of his many years of enthusiastic input into the program. He will now be involved in a series of external workshops in various locations across the country.

Archibald Prize Exhibition Excursion Report

Nine students ranging from Year 9 to 11 travelled by bus to Sydney accompanied by Ms Caryn Jones and Mr Travis Dalton for an art fun-filled 2 days in the Sydney. The focus of the trip was to absorb as much Art as possible in order to share this with Coomealla High School.
First stop was the Art Gallery of NSW to see the Archibald prize. We took a detour through the botanical gardens that was so beautiful. Once the doors were open to the gallery we walked in and explored the many rooms with paintings mounted on white walls. It was amazing to see the diversity of styles used by some of the people.

After that we walked to the discovery museum.

The next stop was The Museum of Contemporary Art. At the museum students looked at artworks varying from paintings, to sound and light shows to holograms to sculptures, it was real eye opener for all students. Many who had not experienced work of that type before.

Sydney was lit with radiant colours and extravagant objects around the area. After dinner we were greeted by the cast of the play we saw and spent a bit of time with them.

**Bell Shakespeare**

Balranald Central School, St Joseph’s and Clare Public School students spent two weeks exploring the wonderful world of Shakespeare with presenters Huw and Suzanne from the Bell Shakespeare company.

Primary students focused on ‘A Midsummer Night’s Dream’ and Year 8 worked with the Bard’s classic play ‘Romeo and Juliet’ as a way of introducing them to Shakespeare’s work and language.

Year 9 looked at ‘Julius Caesar’ as part of their English studies and the workshops provided them with a brilliant introduction to the text and helped them to better understand the story and the often perplexing language that Shakespeare uses in his plays.

The Year 10 students immersed themselves in Macbeth and performed a brilliant moving synopsis in order to cement their knowledge of the challenging text. The group offered fantastic insights when working on characterisation and were particularly enthusiastic about the stage fighting techniques they learnt.

Senior classes were introduced to stagecraft and Huw and Suzanne were kind enough to divert from their Shakespearean program to offer this group some insight into The Crucible, which they will study in the course of their HSC.
The Bell Shakespeare experience is one that would generally be quite a costly endeavour; we were, however, lucky enough to be offered this opportunity for free as part of a research project run by Education Transformations in conjunction with Bell Shakespeare.

School Performance

Miss Caryn Jones had a small group of primary students at their peak for the performance of “Little Red Rocking Hood”. A script that harked back to the classics. Music and lines that were inspired reminders of the themes that we at times forget. Seeing our kids in costume and having an absolute ball as they sang and danced their way through the songs from our past. Even my memories were tested by the Purple People Eater, Jailhouse Rock, Blue Suede Shoes, Hound Dog, Rock Around The Clock and Tutti Frutti once again a stark reminder that so much of the past can be used to create a wonderful link with parents and the community. While the night performance was truly great our students were in their absolute element at the matinee reprise on Friday at 11am. Their confidence and enjoyment were at their peak.

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 golf course 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, modeled 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.

Both the swimming and athletics carnivals at school were strongly supported by students and their parents. Once again the Year 12 students dressed up to give the carnivals a special feel.

Students from BCS represented strongly at Zone carnivals for both Swimming and Athletics. Only Shania Bax won through to regional level in swimming, but was thwarted in her attempts to participate by the floods at Leeton. The carnival was postponed once but the next time, western swimmers had to swim to get there. Road blocks and isolated towns forced the Bax’s into cancelling their attempts.

Greater success with Athletics with 8 students competing at Regional level in Albury. Although a cold wet day Joseph Gervasi won through to State level in the Discus. Joseph placed fourth at the State finals at Homebush in September. Thanks to all the parents who have supported their children to participate at the various levels of competition.

The Cross Country was held on a new track at the golf course due to the flooding of the regular track. This was very successful with great participation across the school. No secondary students took the opportunity to run at Lake Hume due to busy commitments at school and the awkward timing of this event.

Balranald competed successfully in the Central Schools Netball competition making it to the State Finals in both under 16’s and Open aged competition. The students competed admirably at the finals and were very competitive in all games.

Balranald Central School once again competed in the Central Schools Cricket competition. After a close win against Tooleybuc Central and a couple of forfeits Balranald Played Batlow for a place in the State Finals. Balranald won an excellent game of cricket and made it through to the State Finals at Coonabarabran. Unfortunately with a visit from another school Balranald Central School was unable to attend the finals.
Other

Primary Initiatives

A number of initiatives took place in Primary during 2012 with the availability of additional National Partnerships funding. These initiatives included:

- The implementation of small literacy and numeracy groups at targeted students with staff member Miss Megan Baker. Data from NAPLAN results was analysed and students were placed into small groups, where they were provided with additional teaching and activities focused on improving areas of weakness identified from the data.

- Fast ForWord – A computer-based literacy program that incorporates aspects of brain science to assist with Literacy learning. Fast ForWord was held every morning during Period 1 with Miss Megan Baker and targeted students from Years 3 and 4.

- Additional extension programs to challenge high achieving academic primary students. This included a number of Years 4-6 primary students participating in the 2012 Primary Science Challenge on Tuesday afternoons with Miss Megan Baker. Students completed science experiments with assistance from secondary Science teacher Mr Luke Kelleher and recorded their results online.

- The creation of a Homework Centre at the beginning of the year. During the year this had a name change to the Homework Club. Initially staffed by staff member Miss Megan Baker, it is now staffed by volunteers from both the Primary and Secondary faculties every Tuesday afternoon. Primary students enjoy afternoon tea between 2.45 and 3.00pm until Homework Club commences at 3.00pm and runs until 4.00pm. A large number of students have participated in the Homework Club and some days up to 40 students have attended. Primary students who attend Homework Club have also been rewarded with an Achievement Award and parent feedback has been overwhelmingly positive.

- A primary music program delivered by staff member Miss Kellie Williams, who has trained at the Newcastle Conservatorium of Music. During 2012 Miss Williams took each primary class for one term for music lessons on Thursday afternoons. The highlights of the program included the Year 3/4 Recorder Group and the Year 5/6 musical performance of ‘Cookie Jars’, which included drums, keyboards, guitars, percussion and both singing and rap.

- Crunch & Sip – During 2012 Balranald Central School became a Crunch & Sip school. This program encourages fruit and vegetable snacking and drinking water by modelling healthy eating in the classroom. Crunch & Sip is a set break to eat fruit or salad vegetables and drink water in the classroom. Students refuel with fruit or vegetables during the morning, assisting with physical and mental performance and concentration. Parental support from the P & C for its implementation was greatly appreciated.
During 2012 a Primary Choir was formed under the guidance of secondary staff member Miss Kellie Williams. Under Miss William’s guidance the choir had an outstanding year, with the highlight being an invitation to perform at the Riverina Region Education Week Opening Ceremony. During Education Week the Primary Choir had an outstanding week, performing at various venues around Balranald as part of their Education Week Community Performance Tour. As part of the tour the choir performed at the Balranald Hospital, the Bidgee Haven Retirement Hostel and Senior Citizen’s Day Care and were warmly received by all audience members. During the year the choir also performed at a number of assemblies and school functions. Later in the year the choir performed at Presentation Night, the Balranald Carols in the Royal Theatre and at the Balranald Hospital resident’s Christmas party.

On the 21st of November, Fraser White, Michael Simpson, Morgan Lister and Kate Norton travelled to Albury for the SRC regional camp 2012. It was three days full of fun activities, information sessions, meeting new people from SRC’s around NSW Riverina schools and the all-important dress up disco. The theme for the disco was go as something starting with S, R or C. Michael went as Spongebob, Fraser went as a cricketer and Morgan and Kate went as Sophia Grace and Rosie. They travelled on a bus with 4 other schools; Urana, Deniliquin, Oaklands and Finley which filled 19 seats. This trip was an amazing experience which they were lucky enough to be the final students attending this camp as it was its final year. The people they met on this trip they said they won’t forget and the countless memories will remain. We would like to thank Mrs White and Ms Vicki Hutton for their transport and company, and also we would love to see many new faces in our school SRC for next year. If you’re interested please see Mr or Mrs White or Ms Caryn Jones.

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.

**Academic**

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.

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)
and/or

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).

**Reading – NAPLAN Year 3**

![Reading – NAPLAN Year 3 Chart](chart)

**Numeracy – NAPLAN Year 3**

![Numeracy – NAPLAN Year 3 Chart](chart)

**Reading – NAPLAN Year 5**

![Reading – NAPLAN Year 5 Chart](chart)

**Numeracy – NAPLAN Year 5**

![Numeracy – NAPLAN Year 5 Chart](chart)
Progress in reading
Results in Reading have shown a pleasing trend in the last few years. With a marked growth over the course of the time that data has been taken. This gives very sound feedback on the current range of programs currently being used in Primary.

RoSA
There were no students who had left the school and requested their RoSA credential from this cohort. All students are still working towards their HSC credential at this time.

All work both internal and external to the school will accumulate towards the RoSA until students graduate with a HSC credential at the end of their Year 12 studies.

Higher School Certificate
The Year 12 cohort was not large enough to access their results; Candidatures in all exams were below the number where analysis that is meaningful is possible.

Higher School Certificate relative performance comparison to School Certificate is shown in the graph. This will be the last cohort that will have this data due to the phasing out of the School Certificate examination.

Progress in numeracy
Results in Numeracy have shown a real need to address the progressive slide in results from Year 3 to 5. As a result of this data there have been a number of programs looked at in order to arrest the decline in growth from Year 3 to 5.

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.
**Significant programs and initiatives**

**Aboriginal education**

A number of initiatives and activities took place during the year in Aboriginal Education at Balranald Central School. A new look Balranald Aboriginal Education Consultative Group (AECG) was formed during the year and supported the education of Indigenous students with a number of initiatives. A number of Parent and Community Engagement (PaCE) workshops were held at the school, a successful grant application was made with the school to fund NAIDOC Week celebrations and the AECG supported ten Indigenous students nominated for Riverina Region Proud and Deadly Indigenous Awards. The AECG also supported the introduction of two AECG Awards at the end of year Presentation Night for a primary and secondary Indigenous student who has displayed academic or sporting excellence, citizenship and promoted the cultural awareness and recognition of Aboriginal culture within the school. The inaugural winners were Connor Soraggi, who was selected in the NSW Indigenous U/15 AFL Team and Courtney Gorman, who demonstrates outstanding citizenship on a daily basis.

NAIDOC Week was celebrated at Balranald Central School from Monday, 3 September to Thursday, 6 September 2012, with a number of workshops and activities being provided for both Primary and Secondary students. During the week students had opportunity to participate in Aboriginal Art workshops with Indigenous Artist Wade Williams, Aboriginal dance workshops with Daryl Singh from the Robinvale Co-operative, culture workshops with Dave Edwards and cooking Johnny Cakes with Di Murray. On Thursday, 6 September there was a special NAIDOC Week Assembly, where the winners of the Balranald AECG Colouring Competition were announced, as were awards recognising the efforts of members of the local community who foster harmonious relationships with and the culture of Aboriginal Australians. Entries in the colouring competition were displayed in the window of a business in the main street of Balranald. After the assembly students and community visitors had the opportunity to enjoy a BBQ lunch of Kangaroo kebabs. The highlight for many was the traditional smoking ceremony performed at the beginning of the NAIDOC assembly by Dave Edwards, to ward off the bad spirits. Students from Clare and St Joseph’s Balranald were also invited and participated in a number of the activities.

**Multicultural education**

Harmony Day was celebrated by primary students on Wednesday, 21 March, 2012. Australia is a diverse, multicultural country and Harmony Day is a day when students have the opportunity to respect other peoples and their cultures. The official colour of Harmony Day is orange and it was fantastic to see so many primary students get into the Harmony Day spirit, wearing orange coloured clothing on the day to celebrate Australia’s rich cultural diversity. K/1/2 and Year 3/4 created an excellent Harmony Day acrostic poem and poster of their handprints, which was displayed in the front foyer. Students were also
provided with an assortment of items that included badges, balloons and stickers that are produced to celebrate and promote Harmony Day.

**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 ‘Grand friends 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.

**Primary Report**

The year began with a reorganisation of the primary day that enabled primary students to follow the secondary times. This meant that students began classess at 9.00am and finished school at the earlier time of 2.45pm. During the year numerous activities took place for Primary students from Kindergarten through to Year 6.

These activities included:

**Music Lessons** - During the year Mrs Samita Lockhart organised a music tutor from Swan Hill to visit the school each week to deliver music lessons to interested students. This has been a fantastic initiative, with a number of primary students participating in weekly guitar and drum lessons. In addition, secondary staff member Miss Kellie Williams also made herself available for piano tuition.

**Science Enrichment Day** - Students had the opportunity to attend workshops which included modules such as ‘Air: Invisible yet so Effective,’ ‘Combustion: Some Burning Questions,’ ‘Electricity: A Shocking Experience’ and ‘ Lightning: So Frightening.’ Students witnessed the strength of air pressure, the explosive power of liquid nitrogen and participated in open science discovery activities.
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 and Mathematics. This was coordinated by Teacher-Librarian, Mrs Adrienne Gorman.

ANZAC Day - Students attended ANZAC Day ceremonies on April 25 and represented Balranald Central School in the march, wearing full school uniform. The Primary Captains also laid a wreath during the ANZAC Day ceremony.

Dance for the Fun of It! - Primary students participated in the first of the year’s performances when School Performance Tours presented Dance for the Fun of It! Students participated in a concert which informed them of the history of dance and of various dance styles, including hip-hop, disco and ballroom.

National Simultaneous Story Time - On Wednesday 23 May at 11am students from Kinder to Year 4 joined 170,000 children at over 1,100 locations across Australia by listening to Mrs Gorman read The Very Cranky Bear by Nick Bland to help promote reading and literacy by sharing a heart-warming Australian tale about friendship, sacrifice and learning that appearances aren’t important.

Impact Leadership Conference - Primary Captains Kobe Lloyd and Chloe Calleja participated in an Impact Leadership Conference. Impact Leadership is an independent, not for profit organisation, that exists to develop the leadership skills of young leaders, so that they can have a positive influence on those around them. Kobe and Chloe both developed into fine school leaders during the year.

Book Fairs – Mrs Gorman hosted a number of Book Fairs in the school library during the year. Students were given the opportunity to visit the fairs before they commenced to look at the books on offer and it was pleasing to see the numbers of students and parents who attended the Book Fairs. Themes for the Book Fairs included a ‘Fun Fair’, which included a photo opportunity on a ‘rollercoaster’ courtesy of the SRC and a fantastic Halloween Book Fair in October.

Mathletics – Mathletics, an online interactive Mathematics program, was once again made available. Primary students enthusiastically participated in online maths activities, games and challenges. As part of the Mathletics program students were eligible for awards after obtaining points while completing activities. A number of students were successful in achieving a Mathletics Gold Certificate, which were awarded at Primary Assembly.

‘Aspire Me’ Visual Art Camp - Primary students Marc VaarzonMorel and Kayla Bell were selected to attend the 2012 ‘Aspire Me’ Visual Art Camp, staying overnight at Moulamein Public School and participating in two days of intense Visual Arts workshops with local artists with expertise in screen printing, pottery and drawing.
Primary Home Reading Program - All primary students once again had the opportunity to participate in the Primary Home Reading program. Students received Achievement Awards for 25, 50, 75, 100 and 125 nights of home reading. In addition, all primary students who achieved 100 nights home reading received a book award as part of the home reading program, which were presented at Primary Assembly.

BCS Junior Masterchef - As part of Education Week the Balranald Central School P&C held a BCS Junior Masterchef competition, with the competition being held in the secondary hospitality facilities.

Book Week – Book Week celebrations focussed on the theme of this year’s Book Week, ‘Champions Read’. To help celebrate Book Week primary students came to school dressed up as their favourite champion. The 2012 Book Week theme ‘Champions Read’ invited the Balranald school community to reflect upon the benefits of reading and to promote a reading culture, for; "Champions read ... and we must be the champions of readers, reading and books."

Pass the Poetry Please - Balranald Central School hosted another performance when School Performance Tours presented Pass the Poetry Please on Wednesday, 8 August 2012. Pass the Poetry Please proved to be a lively, totally engaging, visually rich theatre experience in which poetry in all its forms was performed for students.

National Walk Safely to School Day – In May students were encouraged to participate in National Walk Safely to School Day, with all students encouraged to walk to school with their parents or carers and being provided with information on how to walk safely to school, including pedestrian safety.

Clare Public School Visits – During 2012 further links were developed with Clare Public School. Early in the year classes were visited by students from Clare Public School, who travelled to Balranald for their school photographs. Later in the year Clare Public School students visited to participate in the Circus Program and The Bell Shakespeare Company, while a number of students travelled to Clare for the first time to visit students at Clare Public School.

Riverina Choral Camp - Year 6 student Chloe Calleja attended the 2012 Riverina Choral Camp at Borambola Sport and Recreation Centre. Chloe was selected for her commitment to the performing arts, with a strong interest in singing, dance and musical theatre. Chloe enjoyed the opportunity to attend the camp and the opportunities that were presented to her to work with other students and professionals.
National Literacy and Numeracy Week – Students participated in activities as part of National Literacy and Numeracy Week celebrations.

Circus Sports Program - Bec Cohen returned to Balranald and all students from K-6 had the opportunity to participate in a week long Circus Sports Program.

Primary Assemblies – Primary Assembly was once again held each fortnight in the school hall. Every term each class had the opportunity to present and host the Primary Assembly. Students were presented with Assistant Principal’s and Primary Merit Awards and were also given the opportunity to present items of work they had completed in class.

Australian Early Development Index – During 2012 Balranald Central School collected data as part of the Australian Early Development Index (AEDI) program. This nationwide initiative gives communities, schools and policy makers’ important information about how children have developed by the time they start school. Government and non-government schools participated in the program. Parents of Kindergarten students were sent an information package and Mrs Lockhart took the time to complete an online check list of around 100 questions about each of the students in her Kindergarten class.

Alaska SeaLife Virtual Excursion - Students in Year 3/4 and Year 5/6 participated in a virtual excursion to the Alaska SeaLife Centre using the interactive classroom in the school library. Prior to the excursion students participated in science experiments, recreating whale and seal blubber using animal fat and plastic bags to create ‘blubber’ gloves. During the excursion students looked at the seals that live in the centre and studied the adaptations marine mammals have created in order to survive in the freezing waters of the Alaskan environment.

Positive Behaviour for Learning Trials - As part of the PBL program two initiatives were trialled during the second half of Term 3. In Primary, a playground reward system was trialled, with students being rewarded with tokens for demonstrating PBL values in the playground.

Year 6 to 7 (2013) Transition - As part of Year 6 to 7 (2013) 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 Science, Agriculture, Technology (Wood and Food), cooking pizza lunches in the pizza oven and the ‘Pinnacle of Success’.

Year 5/6 Yanga Lake Excursion – Students from Year 5/6 travelled out to Yanga Lake with Mr Adrian Wells, Education Officer from the Lower Murray Catchment Management Authority. On the trip Year 5/6 undertook environmental studies of Yanga Lake, including its significance to the waterways and wetland systems.
**Author In Residence** - Primary Literacy Groups that work with Mrs Gorman on Tuesday, Wednesday and Thursday participated in an online excursion with Premier’s Reading Challenge Author in Residence Geoffrey McSkimming. The students used the Connected Classroom in the library to participate in the meeting, where they had the opportunity to ask Geoffrey McSkimming about his writing. Students prepared for the meeting by completing activities, researching the author and his books.

**Kindergarten Transition** – Students enrolled to attend Balranald Central School in Kindergarten in 2013 were once again invited to attend the Kindergarten Transition Program. Held over a number of weeks, prospective students participated in activities in the K/1/2 classroom.

**NSW Bike Week** - All Primary students had the opportunity to participate in activities as part of NSW Bike Week. These included lectures on Bike Safety from a member of the local police, an escorted bike ride around the perimeter of the school and a decorated ‘Blinged up Bike’ competition, with students winning prizes donated by the local Balranald Shire Council and the RTA.

**Bush Fire Safety** - Primary students were visited by members of the Balranald NSW Fire Brigade and the Balranald Rural Bush Fire Brigade in the lead up to the summer fire danger period. Students participated in a talk with brigade members about fire safety and what to do in case of an emergency. Students then inspected the local fire truck and were even given the opportunity to use the fire hose!

**Responsible Pet Education Program** - During October 2012 students in K/1/2 were visited by Toni Dennis, regional coordinator of the Responsible Pet Ownership Program. Students had the opportunity to interact with an appropriately trained pet dog and learn some of the skills required to keep and care for a pet responsibly.

**DART Connections** - Students in Year 3/4 had the opportunity to participate in a number of activities provided by Dart Connections utilising the capability of the video conferencing in the Connected Classroom. Students in Year 3/4 participated in an interactive tour of the Sydney Opera House in the ‘Discover the House’ Program, and also participated in an interactive
drama and theatre workshop with the *Monkey-Baa Theatre Company* in their ‘Discover the Stage’ program.

**SRC Workshops** - Students in the Balranald Central School Student Representative Council (SRC) had the opportunity to attend workshops with Student Services Consultant Ms Vicki Hutton, from Deniliquin during October 2012. Students had the opportunity to have input into various activities within the school, including the implementation of Positive Behaviour for Learning (PBL) and the planning for the Student Representative Council (SRC) to include primary students from Year 3-5 in 2013.

**Year 3/4 Shearing Excursion** - Year 3/4 had the opportunity to visit a working woolshed. Students travelled to the Parker Property ‘Hazelwood’, where they observed shearing taking place. Students observed the primary production of wool and the operations of a working shearing shed, including sheep work, shearing, skirting, wool classing, wool pressing and the branding of bales. Mr Allen even entertained the students by shearing some sheep!

**5 Rivers Festival** - As part of the 5 Rivers Festival primary students had the opportunity to participate in poetry and art competitions and to visit a wonderful exhibition of Indigenous Art on display at the local Balranald Art Gallery. Students had the opportunity to view amazing works which included traditional dot paintings, landscapes, portraits, didgeridoos and woven baskets. Year 3/4 also had the opportunity to meet local Indigenous artists Kay Dowdy and ‘Smokey’ Murray.

**Bell Shakespeare Company** – During 2012 Primary students had the opportunity to participate in workshops provided by the Bell Shakespeare Company. Students were immersed in the literature, theatre and drama of Shakespeare and were engaged in activities that developed their dramatic skills.

**Primary Swimming Program** - During Week 9 and Week 10 of Term 4, all Primary students participated in an intensive NSW Royal Lifesaving Society’s *Swim and Survive* Program. The lessons took place from 12.00pm to 2.40pm daily, with a session for each primary class. Sessions were taught by primary AUSWIM accredited staff members Mrs Linnett and Mrs Stevens, with Mrs Stevens overseeing the program in her capacity as a NSW Royal Lifesaving Society Instructor and Examiner.

**Primary Merit Award Excursion** - The Primary Merit Award Excursion for students who have achieved a Silver or Gold Award once again took place. Students travelled by bus to Mildura and visited the Mildura Wave Pool, had lunch at McDonalds and then participated in a game of Ten Pin Bowls before returning to Balranald.
Handball Competition – During the last weeks of school the primary students participated in a handball competition coordinated by Mr Graham ‘Woody’ Longford. The competition was a great success with all primary students getting involved. It was a knockout format and after some highly entertaining and close results it came down to the final four. In the junior primary final Asipeli Kauyaca and Hannah Morton played off with Asipeli winning 5-4. In the senior final, it was sibling rivalry at its best, with Drew Lloyd taking on big brother Kobe, with Kobe winning 5-2. The students displayed great sportsmanship and respect for each other throughout the competition.

Year 3/4 Curriculum Excursion

During 2012 Year 3/4 participated in their bi-annual 2 day excursion to Lake Mungo National Park. Students travelled on the school bus and camped overnight in the campground. Unlike previous years of near heat wave conditions, a cold weather change with occasional showers made for a very cold and interesting excursion. Students had the opportunity to view the Walls of China and the recently opened re-developed Information Centre with Aboriginal Discovery Rangers Leon and Rick, as well as visit sites around the old Zanci Homestead and the old Mungo Woolshed. Thursday evening was spent around a huge campfire to keep warm, while activities included roasting marshmallows. The camping was assisted by parents Jeremy “Turps” Jolliffe, Nigel Dalton and Tom Gaston while on excursion and staff members Year 3/4 teacher Mr Allen and Miss Kellie Williams. Mr Riesinger made the huge effort to drive back from Narrandera to Lake Mungo to camp overnight with the students and cook lunch on Friday. The students all had a wonderful time and arrived home tired but extremely happy on Friday afternoon.

National partnership programs

2011 saw the school participate in the implementation phase of the Low SES School Communities National Partnership Program. The school community had taken 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.

The School Plan had identified a number of critical areas to address. The first was the re-introduction of Music into the school. Another area brought up by parents was the need to have a language within the Stage 4 curriculum. Many of the strategies used to address the School Plan have been generated as a result of this consultation process.

After a year of being a part of the Low SES School Communities National Partnership Program the school has made significant progress towards our identified targets. But more importantly there have been opportunities to explore new ways to operate and make better use of resources.

More details regarding some of the initiatives can be found throughout this report in various sections.
Other programs

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 2012 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. Access to Glenn Manton as a guest motivational speaker.

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.

In 2013 the school will aim to continue the successful implementation of Equity initiatives to ensure that all students continue to benefit from the funding provided from Equity which allows isolated students access to improve educational outcomes. This will be under the equity banner from next year onwards with a different reporting requirement.

Positive Behaviour for Learning

The major student welfare initiative for 2012 was planning the implementation of Positive Behaviour for Learning, or as it is otherwise known, PBL. During the year a PBL team was formed and worked with Student Services Officer Ms Vicki Hutton on planning the implementation of PBL. Workshops were held with students, staff, parents and the entire school community to develop a set of core values that underpin PBL and a number of staff attended PBL training in Wagga Wagga. After consultation the four core values selected by the school community were; RESPECT, RESPONSIBILITY, CARE and PERSONAL BEST. A logo competition was held and won by secondary student Fraser White, who created a fantastic logo. Further planning has led to the creation of a matrix of expected behaviours in areas of the school and a PBL Lessons booklet. These lessons will be used to explicitly teach behaviour expectations within Balranald Central School. Early in 2013 the PBL team will focus on developing signs that will display whole school expectations, link PBL to the school’s Merit Award System and focus on developing systems that support PBL within the school. It is planned for Positive Behaviour for Learning (PBL) to be fully implemented in 2013.
Progress on 2012 targets

2012 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 one band in overall numeracy by 2012.

Our achievements include:

- Teaching Thinking Skills and Problem solving skills in Mathematics.
- Incorporating Newman’s Prompts and SENA teasing into K-6 Assessment Schedule.
- Numeracy Early intervention strategy in Year 2.

Target 2

Primary: (Literacy). All students achieve Band 3 and above on overall literacy by 2012.

Our achievements include:

- Literacy Scope and Sequence implemented into classroom practice.
- Reading Recovery program in place for Year 1.
- Language Intervention program in place.

Target 3

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

Our achievements include:

- This was not relevant due to the changes to the School Certificate

Target 4

Whole School. 90% attendance across K-12.

Our achievements include:

- Primary overall attendance was at 93% for 2012.
- Overall attendance did reach 90% for the year.
- Reduction in time lost at school by some years in secondary.

Target 5

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

Our achievements include:

- Any losses of students were due to legitimate transfers to other schools.
- A number of students transitioned into employment or took up apprenticeships.
- All students had found positions that involved further training either at TAFE or tertiary studies.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the value of introducing Music back into the whole school curriculum.
The value of Music within the whole school structure

Background
There have been a number of years since the school had access to a trained or skilled teacher with a background in Music.

Educational and management practice
The access to Music for students in this school has always been a high expectation. In the last few years this has been limited to those teachers who have had access to people who were in some way talented in this area.

Background
The school has a history of very talented musicians who have gone onto either forming bands or finding other ways to release their musical skills. From research there has been a very problematic time in securing the services of a trained Music teacher. This process was made even more complex with the removal of the Distance Education Centre located at the school. This structure enabled the school to maintain a very diverse complement of skilled teachers in many subjects.

Findings and conclusions
Students were surveyed as to their interests and aspirations in terms of Music. The vast majority had an attraction of some sort to taking up Music studies. This was further reinforced by the addition of the external Music courses that the school hosted for those students who had taken up the services of a Music tutor from Swan Hill.

The evidence of the success of the program was in a multitude of forms. The active participation of students in the school choir, class performances at both Primary assemblies and whole school assemblies. The level of interest within the community to see students perform at various events across the town. Participation of the choir in the launch of the Regional Education Week celebrations.

Students in general believed that the opportunity to do Music was a real bonus based on the fact that many previous years had missed this chance. There is a core group of students who have both an interest and talent in Music that has had no avenue to be expressed. This has also been ignited with the in school Music tutoring every week.

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 to assess teacher feedback and perceptions on the value of Music within the school curriculum have been supportive of this very critical initiative across the school.

Future directions
As a result of the findings from the informal discussions with groups of parents, students and staff the school has made a number of decisions about how to continue the Music initiative into the future. Currently this is happening due to extra funding from the Low SES School Communities National Partnerships program. The few ways to imbed this into an ongoing program Music needs to be a key skill area to be sourced as part of any future teacher skills set. This will only be able to be done when a permanent position becomes available as part of the schools staffing allocation.

Implement PBL across the whole school

Background
As a school during our survey cycle of students, parents, staff and the community one of the areas that had been raised by a number of participants was the lack of well-defined rules to inform student behavior across the school.

While teachers have high expectations of students in terms of behavior and application these are largely communicated via modeling and establishing processes to guide students.

Findings and conclusions
Much of the early ground work had been done with the use of regional support staff to monitor the process. At this stage there had been significant leadership change and the process was stalled until it could be effectively revitalised.
In terms of finding a critical tipping point for this, there has been a history of very effective reward and acknowledgement processes in place for primary students. However, any attempts to build a system that included secondary students had been problematic. Across the school there were significant levels of highly supportive behaviours that were not being recognised or acknowledged in any systematic way.

When examining data from RISC there were few serious incidents that had been repeating behaviour issues. The team of teachers looking after PBL, with the help of our regional consultant conducted staff, student and parent surveys to develop a set of core values. In terms of the process even this was relatively simple. It quickly became obvious that there was a fair degree of consensus within all groups across the school. Core values were decided as – Responsibility, Respect, Care and Personal Best. As part of the signage process the PBL team conducted a competition to enable students to create a logo. This has been digitalised and will be a very critical part in the promotion phase of this process.

Part of the process involved the examination of behaviours within the school from the point of view of level of severity and frequency. Staff feedback was sought via a staff meeting. Discussion was animated but consensus was relatively quick. This led to the development of a behaviour matrix that staff are able to use in dealing with behaviours across the school. This clearly identifies expectations of behaviour in specific areas of the school. Part of the PBL process will involve explicit teaching of the behaviours that have been identified. Our preferred model for the lessons is to have them delivered by the PBL team to ensure the messages are clear and consistent for all groups. Putting this in place may well present a few challenges.

Core values have been circulated via the school newsletter as well as having a parent meeting to share thoughts and ideas. This was a very powerful meeting with excellent feedback from parents and past students. This added a very interesting perspective to work with.

As a test phase for this program the team conducted a series of trials in term 3. In primary, students were given reward tokens for good behaviour in the playground. This was introduced with a lesson to define what was expected. In secondary the area to be trialled was in class behaviour. Both were accompanied with a reward system. Both proved to be effective. With increasing numbers of students taking up the opportunity to collect the tokens and participate in the reward draws. The team has looked at the findings from both trials and will use this to develop a positive reward system across the school. The early discussions are around the levels of incentives based on costs and value to students. There will need to be a number of higher value, high incentive items that will focus students on pursuing these.

**Future directions**

The next phase of the program will involve the establishment of a series of core school rules that reflect the core values and provide ways to achieve their successful adherence.

This will be underpinned by a series of logo based colour coded signs that identify the expectations of students in all areas of the school that will have explicit teaching to reinforce behaviours for everyone. This will lead to the design and production of signage that brings all aspects of this together and is a visual reminder of expected behaviours for all students.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school and our current progress with the Low SES School Communities National Partnerships program and how this is directing our School Plan.

**Background**

Significant work had taken place in the early phases of the program to establish where the school was positioned in terms of the key areas as identified by parents, students, staff and the community. All parties had been part of a series of surveys to define the schools situation in terms
of literacy and numeracy. Background information about the perceptions of all parties regarding the way the school was viewed within the community. 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 happening with a strong need for greater variety and diversity.

Findings and conclusions

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 gatherings 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. This process is underway with the Maths in Trades program which offers students a focused TAFE experience at school. There is also a workshop for members of the community to do a TAFE welding course at the school on a Thursday night.

A number of parents were looking at ways to increase the links between the community and the school. They believed that the Trade Training Centre 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.

Future directions

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. There have been a number of courses operating from the school. Barista course, basic cooking, White Card training, CPR courses for the community. With the option of others that may meet the funding guidelines of Balranald Inc. Both Sunraysia and Deniliquin TAFE have run courses from the school facility. This has exceeded parent and community expectations at this stage. Further discussions are taking place to explore where these initiatives can be taken for the future development of the community as the mining prospects continue to evolve.

Professional learning

Key professional learning activities revolved around technology including a focus on utilising new technology. This included the new connected classroom and ongoing development activities on embedding quality teaching into programming and utilising data to inform programming.
Professional learning funds were also expended on individual staff professional development within their key learning area (subject specific) and some funds were spent on executive professional development and on teachers in their first five years of teaching (beginning teachers) professional development.

Support staff also has access to professional learning opportunities 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.

2013 Targets to achieve this outcome include:

- Primary (literacy). All students achieve band 4 and above in Year 5 NAPLAN in 2013.
- 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 school focus on literacy in primary in the first session each day.
- Identified students take part in the “Fast ForWord” program this year.
- Clearly identify the areas that need work for each student and focus on these as a class group.

School priority 2

Numeracy

Outcome for 2012–2014

Students improve their numeracy results across the board by participation in remedial activities as identified by the school.

2013 Targets to achieve this outcome include:

- Primary (Working Mathematically). All students move up one band in overall numeracy by 2013.
- Increase the number of students (in years 3 and 5) in the top two bands.
- Move students out of the bottom two bands in year 3 and 5 in the NAPLAN overall numeracy.

Strategies to achieve these targets include:

- Whole school primary focus on numeracy in the second session each day.
- Students access Mathletics across the school as an in school and home initiative.
- CMIT strategies used across the primary school in all classes.
- Use small group focused activities to address identified areas of need in numeracy.

School priority 3

Engagement

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- Primary and secondary students are more focused on successfully participating across the school in all class and extracurricular activities, including those within the community.
- Increase the retention of Year 10 to Year 12 to 68% and track their successful transition into further study or employment.
• Students access Traineeships and apprenticeships as their patterns of study.

Strategies to achieve these targets include:
• Make use of the “Math’s in Trades” initiative for Year 7 to 10 students.
• Increase opportunities to access leadership and external experiences in the workplace.
• Greater access to experiences beyond the town.

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.

2013 Targets to achieve this outcome include:
• Improving the learning outcomes for Aboriginal students and closing the gap by increasing the engagement of students in school and external programs.
• Provide avenues to employment beyond school.
• Increase the relevance of school as a pathway to external learning opportunities.

Strategies to achieve these targets include:
• Tutor support for students in most need.
• PLP for all students across the school. Regular meetings to monitor short and long term goals.
• Establish an Aboriginal language program within the school.
• Establish a group learning activity to cater for different learning styles. Access Yanga National Park as part of the program.

School priority 5
Quality Leadership
Outcome for 2012–2014
Build the capacity of all students and staff within the school with increased opportunities to take on whole school roles and external training.

2013 Targets to achieve this outcome include:
• Access to quality teacher training that improves classroom practice.
• Develop strategies that enhance student outcomes and engagement that can be incorporated into the new Australian curriculum.
• Develop skills and confidence to enable 21 Century teaching strategies to be used in classrooms.

Strategies to achieve these targets include:
• All staff have access to technology and skills development to make use of new practices.
• DER initiatives are used in classrooms across the school.
• All classrooms have IWB’s and students are technologically literate.
• Staff keep up to date with the Australian Curriculum and maintain currency in educational theory.
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: