2010 Annual School Report
Warren Central School

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

Students

Our enrolment in 2010 was 224, including 113 secondary students.

Eighty-eight per cent of primary students attended school on average each school day. This was slightly lower than the daily attendance in 2009. Eighty-eight per cent of secondary students attended school on average each school day which was slightly higher than in 2009.

Staff

The school had 26 teaching positions allocated in 2010. This included seven executive staff, fifteen classroom teachers and four specialist teachers. Teachers were supported by eight administrative staff.

The proportion of staff retained from 2009 is approximately 81%, which was a reduction from previous years.

The continued success of our school is consistently underpinned by the goodwill of the staff that engages, works within and enjoys the learning experiences that embody Warren Central School.

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

Significant programs and initiatives

The school ran a number of programs to give students extra educational support throughout 2010. These were:

- Aboriginal Education Program
- Multicultural Program
- Low SES Communities National School Partnership
- Country Areas Program
- Priority Schools Program

Student achievement in 2010

Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, School Certificate, Higher School Certificate)

Literacy – NAPLAN Year 3

Our Year 3 NAPLAN Literacy results were dissimilar to previous years. We had a lower percentage of students in the lower bands.

Numeracy – NAPLAN Year 3

Our Year 3 NAPLAN Numeracy results were slightly better than those of previous years. There were no students in lowest band.

Literacy – NAPLAN Year 5

Our Year 5 NAPLAN Literacy results were similar to previous years. A larger percentage of students achieved in the higher skill bands.

Numeracy – NAPLAN Year 5

Our Year 5 NAPLAN numeracy results showed a considerable decrease in the number of students achieving results in the bottom two bands

Literacy – NAPLAN Year 7

Our Year 7 NAPLAN Literacy results showed a considerable decrease in the number of students achieving results in the lower bands.

Numeracy – NAPLAN Year 7

Our Year 7 NAPLAN Numeracy results showed a considerable increase in the number of students achieving results in the top three bands.

Literacy – NAPLAN Year 9

Our Year 9 NAPLAN literacy results were similar to previous years. There continues to be a high percentage of students in the middle two bands.

Numeracy – NAPLAN Year 9

Our Year 9 NAPLAN Numeracy results were similar to previous years. There continues to be a high percentage of students in the middle two bands.

School Certificate

Fourteen students sat for the formal tests in the School Certificate. Students performed above state average in mathematics, science, Australian geography and computer skills.

Higher School Certificate

Unable to report on the results due to the small number of students who sat the Higher School Certificate.
Messages

Principal’s message

Warren Central School is committed to providing a stimulating, caring and cooperative learning environment from the local township of Warren and its surrounding rural areas. The school prides itself on providing an inclusive learning environment for both mainstream students and students with disabilities. Warren Central School is very well resourced to support learning programs.

In 2010 Warren Central School was again supported by the Country Areas Program and the Priority Schools Program as well as for the first time by the Low SES Communities National Schools Partnership. These programs supported the provision of teacher professional learning in quality teaching and learning, as well as providing support for building better community partnerships.

The school continues to encourage all students to participate in academic, sporting and cultural programs. Under this broad curriculum structure, students experience programs that provide a platform to progress into the workforce, ongoing learning and active citizenship.

Ongoing improvements in technology through the acquisition of interactive whiteboards and upgraded video conferencing facilities, has improved the delivery of vocational courses and access programs.

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.

William White

P & C and/or School Council message

Throughout 2010 our committee focussed on many topics and issues including: Laptops for our secondary students - which moved our school to a more technical state and once the access hubs installed, our students’ were supplied with even more progressive learning opportunities both inside and out of the classroom. The school’s sports court and storage shed were completed during the holidays giving a new and improved look which can only encourage sporting enthusiasm with our children as they could now play and use the court for improving their athletic skills without fear of injury. The science block was completed and this new building shows that the BER was a success at our school giving our secondary students a wonderfully rewarding new science experience. Again I ask that everyone take opportunities to make use of the library which is an integral hub of our school. We have received progress reports about the National Schools Partnership throughout the year from the school and the benefits are obvious to see with improved enrolments to kindergarten, supporting programs for parents and caregivers to attend to improve home learning, Community Engagement Officer funding, improved resources for our kids such as the “Read to Learn” program and books.

Allison Barnett

Student representative’s message

In 2010 the Student Representative Council (SRC) was restructured to form six committees. These included sports, cultural, fundraising and magazine committees as well as teacher/executive liaison and district representatives. The restructure allowed more students to be involved in student leadership.

The SRC has also been involved in:

- Representing the school at ANZAC Day ceremonies both at school and community levels.
- Organising and promoting a games night.
- Chairing school assemblies and formal functions.
- Fundraising for Jeans 4 Genes Day.
- Providing a barbeque dinner at the “Meet the Teacher” evening in Term 1 that created a relaxing environment for all.
- Members attended district SRC meetings and camps.

We endeavoured to continue promoting SRC activities through the school newsletter and local newspapers and will continue this in 2011.

Taylor McCloskey
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

Enrolments for central schools are for K-6.

Enrolment rates for central schools are for Years 7 to 12.

Student attendance profile

The attendance rates for primary students in 2010 were slightly below the regional and state averages. This was due to an increase in itinerant families moving from other larger rural towns.

Management of non-attendance

Warren Central School manages student non-attendance by marking rolls each day and communicating with parents to ensure all absences are explained. The school works closely with the home school liaison team to assist parents and the school has implementing personalised attendance plans. In 2010 with the assistance of the Low SES National School Partnership, the school released an Assistant Principal for three days each fortnight to implement and monitor attendance policies and procedures.

Class sizes

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

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

In Primary there were five composite classes (K/1, 1/2/3, 3/4, 4/5 and 5/6). In Secondary there were only enough students for one class per year.

### Retention to Year 12

The decrease in the percentage of students staying onto the HSC was due to a large number of students that left at the end of Year 10 to seek employment.

### Post-school destinations

<table>
<thead>
<tr>
<th>Year 12 Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University entry</td>
<td>25%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>50%</td>
</tr>
<tr>
<td>Employment</td>
<td>0%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Year 12 students undertaking vocational or trade training

Of the Year 12 students 88 per cent studied hospitality and 38 per cent studied primary industries.

### Staff information

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

The school had 26 teaching positions allocated in 2010. This included seven executive staff, 15 classroom teachers and four specialist teachers. The teaching staff was supported by eight administrative and support staff.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17.31</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.588</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36.108</td>
</tr>
</tbody>
</table>

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

The percentage of teaching staff that are aboriginal was seven per cent and the percentage of school administrative officers that are aboriginal was 35 per cent in 2010.

### Staff retention

The end of 2009 saw 58 per cent of the schools' executive transfer or be promoted. In 2010 the school appointed new a deputy principal, two head teachers and an assistant principal. Two primary teachers took extended leave.

### 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>74</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>26</td>
</tr>
</tbody>
</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: 11/30/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income $</td>
</tr>
<tr>
<td>Balance brought forward 407315.64</td>
</tr>
<tr>
<td>Global funds 246557.98</td>
</tr>
<tr>
<td>Tied funds 427874.28</td>
</tr>
<tr>
<td>School &amp; community sources 93765.27</td>
</tr>
<tr>
<td>Interest 21546.94</td>
</tr>
<tr>
<td>Trust receipts 48797.92</td>
</tr>
<tr>
<td>Canteen 0.00</td>
</tr>
<tr>
<td>Total income 1245858.03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas 60892.82</td>
</tr>
<tr>
<td>Excursions 10954.28</td>
</tr>
<tr>
<td>Extracurricular dissections 5519.90</td>
</tr>
<tr>
<td>Library 3490.13</td>
</tr>
<tr>
<td>Training &amp; development 5835.24</td>
</tr>
<tr>
<td>Tied funds 334457.93</td>
</tr>
<tr>
<td>Casual relief teachers 37263.61</td>
</tr>
<tr>
<td>Administration &amp; office 99265.02</td>
</tr>
<tr>
<td>School-operated canteen 0.00</td>
</tr>
<tr>
<td>Utilities 58360.23</td>
</tr>
<tr>
<td>Maintenance 27937.46</td>
</tr>
<tr>
<td>Trust accounts 54091.46</td>
</tr>
<tr>
<td>Capital programs 88257.73</td>
</tr>
<tr>
<td>Total expenditure 786325.81</td>
</tr>
<tr>
<td>Balance carried forward 459532.22</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

In 2010, Warren Central School provided all students with a number of opportunities to participate in the arts. An emphasis on music, drama, Aboriginal art and dance has been encouraged through the school’s educational programs to compensate for Warren’s isolation. Students have participated in:

Band workshops and performances, Moorambilla Choir, art displays at the Warren Show, choral performances, singing and dance for K–6 students, debating camps and competitions, visits by artists from Outback Arts. The students painted a mural on the wall of the secondary quadrangle as part of the Outback Arts program.

In Visual Arts students participated in the Warren Shire Council “Waste to Art” competition. Ben Cant of Year 7 won the student section. Tessa Van Lubeck of Year 12 has had her major visual arts work selected for Art Express. Tessa’s work titled “Conflict of Interest (Inner)” will be on display in Dubbo during August 2011.

During 2010, Warren Central School participated for the first time in the Tournament of the Minds reaching the regional final held in Orange. Whilst not winning both primary and secondary teams performed with distinction during the competition and the primary team were awarded an honour commendation.

All K-6 students regularly participate in assemblies presenting music/drama items and displaying work.

Sport

Warren Central School began the 2010 sporting year with Sturt winning the annual K-12 swimming carnival. Once again it was a huge success with a great deal of parental support and involvement. Students went on to represent at regional and state carnivals achieving some wonderful results.

During Term 2 the attention turned to athletics with Macquarie again winning the 2010 Athletics Carnival. Thanks to a great deal of support and commitment from parents, staff and students, it was a very successful day.
In another year of diverse sporting quests, Warren Central School students competed in golf, cricket, rugby league, hockey, soccer, tennis, swimming, athletics, cross-country, netball, squash and lawn bowls. Many students are involved in several of these sports, showcasing a great range of skills over a variety of contexts including NARRAF and CHS competitions.

Warren Central School retained the NARRAF Tennis Cup in 2010, competing against teams from Trangie, Narromine and Peak Hill. This win highlighted the vast talents of the students at Warren Central School.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

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

and/or

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

**Literacy – NAPLAN Year 3**

Our Year 3 NAPLAN literacy results are dissimilar to the results obtained in previous years. We had a large percentage of our students in the middle two bands and a slightly lower percentage in the bottom two bands. As in previous years, the percentage of our students achieving in the higher bands was below the state average.

**Numeracy – NAPLAN Year 3**

Our Year 3 NAPLAN numeracy results were slightly better than those of previous years. There were no students in band 1. As in Literacy there were a large percentage of students in the middle two bands.
Literacy – NAPLAN Year 5

Our Year 5 NAPLAN literacy results were similar to previous years as there were a larger percentage of our students achieving in the higher skill bands compared to our Like School Group. There continues to be a higher percentage of students in the lower bands.

Numeracy – NAPLAN Year 5

Our Year 5 NAPLAN numeracy results showed a considerable decrease in the number of students achieving results in the bottom two bands. There was a significant increase in the number of students performing in the highest three bands.

Literacy – NAPLAN Year 7

Our Year 7 NAPLAN literacy results were similar to previous years. This year our students achieved better results than our Like School Group but continued to be below state average. There continues to be a large percentage of students in the middle two bands.

Numeracy – NAPLAN Year 7

Our Year 7 NAPLAN numeracy results showed there was an increase in the percentage of students in the top three bands from previous years. A considerable number of students achieved results in the lower bands.
Literacy – NAPLAN Year 9

Our Year 9 NAPLAN Literacy results were similar to last year where the percentage of our students achieving in the lowest skill bands was significantly lower than our Like Schools Group. There continues to be a higher percentage of students in the middle two bands.

Progress in literacy

The progress in Year 9 literacy has attributed to Reading to Learn strategies being taught over a prolonged period to this cohort. The growth of all students was better than both state and Like School Group averages.

Numeracy – NAPLAN Year 9

Our Year 9 NAPLAN Numeracy results were similar to previous years. This year the percentage of our students achieving in the lowest skill bands was lower than our Like Schools Group. There continues to be a higher percentage of students in the middle two bands.

Progress in numeracy

The growth in Year 9 numeracy was significantly above state average in all areas. This can be attributed to using technology to engage students in mathematical concepts.

School Certificate

Fourteen students sat for the formal tests in English, mathematics, science, Australian geography and history, civics and citizenship, and computing studies. Students performed above state average in mathematics, science, Australian geography, and computer skills.

The achievement of students in the English-literacy external test was again higher than our five-year school average. The percentage of students in the top three performance band was significantly higher our five-year school average. No student was placed in the bottom band.
In the mathematics-literacy external test the percentage of students in the three higher performance bands was slightly higher than our five-year school average and the state average. The percentage of students in the middle performance bands again was well above our five-year school average and the state average. No student was placed in the bottom band.

In the science external test the percentage of students in the three higher performance bands was substantially above our five-year school average and the state average. The percentage of students in the middle performance bands was well above our five-year school average and the state average. No student was placed in the bottom band.

All students were found to be competent or highly competent in the computer skills test. The percentage of students who were highly competent was substantially higher than our Like School Group and state average.
School Certificate relative performance comparison to Year 5 (value-adding)

Unable to report on the results due to the small number of students who sat the Higher School Certificate.

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

Unable to report on the results due to the small number of students who sat the Higher School Certificate.

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.

| Percentage of Year 3 students achieving at or above the minimum standard in 2010 |
|-----------------------------------|-----|
| Reading                           | 94  |
| Writing                           | 100 |
| Spelling                          | 100 |
| Punctuation and grammar           | 81  |
| Numeracy                          | 100 |

These results have significantly increased compared to 2009. Writing and spelling have improved 16 and 32 per cent respectively.

| Percentage of Year 5 students achieving at or above the minimum standard in 2010 |
|-----------------------------------|-----|
| Reading                           | 90  |
| Writing                           | 80  |
| Spelling                          | 85  |
| Punctuation and grammar           | 70  |
| Numeracy                          | 90  |

These results have significantly increased compared to 2009. Reading and writing have improved 34 and 30 per cent respectively.

| Percentage of Year 7 students achieving at or above the minimum standard in 2010 |
|-----------------------------------|-----|
| Reading                           | 78.9|
| Writing                           | 85.0|
| Spelling                          | 85.0|
| Punctuation and grammar           | 75.0|
| Numeracy                          | 85.0|

There has been a significant improvement in punctuation and grammar, writing and spelling.
**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81.3</td>
</tr>
<tr>
<td>Writing</td>
<td>93.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.8</td>
</tr>
</tbody>
</table>

There has been a significant improvement in punctuation and grammar, reading, writing and spelling.

**Significant programs and initiatives**

**Aboriginal education**

Our school provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school through its Aboriginal Education Resource Teacher (AERT) has a program that focuses on strengthening parental involvement in the school, increasing the school’s Aboriginal education and improving the learning outcomes of Aboriginal students in Kindergarten to Year 2.

Students from Warren Central School participated in the community’s NAIDOC Week celebrations.

**Multicultural education**

In August, students in Years K-6 held a Cultural Day to support the CWA Country of Study Poster Competition. All the students in Years 3-6 submitted posters. The country this year was Scotland.

**Respect and responsibility**

The Warren Central School community continued to promote our set of Core Expectations that underpin all interactions within the school. The school also began to promote a “Value of the Week” to additional support the Core Expectations across the school.

The school also continued to promote the Raised Responsibilities Discipline System. The aim of this program is to develop students who own and control their behaviour in all setting and with all people. Responsibility at this level is based on a sound understanding of values, social skills and community expectations.

**National partnership programs**

The National Partnership for Low SES School Communities has allowed for teaching, community liaison and paraprofessional positions to be employed to enhance the partnerships with local government, non-government organisation, health professionals and vocational education providers. 100 per cent of parents surveyed responded that the formation of the Student Support Services Team at Warren Central has had a positive impact on creating a stronger link between parents, school and the local community. The school council strongly supports the continuance of this initiative as it is improving the educational and social outcomes of all students, particularly indigenous students who would normally drift away from formal schooling. Presently the school is brokering mental health counselling services for students and families to allow greater engagement in learning. The school also funded a regional partnership mentor and a connected learning position to assist in implementing and monitoring the national partnership.

**Connected learning**

Connected learning is a high priority area at Warren Central School. In 2010 the school continued to professionally train the students and staff in the use of DER laptops to enhance teaching and learning. The school provided additional technical support to facilitate improved teaching and learning using technology and connected learning as well as designing and delivering professional learning in inactive whiteboards. The school also acquired an additional two connected classrooms as part of the Building Education Revolution.

2010 saw the initial connected classroom incursions with students visiting the Great Barrier Reef and Alaska. Warren Central School also became an outreach school in the Western Access Program with Year 11 students studying Physics and Legal Studies.
**Country Areas Program**

2010 was an extremely productive year for the Country Area Program (CAP) at Warren Central School. In the priority area of student engagement CAP assisted in employing a professional music teacher to support the whole school creative arts program, assisting in identifying and training staff in Mind Matters and Friendly Families as well as facilitating leadership development for students across the school.

CAP continued to support the travel component of a number of excursions to broaden the learning outcomes of the students at Warren Central School.

In 2010 Warren Central School coordinated the “Centrally EnRiched” network initiative which focussed on student engagement. Staff received professional development facilitated by Dr Rich Allen, an expert specialising in student engagement strategies and classroom management. Dr Rich Allan, who holds a PhD in Educational Psychology, presented his research on cognitive learning theory on how the brain receives, processes, stores and recalls information. Following the staff development day Dr Rich Allen modelled student and class management strategies within the context of the class curriculum.

**Priority Schools Program**

Warren Central School participated in the Priority Schools Program (PSP) which enabled a number of programs and initiatives to be implemented to support and enhance the learning outcomes of the students at Warren Central School.

PSP funding supported a number of initiatives to improve students’ literacy and numeracy skills including: training another two teachers and ongoing facilitator training in Reading to Learn; developing mathematics packs with parents to reinforce the numeracy skills taught at school at home; and assisting in training for maximization of the Best Start Program.

To improve parent and community participation PSP funding was used to employ a community liaison officer and assist teachers in developing personalised learning programs for all Aboriginal and targeted students.

**Progress on 2010 targets**

**Target 1**

*Students will achieve a level of growth for their stage that is comparable to that required by the state in literacy and numeracy.*

Our achievements include:

While the overall target was met with a combined literacy growth across Years 5, 7 and 9 of 3.94 points above state average there were some areas of concern. These included significant gaps in the aspects of Year 5 Writing and Grammar/Punctuation as well as Year 7 Reading and Spelling.

Overall combined numeracy growth across Years 5, 7 and 9 was 32.8 points above state. The growth from Year 9 was 68.1 points above the state growth and was the best in the Western NSW Region.

Allocating 0.2 release for head teacher English to be the Reading to Learn facilitator and 0.2 primary teacher to provide ongoing school-based professional learning across K-12.

Employing an Aboriginal paraprofessional to support improvement of students’ literacy and numeracy outcomes by providing in-class support, assistance with personalised learning plans and liaise with parents, carers and community members.

**Target 2**

*To reduce the number of long suspension from 35 in 2009 to 30 in 2010.*

Our achievements include:

The school clearly met and exceeded this target for reducing long suspensions however, the number of short suspensions increased.

Expanding the “Better Futures” program by employing a teacher to improve student retention by providing access to work place training and specialised support.

Employing two community liaison officers to increase parent and student engagement in the school.

Improving Aboriginal student retention rates and success in social learning programs.
Target 3
To reduce the percentage of Aboriginal students in the lower two bands of Year 5 NAPLAN writing from 60% in 2009 to 50% in 2010.

Our achievements include:
Developing an Adult Tutors Program to assist parents to help their children at home.
Increasing number of personalised learning plans developed to strengthen the results and engagement of Aboriginal students.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of technology kindergarten to Year 10 and school culture.

Educational and management practice
School Culture
Background
During 2009 and 2010 our school evaluated school culture as part of our cyclic evaluation. The focus was on identifying the learning culture of the school and its climate for continuous improvement. A random selection of student, teachers and parents were interviewed and asked to respond orally to the questions. The department as part of the SchoolMap package provided the surveys.

Findings and conclusions
80 per cent of respondents stated that priorities and targets gave a clear direction for the teaching of literacy and numeracy and agreed that the evaluation of student outcomes informs school planning. 90 per cent of teachers responded that the school uses information systems to assist in the analysis of teaching and learning of both literacy and numeracy.

70 per cent of respondents stated that there was a clear link between targets, improved student learning outcomes and quality teaching of literacy and numeracy. However, 50 per cent of teachers stated that there are structures to ensure that staff are able to participate in school planning, policy development and implementation.

90 per cent of respondents stated that planning documents integrate targets, expected outcomes and resource allocation. Unfortunately only 45 per cent of teachers believe there is effective liaison between decision making and implementation groups.

Future directions
The school will continue to build a strong school culture. The school will look at ways of improving the learning partnership with parents and strength community involvement.

Curriculum
Technology K-10

Background
Over the past five years a significant investment has been made in providing technology across the school. Interactive whiteboards have been installed in all primary classrooms and access has been made for each key learning area in the secondary school. The first of the school’s connected learning spaces was established in 2009 and this was expanded to three in 2010.

Findings and conclusions
Over the twelve month period since the initial technology audit, it was found that both primary and secondary teachers were very competent in using software programs, technology hardware and using peripheral devices. The intensive training in Smart 10 and its use in teaching and learning has improved all teachers’ knowledge in the use of interactive technologies to engage students and improve their learning outcomes. This coupled with full-time technical assistance provided by the operational paraprofessional employed through various funding sources has increased teacher’s ability in various computer applications.

The conclusion drawn was that there needed to be ongoing teacher professional learning in computer applications and integrating them into classroom learning that is relevant and engaging to students.
**Future directions**

The school will undertake similar surveys during over the next three years to compare changes that have occurred in teachers’ computer skills and broaden the survey to include students’ computer skills. This will assist the school in providing ongoing blended learning opportunities in the school’s curriculum.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The school community was surveyed as part of the school’s situational analysis for the Low SES School Communities National Partnership. The results showed that there are implications on all cohorts regarding attitudes and engagement. The school needs to create learning environments that are structured to support and encourage students to take risks and participate as equal partners in their learning. Much work needs to occur to enable the needs, rights and responsibilities of all students and teachers to be clearly evident and understood. Parents need to be assisted in their efforts to provide support to student learning at home. Teachers must ensure that all intended outcomes and the purpose of learning experiences are clarified with students and parents.

75 percent of parents surveyed are happy with the operation of the school. The school will continue to improve its communication with parents and involve them in the planning and implementation of school policies. The restructuring of the school council was seen as a positive step in this process.

**Professional learning**

The principal, deputy principal, executive and many staff members attended a range of conferences and district meetings organised by the Dubbo School Education Office, Western NSW Region as well as other government and professional bodies.

All teaching staff received training in the NSW Quality Teaching model during the year at regular fortnightly whole-school staff meetings. Teachers also update their professional learning in child protection, first aid, and chemical safety as well as attending two days of training in Online: Understanding and Managing Behaviours. All teachers attended a combined Country Areas Program School Development Day in Dubbo during Term 2 on student engagement with Dr Rich Allen.

The average expenditure per teacher on professional learning in 2010 was $3076 which was significant more than previous years.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

_Students will achieve a level of growth for their stage that is comparable to that required by the state in grammar/punctuation, spelling and numeracy_

Strategies to achieve this target include:

- Implementing Reading to Learn strategies across the school in all KLAs to improve literacy outcomes.
- Analysing NAPLAN data to inform faculty planning in developing strategies for improving literacy and numeracy outcomes.
- Employing a School Learning Support Officer (Aboriginal Education) to support improvement of students’ literacy and numeracy outcomes by providing in-class support, assistance with personalised learning plans and liaise with parents, carers and community members.
- Employing the Mathletics and HotMaths programs to integrate ICT into numeracy to support student learning.

Our success will be measured by:

- Decreased percentage of students not meeting minimum literacy and numeracy standards in NAPLAN tests.
- Increased percentage of students performing in the top two bands in NAPLAN tests.
- Increased number of teaching programs using ICT strategies to support numeracy in K-8.
Target 2

To reduce the number of days lost to suspension by five per cent in 2011 based on 564 days in 2010.

Strategies to achieve this target include:

- Employing 0.6 teacher to support students who are at risk of suspension and transitioning after suspension to personalised education.
- Employing a transition teacher to improve student retention by providing access to workplace training and specialised support.
- Identifying, training and resourcing staff in Mind Matters, Let’s Do It and Friendly Families
- Employing a Community Engagement Officer to increase parent and student engagement in the school.

Our success will be measured by:

- Increased parent satisfaction with the school through exit surveys at school events.
- Improved Aboriginal student enrolment rates and success in vocational learning programs.
- Improved Aboriginal student retention rates and success in social learning programs.

Target 3

To increase the number of teachers using NAPLAN strategies in their teaching programs from 35 per cent in 2010 to 100 per cent in 2011

Strategies to achieve this target include:

- Utilising the NAPLAN teaching strategies to improve the implementation of the Quality Teaching Framework.
- Implementing teacher professional journals to align student learning and teacher learning by utilising a range of learning strategies and assessment tools to improve student outcomes.

Our success will be measured by:

- Evidence of the Quality Teaching Framework in 100 per cent of teaching programs.
- Teachers reflecting on successful teaching strategies used to improve student outcomes.

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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David Foster – Head English
Dianne Hamilton – Head Teacher Mathematics
Robyn Taylor – Head Teacher Secondary Studies
Kim McArdle – Assistant Principal
Roslyn Hunt – School Administration Manager
Allison Barnett – P and C President
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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: