2009 Annual School Report
Warren Central School

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

Students

Our enrolment at the end of 2009 was 250, including 120 secondary students.

Eighty nine percent of primary students attended school on average each school day. This was similar to the daily attendance in 2008. Eighty seven percent of secondary students attended school on average each school day.

Staff

The school had 26 teaching positions allocated in 2009. This included seven executive staff, 15 classroom teachers and four specialist teachers. The teaching staff was supported by eight administrative and support staff.

The proportion of staff retained from 2008 is approximately 92%, which was similar to the previous year.

The continued success of our school is consistently underpinned by the goodwill of the staff who engage, work within and enjoy the learning experiences that is 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 2009. These were:

Aboriginal Education Program
Multicultural Program
Country Areas Program
Priority Schools Program

Student achievement in 2009

Literacy – NAPLAN Year 3

Our Year 3 NAPLAN Literacy results are similar to the results obtained in previous years. We had a slightly higher percentage in the top three bands.

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.

Literacy – NAPLAN Year 5

Our Year 5 NAPLAN Literacy results were dissimilar to previous years. This year there were a smaller percentage of our students achieving in the higher skill bands.

Numeracy – NAPLAN Year 5

Our Year 5 NAPLAN numeracy results showed considerable increase in the number of students achieving results in the bottom three bands

Literacy – NAPLAN Year 7

This year the percentage of our students achieving in the higher skill bands was below state average and our Like Schools Group.

Numeracy – NAPLAN Year 7

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

Literacy – NAPLAN Year 9

Our Year 9 NAPLAN literacy results were dissimilar to previous years. This year the percentage of our students achieving in the higher skill bands was significantly better than our Like Schools Group.

Numeracy – NAPLAN Year 9

Our Year 9 NAPLAN Literacy results were dissimilar to previous years. This year the percentage of our students achieving in the lowest skill bands was significantly below our Like Schools Group.

School Certificate

Eleven students sat for the formal tests in English, mathematics, science, Australian geography and history, civics and citizenship, and computing studies. No student was placed in Band 1 in any subject and 100 per cent of students were placed in the top three bands in English.

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.

The students at Warren Central School present a range of learning needs. From 2009, programs were developed to better extend the learning capacity of all students through a strong focus on quality teaching.

In 2009 Warren Central School was supported by the Country Areas Program and for the first time by the Priority Schools Program. 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 distance education subjects.

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

The focus of the P&C may seem to be its fundraising activities and although we do quite a lot of fundraising the aim of the P&C is to also provide facilities, resources and very importantly to represent interests of the parent community in the school. It is important to us all that we don't forget this aspect of the P&C, and this year the P&C has worked hard towards improving cooperation between parents, students, teachers and our local community by providing a forum for parents to contribute to the education of our children and for the School Principal and teachers to communicate and discuss important local issues and activities that affect our school in a friendly environment.

The P&C has done an admirable job with a variety of issues being: canteen viability and security; student behavior, welfare and surroundings; meet-the-teacher evening; annual report; School Council members and support; governmental grants; PSP; DER; BER; NAPLAN tests and results; classroom schedules; parental information and partnership with the school community; school website; disciplinary procedures including current procedures; bullying program including implementation and progress reports; children’s street crossings; P&C funding and fundraising, and school accountability. These issues along with others were discussed and debated as to results, parental expectations and outcomes at P&C meetings throughout the year (some may continue into the next year as we work towards obtaining a proactive, constructive and innovative solution to issues).

Allison Barnett

Student representative's message

The focus of the Student Representative Council (SRC) of 2009 has been fundraising for and promoting the importance of various charities.

The SRC has also been involved in:

- Representing the school at ANZAC Day ceremonies both at school and community levels.
- Organising and coordinating school discos.
- Chairing school assemblies and formal functions.
- Fundraising for various charities including Jeans 4 Genes and the Legacy Appeal Day.
- Providing a barbeque dinner at the “Meet the Teacher” evening in Term 1 that created a relaxing environment for all.
- The SRC were also involved in the preliminary discussions for renovating the student toilets.

We endeavoured to continue promoting SRC activities through the school newsletter and local newspapers and will continue this in 2010.

Yasmin Kentwell
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

The enrolment rate for secondary has steadily diminished stable over the last five years.

Student attendance profile

The attendance rate for primary students improved in 2009 and were consistent with the regional average.

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 is implementing personalised attendance plans.

Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total in Year</th>
<th>Year</th>
<th>Total in Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>17</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>1</td>
<td>14</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

In Primary there were five composite classes (K/1, 1/2, 3/4, 4/5 and 5/6). In Secondary there were only enough students for one class per year.
Retention to Year 12

Proportion Staying On (SC to HSC)

Post-school destinations

Year 12 students undertaking vocational or trade training

Of the Year 12 students 27 percent studied hospitality and 18 percent studied electrotechnology.

Year 12 students attaining HSC or equivalent vocational educational qualification

<table>
<thead>
<tr>
<th>Year 12 Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University entry</td>
<td>18%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0%</td>
</tr>
<tr>
<td>Employment</td>
<td>64%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>18%</td>
</tr>
</tbody>
</table>

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 2009. 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>15</td>
</tr>
<tr>
<td>Teacher AERT</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>8.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35.3</strong></td>
</tr>
</tbody>
</table>

The percentage of teaching staff who are aboriginal was eight per cent and the percentage of school administrative officers who are was 38 per cent.

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.

| Date of financial summary: | 11/30/2009 |

**Income**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>299,729.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>247,144.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>354,524.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>52,350.17</td>
</tr>
<tr>
<td>Interest</td>
<td>14,069.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>57,289.87</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,025,108.43</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>57,520.05</td>
</tr>
<tr>
<td>Excursions</td>
<td>10,255.05</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7,680.95</td>
</tr>
<tr>
<td>Library</td>
<td>3,837.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,276.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>324,614.09</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>26,640.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>59,945.42</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>617,792.79</td>
</tr>
</tbody>
</table>

**Balance carried forward**

|                      | 407,315.64 |

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

In 2009, 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, a successful presentation night that showcased the talents of students.

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

Sport

Warren Central School began the 2009 sporting year with Oxley winning the annual K-12 swimming carnival. Once again it was a huge success with a great deal of parental support and involvement. Students broke thirteen records and went on to represent at Regional and State carnivals, with our students achieving some wonderful results.

During term 2 the attention turned to athletics with Macquarie again winning the 2009 Athletics Carnival. Thanks to a great deal of support and commitment from parents, staff and students, it was a very successful day. The cross-country carnival was also won by Oxley house and there was a very high degree of participation making it a successful day. Thank you to all parents who attended the carnivals of 2009. Your continued support is appreciated greatly.

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 won the 2009 NARRAF Cup tennis competition, playing doubles and mixed doubles 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 the 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 similar to the results obtained in previous years. We had a large percentage of our students in bands 1 and 2 and a slightly higher percentage in the top three bands. As in previous years, the percentage of our students achieving in the higher bands was below the state average. Our reading results were pleasing with more students in the highest band than the Like School Group average and our school 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. Our results were better than the Like School Group average and our previous three year average.

Literacy – NAPLAN Year 5

Our Year 5 NAPLAN literacy results were dissimilar to previous years. This year there were a smaller percentage of our students achieving in the higher skill bands was below state average and our Like Schools Group. There continues to be a higher percentage of students in the lower bands.

Numeracy – NAPLAN Year 5

Our Year 3 NAPLAN numeracy results were slightly better than those of previous years. There were no students in band 1. Our results were better than the Like School Group average and our previous three year average.
Numeracy – NAPLAN Year 5

Our Year 5 NAPLAN numeracy results showed considerable increase in the number of students achieving results in the bottom three bands. There was an increase in the number of students performing in the highest band.

Literacy – NAPLAN Year 7

Our Year 7 NAPLAN literacy results were similar to previous years. This year the percentage of our students achieving in the higher skill bands was below state average and our Like Schools Group. There continues to be a large percentage of students in the middle bands.

Numeracy – NAPLAN Year 7

Our Year 7 NAPLAN numeracy results showed a considerable increase in the number of students achieving results in the lower bands. There was a decrease in the percentage of students in the top three bands from previous years.

Literacy – NAPLAN Year 9

Our Year 9 NAPLAN literacy results were dissimilar to previous years. This year the percentage of our students achieving in the lowest skill bands was significantly below our Like Schools Group. There continues to be a higher percentage of students in the middle bands.
Numeracy – NAPLAN Year 9

Our Year 9 NAPLAN literacy results were dissimilar to previous years. This year the percentage of our students achieving in the higher skill bands was significantly better than our Like Schools Group. There continues to be a higher percentage of students in the middle bands and no students were placed in the lowest band.

Progress in literacy

There was significant progress in Year 9 literacy. This 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.

Progress in numeracy

The growth in Year 9 numeracy was well above state average in all areas with boys showing significant improvement.

School Certificate

Eleven 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 history and geography, and computer skills.

The achievement of students in the English-literacy external test was significantly our five-year school average. The percentage of students in the top three performance band was substantially higher our five-year school average. No student was placed in the bottom three bands.

In the mathematics-literacy external test the percentage of students in the three higher performance bands was 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 band 1.
In the Australian geography, civics and citizenship external test the percentage of students in the three higher performance bands was above our Like School Group average. No student was placed in bands 1 and 2.

All students were found to be competent or highly competent in the computer skills test. The percentage of students who were highly competent was higher than our Like School Group and equal to state average.

**School Certificate relative performance comparison to Year 5 (value-adding)**

**Higher School Certificate**

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 in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>84</td>
</tr>
<tr>
<td>Spelling</td>
<td>68</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>58</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>56</td>
</tr>
<tr>
<td>Writing</td>
<td>50</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>61</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>63.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>76.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>57.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.0</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.1</td>
</tr>
<tr>
<td>Writing</td>
<td>65.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>77.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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.

Warren Central School continued to participate in an Australian Government Quality Teacher Indigenous Program exploring the use of podcasting to engage aboriginal students in literacy. Mr William White and Mr David Foster made presentations based on this initiative at regional ICT conferences and the state Connected Learning Conference held in Sydney during July 2009.

Students from Warren Central School participated in the community’s NAIDOC Week celebrations and a team of Aboriginal students videoed the local stories with the assistance of the local lands council.

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 Egypt.
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.

Other programs

Priority Schools Program

2009 was the first year that Warren Central School participated in the Priority Schools Program (PSP). This program enabled a number of programs and initiatives to be established 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 two teachers in Reading to Learn; developing maths pack with parents; and developing backward mapping of numeracy skills kindergarten to Year 10.

To improve parent and community participation PSP funding was used to employ two community liaison officers and establish a homework centre. A Parent as Tutors was also established in collaboration with Barnardos to assist parents help their children with their learning at home.

Country Area Program

2009 was again a very productive year for the Country Area Program (CAP) at Warren Central School. A number of school programs were supported including:

Engaging Senior Students by their active participation in a first aid course as well as completing Stephen Covey’s “7 Habits of Highly Effective Teens”. This was facilitated by Mrs Noelene Walsh and Mrs Robyn Taylor.

Extending Student Potential by students across Kindergarten to Year 12 being able to access a qualified music teacher and play an active part in our school band. Primary students also studied verse speaking.

Reading to Learn was introduced into Warren Central School with two staff members being trained as facilitators. In 2009 this will be further expanded.

CAP continued to support the travel component of a number of excursions to broaden the learning outcomes of the students at Warren Central School.
Progress on 2009 targets

Target 1
25% of students to meet or exceed state average growth in overall literacy in all NAPLAN assessments.

Our achievements include:
That the average growth of Year 5 students at Warren Central School was 89.1 compared to state average growth of 77.6. The growth of our Year 5 students was also significantly better than the school education group average of 70.4.
The growth in Year 9 overall literacy was considerably greater than both state average and the school education group. This is due to the students being immersed in reading to learn strategies for a period of 18 months.

Target 2
To reduce the number of days lost to absence of targeted students by 10%.

Our achievements include:
The establishment and regular review of personalised attendance programs for all targeted students.
Working closely with the home school liaison officers and targeted families to improve student attendance.

Target 3
60% of teaching programs will demonstrate interactive whiteboard teaching strategies.

Our achievements include:
All teachers attending interactive whiteboard training with specialists from iTeach21 in Dubbo during a school development day.
Ongoing professional learning experiences during whole school and faculty meetings.
Planning for the final phase of interactive whiteboard provision throughout the school in 2010.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of technology kindergarten to Year 10 and school culture.

Educational and management practice

School Culture

Background
In 2009 our school evaluated school culture as part of our cyclic evaluation.
The focus was on identifying the learning culture of the school and it’s climate for continuous improvement. A random selection of parents were phoned and asked to respond orally to the questions. The department as part of the SchoolMap package provided the surveys.

Findings and conclusions
Of the parents who responded most indicated the school environment is pleasant and that students enjoy learning. That the school does encourage its students to achieve their best and continually find new ways to improve what it does.
The majority of parents agree that the school could further improve its consultation processes with the community and that the welfare structures to support learning need to be reviewed.
Again parents felt that the school does not encourage on-going communication about student learning and assessment particularly with their parents.

Future directions
The school will undertake a similar survey during the second semester of 2010, to compare changes that have occurred in parents’ perception and broaden the survey to include all stakeholders. This will assist us in deciding what future direction the school needs to take in establishing 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 four 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.

Findings and conclusions
All staff were surveyed to assess their experience and expertise in using hardware, software and computer peripherals. The findings of these survey showed that the secondary teachers were very competent in using software programs, technology hardware and using peripheral devices. Primary teachers were less competent with computer software and hardware, however they were as equally competent using peripheral devices.

The conclusions drawn include supporting teachers to experiment with software programs particularly the Abode suite; Photostory and web based teaching and learning programs.

Future directions
With the introduction of the Digital Education Revolution the school will undertake a similar survey during term 2 in 2010, to compare changes that have occurred in teachers’ computer skills and broaden the survey to include students. This will assist the school in deciding what future directions need to be taken in providing ongoing blended learning opportunities in the school’s curriculum.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The school community was surveyed as part of the school’s situational analysis for the low socio-economic community’s national school partnerships. The survey instrument was constructed in consultation with the school’s parent community liaison officers and they also distributed and collated the results of the satisfaction survey. The results showed that well the majority of the school community were satisfied there was two areas of improvement required by the school. This involved communication between the school and parents as well as ensuring that parents are more involved in their child’s learning in the classroom.

Professional learning
The principal, deputy principal, executive and many staff members attended are 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 staff-development days in terms 2 and 3 and at regular fortnightly whole-school staff meetings. Teachers also update their professional learning in child protection, first aid, chemical safety and attended two days of training in Non Violent Crisis Intervention.

The average expenditure per teacher on professional learning in 2009 was $1060 which was more than last year.

School development 2009 – 2011

Targets for 2010

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.

Strategies to achieve this target include:

Implementing Reading to Learn strategies across the school in all KLAs to improve literacy outcomes

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.

Analysing NAPLAN data to inform faculty planning in developing strategies for improving literacy and numeracy outcomes for all students

Employing 0.4 teacher for additional stage 3 numeracy group to support student learning in all areas of numeracy.
Employing the Mathletics and HotMaths programs to integrate ICT into numeracy to support student learning.

Our success will be measured by:
Increasing the number of Aboriginal students with Personalised Learning Programs.
Decreased percentage of students not meeting minimum literacy and numeracy standards in NAPLAN tests
Increased percentage of students performing in the top 2 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 long suspension from 35 in 2009 to 30 in 2010.

Strategies to achieve this target include:
Establishing effective partnerships with the community and agencies to support the learning of every student
Expanding the “Better Futures” program by employing a teacher to improve student retention by providing access to workplace training and specialist support.
Identifying, training and resourcing staff in Mind Matters, Let’s Do It and Friendly Families
Employing two CLOs 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 reduce the percentage of Aboriginal students in the lower two bands of Year 5 NAPLAN writing from 60% in 2009 to 50% in 2010.

Strategies to achieve this target include:
Developing Personalised Learning Programs for all Aboriginal students and targeted students
Developing an Adult Tutors Program to assist parents to help their children at home

Establishing a school Aboriginal Education Team to develop an inclusive school environment that encourages and supports productive partnerships with local Aboriginal communities

Our success will be measured by:
Increased number of personalised learning plans developed to strengthen the results and engagement of Aboriginal students
Increased parent participation in student learning
Teaching/learning programs reflect, where appropriate, integration of 8 Ways processes/strategies.
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: