Our school at a glance

Students

Our enrolment at the end of 2008 was 251, including 121 secondary students.

Eighty nine percent of primary students attended school on average each school day. This was slightly lower than the daily attendance in 2007. Eighty nine percent of junior secondary students attended school on average each school day. This was similar to the daily attendance in 2007. Ninety four percent of senior secondary students attended school on average each school day. This was the best result in four years and significantly higher than the state and regional averages.

Staff

The school had 28 teaching positions allocated in 2008. This included seven executive staff, 16 classroom teachers and five specialist teachers. The teaching staff was supported by eight administrative and support staff.

The proportion of staff retained from 2007 is approximately 92%, which was similar to the previous year. In 2008 the average daily staff attendance was 96.5%.

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 2008. These were:

- Aboriginal Education Program
- Multicultural Program
- Country Areas Program

Student achievement in 2008

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 was a decrease in the percentage of students in Bands 1 and 2.

Literacy – NAPLAN Year 5

Writing showed significant improvement with 46 percent of students achieving results in the top three bands.

Numeracy – NAPLAN Year 5

Our Year 5 NAPLAN Numeracy results for 2008 showed considerable increase in the number of students achieving results in the middle 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 for 2008 showed a considerable increase in the number of students achieving results in the middle bands.

Literacy – NAPLAN Year 9

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 9

Our Year 9 NAPLAN Numeracy results for 2008 showed a considerable increase in the number of students achieving results in the lower bands.

School Certificate

Fourteen 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 or Band 2.

Higher School Certificate

In 2 Unit Mathematics 100 per cent of students were placed in the top two bands. In General Mathematics 73 per cent of students were placed in the top three bands. These results were significantly higher than the state average.
Messages

Principal's message

Warren Central School is situated on the banks of the Macquarie River in the rural township of Warren. Students are drawn from the town and the surrounding rural area. The school is committed to providing students with a quality learning environment where mutual respect, high expectations and excellence are encouraged.

In 2008 the school was supported by the Country Areas Program, which focused on Quality Teaching.

Planning and development in 2008 focussed on the needs of all students from K – 12, with a particular emphasis on quality learning environments and improvements in literacy and numeracy. This was supported by an ongoing three year school management plan.

The school encourages 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.

Improvements in technology; the acquisition of interactive whiteboards and 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 message

The P&C Association continued to be a very proactive body in 2008. Our membership grows steadily as both parents and citizens become aware of the many roles of the P&C, especially the role of providing a forum in which parents, carers and citizens can voice their thoughts and opinions in relation to the education of their children.

Fundraising events throughout the year have directly benefited students from Kindergarten through to Year 12. The regular events of the Swimming Carnival BBQ and 100 Club, Cotton Industry Golf Day, NARAF netball and touch football canteen and the Street Stall all proved very successful. The United Services Club invited the P&C to benefit from the Johnny Cash Tribute Show which we took great advantage of and ran a 250 club and a raffle which were very popular with the Johnny Cash fans. For variety, the P&C took on catering for the Royal Flying Doctors Car Rally drivers as they stopped in Warren for morning tea and lunch at Victoria Oval, enabling the locals to see the wonderful vehicles on show for a great cause. It was also a great day weather wise for selling pies and hot soup at the canteen run by the P&C at the NSW Country vs Queensland Country Rugby match hosted by Warren.

The P&C extended their free hats for students to the Secondary school again in 2008. Free hats are given also to all new students at Warren Central School. The aim of this is to encourage the students to take pride in their school which is one of the school's core values.

The school's participation in the Warren Carols by Candlelight was coordinated by the P&C and we were extremely proud of the 27 students from K-6 who performed on the night.

Karlene Irving

Student representative's message

The focus of the Student Representative Council (SRC) of 2008 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.
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 2009.

James Cleasby (President)
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

Student attendance profile

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 in November 2008.

<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>14</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Retention to Year 12

Post-school destinations

The majority of Year 10 students have returned to complete their formal education. Two students accepted apprenticeships and two students left Warren to seek employment.

The destinations of Year 12 students are printed below:

<table>
<thead>
<tr>
<th>Year 12 Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University entry</td>
<td>36%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>14%</td>
</tr>
<tr>
<td>Employment</td>
<td>43%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>7%</td>
</tr>
<tr>
<td>Pathways</td>
<td>0%</td>
</tr>
<tr>
<td>Destination unknown</td>
<td>0%</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 28 teaching positions allocated in 2008. This included seven executive staff, 17 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>16.852</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><strong>Total</strong></td>
<td><strong>28.652</strong></td>
</tr>
</tbody>
</table>

Staff retention

One teacher returned from extended leave without pay and another resigning to take up alternative employment.

The proportion of staff retained from 2007 is approximately 92%, which is a similar to previous years.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.5%.

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>Diploma or equivalent</td>
<td>26</td>
</tr>
<tr>
<td>Degree</td>
<td>48</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:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>243 537.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>218 643.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>243 603.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>51 249.11</td>
</tr>
<tr>
<td>Interest</td>
<td>21 351.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>56 647.72</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>835 033.15</strong></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>57 124.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>11 918.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5 121.13</td>
</tr>
<tr>
<td>Library</td>
<td>6 438.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 259.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>230 808.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45 152.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>57 657.09</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>55 281.08</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13 278.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>50 263.37</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>535 303.27</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward         | 299 729.88 |

A full copy of the school's 2008 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 2008

Achievements

Arts

In 2008, 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
Moorambilla Choir
Verse Speaking workshops and performances at the Dubbo Eisteddfod
Circus Arts workshops
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 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 2008 sporting year with Mitchell winning the annual K-12 swimming carnival. Once again it was a huge success with a great deal of parental support and involvement. Thirteen secondary records were broken and a number of students went on to represent at Regional and State carnivals, with our students achieving some fantastic results.

Thomas Field finished second in the 12 Years 100 metres Butterfly in a personal best time of 1:18:94 with his brother Craig finishing third also in a personal best time of 1:20:49 in the same event. Thomas and Craig are the first students from Warren Central School to be awarded medals at the State CHS Swimming Finals.

During term 2 the attention turned to athletics with Macquarie winning the 2008 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 held at this time of year, with a very high degree of participation again making for a successful day. Thank you to all parents who attended the carnivals of 2008. Your continued support is appreciated greatly.

In another year of diverse sporting quests, Warren Central School has had students compete 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 NSW Central School Open Boys Cricket Championship in March 2008. This win highlighted the vast talents of the students in Warren.

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)

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 Grammar and Punctuation results were better than the Like School Group average.

**Numeracy – NAPLAN Year 3**

Our Year 3 NAPLAN Numeracy results were slightly better than those of previous years. There was a decrease in the percentage of students in Bands 1 and 2, and an increase in the percentage of students in the higher skill bands from previous years. Our results were better than the Like School Group average.

**Literacy – NAPLAN Year 5**

Our Year 5 NAPLAN Literacy results for 2008 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 higher percentage of students in the lower bands. Writing showed significant improvement with 46 percent of students achieving results in the top three bands.
Progress in Reading for students who completed tests in both Year 3 and Year 5 at our school were slightly below the state average. Our average rate of growth for 2008 was 85.2 which was the best result in three years.

Numeracy – NAPLAN Year 5
Our Year 5 NAPLAN Numeracy results for 2008 showed considerable increase in the number of students achieving results in the middle bands. There was a reduction in the number of students performing in the top two bands.

Progress in Numeracy for students who completed tests in both Year 3 and Year 5 at our school were significantly above the State and Like School Group averages. Our average rate of growth for 2008 was 91.1 which was the best result in three years.

Literacy – NAPLAN Year 7
Our Year 7 NAPLAN Literacy results for 2008 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 higher percentage of students in the middle bands.
Numeracy – NAPLAN Year 7
Our Year 7 NAPLAN Numeracy results for 2008 showed a considerable increase in the number of students achieving results in the middle bands. There was a slight decrease in the percentage of students in the top three bands from previous years.

![Percentage of students in bands: Year 7 numeracy](chart1.png)

Literacy – NAPLAN Year 9
Our Year 9 NAPLAN Literacy results for 2008 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 higher percentage of students in the middle bands.

![Percentage of students in bands: Year 9 numeracy](chart2.png)

 numeracy

Progress in literacy
The school’s average growth for Literacy was 47.2 points with was 8.5 points higher than state average growth. Boys registered significant improvement bettering state average growth by 12.9 points.

Progress in numeracy
The school’s average growth for Numeracy was 46.4 points with was 5.1 points higher than state average growth. Girls registered significant improvement bettering state average growth by 7.3 points.
**School Certificate**

Fourteen students sat for the formal tests in English, mathematics, science, Australian geography and history, civics and citizenship, and computing studies.

The achievement of students in the English-literacy external test is below our five-year school average. The percentage of students in the middle performance band was substantially higher our five-year school average. No student was placed in Band 1 or Band 2.

In the Mathematics-literacy external test the percentage of students in the three higher performance bands was below 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.

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

Higher School Certificate

Fourteen students sat for the Higher School Certificate in 2008. Twenty courses were studied including Vocational Education and Training courses. Student performance is expressed in bands determined in accordance with a standards framework. Students achieved in the top two bands (Bands 5 and 6) in 10 courses.

The achievement of students in the Standard English course was above our five-year school, Like School Group and state averages. No student was placed in Band 1.

In 2 Unit Mathematics 100 per cent of students were placed in the top two bands. In General Mathematics 73 per cent of students were placed in the top three bands. These results were significantly higher than the state average. One student studied Mathematics Extension 1 and was placed in the second top band.

71 per cent of students studied a Vocational Education course with 100 per cent of Hospitality students being placed in the top two bands.

In Industrial Technology 83 per cent of students were placed in the top two bands and one student had his work displayed in InTech.
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 2008

<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>74</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>79</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</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 2008

<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>79</td>
</tr>
<tr>
<td>Writing</td>
<td>75</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<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>79.0</td>
</tr>
<tr>
<td>Writing</td>
<td>82.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<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>85.7</td>
</tr>
<tr>
<td>Writing</td>
<td>71.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>66.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Our school continues to provide support for Aboriginal students and to provide 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 also participated in an Australian Government Quality Teacher Programme exploring the use of podcasting to engage aboriginal students in literacy.

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 Mexico. Students participated in mixed groups to make a variety of Mexican crafts including Mexican characters and door hangers, woven mats, paper flowers, bird rattlers and piñatas. Students were also able to have a taste of Mexican food with the P&C and Mrs Oriel providing Nachos for lunch.

Rotary Exchange plays a big role at Warren Central School with children from Warren going overseas and people from all over the world coming here to get a taste of what Warren has to offer and experience the country life style.

The latest Exchange student to come out to Warren was Thekla Egdorf (Tikki) from Oldenburg in Germany. Tikki arrived in Warren in July, after spending one day each in Singapore and Sydney on her way. While she was here Tikki stayed with Kevin and Bernadine Taylor and with Linda and Robert Boss.
Respect and responsibility
The Warren Central School community continued to promote our set of Core Expectations that underpin all interactions within the school.

Respect for yourself, others and your surroundings.
Honesty and trust in words and actions.
Have a go, do your best.
Be an active listener.
Work safely, play safely.
Be proud of our 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

Country Area Program
2008 was a 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.

A number of staff attended a middle years conference and David Langford’s learning tools. Four teachers and a parent representative attended the biennial CAP “Connecting the Dots” Conference in Dubbo.

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 2008 targets

Target 1
*Increase the number of adult learners enrolled in TVET and HSC courses by 20% per year for 3 years.*

Our achievements include:
The design of promotional material to engage the local community in pathwaying education saw an increase in enrolments. The number of adult learners exceeded the target by 15 per cent.

Target 2
*Decreasing the number of students in the low bands for all NAPLAN tests by 15% per year over 2 years.*

Our achievements include:
Classroom teachers incorporated a range of interactive teaching and learning strategies to engage students and differentiate the curriculum.
Creating personalised learning plans for all students targeted through the Learning Support Team.

Target 3
*Increasing the number of students in the upper bands for all NAPLAN tests by 15% per year over 2 years.*

Our achievements include:
Classroom teachers incorporated a range of interactive teaching and learning strategies to engage students and differentiate the curriculum.

Target 4
*Improving the average attendance of targeted students in Kindergarten to Year 8 by 5% per year for 2 years*

Our achievements include:
Personalised attendance plans were established for all targeted students with 40 per cent of students demonstrating significant improvement.
Secondary attendance rates showed significant improvement on data from the previous year.
Target 5

Reducing the number of inappropriate classroom behaviour referrals entered on RISC and the number of suspensions by 10 per cent a year for 2 years

Our achievements include:

The implementation of the Raised Responsibilities program reduced the inappropriate classroom behaviour referrals in the primary department by 15 per cent.

Personal behaviour plans were established for all students identified by the Learning Support Team.

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 2008 our school carried out evaluations of Teaching and Literacy - Reading to Learn.

Educational and management practice

Teaching in the Middle Years

Background

In 2008 our school evaluated learning as part of our cyclic evaluation.

The focus was on teaching in the middle years from Year 5 to Year 8. 70% of students responded to the survey about teaching. The department as part of the SchoolMap package provided the surveys.

Findings and conclusions

Of the students who responded most indicated that the teaching programs are consistent and are outcomes based. Students also agree that teachers access a range of relevant support structures particularly in the secondary classes to address their needs.

The majority of students do not see themselves as partners in the assessment of their progress and that teachers do not share their professional learning with others.

Many students feel that the school does not encourage on-going communication about student learning and assessment particularly with their parents. This was evident from students in all years.

Future directions

We will undertake a similar survey during term 3 in 2009, to compare changes that have occurred in students’ 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 middle years schooling approach in 2010. We will look at ways of improving the learning partnership with parents and strength community involvement.

Curriculum

Literacy – Read to Learn

Background

Students at Warren Central School have consistently performed below expectations in Literacy, particularly in the areas of reading and writing. Read 2 Learn was adopted by the school to address the issues of literacy at Warren Central School. The program was recommended because it was an ongoing, consistent and sustained practice to improve student’s learning outcomes.

Findings and conclusions

In 2008 two teachers, Felicity Richardson K-6 and David Foster 7-12 received training in Read to Learn at Mudgee. This consisted of two consecutive day seminars in each term. Throughout the year, following each training session, the teachers implemented Read to Learn within their classroom practice. Initially, this was accompanied by minimal and informal support from Literacy consultants.

The benefit of the Read to Learn pedagogy was its high level of engagement, especially when contrasted with the issues of engagement in previous lessons. The lessons were also teacher guided and included explicit teaching and modelling. The teaching was also top down, explicitly modelling text types, paragraphing, sentence structure, spelling and phonics, through to construction of text involving group to independent rewrites.

Read to Learn does appear to offer a remedy for many of the literary issues within the school, including student success (therefore retention), reading, writing and spelling. Even handwriting, has arguably improved.

Future directions

In 2009 two extra staff members have been trained in Read 2 Learn, Jo McCloud K-6 and Bernadette Robson 7-12. This will be followed up with two more staff being trained in 2010, again, one from K-6 and 7-12.

While scores collected from School based testing have demonstrated growth, there is no formal testing such as NAPLAN and School Certificate to indicate whether Read to Learn has been
successful or not, and this may not be obviously comparable to scores obtained in 2009.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The majority of members of the Warren Central School community agree that we process a wonderful environment for learning and are very well resourced. Many agree that due to the smaller class sizes, we offer a personalised education to our students but must communicate more effectively with our community. The school has succeeded in building stronger partnerships between the school and the wider community. This has improved the perception of the school in the Warren community.

**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 and chemical safety

The average expenditure per teacher on professional learning in 2008 was $990.68 which was similar to last year.

**School development 2009 – 2011**

**Targets for 2009**

**Target 1**

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

Strategies to achieve this target include:

- Re-establishing the Literacy Support Team to develop a whole school literacy action plan.
- Implementing Reading to Learn strategies across the school in all KLAs to improve literacy outcomes.

Our success will be measured by:

- All staff are demonstrating an understanding of the continuum of K-12 syllabi.
- Increased percentage of students performing in the top 2 bands of NAPLAN tests.
- Decreased percentage of students not meeting minimum literacy standards in NAPLAN tests.

**Target 2**

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

Strategies to achieve this target include:

- Providing professional learning in problematic and higher order thinking skills to strengthen the implementation of the QTF.
- Reviewing and implementing an Attendance Policy to improve attendance rates.
- Establishing effective partnerships with the community and agencies to support the learning of every student.
- Expanding of the Real Game program across Stages 2 to 6.

Our success will be measured by:

- Evidence of the QTF being applied in all classrooms throughout the school.
- Increased student attendance and engagement at school.
- Increased number of students with additional needs in learning and behaviour engaging in and regularly attending school.

**Target 3**

60% of teaching programs will demonstrate Interactive Whiteboard teaching strategies.

Strategies to achieve this target include:

- Designing and delivering professional learning in Interactive Whiteboards to skill teachers in the best practice using IWBs for teaching and learning.
- Participating in a regional CAP initiative with Trangie CS, DSODE and Tottenham CS based on Moodle.

Our success will be measured by:

- All teachers accessing professional learning in the use of Interactive Whiteboards and a bank of quality teaching and learning resources.
- Teachers and students able to master a range of multimedia skills and demonstrate their learning in lessons and set tasks.
- Improved student engagement in learning through video-conferencing and Interactive Whiteboards.
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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Noelene Walsh    Head Teacher Secondary
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Wayne Fowke      Head Teacher Science
Kim McArdle      Assistant Principal
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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: