Our school at a glance

Students
Our enrolment in 2011 was 240, including 121 secondary students.
Ninety-one per cent of primary students attended school on average each school day. This was slightly higher than the daily attendance in 2010. Eighty-two per cent of secondary students attended school on average each school day which was lower than in 2010.

Staff
The school had 26 teaching positions allocated in 2011. 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 2010 is approximately 90 per cent, which was an increase from previous year.

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 2011. These were:
- Aboriginal Education Program
- Multicultural Program
- Low SES Communities National School Partnership
- Country Areas Program
- Priority Schools Funding Program

Student achievement in 2011

Literacy – NAPLAN Year 3
Our Year 3 NAPLAN Literacy results were similar to last years. There were no students in lowest band.

Literacy – NAPLAN Year 5
Our Year 5 NAPLAN Literacy results were dissimilar 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 increase in the number of students achieving results in the bottom two bands

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

Numeracy – NAPLAN Year 7
Our Year 7 NAPLAN Numeracy results showed a increase in the number of students achieving results in the bottom 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
Fifteen students sat for the formal tests in the School Certificate. Students performed above state average in mathematics.

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 technologically very well resourced to support learning programs across the educational continuum.

In 2011 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
I’d like to thank our school’s principal, managers, workers, staff, teachers, school, local community members, library staff and helpers, and those people who put time and effort towards the breakfast club; meet the teacher; presentations to P & C; Warren show; orientation days; spelling bee; NARRAF; presentation night; assemblies; school gardens; playground; excursions; school website; and last but definitely not least parents and students who helped with fundraising events.

Our school is making headways with keeping abreast of the every changing technology scene and it is hoped that all our students will benefit greatly with parents, students and teachers becoming more familiar with our school’s wi-fi hotspots, laptops, smart boards and computers. The P & C looks forward to more updates in these areas which seem to become such a major part of everyday living.

Our school website is another great way to keep in touch with more and more information becoming available through it. The P & C foresees further advancement in this area could only improve relationships between school, home and community.

Allison Barnett

Student representative’s message
In 2011 the Student Representative Council (SRC) continued with six committees. These included sports, cultural, fundraising and magazine committees as well as teacher/executive liaison and district representatives.

The SRC has also been involved in:
Representing the school at ANZAC Day ceremonies both at school and community levels.
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 2012.

Sandra Steele
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

Enrolment data for primary students Kindergarten to Year 6 shows an increase for the first time in five years.

Enrolment data for secondary students from Years 7-12 shows a continuation of the trends of increasing enrolments.

Student attendance profile

The attendance rates for primary students in 2011 improved 2.2 per cent on the previous year. Again the school attendance rates were slightly below the regional and state averages. This was due to itinerant families moving from other larger rural towns.

The attendance rate of secondary students diminished significantly against school and regional rates in 2011.

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 2011 with the assistance of the Low SES National School Partnership, the school again released an Assistant Principal for three days each fortnight to implement and monitor attendance policies and procedures.
Class sizes

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total in Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

In Primary there were single classes in Kindergarten and Year 6 and three composite classes (1/2, 3/4 and 4/5). In Secondary there were only enough students for one class per year.

Retention to Year 12

There was a significant increase in the percentage of students staying onto the HSC in 2011. This was due to a number of factors including the depth and breadth of curriculum on offer to students through the specialist staff at Warren Central School and our involvement in the Western Access Program.

Post-school destinations

<table>
<thead>
<tr>
<th>Year 12 Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University entry</td>
<td>33%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Of the Year 12 students 78 per cent studied hospitality and 45 per cent studied primary industries.

Year 12 students attaining HSC or equivalent vocational educational qualification

100 per cent of Year 12 students attained a HSC in 2011.

Staff information

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

Staff establishment

<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>17.51</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</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>Total</td>
<td>36.498</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 2011.
Staff retention

2011 was a very stable year for staffing with 90 per cent of staff retained at the school. The school replaced PDHPE and HSIE teachers due to transfers and also welcomed an additional English teacher in secondary.

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>76</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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>459532.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>268831.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>378071.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>84218.56</td>
</tr>
<tr>
<td>Interest</td>
<td>23906.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>51417.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1265977.95</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>76748.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>43178.33</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4347.69</td>
</tr>
<tr>
<td>Library</td>
<td>4254.91</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8260.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>355053.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>50013.33</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>102547.34</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>71615.57</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21992.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>50155.64</td>
</tr>
<tr>
<td>Capital programs</td>
<td>89911.48</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>878079.34</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>387898.61</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts

In 2011, Warren Central School provided all students with a number of opportunities to participate in the arts.

Arielle Irving became the first Warren Central School student to participate in the junior and senior sections of the Premier’s Spelling Bee State Finals. Arielle won the school’s senior final from Scarlett Hamblin and went on to win the regional final in Dubbo. She then competed against the other thirty-eight regional finalists in Sydney. Felix Weston won the school’s junior final from Louis Yilmaz and placed in the top five finalists in Dubbo.

Barnardos Orana Far West again brought the “Arts in the Dust” program funded by the Department of Families, Housing, Community Services and Indigenous Affairs to Warren Central School which enabled our students to participate in creative arts programs with the Australian Theatre for Young People and members of the Ngemba Wailwan Artists.

Warren Central School again competed in the local CWA public speaking competition. Megan Callander, Harmenii Shepherd and Katie Hammond were awarded joint first prize in the Years 7-9 category and Taylor McCloskey won the Year 10 category. Arielle Irving was runner-up in the primary section.

Megan Callander, Emily Brown, Scarlett Hamblin, Arielle Irving, James Gough, Hugo Weston and Ben Fisk were all selected to perform with the Moorambilla Choir in 2011. The students performed at the Moorambilla Festival in Coonamble during the October holidays.

Abigail Irving and Emily Smith participated in the Department of Education and Communities Western NSW Creative Arts Camp during October in Wellington.

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

Warren Central School began the 2011 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. Students went on to represent at regional and state carnivals achieving some wonderful results.

Warren Central School won the Gobondery/NARRAF Zone Swimming Carnival which was held in Warren for the first time. Felix Weston, Hugo Weston, Max Irving, Stephanie Moors and Arielle Irving all broke carnival records. They were named with Alec Brown, Hamish Callander and Earl Greenaway to compete at the Western Region PSSA in Dubbo. Hugo Weston, Felix Weston, Max Irving and Stephanie Moors all performed with distinction at the regional finals and were selected in the Western Region PSSA Swimming Team to compete at the state finals in Sydney. Emily Brown, Molly Gough, Matthew Woolnough and Joshua Bermingham were chosen from secondary to compete at the CHS Regional Swimming carnival in Cowra.

During Term 2 the attention turned to athletics and the cross country. Mitchell won the 2011 Athletics Carnival with Macquarie taking out the Cross Country Carnival. Thanks to a great deal of support and commitment from parents, staff and students, it was a very successful day.

Warren Central School competed with distinction at the Gobondery/NARRAF Zone Cross Country Carnival held in Tottenham. Ten runners were selected to compete at regional carnival in Wellington with Max Irving progressing to compete at the State Cross Country Carnival in Sydney.

25 students from Warren Central School competed at the Gobondery/NARRAF Zone Athletics Carnival. Max Irving, Felix Weston, Dylan Parkes-Blanch, Jane Carey, Hugo Weston, Ross Job and Stephanie Moors were all chosen to compete at the Western Region PSSA Athletics Carnival. Stephanie went on to win the girl’s 100 metre final in Dubbo and was chosen to compete in the State finals in Sydney.

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 and squash. Craig and Thomas Field both were selected to represent Western Region in CHS Rugby League.

Community Involvement

Every year Warren Central School plays an integral part in supporting the local Warren community. This year as part of ANZAC Day ceremonies the over 50 students marched in the local parade with the veterans to honour their contributions to ensuring our nation’s liberty and freedom.

During 2011 Warren celebrated its 150 years and the school strongly supported the festivities and the local Warren Show in June. Mrs Ridley and Mrs Westgarth played a significant part in organizing a Maypole dance and school float for the parade. Students displayed their work and won many prizes in the various competitions. Seventeen secondary hospitality and food technology students catered for the Showgirl Dinner. Miss Rice and the students designed a mouth-watering menu of butter chicken with yoghurt and coriander, beef stroganoff with sour cream and parsley, sticky date pudding with butterscotch sauce and fresh cream as well as chocolate pudding with raspberry coulis, chocolate ganache and cream.

Miss Rice and a number of students and staff catered for the Camp Draft in September, the Anglican Flower Show in October and the prestigious Cotton Cup in November. Once again the students excelled in the quality of food provided for each of these functions.

Our students regularly perform to the residents of Calara House. Mr Leman organises for the students to sing and recite poems for the town’s senior citizens.
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 similar to the results obtained last year. We had a large percentage of our students in the middle two bands and a higher percentage in the top 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 similar to last year previous years. Again, there were no students in band 1 and there were a large percentage of students in the middle two bands.

Literacy – NAPLAN Year 5

Our Year 5 NAPLAN literacy results were dissimilar to previous years as there were a significantly larger percentage of our students achieving in the higher skill bands compared to our school average. There continues to be a higher percentage of students in the lower bands.
Numeracy – NAPLAN Year 5

Our Year 5 NAPLAN numeracy results showed an increase 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 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 bottom three bands from previous years. No students were placed in the lowest band.

Literacy – NAPLAN Year 7

Our Year 7 NAPLAN literacy results were dissimilar to previous years. This year there was an increase in the number of students performing in the bottom two bands. There continues to be a large percentage of students in the middle two bands.

Literacy – NAPLAN Year 9

Our Year 9 NAPLAN Literacy results were similar to previous years where the percentage of our students achieving in the lowest skill bands was significantly lower than our Similar School Group. There continues to be a low percentage of students in the top two bands.
Numeracy – NAPLAN Year 9

Our Year 9 NAPLAN Numeracy results were similar to previous years. The percentage of our students achieving in the lowest skill bands was lower than our Similar School Group. There continues to be a higher percentage of students in the middle two bands than in the top two performance bands.

Progress in literacy

The progress made in Literacy was significantly better than in previous years and matched the progress made by the state. This can be attributed to the structure of reading groups as well as an investment in Reading to Learn.

Progress in numeracy

The progress made in Numeracy was similar to previous years showing the school below both state and our Similar School Group.

School Certificate

Fifteen 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 and performed significantly better than out Similar School Group in English, 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 higher our five-year school average with 80 per cent of students scoring in the top three performance band. Again 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 significantly 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. Again no student was placed in the bottom band.

In the science external test the percentage of students in the three higher performance bands was significantly above our five-year school average and our Similar School Group. The percentage of students in the middle performance bands was above our five-year school average and the state average. No student was placed in the bottom band and the percentage of students in the bottom two bands were significantly below state average.

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 Similar School Group.

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

The relative performance of our students showed improvements in all areas. The growth in mathematics was substantially better than previous years and our Similar School Group.
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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.3</td>
</tr>
<tr>
<td>Writing</td>
<td>93.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

These results are similar when compared to 2010.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>66.7</td>
</tr>
<tr>
<td>Writing</td>
<td>73.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>62.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.7</td>
</tr>
</tbody>
</table>

These results have slightly decreased compared to 2010.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77.3</td>
</tr>
<tr>
<td>Writing</td>
<td>68.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>72.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>59.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.5</td>
</tr>
</tbody>
</table>

There has been a significant improvement in numeracy.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82.4</td>
</tr>
<tr>
<td>Writing</td>
<td>82.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>70.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>70.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

There has been a significant improvement in numeracy.
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 Iceland.

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. This year 60 per cent of parents surveyed responded that 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.

Country Areas Program

2011 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, utilising Mathletics and HotMaths programs to integrate ICT into numeracy, supporting student engagement through “Learning Curve” strategies and 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 2011 Warren Central School again coordinated the “Centrally EnRiched” network initiative which focussed on student engagement. Staff received professional development facilitated by Dr. Rich Allen. Following the staff development day at Warren Central School 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, utilising Mathletics and HotMaths programs to integrate ICT into numeracy, and assisting in training for maximisation 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 targeted students as well as maintain communication with parents through the school’s website.

In 2011 the Priority Schools Program funded the addition of fifty iPads to increase student engagement in literacy and numeracy from kindergarten to Year 12.
Progress on 2011 targets

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.

Our achievements include:

- There was a significant increase in the number of teaching programs using ICT strategies to support numeracy in K-8.
- Year 5 students showed above state average in grammar and punctuation.

Target 2
To reduce the number of days lost to suspension by five per cent in 2011 based on 564 days in 2010.

Our achievements include:

- The school clearly met and exceeded this target for reducing days lost by 9.2 per cent.
- Employed 0.6 teacher to support students who were at risk of suspension and transitioning them after suspension to personalised education.
- Employed a transition teacher to improve student retention by providing access to workplace training and specialised support.

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.

Our achievements include:

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

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of numeracy kindergarten to Year 12 and management.

Educational and management practice
Management

Background
During 2011 our school evaluated management as part of our cyclic evaluation. The focus was on identifying that the maintenance of plans, policies, programs, processes and practices achieve the school’s purpose. 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
90 per cent of respondents stated that the school is continually looking at ways to improve its performance and makes the changes required to meet the student’s needs.

90 per cent of respondents commented that the school’s organisation meets the educational needs of all students and that the school cares about the students and the discipline is fair.

60 per cent of respondents stated that the staff are valued and supported while 100 per cent commented teachers undertake professional learning to improve their classroom teaching.

100 per cent of respondents stated that resources were managed effectively; however, 60 per cent commented that the school could communicate with students and parents more effectively.

Future directions
The school will ensure the cycle of continuous school improvement is communicated and promoted throughout the school community and that the interests, needs, abilities and systemic requirements continue to determine the curriculum and organisation of the school.
Curriculum
Numeracy K-12

Background
Over the past six years a significant investment has been made in providing technology across the school. With the assistance of the Priority Schools Program and the Country Areas Program substantial funding has seen the integration of computer generated programs to raise the level of student engagement in numeracy.

Findings and conclusions
Investigations showed that there is a high dependence on text book learning in numeracy across the school. The introduction of HotMaths and Mathletics programs have lessened textbook dependence and heightened student engagement in numeracy across the K-12 continuum. Primary and secondary classes can be seen in computer labs and connected rooms around the school actively participating and improving their learning outcomes.

The conclusion drawn was that there is a strong need to continue to engage students in numeracy through technology. The introduction of iPads in 2012 will be an important step in this process.

Future directions
The school will undertake similar surveys during over the next year to compare changes and improvements that have occurred in student’s numeracy learning and their achievement levels.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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

80 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.

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 professional learning meetings. Teachers also update their professional learning in child protection and chemical safety as well as attending two days of accredited training in First Aid. All teachers attended a combined Country Areas Program school development day in Warren during Term 2 on student engagement with Dr Rich Allen as part of the CAP Network Initiative.

The average expenditure per teacher on professional learning in 2011 was $1200 which was significant less than previous years due to the surplus funds being expended in 2010.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1
Outcome for 2012–2014

Diminishing the gap in literacy and numeracy achievement between Aboriginal students and all students.

2012 Targets to achieve this outcome include:

- Students will achieve a level of growth in literacy that exceeds that of other schools in our Similar Schools Group in NAPLAN.
- Students will achieve a level of growth in numeracy that exceeds that of other schools in our Similar Schools Group in NAPLAN.
- Aboriginal students will achieve a level of growth in overall literacy that exceeds that of other schools in our Similar Schools Group in NAPLAN.

Strategies to achieve these targets include:

- Analysing NAPLAN data to inform faculty planning and developing strategies for improving literacy and numeracy outcomes for all students.
- Developing and instigating a program for parents to help students with literacy and numeracy development.
- Ensuring all Aboriginal students have personalised learning programs.

School priority 2
Outcome for 2012–2014

Improving teacher quality and student engagement by increased access to ICT through school infrastructure and supported by professional learning.

2012 Targets to achieve this outcome include:

- 100 per cent of teaching programs will show evidence of utilising technology in learning using higher order processes and programs.

Strategies to achieve these targets include:

- Modelling cognitive strategies and tools to improve quality learning opportunities for all students.
- Providing professional learning in problematic and higher order thinking skills to embed the quality teaching framework.
- Developing strategies to support the implementation of iPad technology in classrooms.

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.

William White – Principal
Dianne Hamilton – Head Teacher Mathematics
Robyn Taylor – Head Teacher Secondary Studies
Kim McArdle – Assistant Principal
Joan Reeves – Assistant Principal
Roslyn Hunt – School Administration Manager
Allison Barnett – P and C President
Sandra Steele – SRC Coordinator

School contact information

Warren Central School
Chester Street WARREN NSW 2824
Ph: (02) 6847 4438
Fax: (02) 6847 4419
Email: warren-c.school@det.nsw.edu.au
Web: www.warren-c.schools.nsw.edu.au
School Code: 3392

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: