School context statement

Warren Central School is a comprehensive Kindergarten to Year 12 school that is wonderfully resourced and aims to provide quality teaching and learning experiences for all students.

The school population is drawn from the towns of Warren and Nevertire as well as the surrounding district. Approximately 40 per cent of the student population is transported to the school location by buses operated out of Warren.

The school site, which is situated behind the Warren business district, has extensive, well-maintained grounds that complement modern and well equipped buildings. The grounds include sporting fields, cricket nets, sports courts for tennis, netball and basketball in addition to well-appointed shade areas for primary and secondary students.

There is strong community support available to the school. The school strives to position itself within the community as a vital and viable community asset.

The school caters for all students as individuals. It provides learning support and inclusive integration programs and a range of vocational courses is accessed by students at the school.

Warren Central School strives to meet the present and future needs of all students in partnership with the community. The school provides high quality educational programs underpinned by effective teaching and learning in a respectful, responsible learning environment.

Principal’s message

Warren Central School is committed to providing a stimulating, caring and cooperative learning. 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 Kindergarten to Year 12 educational continuum.

In 2014 the school continued 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 iPads, laptops and upgraded video conferencing facilities, has improved the delivery of vocational courses and early childhood literacy and numeracy 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 message

The P&C have raised funds this year from numerous events. Support from the P&C was at these events: Swimming Carnival, Cross Country, Gobondery/NARAF Primary Carnival and Athletics Carnival. We also ran a 100 club and a raffle at the Athletics carnival.

The P&C decided to improve the infrastructure and complete the sandpit with improved drainage for the Primary sandpit area. The school sandpit has been upgraded with new drainage piping and new cement boxed area completing the sandpit with new sand as well.

The P&C continue to donate to the School each year and in 2014 we donated money to the School Library and to the Presentation night.

Warren Central School has started their own Facebook Page. The P&C appreciate the communication being used effectively and now we are able to communicate to parents via this channel, as well. Reporting and keeping the parents informed of any events have been a brilliant way of communicating for everyone.

We would like to acknowledge and thank the family members who volunteer with our school canteen and volunteer for other duties throughout the year. Of course many thanks for the few parents that come along to the P&C meetings and contribute agenda items.

Glen Fisk – P&C President
Student information

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

Student enrolment profile

Enrolment data for primary students Kindergarten to Year 6 continues a decline begun in 2011. This was due to a continual number of families leaving the local area for larger population centres in New South Wales.

Enrolment data for secondary students from Years 7-12 showed a slight decline in enrolments from the previous year. This was the result of several large families moving to other large population centres in New South Wales.

Student attendance profile

The attendance rate for primary students in 2014 increased by a further 2.7 per cent which built upon the 3 per cent improvement in the previous year. Warren Central School has significantly narrowed the gap between school and state average attendance rates.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2011</th>
<th>2012</th>
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<td>95.2</td>
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<td>6</td>
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<thead>
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<th>2013</th>
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The secondary attendance rate continued the trend from the previous year by showing an increase of 5.7 per cent. This is the first year that the average secondary attendance rate has exceeded the state DEC average.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
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<th>2012</th>
<th>2013</th>
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<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
<td></td>
</tr>
</tbody>
</table>

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 in implementing personalised attendance plans for all students with less than 85 per cent attendance.
The majority of Year 10 and Year 11 students returned to school to complete their Preliminary and Higher School Certificate credentials. As in previous years a significant number of Indigenous students left school to take up employment with local contractors.

**Year 12 students undertaking vocational or trade training**

Of the Year 12 students 40 per cent studied hospitality and 20 per cent studied Primary Industries at school. 20 per cent studied children’s services and 20 per cent studied animal studies through the Western Access Program.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

100 per cent of Year 12 students in 2014 obtained their Higher School Certificate.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>
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<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td>30.91</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal 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 2014.

**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>
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<tr>
<td>Postgraduate</td>
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</table>

**Professional learning and teacher accreditation**

The Teacher Professional Learning Team made of members of the school leadership team, school administration manager and learning and support teacher ensured that structures and processes were implemented to focus professional learning on priority areas of the school plan.

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. All teachers attended a series of ongoing workshops on cognitive education as part of an accreditation process as a “Thinking School” with the University of Exeter in England. These centred on De Bono’s Six Hats, Hyerle’s Thinking Maps and Ryan’s Thinking Keys.

During the year staff participated in professional learning related to child protection, anaphylaxis, first aid and the National Disability Data Collection.

New members of the Positive Behaviour for Learning (PBL) team undertook a three day training program to sustain the program at Warren Central School.

The total expenditure on teacher professional learning in 2014 was $29142 and the average professional learning expenditure per teacher was $1300.
Beginning Teachers

New and beginning teachers were supported and mentored by Mrs Dianne Hamilton who is a very experienced and expert member of the school leadership team. This involved support in programming, assessment and reporting, classroom management, quality teaching strategies and develop a learning portfolio for accreditation.

The beginning teachers involved in the Early Action for Success (EAfS) initiative received training in L3 and TEN and in the use of PLAN and Best Start. Mrs Kim McArdle the instructional leader appointed to our school has mentored and supported them which has resulted in high level professional growth and confidence being displayed. Extra release time was also made available to these teachers to ensure that they were not overloaded in the early years of their career.

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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2014 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 2014

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
Our Year 3 NAPLAN Reading results showed 55.6 per cent of students scored in the top three bands. Our average score was 0.3 of a point higher than our Statistically Similar Group.

Our Year 3 NAPLAN Spelling results showed 55.6 per cent of students scored in the top three bands. Our average score was 13.7 points higher than our Statistically Similar Group.

Our Year 3 NAPLAN Numeracy results showed 72.2 per cent of students scored in the top four bands. Our average score was 16.9 points higher than our Statistically Similar Group.

Our Year 5 NAPLAN Reading results showed that our students’ average progress was 2.9 points higher than the State DEC average. This was consistent with the results in previous years.
Our Year 5 NAPLAN Numeracy results showed that our students’ average progress was 11.7 points higher than the State DEC average and 19.7 points higher than our Statistically Similar Group. This was significantly better than results in previous years.

Our Year 7 NAPLAN Reading results showed 60 per cent of students scored in the top four bands. Our average score was 21.1 points higher than our Statistically Similar Group.

Our Year 7 NAPLAN Spelling results showed 84 per cent of students scored in the top four bands. Our average score was 26.4 points higher than our Statistically Similar Group.
Our Year 7 NAPLAN Numeracy results showed 69.4 per cent of students scored in the top four bands. Our average score was 8.5 points higher than our Statistically Similar Group.

Our Year 9 NAPLAN Spelling results showed 64.8 per cent of students scored in the top four bands. Our average score was 15.2 points higher than our Statistically Similar Group.

NAPLAN Year 9 – Numeracy

Our Year 9 NAPLAN Numeracy results showed 92.9 per cent of students scored in the top four bands. Our average score was 41.6 points higher than our Statistically Similar Group.
Higher School Certificate (HSC)

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

The school is unable to report on the results due to the small number of students who sat the Higher School Certificate.

Record of School Achievement (RoSA)

There were no students completing the online literacy and numeracy test with all students returning to this school to complete their Preliminary HSC studies.

Students attained a “A” grading in English, Mathematics, Science, History, Food Technology and PDHPE.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The Aboriginal Education Consultative Group met and provided input into a number of the cultural events conducted throughout the year. The consolidated the partnership between the school, families and the local community.

Students from Warren Central School hosted the community’s NAIDOC Week celebrations in October. The day began with an assembly to celebrate the theme “Serving Country: Centenary and Beyond”. Students and the staff from the Warren Pre-School then contributed to the day’s festivities.

Multicultural education and anti-racism

During term three, 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 the Republic of Botswana.

Aboriginal background

In 2014 the attendance of Aboriginal students improved significantly which resulted in the school achieving its best attendance figures. This was the result of the Aboriginal Education Officers working closely with families to improve the support of Aboriginal children at school.

Programs to support improved literacy and numeracy outcomes were supported through Norta Norta funding. This provided intensive intervention for students in years 4, 6 and 8 who had not met minimum benchmarks in NAPLAN.

Kindergarten students received additional support in literacy and numeracy through Aboriginal equity funding. This enabled small groups to be supported to achieve improved Best Start data.

100 per cent of Aboriginal students had a personalised learning program in 2014. This involved the collaboration between the Learning and Support Teacher, classroom teachers, parents and students to identify individual learning needs and favoured learning strategies.

The school through its Aboriginal Education Resource Teacher (AERT) has a program that focusses 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.

Socio-economic background

A number of significant programs have been incorporated to support students from a low socio-economic background. These have proved to raise the expectations of students, teachers, the executive, families and the community. They have strengthened partnerships between the community and the school and have developed and sustained a positive and inclusive school culture, enhancing students’ access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services. As a consequence an increase in the level of students’ participation and engagement in school and learning has improved students’ learning outcomes.

Learning and Support

A concerted effort to develop quality, personalised, learning and support plans, which reflect student needs, through consultative and collaborative processes with parents/carers, has led to a positive interaction between parents and teachers and an increased level of students’ participation and engagement in learning. It has also led to an improved planning process for the provision of improved professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students’ additional learning needs.
Early Action for Success

This year was the beginning of the ‘Early Action for Success’ program at Warren Central School. An instructional leader Mrs Kim McArdle was appointed to support our school and Trangie Central School jointly and we received extra funding and a staffing allocation of 0.4 to support its implementation. Mrs Felicity McCormack has been the intervention teacher supporting Mrs McArdle this year.

The program has provided expert mentoring and professional learning for the K-2 staff at our school and the L3 and TEN training that the staff have received has been reflected in quality Literacy and Numeracy teaching in K-2 classes.

The Early Action for Success initiative has very specific expectations. With Mrs McArdle and Mrs McCormack’s expertise and experience the students at Warren Central School have met the following criteria for success:

By the end of Kindergarten, 80% of students will have achieved Cluster 4 in reading, comprehension and writing and have a reading text level of 9 or greater.

By the end of Year 1, 80% of students will have achieved Cluster 6 in reading, comprehension and writing and have a reading text level of 18 or greater.

By the end of Year 2, 80% of students will have achieved Cluster 8 in reading, comprehension and writing and have a reading text level of 22 or greater.

In numeracy the Early Arithmetic Strategies(EAS) goal for Kindergarten is Perceptual, Year 1 is Figurative and Year 2 is Counting-on-and-back.

Other significant initiatives

Primary Sport

Mackenzie Pardy, Saranna Fisk and Ruth Cant all broke school records at the swimming carnival in February. Thirteen swimmers represented the school at the Gobondery/NARRAF Carnival where Riley Brown was named 12 Years Boys Champion.

The senior softball and junior T-ball teams excelled at Gobondery/NARRAF Carnival in Peak Hill. The senior girl’s netball team continued the tradition of winning the Gobondery/NARRAF Carnival in Warren. The junior touch-football team was runner-up in the carnival at Trangie.

Six students represented Warren Central School at the Gobondery/NARRAF cross-country carnival in Wellington. 28 students represented at the Gobondery/NARRAF athletics carnival. Riley Brown was named 12 Years Boys Runner-up.

Riley Brown, Shakira Sutherland and Tsharlia Shepherd represented at the Western Region athletics carnival with Shakira being chosen to represent at the State PSSA carnival in Sydney.

Secondary Sport

Matthew Marks, Joseph Marks and Brittany Marks represented Warren Central School at the CHS State swimming carnival in Sydney. This is the first time three members of the same family have achieved this distinction.

The open girl’s netball team again dominated the Western Region finals, winning all their matches most convincingly. They represented at the state finals but were unsuccessful against stronger competition. The under 16’s were beaten in the regional final by Dunedoo Central School.

Daniel Stanley and Abigail Irving performed solidly at the CHS Western Region athletics carnival in Dubbo. Abigail was selected to represent at the CHS State athletics carnival in Sydney and performed very well.

The Warren Central School lawn bowls team made it through to the state finals in Dubbo. After winning their preliminary group they were narrowly defeated in the semi-finals.

Student Leadership

Schools captains Megan Callander and Nathan Clarke went to Parliament House and Government House as part of the Department of Education and Communities’ Leadership Program.

The primary prefects and captains attended the GRIP Student leadership Conference in Dubbo. The students had the opportunity to learn about different aspects of leadership.

The secondary Student Representative Council (SRC) combined with neighbouring high schools for a leadership forum during term four in Gilgandra.
Royal Far West “Come-N-See” Speech Therapy Program

Warren Central School was privileged to be selected as a pilot school in the “Come-N-See” program. Eleven students benefited from being in the program.

The students had six sessions and a personalised program was developed from the results of their initial assessment. Each fortnight, student undertook a face to face speech therapy session via a videoconference with their parents.

Royal Far West provided the school with resources that were used in therapy sessions as well as in ‘at home’ programs. Thank you to Mrs Trish Smith who volunteered to reinforce each student’s program in the alternate week to the therapy sessions.

Public Speaking

Abigail Irving and Emily Smith competed in the public speaking sections of the Dubbo Eisteddfod. Both girls won sections and Abigail was awarded the Marian Lee Perpetual Trophy.

Abigail Irving won the Western NSW final of the NSW Legacy Junior Public Speaking Award in Narromine. She then went on to compete in the state semi-finals at Parliament House in Macquarie Street, Sydney.

Four Year 6 students and two secondary students participated in the Warren CWA Public Speaking Competition. Savannah Nielsen was awarded secondary champion.

School planning and evaluation 2012—2014

School planning 2012-2014: progress in 2014

School priority 1

Literacy

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Year 5 students exceeded state average growth in Reading (+3.3) and Grammar and Punctuation (+6.7). 54.5 per cent of students showed greater or equal expected growth in Spelling.
- Year 7 students exceeded state average growth in Spelling (+0.7). 63.2 per cent of students showed greater or equal expected growth in Spelling.
- 60 per cent of Year 9 students showed greater or equal expected growth in Reading as well as Grammar and Punctuation.

Strategies to achieve these outcomes in 2014:

- Professionally training staff in cognitive and cooperative strategies to improve literacy outcomes across all key learning areas.
- Analysing NAPLAN data to inform faculty planning in developing strategies for improving literacy outcomes for all students.
- Using Multilit programs to improve literacy outcomes.
- Employing Reading Eggs and Spelling Mastery programs to integrate ICT into literacy to support student learning.

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- the use of the school council as the school’s ongoing self-evaluation team
- observations
- document analysis
- data analysis
- consultation with the school leadership team
School priority 2

Numeracy

Outcomes from 2012–2014
Students will achieve a level of growth for their stage that is comparable to that required by the state in numeracy.

Evidence of progress towards outcomes in 2014:

- Year 5 students scored 20 points higher than the state on average scaled scored growth.
- 70 per cent of year 7 students showed greater than or equal to expected growth in numeracy. They also scored 15.1 points higher than the state on average scaled scored growth.
- 58.3 per cent of year 9 students showed greater than or equal to expected growth in numeracy.

Strategies to achieve these outcomes in 2014:

- Professionally training staff in cognitive and cooperative strategies to improve numeracy outcomes across all key learning areas.
- Analysing NAPLAN data to inform faculty planning in developing strategies for improving numeracy outcomes for all students.
- Employing Mathletics and HotMaths programs to integrate ICT in numeracy to support student learning.
- Providing professional learning in implementing TENS program.

School priority 3

Student engagement and retention

Outcomes from 2012–2014
To reduce the number of days lost to suspension by 10 per cent on the previous year. Evidence of progress towards outcomes in 2014:

- In 2014, 352 days were lost to suspension which was a further 5.6 per cent reduction following on the 32.7 per cent reduction in 2013. This was a significant improvement and the lowest suspension rate for Warren Central School for over a decade.
- The average length of short suspension was 3.1 days and the average length of long suspension was 9.6 days.

Strategies to achieve these outcomes in 2014:

- Implementing Positive Behaviour for Learning (PBL) into school routines and practices.
- Providing professional learning in problematic and higher order thinking skills to strengthen the implementation of the “Thinking School’s Approach” and the NSW Quality Teaching Framework.
- Building effective partnerships with the community and interagencies to support the learning of every student.
- Continuing to support educational and social learning with excursion opportunities for all students.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school again sought the opinions of its students by having them participate in the Tell Them From Me (TTFM) evaluation pilot survey for secondary students. The survey provided information on student engagement and wellness as well as aspects of classroom and school learning climate.

The responses of the 27 primary students from years 4 to 6 are presented below.

86 per cent of students had a high sense of belonging which was higher than the survey norm of 85 per cent.

93 per cent of students valued school outcomes compared with the survey norm of 95 per cent.

43 per cent of students had a positive attitude towards homework which was vastly different from the survey norm of 72 per cent.

79 per cent of our students thought they are interested and motivated in their learning which was higher than the survey norm of 68 per cent.

76 per cent of students try hard to succeed in their learning compared to the survey norm of 91 per cent.

11 per cent of students have moderate or high levels of anxiety compared to the survey norm of 18 per cent.

Students at Warren Central School rated advocacy at school at 5.9 out of 10 which was higher than the norm of 4.9 out of 10.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School Planning Process

In order to develop clear strategic directions for the school, two school community forums and two staff meetings were held in which rigorous survey instruments were designed to ascertain what type of school we wanted to be, what we wanted our students to experience, what type of students we wanted to produce, what context are our students headed and how will our teachers provide learning experiences to support life beyond school in the 21st Century.

These forums and staff meetings examined many aspects of the school, its culture and the vision that each stakeholder held for the school. The analysis of this data identified a range of common themes within the responses from both groups, particularly in terms of the most important skills students needed to develop and different elements of the vision for the school that respondents identified. From this information came the development of the three strategic directions. These directions work to address the areas of identified need and growth which recurred within the collected data. At the beginning of 2015, groups of primary and secondary students will again undertake the ‘Tell them from Me’ student survey that has been released by the Department of Education and Communities to assist the shaping of school plans in terms of student voice.
The Strategic Directions for 2015-2017 are:

- Student Learning
- School and Community Learning
- Culture and Values

Purposes

- To produce classroom programs that explicitly teach students to be critical, creative, productive thinkers and to integrate technology as part of their learning. As a result of our classroom programs students will learn to use cognitive strategies to enhance inquiry learning. Students will have opportunities to be critical, innovative and globally aware thinkers when working collaboratively and independently.

- To ensure that teachers have the capacity to provide curriculum that meets the individual needs of our students. Teachers engage in targeted professional learning to enhance the implementation of curriculum designed to cater for the needs of 21st Century learners. Teachers will develop a deep understanding and implement the new Australian standards into their teaching practice. Staff will engage proactively with the community to ensure relevant extra-curricular learning enhances classroom learning.

- To develop a school community that works together to embed a positive culture and set of values based on our school’s three PBL expectations of being Respectful, Responsible Learners. Use PBL to achieve a culture where students are rewarded for achieving their personal best. Students will have the opportunity to develop their leadership and student voice in order to play an influential role in school decision making.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: