

Warren Central School Annual Report



2016



3392

Introduction

The Annual Report for 2016 is provided to the community of Warren Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Duncan Lovelock

Principal

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School background

School vision statement

Warren Central School as an integral partner of the wider community provides a safe, caring and supportive learning environment where all members are respected. We focus on achieving excellence in all facets of school life by developing cognitive, collaborative, innovative and reflective students who have a view to lifelong learning. Warren Central School is a learning and growing community where academic, social, cultural, spiritual and moral values are developed and nurtured and where all children have equal access to the education provided.

School context

Warren Central School is committed to providing a stimulating, caring and cooperative learning environment for 220 students from the township of Warren and its surrounding rural areas. The school prides itself on providing an inclusive learning environment for both mainstream students and students with disabilities. Warren Central School is very well resourced to support learning programs which have been developed to extend the learning capacity of all students. The school participates in the Early Action for Success program which aims to improve K–2 student outcomes in literacy and numeracy. The school staff consists of approximately 40 personnel comprising school executive, classroom teachers, casual teachers, teachers' aides, Aboriginal Education Officers and administrative staff. Overall the staff is highly experienced and professional in their respective roles and responsibilities. Warren Central School is a proud Positive Behaviour for Learning (PBL) school which provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education. The school is committed to developing quality partnerships with parents and the local community through the AECG, P&C Association and a range of inclusive activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of learning, our school has primarily focused on the domains of Wellbeing, Curriculum and Learning. The wellbeing of our students in a safe and happy environment is our number one priority. Resources have been directed to build differentiation and appropriate learning adjustments into teaching and learning programs. The school is also providing additional resources to subsidise extra-curricular programs to provide opportunities for students in a rural and remote setting. The school has also fine-tuned the discipline policy in line with our core PBL values. We have also increased the opportunities for students to be recognised and rewarded for positive behaviour choices.

Teaching

In the domain of teaching, our focus has directed towards Data skills and use. The effective use of data allows teachers to analyse student performance and reflect upon their teaching practice. We are using EaFS, NAPLAN, HSC and other internal and external performance data to determine student goals and the professional needs of staff. We are using data to ensure that consistent teacher judgements are made by teachers in the awarding of grades K–12. This data informs a reporting process and the programming of quality teaching and learning at Warren Central School.

Leading

In the domain of Leading, our school has focused on our partnerships with parents, the community and industry organisations. We have also strengthened our partnerships with industry groups that provide opportunities for our students to develop their skills and who provide post-school options to some of our students. The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of our next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in

the delivery of education to our students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning

Purpose

To provide an integrated and broad curriculum within a school culture where students have the motivation, confidence and capacity to take responsibility for their own learning. The fostering of a rich learning environment where teachers personalise learning and make adjustments for all students that results in students who are innovative, creative and who are prepared for, and can make, a valuable contribution in their future lives.

Overall summary of progress

The school was able to fund new furniture costing approximately \$40000.00 into classrooms through a departmental furniture program. Flexible learning spaces are also being developed with furniture bought to equip our PLS with further development still to occur. Additionally, we have purchase some teaching aids to assist with children who exhibit challenging behaviours. Time and effort was placed into the development of teaching and learning programs, adjustments and differentiation which has resulted in improvements in internal and external testing of student performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Creation and maintenance of flexible infrastructure to support stimulating learning spaces.	New furniture and desks were supplied to nearly every classroom in the school. Additionally, work began on a multiple learning zone area in the school. New whiteboards for classrooms were also purchased.	\$6928.00
Development and implementation of strategies and adjustments into each student's learning plan and teacher programs.	The first full year of the school appointing a Head Teacher Wellbeing that has resulted in the implementation of learning adjustments and differentiation into teaching and learning programs with staff being provided with additional LaST support. Additionally, a more efficient LaST referral process along with a more effective support system for the wellbeing of students and families.	\$17094.00
All students improve academically as measured by internal and external testing.	Year 8 VALID (Science) – An increase of 25.6% in the top three levels from 2015 to 2016. HSC 2015 – Best student results in 7 years with solid performance in 2016. Year 3 and 5 NAPLAN growth.	
Meeting the Premiers Priorities of 8% overall improvement in top 2 NAPLAN bands and 30% increase in the number of Indigenous students performing in the top 2 NAPLAN bands.	Year 3 Reading – An increase of 16.7% in the top 3 NAPLAN bands 2015 to 2016. Grammar and Punctuation – An increase of 33% in the top 3 bands 2015 to 2016. Spelling – An increase of 40% in the top 3 bands 2015 to 2016. Numeracy – An increase of 11.7% in the top 3 bands 2015 to 2016. Year 5	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Meeting the Premiers Priorities of 8% overall improvement in top 2 NAPLAN bands and 30% increase in the number of Indigenous students performing in the top 2 NAPLAN bands.	Reading – An increase of 2.3% in the top 3 bands 2015 to 2016. Grammar and Punctuation – An increase of 24.9% in the top 3 bands 2015 to 2016. Writing – An increase of 16.7% in the top 3 bands 2015 to 2016. Numeracy – An increase of 6% in the top 3 bands 2015 to 2016.	

Next Steps

Further development of learning spaces program.

Additional support through exploring kinesiology for very challenging students.

Purchasing of external teaching aids to assist with teaching and learning of students.

Bump it Up program to be introduced in 2017 with a 3 tiered intervention approach for students performing in the middle 2 NAPLAN bands to support the Premier's Priorities.

Employing an Instructional Leader to drive our Bump it Up program.

Strategic Direction 2

School and Community Learning

Purpose

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. Positive relationships will be improved based on mutual trust in an open and transparent decision making environment. Adult education opportunities will be explored and expanded where possible.

Overall summary of progress

A greater emphasis on the PDP process saw the learning goals and needs of staff and the school were being fulfilled. Professional learning funds were being used to meet these needs which had the effect of building the capacity of staff in the classroom. Community learning in Hospitality occurred in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementation of DoE PDF that focuses on professional learning plans and the achievement of goals aligned to support the school plan where possible.	Data analysis of student performance to target the professional learning needs of teachers and the school plan. Professional learning funds were used to fund both internal and external development.	\$33384.00
Reviewing and maintaining opportunities for parents and the community to engage in adult learning opportunities at WCS.	Hospitality – Adult Learning Improvement in the use of social media to communicate with parents through the school's technology manager.	Absorbed into the teaching timetable. \$10000.00

Next Steps

Targeted professional learning in 2017 with an emphasis on data analysis and leadership capabilities.

Further development of our social media space as an effective communication tool.

Sharing of pedagogical practice at staff meetings.

Strategic Direction 3

Culture and Values

Purpose

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. PBL will be used as one of the processes to achieve a culture where students are rewarded for achieving their personal best.

Overall summary of progress

The incidence and severity of student behaviours continues to decrease at Warren Central School. The use of our external coach has pinpointed further areas of development that need to occur next year. Our PBL motto – 'Respectful, Responsible Learners' is a major focus of the school which is producing many positive benefits both inside and outside the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A decrease in inappropriate behaviours and suspensions at Warren CS.	Whilst actual suspension numbers have remained steady, critical incident events have significantly reduced. Positive behaviours by students is continuing to improve.	\$7000.00
Staff are equipped with the skills and strategies to effectively manage and support all students.	Behaviour management training of all staff by the Principal together with effective mentoring and development of staff by the executive has seen an improvement in the management of behaviour incidents.	
Staff capacity for effective student management is enhanced.	All staff are being provided access to additional LaST support.	\$21470.00

Next Steps

Continuation and further development of Head Teacher Wellbeing position.

Additional LaST and SLSO support for identified students in the middle NAPLAN bands – Bump it Up program.

Ongoing support from our external PBL coach.

Fine tuning of our reward system to better meet our needs.

PBL fortnightly meetings – analysing data and effectiveness of our PBL systems.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The AEO's primary function is to support the wellbeing concerns of Aboriginal students and the management of relevant academic, wellbeing and cultural programs. The SLSO (flexible funding) primarily supported students in the classroom.	• Aboriginal background loading (\$17 400.00)
Low level adjustment for disability	The learning and support team was strengthened in its effectiveness throughout the year. The school was able to support our wellbeing focus and as a result we were able to reduce the severity and incidence of major events at the school. Additionally, through the creation of a Head Teacher Wellbeing role (flexible funding), we were able to support families through linking them with outside agencies and support services in a rural and remote environment where resources are thin on the ground.	• Low level adjustment for disability (\$24 532.00)
Quality Teaching, Successful Students (QTSS)	This funding provided additional release time for our two AP's to provide professional mentoring and coaching that has increased the capacity of our primary staff.	• Quality Teaching, Successful Students (QTSS) (\$8 430.00)
Socio-economic background	Employment of SLSO's, Technology Manager, and staff to drive the Multilit Program, Occupational Therapy room, extra LaST support and the Breakfast club. All these programs and personnel are critical to the improvement of students academic, social and emotional wellbeing.	• Socio-economic background (\$234 646.00)
Early Action for Success	This program is designed as an early intervention program focussing on literacy and numeracy skills for children in Kindergarten to Year 2. It has enhanced the learning outcomes for all students involved. More than 90% of students in K-2 met minimum benchmarks in 2016.	• Early Action for Success (\$58 879.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	95	94	94	109
Girls	109	100	101	101

Enrolments at the school are trending upwards which is a positive sign for the school's future. Attendance rates K–12 have been steady at 87% for the last 2 years. Non-attendance is managed in conjunction with the learning and support team, HSLO's, Dubbo regional office and external agencies and families to ensure students attend school on a regular basis. These processes ensure consistent student attendance.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	93.6	92.9	91.6
1	89.2	96.2	87.6	87.9
2	90.7	91.3	95	87
3	87.7	94.8	92.5	93
4	93.9	92.8	89.5	91.1
5	91.5	95.2	92.2	88.9
6	91.5	92.9	92.1	85.4
7	92	95	83	88.7
8	85.5	92.4	90.6	87.1
9	79.3	94.5	80.9	85.7
10	85.6	91.9	82.5	77
11	90.8	91.8	78.8	90.3
12	94.8	94.5	85.1	81.6
All Years	89.2	93.6	87.8	87.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	9	33
TAFE entry	0	0	16
University Entry	0	0	33
Other	0	0	16
Unknown			

Year 12 vocational or trade training

The school offers and students successfully engaged in Hospitality, Primary Industries and School Based Apprenticeship and Traineeship (SBAT) programs.

Year 12 attaining HSC or equivalent

All Year 12 students in 2016 successfully attained their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	9.41
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration & Support Staff	8.59
Other Positions	3.6

*Full Time Equivalent

4 Teachers, 3 SLSO's and 2 AEO's identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

All staff successfully completed their annual performance and development cycle in 2016. Professional learning was tailored around the school plan, mandatory training requirements such as Child Protection, Code of Conduct, CPR and Anaphylaxis. Behaviour management and teacher identified professional learning was scheduled that met individual and school development needs. Total expenditure on professional learning in 2016 was \$45433.20.

The school has an embedded accreditation process in place that ensures that staff are fully compliant with accreditation needs. 1 staff member successfully met proficiency requirements in 2016.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	185 288.97
Global funds	356 145.01
Tied funds	616 895.40
School & community sources	39 061.74
Interest	7 889.69
Trust receipts	72 337.10
Canteen	0.00
Total income	1 277 617.91
Expenditure	
Teaching & learning	
Key learning areas	34 651.02
Excursions	8 927.86
Extracurricular dissections	21 476.01
Library	3 717.75
Training & development	6 195.27
Tied funds	519 860.68
Short term relief	30 135.18
Administration & office	98 622.68
School-operated canteen	0.00
Utilities	66 293.63
Maintenance	13 368.98
Trust accounts	41 840.16
Capital programs	0.00
Total expenditure	845 089.22
Balance carried forward	432 528.69

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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

Reading – An increase of 16.7% in the top 3 NAPLAN bands 2015 to 2016.

Grammar and Punctuation – An increase of 33% in the top 3 bands 2015 to 2016.

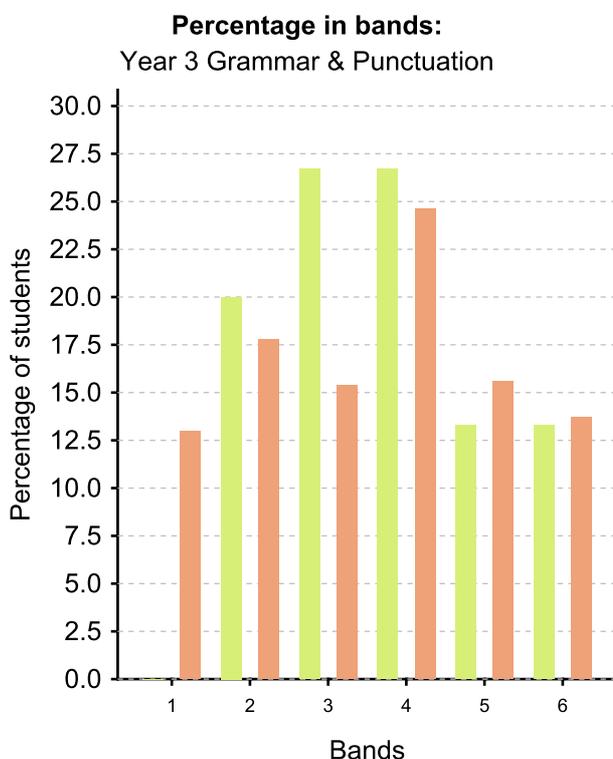
Spelling – An increase of 40% in the top 3 bands 2015 to 2016.

Year 5

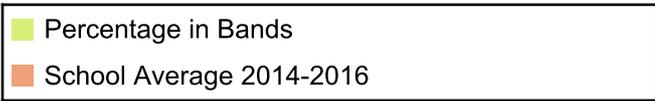
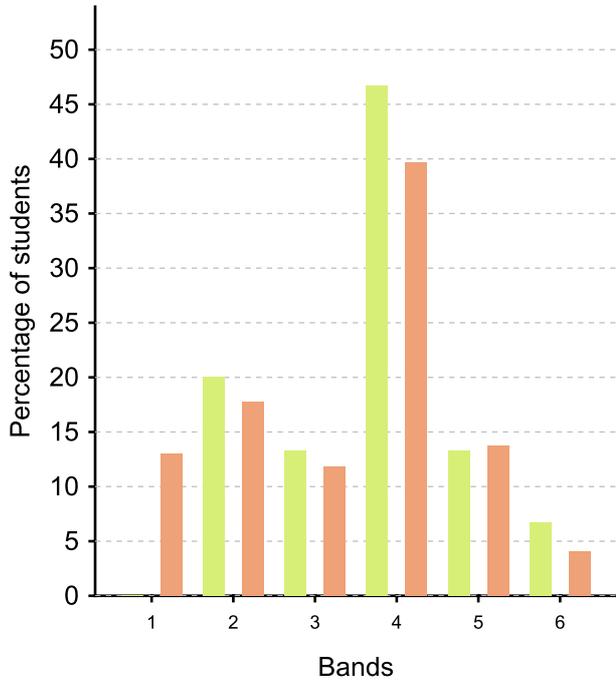
Reading – An increase of 2.3% in the top 3 bands 2015 to 2016.

Grammar and Punctuation – An increase of 24.9% in the top 3 bands 2015 to 2016.

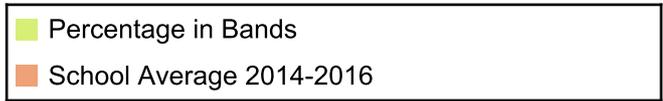
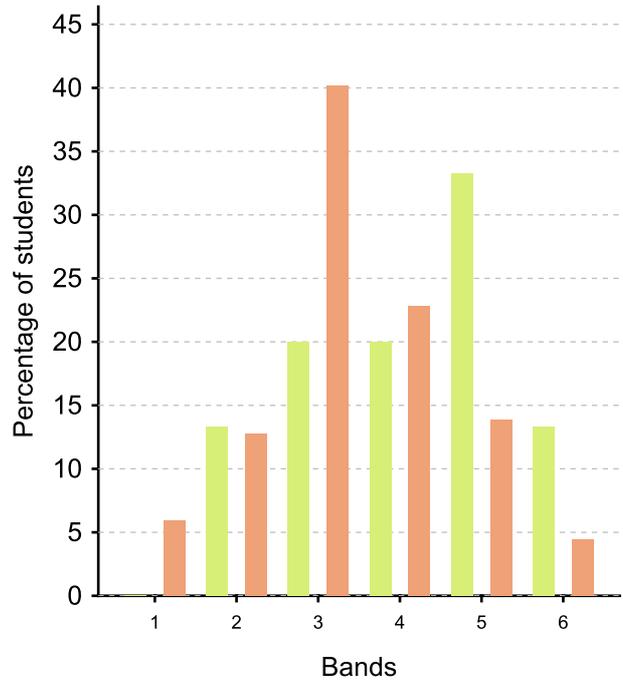
Writing – An increase of 16.7% in the top 3 bands 2015 to 2016.



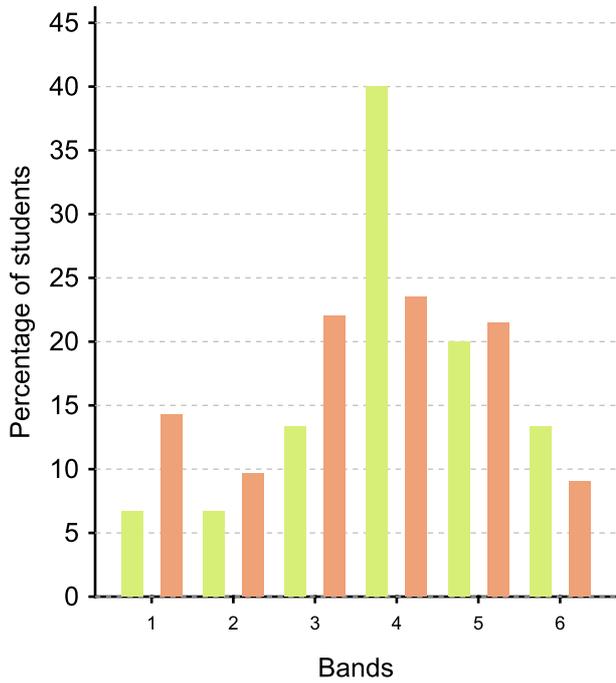
Percentage in bands:
Year 3 Reading



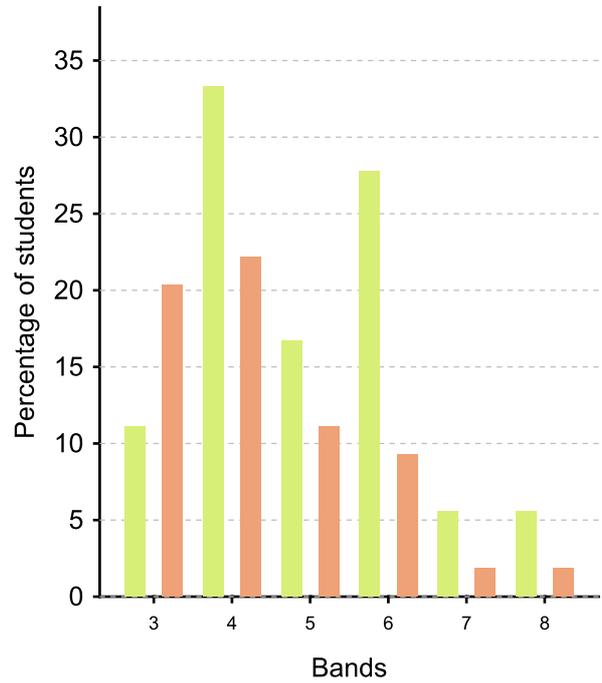
Percentage in bands:
Year 3 Writing



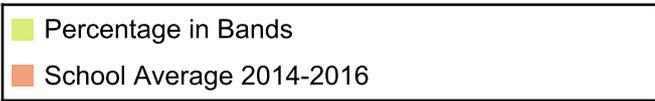
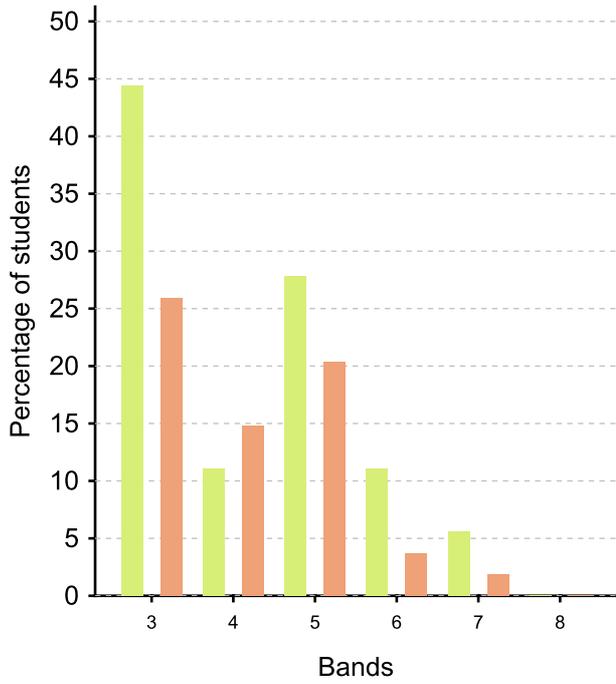
Percentage in bands:
Year 3 Spelling



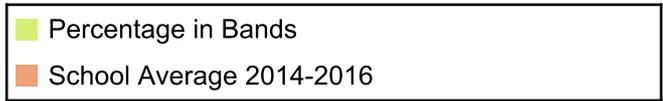
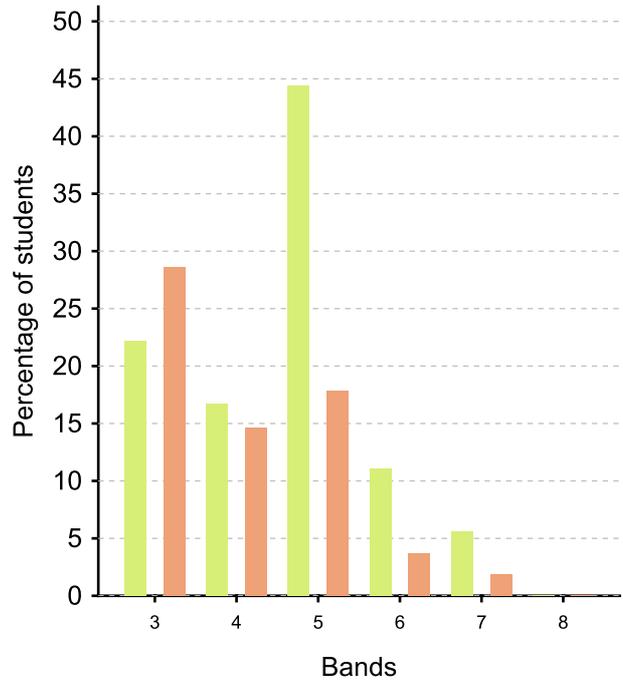
Percentage in bands:
Year 5 Grammar & Punctuation



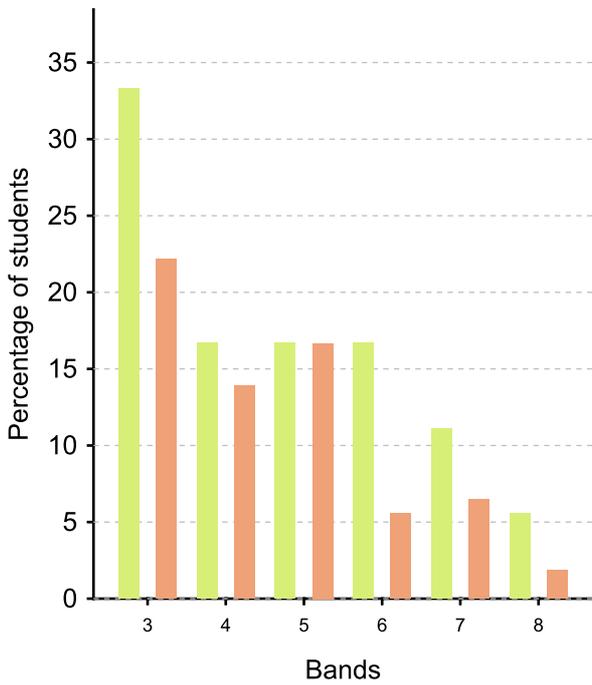
Percentage in bands:
Year 5 Reading



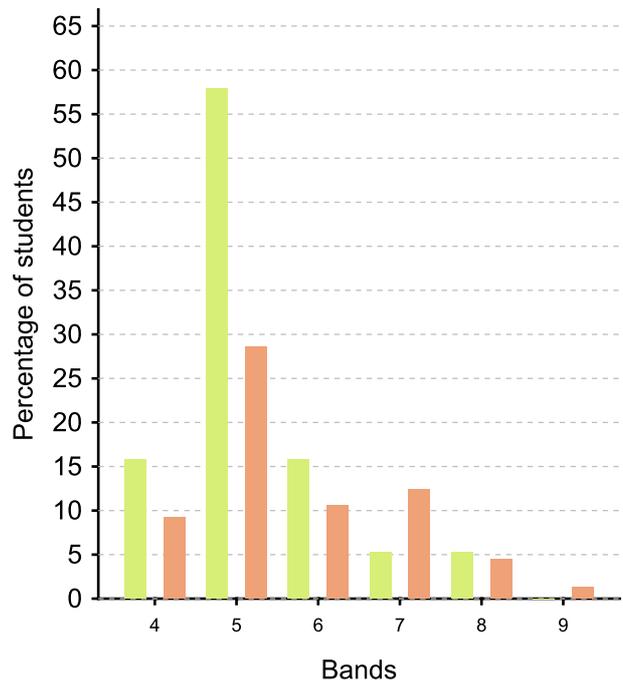
Percentage in bands:
Year 5 Writing



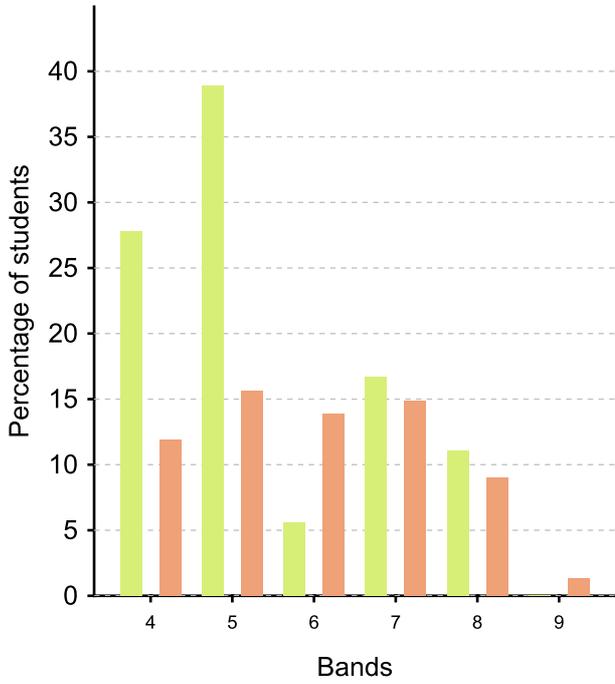
Percentage in bands:
Year 5 Spelling



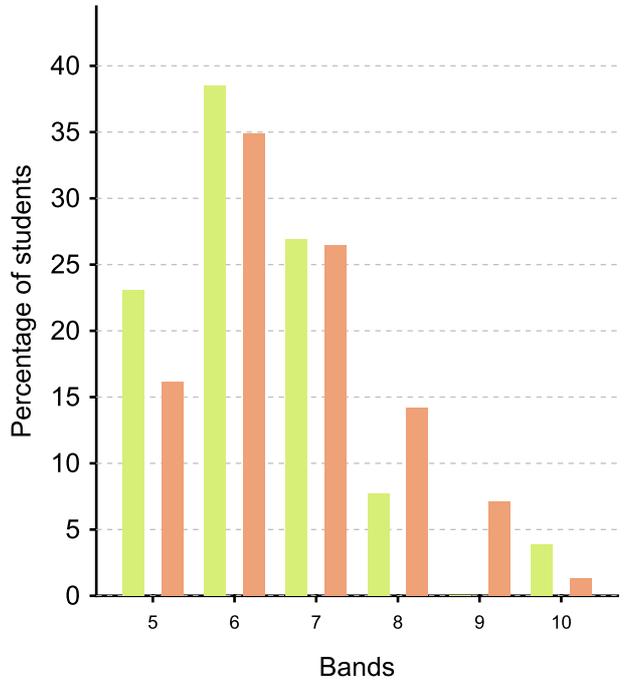
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Spelling



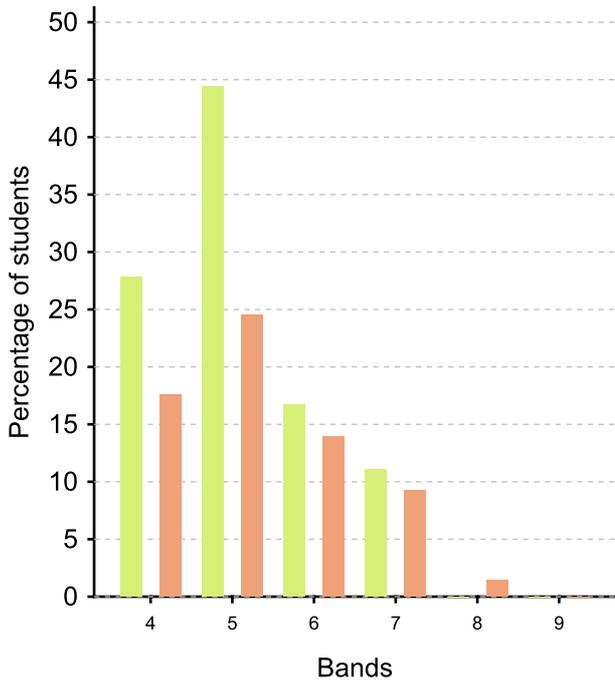
Percentage in bands:
Year 9 Grammar & Punctuation



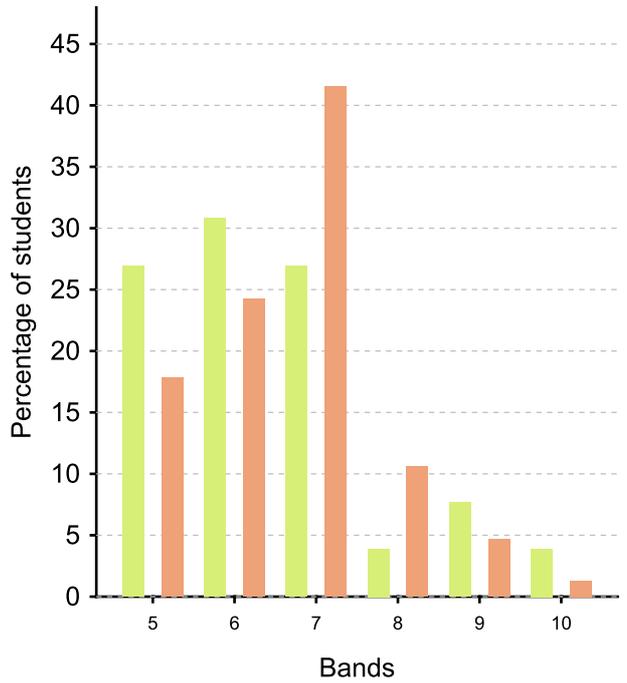
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



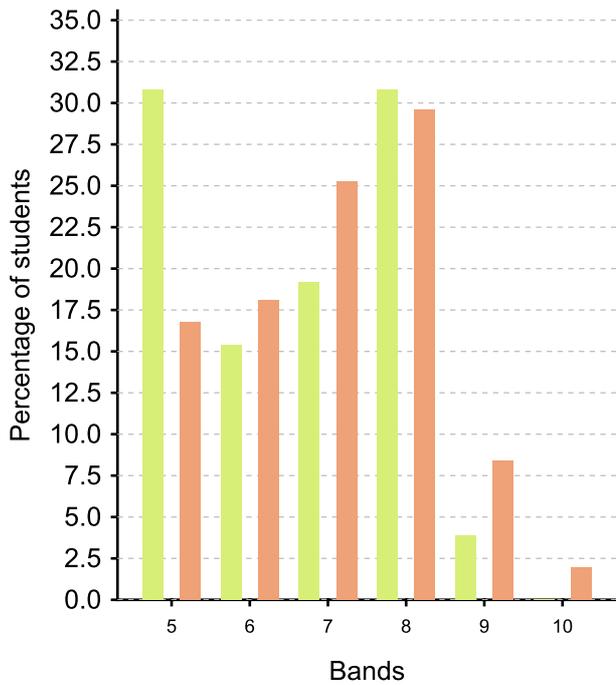
Percentage in bands:
Year 9 Reading



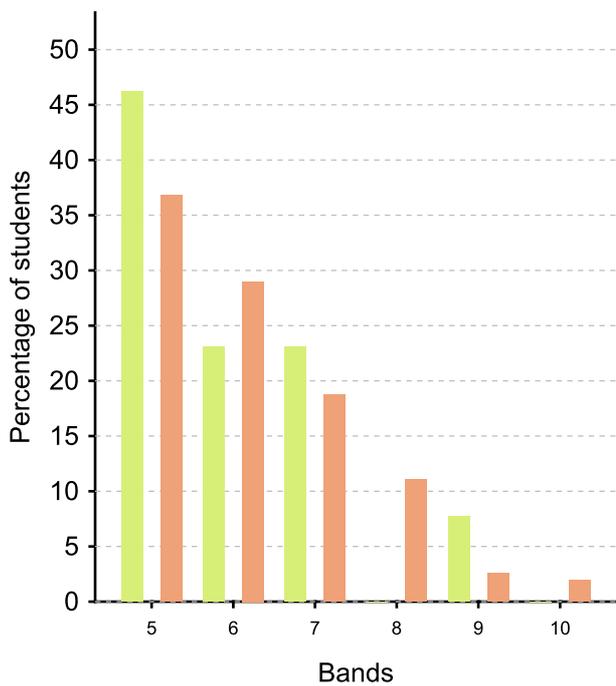
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



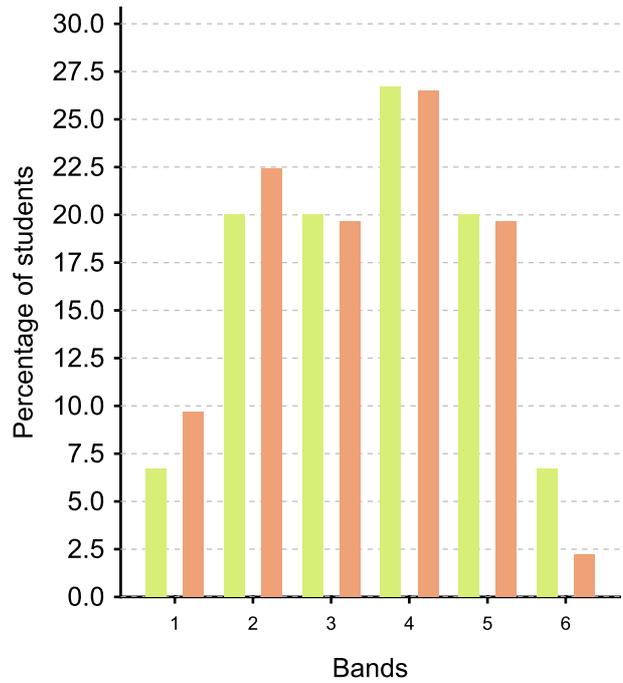
Year 3

Numeracy – An increase of 11.7% in the top 3 bands 2015 to 2016.

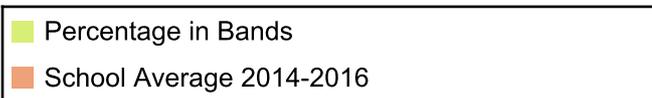
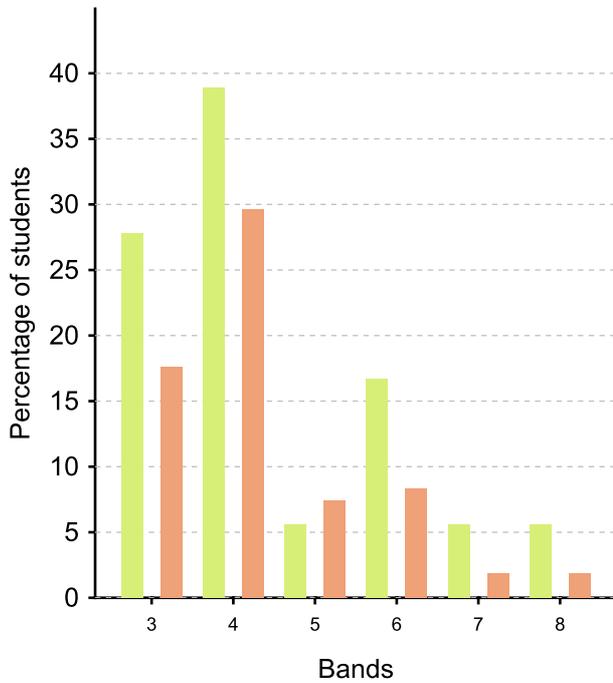
Year 5

Numeracy – An increase of 6% in the top 3 bands 2015 to 2016.

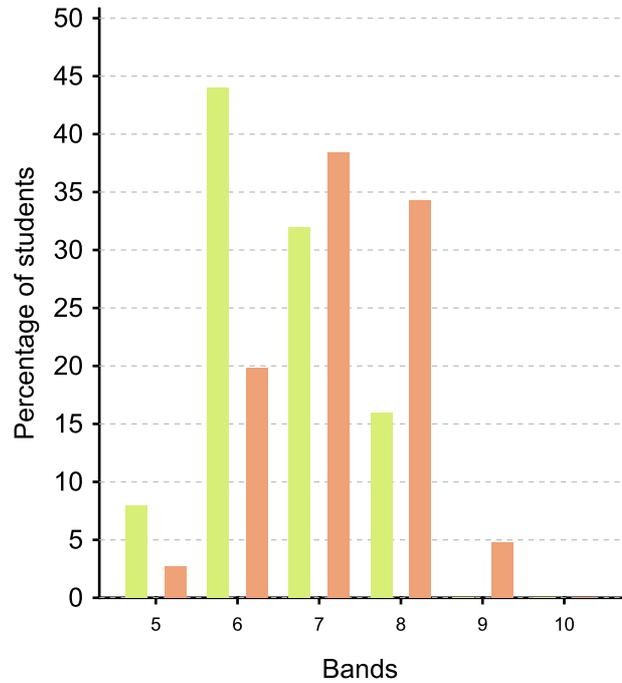
Percentage in bands:
Year 3 Numeracy



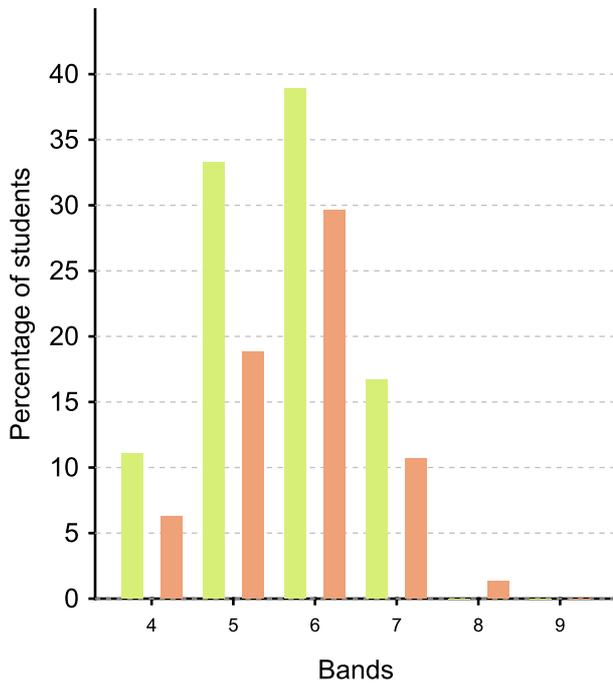
Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name – Warren Central School in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Statistics are unreliable due to the small candidature.

Parent/caregiver, student, teacher satisfaction

The feedback from the P&C and from parents attending PLP interviews has been that they believe the school has markedly improved in the areas of students learning and behaviour management. The extra-curricular options that have been provided to students has also been a positive endorsement from parents.

Student feedback in our annual Tell Them From Me survey included that they felt positively and strongly about the sports programs in the school; the extra-curricular opportunities being offered where the participation in sports and extra-curricular activities at Warren Central School by students is significantly

Teachers have been an active part of our school planning, monitoring and implementation process. Feedback from staff is that they believe we are heading in the right direction – especially our 'Bump It Up' plan for the next three years.

Policy requirements

Aboriginal education

Personalised Learning Plans (PLP's)

All PLP's were developed in consultation with parents/caregivers during Term 1 2016 with plans reviewed and updated throughout the year as necessary.

Both our Primary and Secondary AEO's attended stage/faculty meetings to ensure that Aboriginal perspectives were being correctly embedded into teaching and learning programs in K–12.

2016 University of Western Sydney Rural Indigenous Student Visit

Aboriginal students attended UWS in Term 3 2016 where once again they participated in workshops that included policing, engineering, forensic science, animal studies, nursing, teaching and nursing.

NAIDOC Week was celebrated with a variety of activities inside and outside of the classroom throughout the week with a community BBQ on the last day of celebrations.

Multicultural and anti-racism education

Warren Central School adheres to the multicultural education and anti-racism policy within the NSW Department of Education. We incorporate a culture of inclusiveness which has included NAIDOC activities, the teaching of Aboriginal perspectives in student learning programs and the study of languages and customs in Stage 4 classes.