

Warren Central School Annual Report



2017



3392

Introduction

The Annual Report for 2017 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.

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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 200 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 purchased some teaching aids to assist with children who exhibit challenging behaviours. Significant resources were allocated to the development of teaching and learning programs, to further enhance 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)	Funds Expended (Resources)	Progress achieved this year
Creation and maintenance of flexible infrastructure to support stimulating learning spaces.	\$45,000	Upgrading of student desks and rooms to develop calm and inviting learning spaces
Development and implementation of strategies and adjustments into each student's learning plan and teacher programs.	\$0 this was a reallocation of already funded positions.	Reallocation of SLSO's, LaST and giving them specific training to better support our students learning. These strategies are also reflected in the teaching and learning programs.
All students improve academically as measured by internal and external testing.	\$31,000	Employed Instructional Leader to test and develop specific teaching and learning strategies
Meeting the Premier's 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.	\$12,000	BIU has focused our data research to apply greater support to our students through specific strategies i.e. Renaissance Reading, MultiLit packages and STAR reading program.

Next Steps

Further development of learning spaces program.

Continued 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 continued in 2018 with a 3 tiered intervention approach for students performing in the middle 2 NAPLAN bands to support the Premier's Priorities and increase the growth of Indigenous students.

Ongoing employment an Instructional Leader to lead the implementation of 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

Staff completed PDP's in collaboration with their immediate supervisors. Learning goals were established which supported school, regional and state strategic directions and had as their ultimate goal improved teaching and learning for the students of WCS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation of DoE PDF that focuses on professional learning plans and the achievement of goals aligned to support the school plan where possible.	\$0. Implemented as apart of supervisors role.	All supervisors meeting with staff and addressing TPL needs through the School Plan to ensure they have the capacity to support the schools strategic directions.
Reviewing and maintaining opportunities for parents and the community to engage in adult learning opportunities at WCS.	\$0. Ceased initiative	Adult learning classes have ceased due to change of staff.

Next Steps

Targeted professional learning in 2018 with a continued on data analysis and leadership capabilities.

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

Continued 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. Through the PBL Framework teachers have been provided with a range of strategies, processes and systems for use in the management of their classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A decrease in inappropriate behaviours and suspensions at Warren CS.	\$6,500	Severity of incidents has significantly decreased.
Staff are equipped with the skills and strategies to effectively manage and support all students.	\$33,000	Continued specialised training to meet the needs of our students.
Staff capacity for effective student management is enhanced.	\$0. Implemented as apart of staff meetings	Continual TPL on a peer to peer level to share the strategies across faculties to assist in classroom management.

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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$55,135	The AEO's primary function is to support the Wellbeing concerns of Aboriginal students and the management of relevant academic, Wellbeing and cultural programs. In addition the AEOs are an important link with members of the Indigenous community who may be disengaged from the school. The SLSO (flexible funding) primarily supported students in the classroom.
Low level adjustment for disability	\$31,133	The Learning and Support Team (LST) was strengthened in its effectiveness throughout the year. Continuing to meet on a weekly basis to identify the emotional, social and academic needs of all students and their families. The team developed strategies by which these needs could be addressed. Strategies were individualised and regularly evaluated to ensure they met student needs. 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 difficult to access.
Quality Teaching, Successful Students (QTSS)	\$8,431	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.
Socio-economic background	\$190,000	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.
Early Action for Success	\$62,155	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 2017.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	94	93	109	101
Girls	100	101	101	91

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	92.9	91.6	91.2
1	96.2	87.6	87.9	90.5
2	91.3	95	87	86.2
3	94.8	92.5	93	86.9
4	92.8	89.5	91.1	94.1
5	95.2	92.2	88.9	91.2
6	92.9	92.1	85.4	88.4
7	95	83	88.7	89.7
8	92.4	90.6	87.1	85.1
9	94.5	80.9	85.7	80.8
10	91.9	82.5	77	85.2
11	91.8	78.8	90.3	78
12	94.5	85.1	81.6	88.8
All Years	93.6	87.8	87.2	87.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

Non attendance is tracked through Sentral where communication with parents and carers is begun. If the attendance does not increase we apply a personalised attendance plan to reengage the student in learning. If this escalates we contact HSLO and ASLO to assist with AIP and then court a preceding to a compulsory schooling order.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	90
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	10
Other	0	0	0
Unknown	0	0	0

All staff successfully completed their annual performance and development cycle in 2017. 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 2017 was \$13,025.

The school has an embedded accreditation process in place that ensures that staff are fully compliant with accreditation needs. One staff member successfully met proficiency requirements in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	9.92
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.59
Other Positions	1.2

*Full Time Equivalent

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 30th November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	432,529
Global funds	388,401
Tied funds	597,786
School & community sources	31,328
Interest	5,813
Trust receipts	13,567
Canteen	0
Total Receipts	1,036,895
Payments	
Teaching & learning	
Key Learning Areas	27,676
Excursions	2,669
Extracurricular dissections	15,772
Library	4,207
Training & Development	13,025
Tied Funds Payments	382,121
Short Term Relief	26,161
Administration & Office	133,554
Canteen Payments	0
Utilities	49,676
Maintenance	40,588
Trust Payments	38,927
Capital Programs	30,489
Total Payments	764,866
Balance carried forward	704,558

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	769,009
Appropriation	722,460
Sale of Goods and Services	118
Grants and Contributions	46,375
Gain and Loss	0
Other Revenue	0
Investment Income	56
Expenses	-445,599
Recurrent Expenses	-445,599
Employee Related	-233,054
Operating Expenses	-212,544
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	323,411
Balance Carried Forward	323,411

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

	2017 Actual (\$)
Base Total	2,735,653
Base Per Capita	32,094
Base Location	84,880
Other Base	2,618,680
Equity Total	685,413
Equity Aboriginal	190,572
Equity Socio economic	339,379
Equity Language	2,439
Equity Disability	153,022
Targeted Total	131,920
Other Total	221,021
Grand Total	3,774,007

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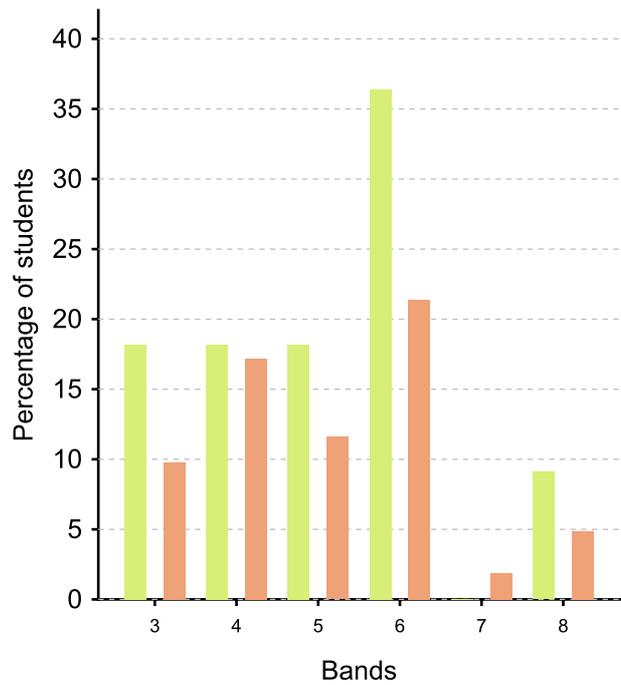
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

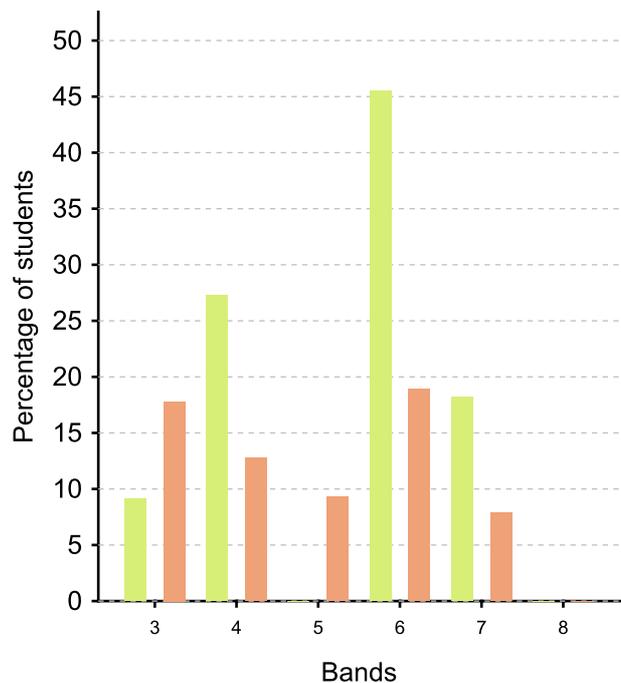
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 5 Grammar & Punctuation



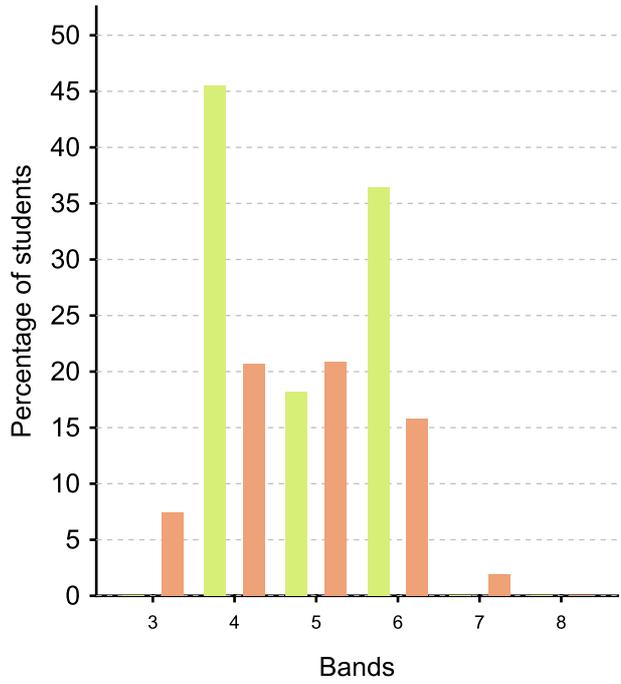
Band	3	4	5	6	7	8
Percentage of students	18.2	18.2	18.2	36.4	0.0	9.1
School avg 2015-2017	9.8	17.2	11.6	21.4	1.9	4.9

Percentage in bands:
Year 5 Reading

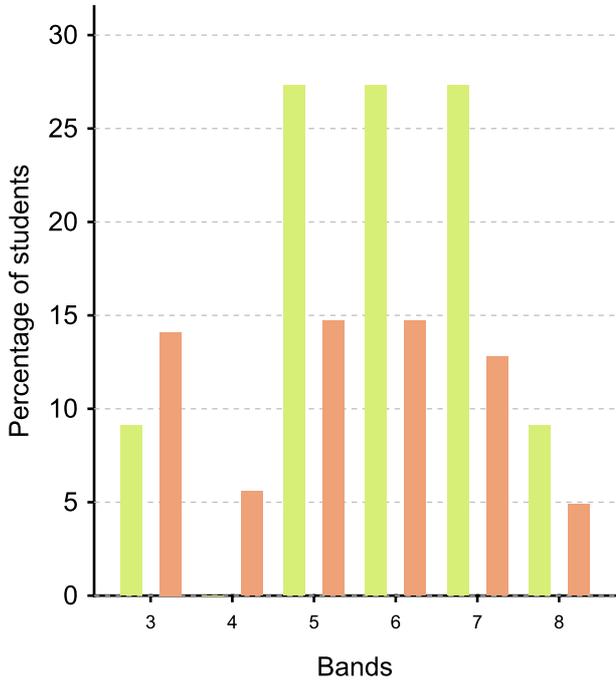


Band	3	4	5	6	7	8
Percentage of students	9.1	27.3	0.0	45.5	18.2	0.0
School avg 2015-2017	17.8	12.8	9.3	18.9	7.9	0.0

Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



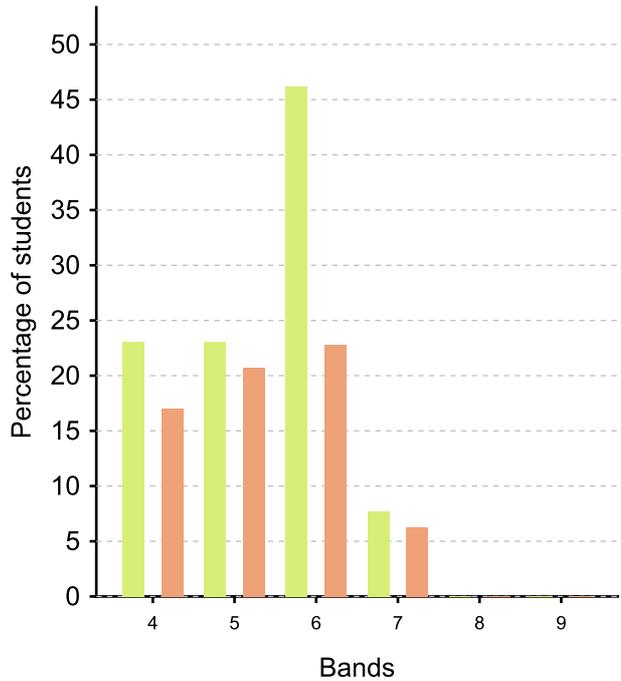
■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	45.5	18.2	36.4	0.0	0.0
School avg 2015-2017	7.4	20.7	20.9	15.8	1.9	0.0

■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	9.1	0.0	27.3	27.3	27.3	9.1
School avg 2015-2017	14.1	5.6	14.7	14.7	12.8	4.9

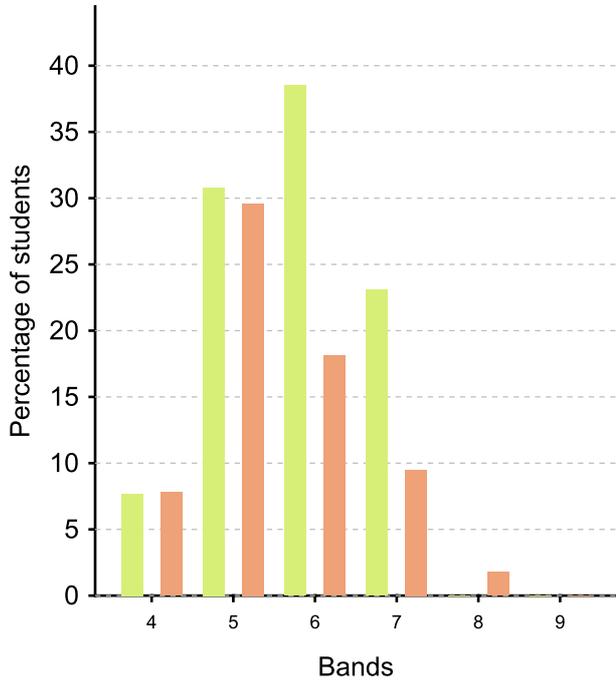
Percentage in bands:
Year 7 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	23.1	23.1	46.2	7.7	0.0	0.0
School avg 2015-2017	17.0	20.7	22.8	6.3	0.0	0.0

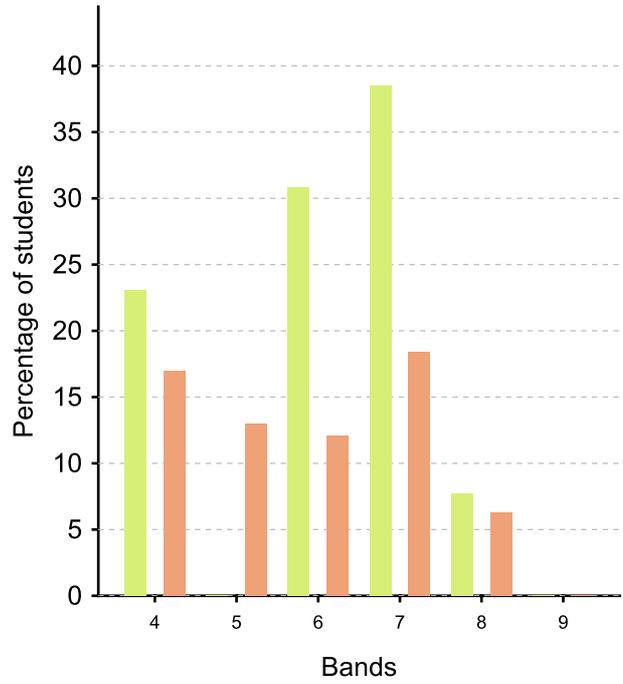
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	7.7	30.8	38.5	23.1	0.0	0.0
School avg 2015-2017	7.8	29.6	18.1	9.5	1.8	0.0

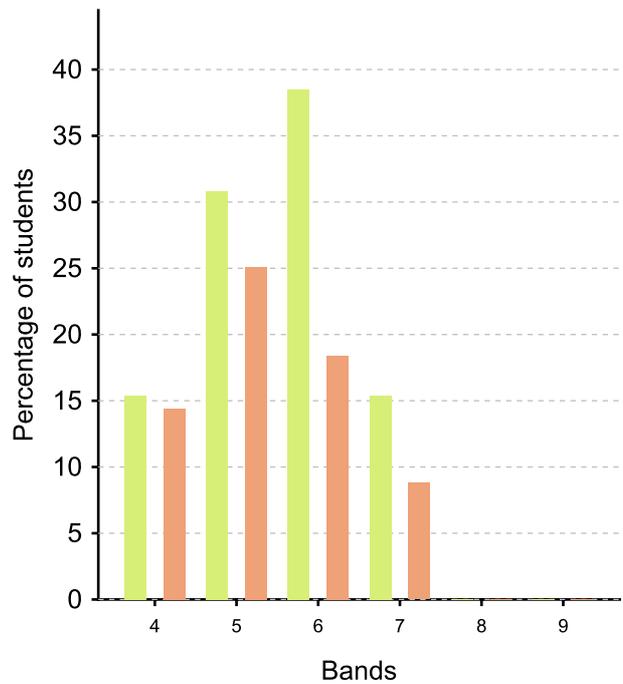
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	23.1	0.0	30.8	38.5	7.7	0.0
School avg 2015-2017	17.0	13.0	12.1	18.4	6.3	0.0

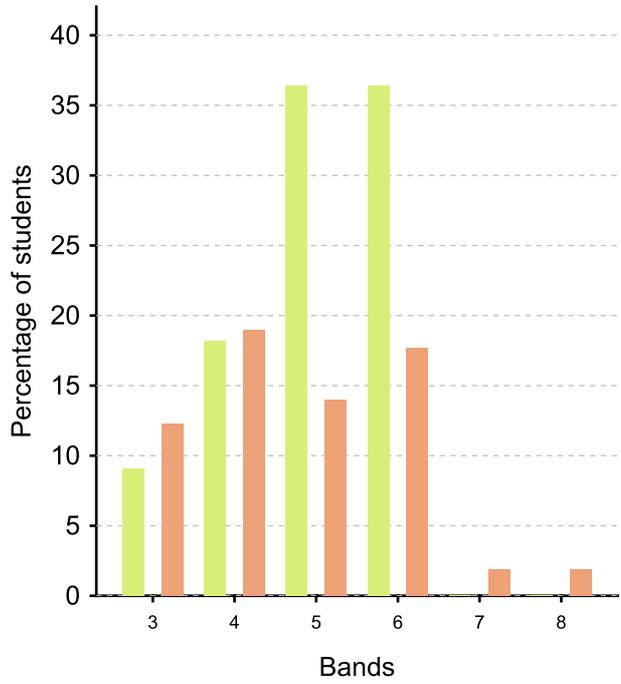
Percentage in bands:
Year 7 Writing



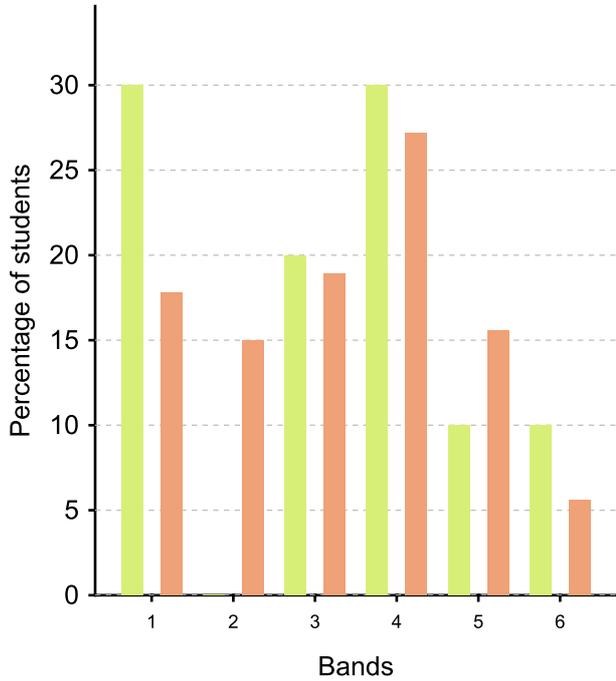
Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	15.4	30.8	38.5	15.4	0.0	0.0
School avg 2015-2017	14.4	25.1	18.4	8.8	0.0	0.0

Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy

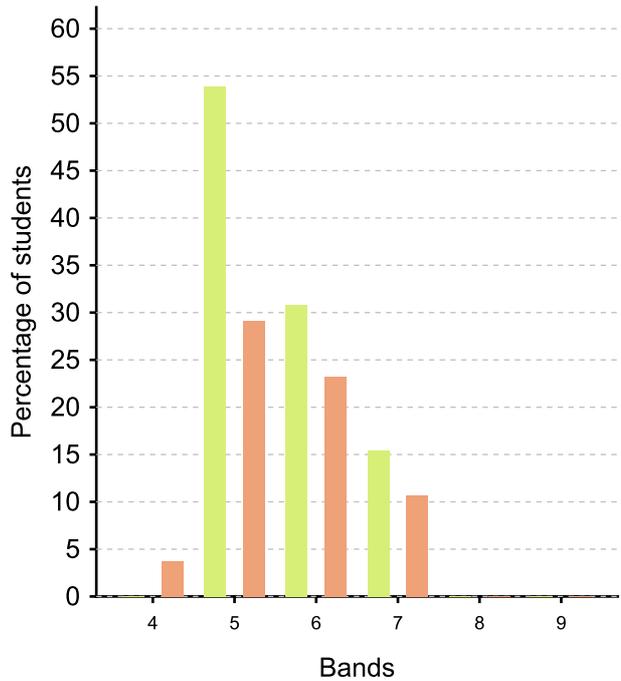


Band	3	4	5	6	7	8
Percentage of students	9.1	18.2	36.4	36.4	0.0	0.0
School avg 2015-2017	12.3	19.0	14.0	17.7	1.9	1.9



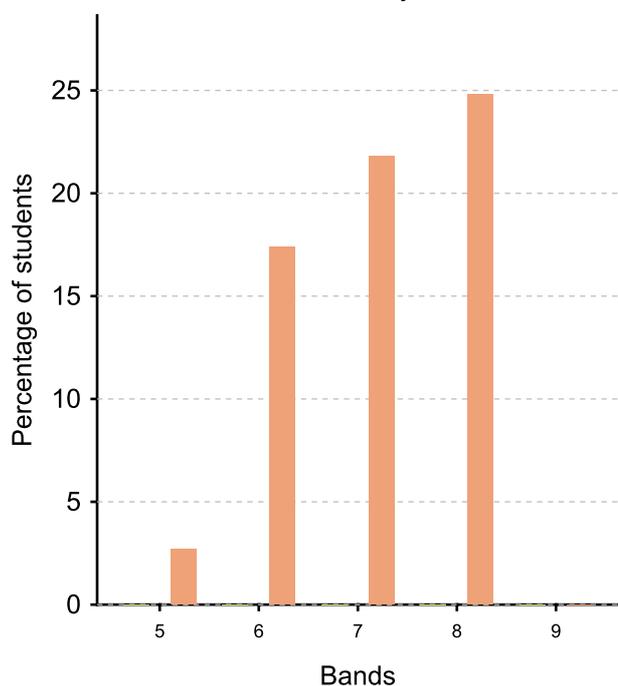
Band	1	2	3	4	5	6
Percentage of students	30.0	0.0	20.0	30.0	10.0	10.0
School avg 2015-2017	17.8	15.0	18.9	27.2	15.6	5.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	53.9	30.8	15.4	0.0	0.0
School avg 2015-2017	3.7	29.1	23.2	10.7	0.0	0.0

Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	2.7	17.4	21.8	24.8	0.0

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.

Subject	School 2017	School Average 2013-2017

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 above state averages.

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

Policy requirements

Aboriginal education

Personalised Learning Plans (PLP's)

All PLP's were developed in consultation with parents/caregivers during Term 1 2017 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.

AEOs provided significant support to individuals within the classroom which also reinforced the embedded Aboriginal perspectives in teaching and learning programs across all KLA's.

2017 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 which are embedded across all KLA's in student learning programs and the study of languages and customs.