

Warren Central School Annual Report



2018



3392

Introduction

The Annual Report for **2018** 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

Our students are collaborative, innovative and reflective life-long learners whose wellbeing and learning needs are supported in a strong community.

School context

Warren Central School is committed to providing a stimulating, caring and cooperative learning environment for 205 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 35 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 with core values of Respectful, Responsible Learners. This 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 and a range of 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the domain of Learning the school's self-assessment is consistent with the evidence presented in 5 element/s and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Explicit Teaching

Purpose

Our purpose is to create a strong collaborative professional learning culture where all staff constantly seek to improve; where the focus on explicit teaching drives improvement in literacy and numeracy across all KLA's using data to inform practice; and, consistent teacher judgement.

Overall summary of progress

- * Implementation of Multilit has assisted students in comprehension growth.
- * Initialit is being implemented on an ongoing basis in order to identify and close gaps in early stages.
- * Renaissance reading implementation has been expanded into Year 4 with half the students participating demonstrating growth exceeding the expectations.
- * Quicksmart has been implemented to assist targeted students in meeting numeracy goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase staff engagement with the use of student assessment data.• Improve the professional learning culture.• Increase the number of students achieving their year appropriate expected growth in Literacy and Numeracy.	<ul style="list-style-type: none">\$95563 – 0.6 IL position\$53383 – Salaries for MultiLit program\$1341 – Initialit readers\$14000 – QuickSmart course fees\$9000 – Quicksmart Implementation strategy time\$40482 – Staff professional learning\$1298 – Renaissance reading program	<ul style="list-style-type: none">* All staff have been serviced on the use of assessment data* All internal professional learning is timetabled for 2019* Instructional leader position ongoing to assist staff members with implementing whole school literacy and numeracy strategy.

Next Steps

- * Explicit literacy strategies will continue to be embedded in teaching practice for better implementation results ongoing.
- * Number has been identified as an area of improvement and will become the new focus area for 2019.
- * 'Big Ideas' program to be explored as a mechanism to determine the next steps of literacy improvement.

Strategic Direction 2

Learning Culture

Purpose

Our purpose is to provide strong wellbeing supports for all students, where all are successful learners in a culture of high expectations.

Overall summary of progress

- * Professional learning sessions have been taking place through Instructional Leader on a fortnightly basis in order to improve pedagogy being implemented by teachers K–12.
- * HT Wellbeing has implemented proforma's to assist classroom teachers with monitoring and implementing adjustments for identified students.
- * Teachers aides have been employed to assist identified students in closing the literacy and numeracy gap to minimum benchmarks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increased use of evidence-informed pedagogy by all teachers• Increase proportion of teachers adjusting teaching and learning programs to meet point of need to improve student learning outcomes• Increased proportion of students reporting a sense of belonging and expectation of success at school.	Nil	<ul style="list-style-type: none">* Using the 'What Works Best' document, specifically section 4 'use of data to inform practice', teachers have provided evidence of data being used to adjust pedagogy.* All teachers are adjusting teaching and learning programs to meet the needs of students* Tell Them From Me Data reports that most surveyed cohorts between the 2016 and 2017 surveys have reported an increased sense of belonging.

Next Steps

- * Implementation of ALARM writing strategy
- * Revision of adjustments process to better support
- * Assessment of resourcing in order to better address the complex needs of students at Warren Central School.

Strategic Direction 3

Building Leadership Capacity

Purpose

To develop leadership skills across the student body and school staff to ensure the best learning outcomes for all.

Overall summary of progress

* SRC Leadership Group attended Lake Burrendong in order to develop leadership capacity, which was evidenced through the successful running of anti-bullying day,

* SRC meetings were extended to include Year 6 prefects as a mechanism to prepare for future leaders reaching secondary school, providing exposure and responsibility.

* Evidence of strategies implemented by instructional leader evident throughout pedagogy K-12.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increased visible instructional leadership delivered by all staff members.• Increased student leadership opportunities.• Inclusion of K-6 prefect body as part of the SRC.	\$654.55 – SRC Leadership Camp to Lake Burrendong	<ul style="list-style-type: none">* Strategies such as 'PEEL' paragraphing, Super Six Comprehension, vocab building and number sense have been implemented by relevant staff through the Instructional Leader.* Leadership development of the student body evidenced through SRC run initiatives such as 'Beanies for Brain Cancer', engaging in the 'national day of action against bullying', the 'fiver for a farmer' campaign and 'R U Ok? Day'.

Next Steps

* Expansion of the Aspring Exective Program

* Further development of the SRC to include them in budgets and planning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$147 957.00) 	The AEO's are an important human resource that the school utilises to support the academic, emotional and social needs of Aboriginal students and their families.
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$129 426.00) 	This role has been pivotal in assisting students and families linking to essential outside support agencies in seeking the assistance required to meet the need of the individual student. The school is used as a 'hub' by many families to ensure both government and non-government support services can be utilised by students and families in need.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$18 166.00) 	Release time is provided to the school's two Assistant Principals to mentor and coach primary staff with learning, differentiation, behaviour management and to develop and increase the capacity of the staff as a whole.
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$257 492.00) 	The hiring of additional staff has allowed the school to focus on individualised learning and allowed us to provide intense remedial instruction in order for students to advance in their learning. Equipment purchases included 6 interactive smart televisions for primary, new iPads and the installation of commercially filtered and refrigerated bubblers in both the primary and secondary areas of the school.
Support for beginning teachers	\$0	Support for beginning teachers has been limited due to the staffing mix in 2018.
Early Action for Success	\$62,155	Early Action for Success has been implemented in lower primary and continues to provide excellent results, relevant to the cohort, supported and implemented through the Instructional Leader.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	93	109	101	102
Girls	101	101	91	101

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	91.6	91.2	81.4
1	87.6	87.9	90.5	88.9
2	95	87	86.2	84.4
3	92.5	93	86.9	80.7
4	89.5	91.1	94.1	86.1
5	92.2	88.9	91.2	93
6	92.1	85.4	88.4	89
7	83	88.7	89.7	78.5
8	90.6	87.1	85.1	78
9	80.9	85.7	80.8	81
10	82.5	77	85.2	58.1
11	78.8	90.3	78	73.4
12	85.1	81.6	88.8	86.8
All Years	87.8	87.2	87.3	81.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

Management of non-attendance at school is managed in consultation with the HSLO's, with AEO's going home visits if necessary in order to encourage students with low attendance to attend school. Attendance plans are developed with stakeholders in order to re-engage students at school.

Warren Central School has a breakfast club which is

provided to students at no cost. It is used to encourage disadvantaged students to attend school. This program has had sustained success over a number of years as evidenced through fairly consistent attendance rates over a long period of time.

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	0	78
TAFE entry	0	0	11
University Entry	0	0	11
Other	0	0	0
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	12.18
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	8.09
Other Positions	0.2

*Full Time Equivalent

Warren Central School has a workforce of 28 (FTE) comprising teaching staff, administration and classroom aides and 18% of this population identifies as being Indigenous.

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	0

Professional learning and teacher accreditation

On staff development days, mandatory training requirements (Child Protection, Code of Conduct, CPR, and Anaphylaxis) were successfully completed by all staff. In 2018, teaching and support staff completed Autism and MAPA training to meet identified needs. The PDP process identifies the professional learning required by staff, maintains accreditation and expenditure on TPL aligns to the professional goals of staff as well as the school plan. In 2018 \$40282 was expended on professional learning.

Teacher accreditation is supported with a beginning teacher program as well as Head Teacher responsibility. In 2018, two staff members successfully met proficiency requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	323,411
Revenue	4,108,943
Appropriation	4,058,314
Sale of Goods and Services	422
Grants and Contributions	48,661
Gain and Loss	0
Other Revenue	0
Investment Income	1,546
Expenses	-4,294,054
Recurrent Expenses	-4,294,054
Employee Related	-3,955,648
Operating Expenses	-338,407
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-185,112
Balance Carried Forward	138,299

Warren Central School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

In the 2018 academic year, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage and Disability Provisions. Governance of this expenditure included the School Planning Committee, Finance Committee, Parents and Citizens Association and the Aboriginal Education Consultancy Group.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,871,615
Base Per Capita	37,127
Base Location	80,921
Other Base	2,753,567
Equity Total	534,875
Equity Aboriginal	147,957
Equity Socio economic	257,492
Equity Language	0
Equity Disability	129,426
Targeted Total	203,739
Other Total	194,600
Grand Total	3,804,829

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.

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

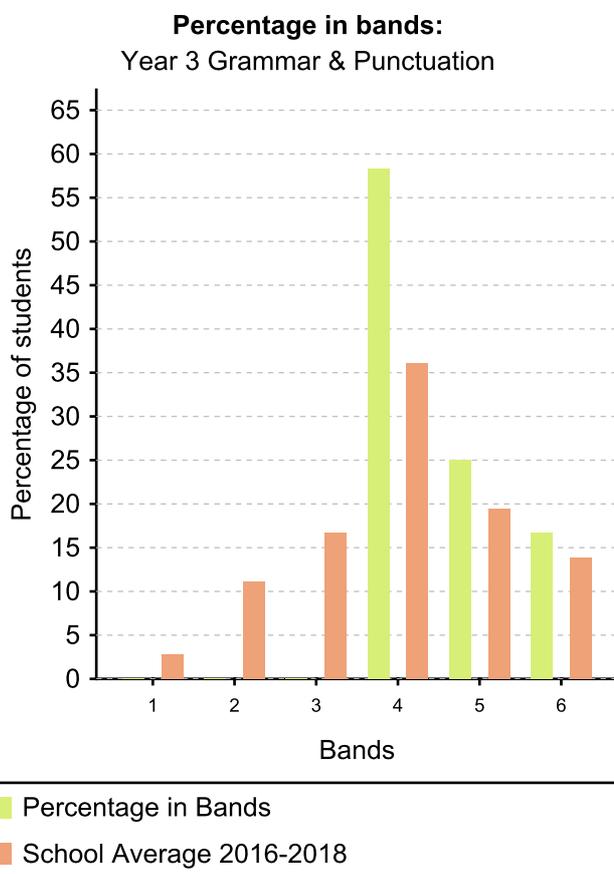
NAPLAN

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.

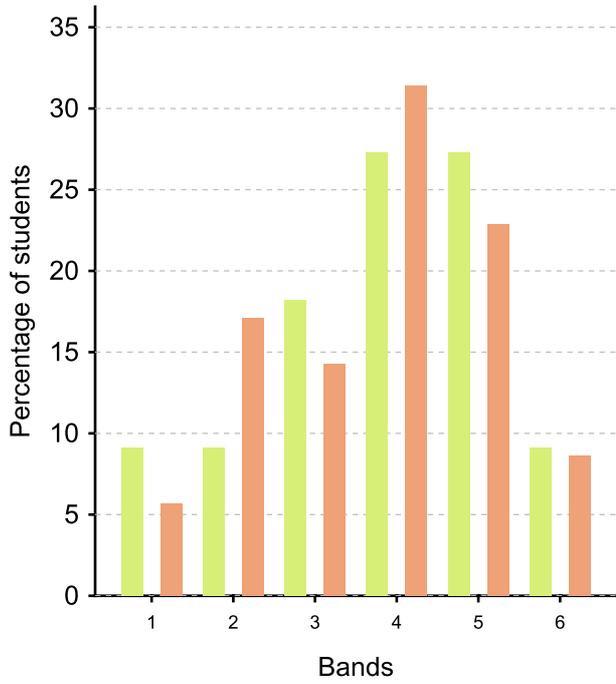
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

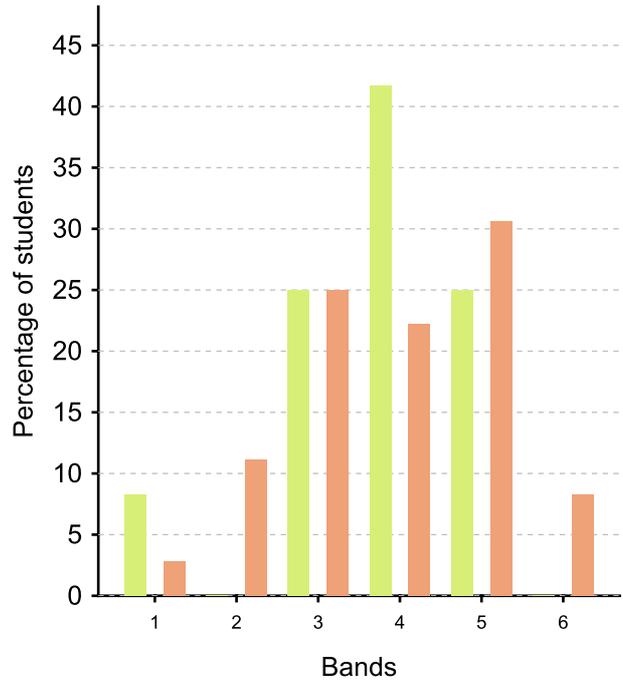
The following graphs relate to the Literacy section of NAPLAN testing that occurred in 2018.



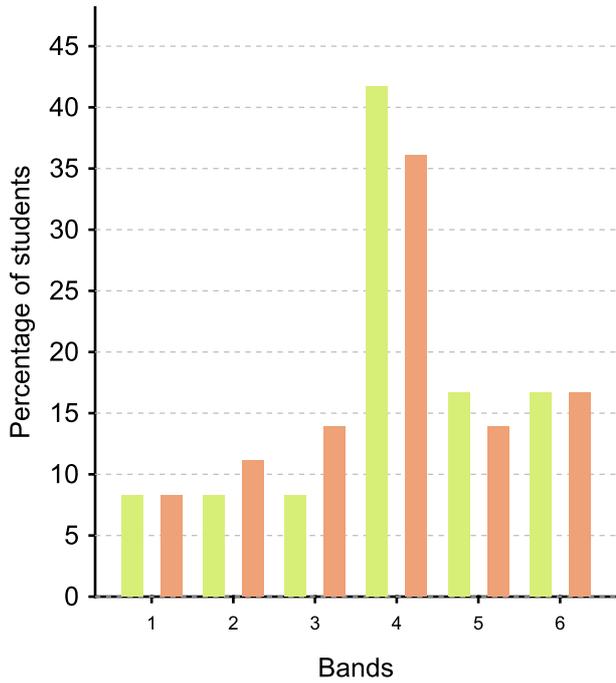
Percentage in bands:
Year 3 Reading



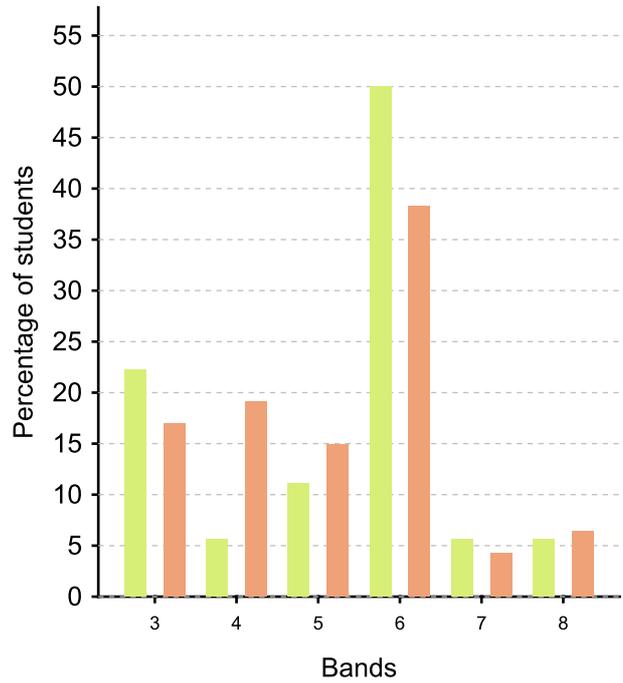
Percentage in bands:
Year 3 Writing



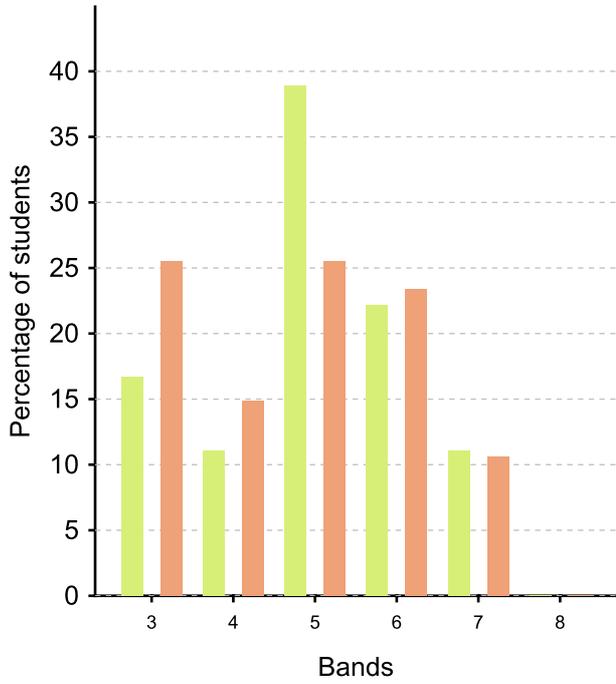
Percentage in bands:
Year 3 Spelling



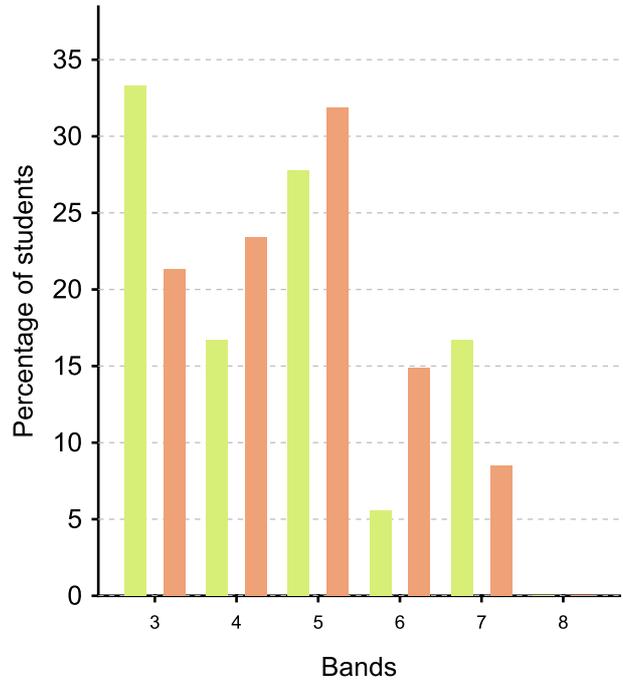
Percentage in bands:
Year 5 Grammar & Punctuation



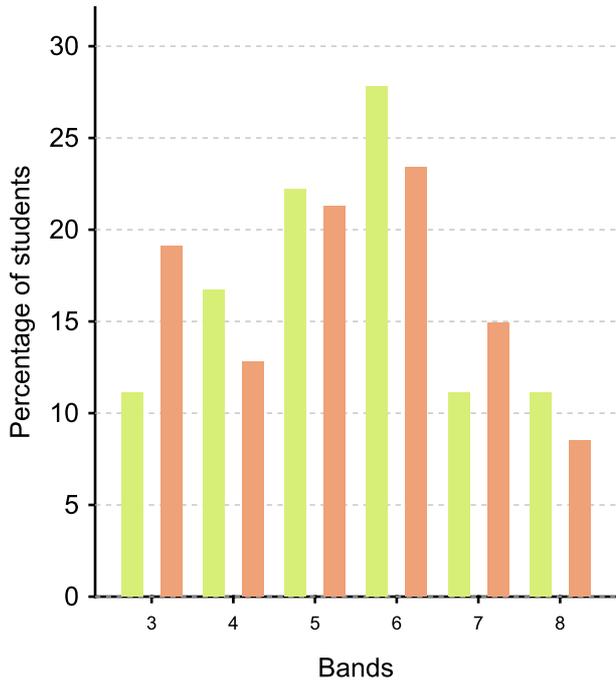
Percentage in bands:
Year 5 Reading



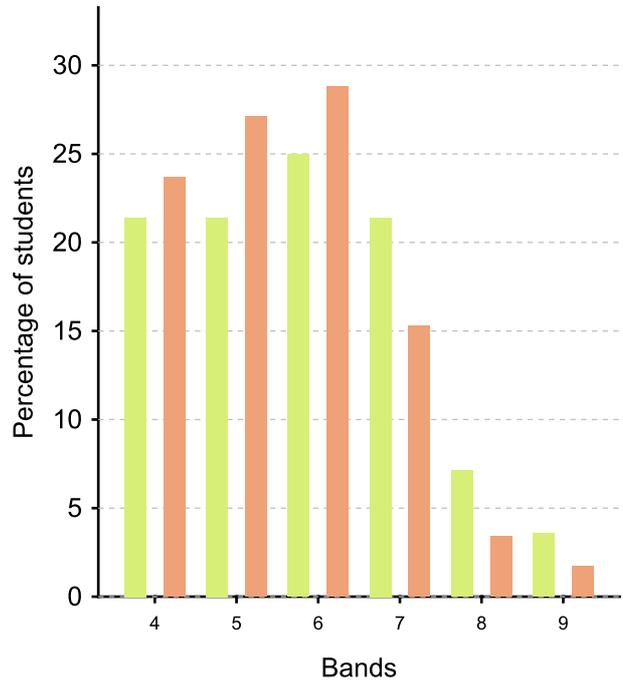
Percentage in bands:
Year 5 Writing



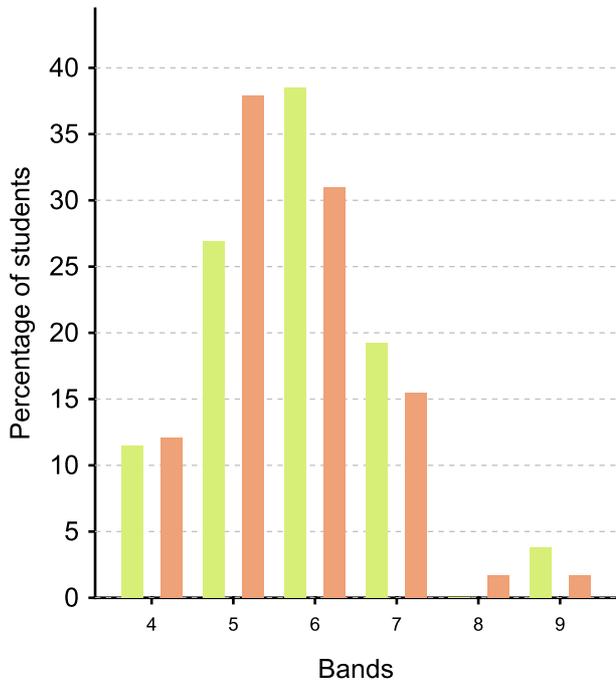
Percentage in bands:
Year 5 Spelling



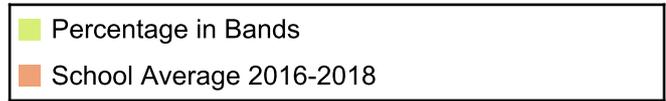
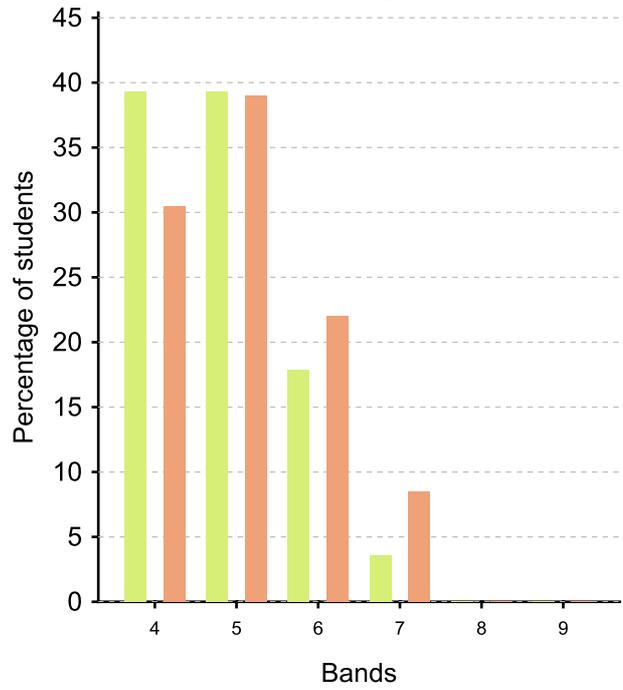
Percentage in bands:
Year 7 Grammar & Punctuation



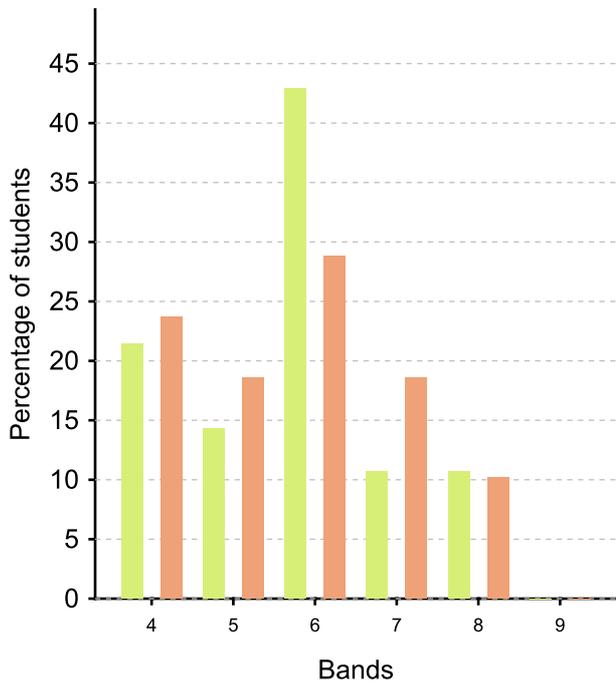
Percentage in bands:
Year 7 Reading



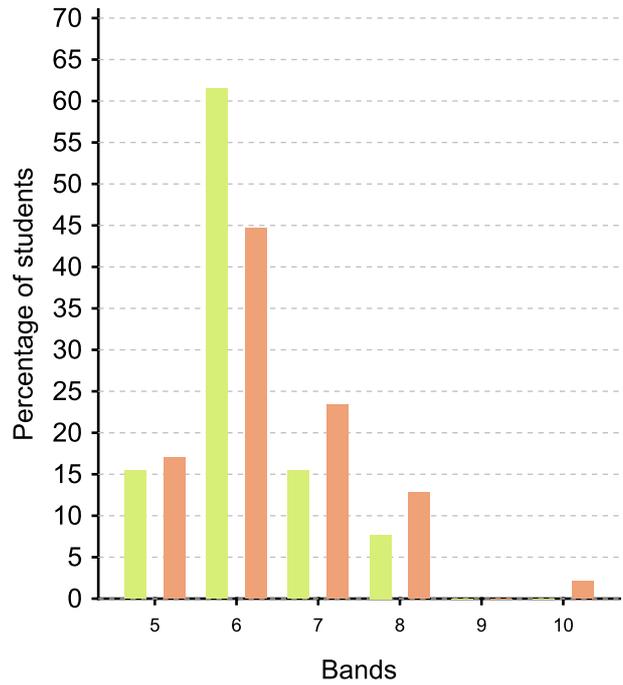
Percentage in bands:
Year 7 Writing



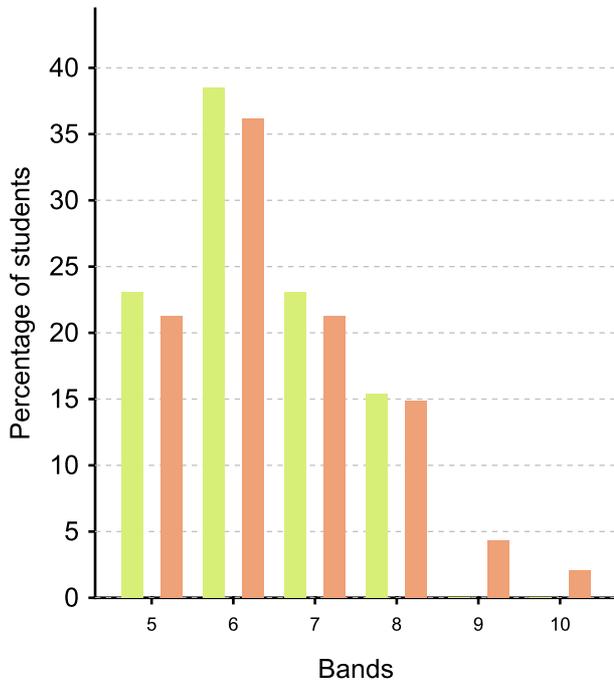
Percentage in bands:
Year 7 Spelling



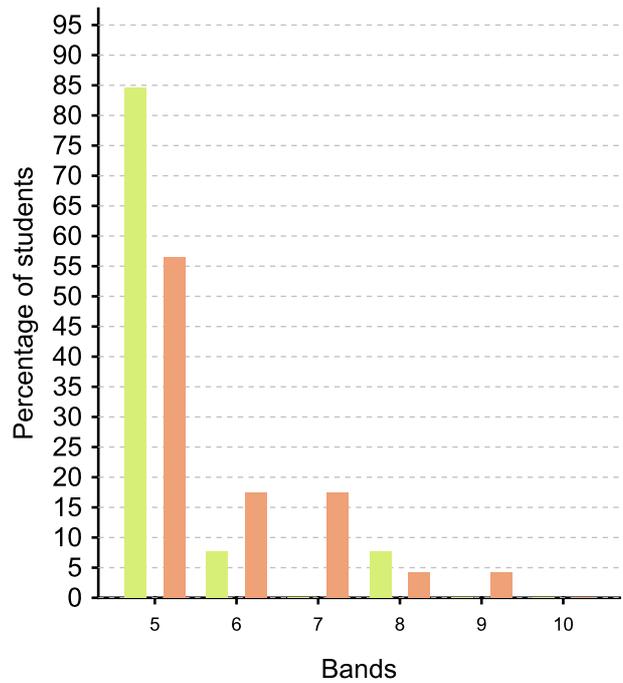
Percentage in bands:
Year 9 Grammar & Punctuation



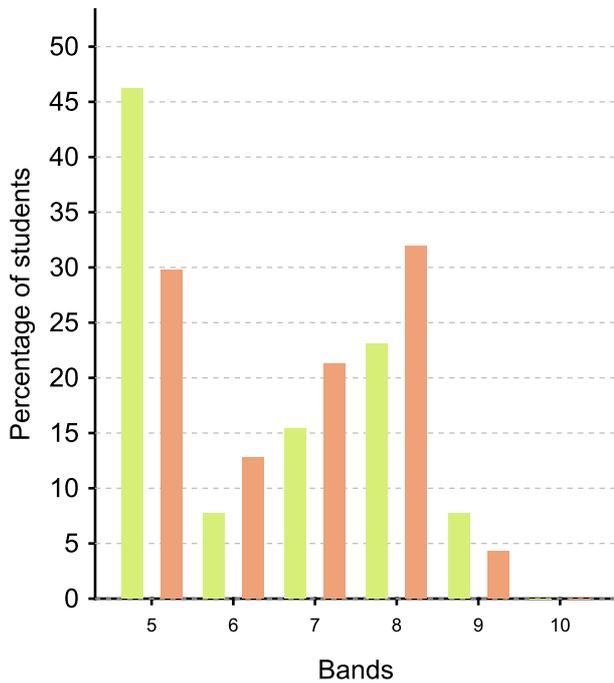
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling



The following graphs relate to the Numeracy section of NAPLAN testing that occurred in 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In addressing Premier's Priorities, Warren Central School has reported an increase in students achieving in the top two bands in the following areas overall:

Year 3: Grammar & Punctuation demonstrated an increase of 8.4%

Year 5: Numeracy demonstrated an increase of 16.7% and Reading demonstrated an increase of 7.1%

Year 7: Grammar & Punctuation demonstrated an increase of 10.7%, Reading demonstrated an increase of 3.8% and Numeracy demonstrated an increase of 16.7%

Year 9: Spelling demonstrated an increase of 7.7%

Specific to Aboriginal students, Warren Central School has reported an increase in students achieving in the top two bands in the following areas:

Year 3: Grammar & Punctuation has demonstrated an increase of 50%, Spelling has demonstrated an increase of 66.6%, Reading has demonstrated an increase of 26.7% and Numeracy has demonstrated an increase of 40%

Year 5: Spelling has demonstrated an increase of 10%, Writing has demonstrated an increase of 20% and Numeracy has demonstrated an increase of 10%

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Due to the small candidature for the 2018 HSC, the results are not statistically valid nor are they a reliable source of evidence for reflecting on school performance.

Parent/caregiver, student, teacher satisfaction

All students completed the Tell Them From Me Survey in 2018. In summation, students reported an overall increase in sense of belonging, positive relationships and motivation at Warren Central School.

62.5% of staff completed the State Public Service People Matters Survey. Of the staff that completed the survey, many reported being satisfied with their jobs, and felt motivated to contribute more than what is normally required at work, with a high percentage of staff expressing that their job gives them a feeling of accomplishment.

Parents surveyed at P&C meetings and parent teacher nights have expressed an increased satisfaction with the direction of the school to the extent that the P&C in the last 12 months has now doubled in size.

Policy requirements

Aboriginal education

The Head Teacher of Wellbeing (HTW) is responsible for co-ordinating PLPs for the Indigenous students. Parents/caregivers are consulted in Term 1, with the AEOs also providing support to complete the PLPs, reviewing and updating as necessary throughout the year.

The school employs two AEOs who both actively work with the teaching staff to support the delivery of Aboriginal perspectives, develop/source resources, as well as providing significant support to individuals to meet their academic, social, and emotional and wellbeing needs.

In 2018, students participated in a number of extra-curricular activities aimed at improving engagement, developing self-esteem and promoting positive behaviours. "Yindymarra Connections"

delivered workshops to the Indigenous boys in the secondary school. These workshops promote Aboriginal culture, with a strong emphasis on local customs, through dance and story-telling. The students performed their dance item for the school community.

The Indigenous students also participated in the AIME (Australian Indigenous Mentoring Experience). The aim of this program is to give Indigenous students the skills, opportunities, belief and confidence to successfully complete high school.

Multicultural and anti-racism education

Opportunities to participate in multicultural activities included the Moorambilla Voices workshops, for students from Year 3 – 10. In 2018, six students were invited to attend the workshops joining with other school to form the Moorambilla Voices choir. This program promotes equity of access and equity of opportunity, is culturally inclusive, with participants engaging in singing, dance and performance.

"Signal Creative" ran a program over three terms for the girls from Year 5 –10, in collaboration with "Outback Arts". This program aims to develop artistic outcomes through dance, creative writing, film and music, finding inspiration from the participant's local area and developing programs to meet individual community needs. The theme for 2018 was "Drylands/Wetlands", focusing on the impact of drought on rural communities and environments.

As per DET policy, the school delivers LOTE (Japanese) to Stage 4 students and has a trained ARCO to support staff and students.