

Balranald Central School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Balranald 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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School background

School vision statement

At Balranald Central School we empower and create successful learners who are confident and creative individuals. It is hoped that each student aspires to reach their full potential in our ever changing world. This is achieved through high quality, innovative teaching and learning in a K – 12 continuum. Learning is driven by contemporary research and a commitment to school excellence; underpinned by leadership and collaborative partnerships with the wider school community.

School context

Balranald Central School is a K–12 Central School that has a high level of engagement with families and the broader community.

The school is located on the Murrumbidgee River at the western end of the Riverina about 400km west of Wagga Wagga. The closest major centres are in Victoria. Most services are accessed from these locations.

The school provides education for students in surrounding areas such as Euston, Homebush, Kyalite and Hells Gate. Students are from town and farming backgrounds.

The community and shire are having economic stimulus success with enterprises such as tourism, mining, renewable energy and large scale commercial farming.

Students access an ongoing continuum of learning that provides a pathway into university, further training or employment.

There are 163 students enrolled, of which 43 are of Aboriginal descent. The school employs 36 staff including all support staff. Staff work in either a full time or part time capacity.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Strategic Direction 1

Successful Learners

Purpose

To empower and create successful learners who are confident and creative individuals, and active informed citizens.

Improvement Measures

All students demonstrating expected growth in literacy and numeracy.

Attendance rates for all students will meet or exceed state average.

Increased number of community based agencies providing support services to the school

Increase of students attaining Gold level in Schools Merit System.

Progress towards achieving improvement measures

Process 1: *Personalised Learning*

Develop and implement processes and structures whereby learning is personalised for students and explicitly addresses their individual needs in consultation with parents and carers.

Evaluation	Funds Expended (Resources)
<p>The BEAR (Balranald Engagement & Achievement Register) pilot has been introduced to students, staff and parents and was trialed and evaluated. Initial evaluations indicate that the school will continue using this system in 2020 with the intent that all secondary students will be able to monitor their academic engagement in all courses with timely staff feedback in order to meet expectations.</p> <p>There was a noticeable change in the dialogue between staff and students with positive feedback about the process as a strengthened student learning tracking system.</p> <p>The school has developed processes to recognise and celebrate student effort and achievement and parents and caregivers expressed that they appreciated the communications.</p> <p>A major step in developing the use of this system will be to integrate this into other school operating systems to further improve communications between staff, students and parents.</p>	<p>This process was led by the Principal and no purchasing of resources required.</p>

Process 2: *Independent Learners*

Develop, implement and embed whole school approaches to enhance and grow students' independent learning skills.

Evaluation	Funds Expended (Resources)
<p>HSC students had access to online tutorial programs to support their learning. The students expressed positive comments about this opportunity indicating that it enabled them to prepare and be more focused on their studies.</p> <p>Formative Assessment strategies were introduced to teaching staff throughout the year. Teacher feedback indicated that some of the strategies enabled them to more fully understand where student learning progress was at and where to next teaching activities. It was observed that many strategies</p>	<p>Staff meetings after school were the forums for Professional Learning.</p> <p>Atomi annual subscription \$2,200.</p> <p>ClickView annual subscription \$4000</p>

Progress towards achieving improvement measures

were implemented in classrooms but more work in this area will be focused on in 2020. This will include work to more fully integrate strategies in teaching practice.

Process 3: Community Connections

Implement a whole school approach whereby the school actively engages with the wider school community and outside agencies. Strengthened school and community partnerships will enhance effective resilience and wellbeing programs within the school.

Evaluation	Funds Expended (Resources)
<p>'Rock & Water' was a program introduced in the the school in 2018 and the work continued throughout 2019. Visuals were established around the school environment to focus strategies on resilient behaviours. It has been observed. and reported by some students, that Rock & Water strategies were being used to deal with issues that were relevant for them.</p> <p>The school continued to access various community organisations and services to support student wellbeing. As an example, 'Head Space' supports via a system called 'TeleHealth' were introduced to support students with mental health issues. Due to the community's isolation this opened up a professional health service to support the wellbeing of students.</p> <p>Interested staff were trained in Mental Health First Aid Training. This training enabled staff members to understand the context and strategies to support students at times of need. The school counsellor delivered content to students. An enhanced approach to supporting student mental health was a result of this work in 2019. Structures and process have been established and student and staff awareness will continue into 2020.</p> <p>The 'Stymie' program was launched at the school in 2019. This program involved online reporting of students experiencing harm. All staff, students and the parent body (P&C meetings and newsletters) were informed about this initiative. As a result students regularly access 'Stymie' and it allowed issues to be picked up in a more timely manner in an anonymous and confidential process.</p> <p>The school's Chaplain provided a strong conduit to enable the implementation of the range of student wellbeing programs and initiatives.</p>	<p>School Counselor allocated time as well as some resources provided by the department.</p> <p>Chaplain employed 2 days each week using the school's allocated Chaplaincy program budget.</p> <p>'Stymie" membership \$3,080.</p>

Strategic Direction 2

Innovative Curriculum

Purpose

To embed a culture of commitment to high quality differentiated professional learning which is driven by contemporary research, school excellence frameworks and teaching standards. This will result in innovative approaches to teaching and learning that prepares students for the challenges of our ever-changing world.

Improvement Measures

All staff have Professional Development Plans that align with the Australian Professional Teaching Standards. Plans are evaluated on a regular basis, and all staff have embedded knowledge from peers into their teaching.

Classroom practices of teachers reflect a comprehensive understanding of KLA continuums. The use of knowledge gained will enhance student learning as evident by the K –12 Learning Sequences within each KLA.

Research based pedagogy and future focused learning skills are evident in all teaching programs.

Progress towards achieving improvement measures

Process 1: *Professional Development*

Develop and enhance staff knowledge and skills by drawing on research to implement and embed high quality teaching and learning practices. Model effective practice and support colleagues in implementing inclusive strategies that engage and support all students, based on a rigorous PDP process.

Evaluation	Funds Expended (Resources)
<p>All teaching and administration staff developed Performance Development Plans as required by the department's Performance Development Policy. Performance goals were negotiated with supervisors and processes enabled monitoring and evaluation of teacher and administrative staff learning and development.</p> <p>Please refer to Formative Assessment PL reported on in Strategic Direction #1, Process 2.</p> <p>Google Classroom was introduced into some secondary classroom during 2019. This enabled Formative Assessment to be more fully integrated into classroom practice in the form of essay drafts, annotations, feedback to students and communications between teachers and students. Student feedback indicated that they are better supported, more aware and engaged in their learning. Feedback on learning is more timely and specific and assessment tasks are being completed and submitted more efficiently.</p> <p>K–6 class programs had a major focus on Reading programs throughout 2019. Phonics–based instructional teaching practice was developed across primary stages.. Teachers participated in Professional Learning (PL) in collaboration with neighbouring schools. The PL program was the "Literacy Den" which focused on all literacy aspects of reading , writing, comprehension and grammar. In conjunction with the Literacy Den, resources were purchased for Lessons In Phonics Instruction (LIPI) which will provide a platform for the direct teaching of reading through withdrawal of small groups in 2020. The primary school's reading resources were reviewed and new resources were purchased including "Progress for Meaning" (PM) readers.</p> <p>A K–6 Scope & Sequence of integrated Key learning Areas was developed and implemented. The implementation of this Scope & Sequence resulted in consistent teacher practice as evidenced in teaching and learning programs</p>	<p>Upgrade of Early Primary Reading resources at \$2226.40</p> <p>Professional Learning (PL) 'Lessons In Phonics Instruction' (LIPI) involved 12 days spread between 3 people with approximate costs of: \$7,000 casuals with an additional \$300 to release an administration officer to prepare resources.</p>

Progress towards achieving improvement measures

and stage meetings.

Process 2: *Future Focused Learning*

Develop and implement innovative and inclusive K–12 curriculum, pedagogy, technology and infrastructure that is future focused and provides students with the skills and capabilities to thrive in a rapidly changing world.

Evaluation	Funds Expended (Resources)
<p>During 2019 the school upgraded a number of Smartboards to more advanced platforms to enable enhanced delivery of lessons.</p> <p>STEM kits were accessed and delivered to students. These kits included quality resources in the areas of robotics and virtual reality. Student engagement in these lessons was extremely high. The virtual reality technology was incorporated into Education Week activities. Parents and prospective students experienced this technology and were able to view the school by way of an advanced technological platform. Feedback from those in attendance indicated they were impressed with this technology and spoke positively about the learning opportunities that the school can provide.</p> <p>The use of Google Classroom was reported on Strategic Direction #2 Process 1.</p>	<p>New Interactive Boards \$21,725.</p>

Process 3: *Using Data Effectively*

All teachers are supported to develop skills in the effective analysis of data and strategies to use this to inform teaching practices to meet the needs of all students in the school.

Evaluation	Funds Expended (Resources)
<p>SCOUT training was completed by staff. This training developed staff understanding of this data collection tool, made them aware of the comprehensive content of the data in SCOUT and informed professional conversations about how to use the data to inform teacher and leadership practices. The use of SCOUT will expand into 2020.</p> <p>The Principal and Deputy Principal led the analysis of NAPLAN, RAP (Results Analysis Packages) and TTFM data. Some results of this analysis included groupings of students to support more consistent differentiated learning tasks. The school acknowledges that more work in this area needs to be done into 2020.</p> <p>Also refer to reporting comments in Strategic Direction #2 Process 1 in regards to the LIPI data informing teacher practice.</p>	<p>SCOUT training sessions delivered by department personnel at staff meetings.</p>

Strategic Direction 3

Building Leadership

Purpose

To build collaborative practices with whole community involvement, participation and engagement in order to develop a school culture that supports shared practice and collective responsibility to build capacity for success.

Improvement Measures

Increase parent attendance at assemblies, parent teacher interviews and positive responses from TTFM surveys.

Increase the impact the leadership team has on teaching practice and school improvement as measured through surveys.

Productive strategic partnerships exist with our community that provide pathways to employment, university and further education.

Progress towards achieving improvement measures

Process 1: Leadership

Develop leadership skills across the school that emphasise effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement through the effective implementation of the school plan.

Evaluation	Funds Expended (Resources)
<p>The Principal and Deputy Principal accessed PL that enhanced understandings and skills to implement the department's School Excellence Policy. 2019 PL for the Principal and Deputy Principal focused on high level educational research theory and practice. Agile Leadership, Formative Assessment and Professional Development informed by student learning data were key concepts involved in this PL. The school will investigate further work aligned to this PL into 2020.</p> <p>Further leadership development opportunities have been identified for 2020. A distributive model will be implemented with school leadership team members taking responsibility for aspects of the school plan and the subsequent evaluative practices and development of strategic plans into the future.</p>	<p>The department's Leadership High Performance funded PL.</p>

Process 2: Partnerships

Establish educational and cooperative partnerships to increase future pathways for students through a whole school approach. This will raise expectations, develop aspirational goals and increase educational motivation.

Evaluation	Funds Expended (Resources)
<p>In 2019 the school continued the work of 2018 with Sunraysia Solar Farm which established student scholarships for 2019 and beyond. There were 2 recipients in 2019 and the scholarships enabled further tertiary studies that would otherwise not have been accessible for these students.</p> <p>Consultations with a nearby farming company begun in 2019. This work will potentially showcase career opportunities for students post-school. An intended outcome will be to establish and maintain a local workforce for the school's rural community.</p>	<p>Existing school bus was used to support initiatives plus some grant money to support the experiences for students.</p>

Progress towards achieving improvement measures

The Stage 3 students participated in a Math–In–Trade visit at Swan Hill TaFE. This exposed students to a variety of employment opportunities and provided a highly engaging learning experience.

Process 3: *Community*

Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

Evaluation	Funds Expended (Resources)
Refer to Strategic Direction #1—regarding the introduction of BEAR (Balranald Engagement & Achievement Register) This academic monitoring system will build opportunities to engage parents and carers with the progress of their children. So although this was not a focus of the school's work in 2019 the foundation was laid for this to be a focus area of the school's plan in 2020. The SENTRAL system will be the vehicle to communicate BEAR and many other aspects such as wellbeing, reporting, assessment to parents and carers.	The SENTRAL system was purchased at the end of 2018 at \$7000 pa BEAR (Balranald Engagement & Achievement Register) was introduced in 2019 at no cost.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$76,375 received for 2019.</p> <p>\$33,839 for Aboriginal Education Officer (AEO) employment.</p> <p>\$140 to support teaching & learning resources for NAIDOC events.</p>	<p>Accessing and maintaining staff in the AEO role was a significant issue for the school throughout 2019. Only 0.5 full-time employment could be engaged.</p> <p>For 2020 there has been an identified need for the leadership PL to build further capacity in strategic resource management so that spending is aligned to planning.</p> <p>The school will investigate the spending of the balance of this 2019 funding in 2020 that will drive initiatives for Aboriginal students and the implementation of the Aboriginal Education Policy.</p>
English language proficiency	<p>\$13,191 total allocation which was all flexible funding.</p>	<p>In 2019 the school used this funding as a component of a part-time School Learning Support Officer (SLSO). The SLSO led a Speech Therapist's devised-program for identified students. Student results indicated improvements in the specific learning outcomes as well as enhanced self-confidence of students in social setting.</p>
Low level adjustment for disability	<p>\$89, 253 total 2019 allocation which comprised of:</p> <p>Full-time employment (FTE) within this allocation was 0.5 at \$53,358.</p> <p>Flexible funds received of \$33,103</p>	<p>The 0.5 teacher employment component was used to employ a teacher to support teaching and learning programs. This teacher was a full-time staff member as the school combined 0.5 equivalent funds from another budget area to pay for this position.</p> <p>The flexible funds provided an additional 0.3 FTE for staffing to support teaching and learning.</p> <p>As a result of the Learning Support processes across the school there was evidence of accommodations and adjustments in learning programs to meet the needs of individual students. Student learning data was collated and analysed to inform the delivery of curriculum to students. Individual Student Learning Plans were developed and monitored throughout year. Parents & caregivers were involved in developing learning plans for students and contributed to monitoring processes.</p>
Socio-economic background	<p>Total \$158, 902 allocated to the school comprising of:</p> <p>Staffing \$32,015 (FTE 0.3)</p> <p>Flexible \$126,887</p>	<p>The school employed a leadership team member at a Deputy Principal (DP) level. This role enabled the school to enhance Professional Learning & Development of teachers across the school with a deepened focus on Instructional Leadership. Classroom observations of teacher practice improved teacher feedback processes, provided point-in time in-class PL opportunities and a stronger understanding of consistent teaching practices across the K-12 context. Academic monitoring of student learning and improved skills of teachers to do this resulted. The role was a main driver of student wellbeing programs including more regular and consistent monitoring of student attendance</p>

<p>Socio-economic background</p>	<p>Total \$158, 902 allocated to the school comprising of:</p> <p>Staffing \$32,015 (FTE 0.3)</p> <p>Flexible \$126,887</p>	<p>and the processes to improve the schools work in this area.</p> <p>In addition to the DP role, the school invested in a Head Teacher Wellbeing role. This role supported the DP role across the school. Students reported being well-supported by the school's holistic wellbeing programs. These roles contributed to the findings that are reported on from the Tell Them From Me Surveys in another section of this report.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	76	78	72	78
Girls	76	79	75	70

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.2	94.9	91.7	92.3
1	90.6	89.3	94	88.7
2	88.4	90.4	89.2	95.1
3	84.8	91.4	86.5	85.7
4	85.8	91.6	94.3	94.3
5	91.6	91.4	83.7	92.9
6	85.1	92	89.7	80
7	87.2	92.6	89.2	94.5
8	86	89.2	86.6	88.4
9	78.6	90.8	83.7	81.3
10	85.7	77.9	78.9	80.3
11	93.3	86.2	83	78
12	88.8	83.4	81.9	82.7
All Years	87.1	89.6	86.9	87.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	16
Employment	30	1	33
TAFE entry	0	0	0
University Entry	0	0	33
Other	0	0	16
Unknown	10	36	0

Year 12 students undertaking vocational or trade training

45.45% of Year 12 students at Balranald Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Balranald Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	9.88
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.39
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	119,005
Revenue	3,464,827
Appropriation	3,324,394
Sale of Goods and Services	7,546
Grants and contributions	131,568
Investment income	1,319
Expenses	-3,037,830
Employee related	-2,529,549
Operating expenses	-508,281
Surplus / deficit for the year	426,998

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	57,486
Equity Total	334,929
Equity - Aboriginal	76,375
Equity - Socio-economic	158,902
Equity - Language	13,191
Equity - Disability	86,461
Base Total	2,263,865
Base - Per Capita	34,445
Base - Location	96,872
Base - Other	2,132,548
Other Total	312,073
Grand Total	2,968,353

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

In 2019 the school used the Tell Them From Me (TTFM) surveys to capture information from the key stakeholder groups within the school. The following section of this report summarises some key findings.

Direct, personalised contact with all parent/caregivers resulted in increased participation in this year's survey.. Parents feel welcome at school and expressed that they can easily speak with the principal, with an 8.2 school mean for this level of communication. 97% of parents have talked with a teacher about their child's learning or behaviour, and this has taken place in formal parent/teacher interviews as well as through school newsletters or social media, which rated at a 94% satisfaction rating for usefulness.. The school introduced a practice of positive phone calls each week and 97% of respondents identified the telephone as the most useful type of communication when discussing their child with the school. A number of initiatives have been put into place in 2019 to address parent feedback regarding school measures to help prevent bullying as well as the development of student's positive friendships. This is an area for future monitoring of data.

44 secondary students and 26 primary students completed the TTFM survey in 2019. 89% of primary students value schooling outcomes whilst 80% of respondents try hard to succeed in their learning. An area for improvement is in terms of completing homework with a positive attitude and in a timely manner, as the school mean of 28% highlighted concerns with this. Further support for parents to assist students in primary homework is an ongoing focus at school. The secondary student school mean of 69% was above the NSW Govt Norm for effort and this is reinforced by students expressing a 5.4 (4.5 NSW Govt Norm) rating for students identifying someone at home who consistently provides encouragement and advice. Whilst secondary students responded with only a 68% intention to finish Year 12, against a state mean of 85%, they were closer to the state average in terms of setting challenging goals in their school work and aim to do their best.

All teaching staff completed the TTFM survey and results were reflective of NSW Govt averages for each of the eight drivers of student learning. School leaders taking time, as part of the PDP process, to observe teaching; setting high expectations for student learning; and opportunities for students to use computers or other interactive technology are areas of strength. Providing written feedback; using data to inform assessment setting; and setting goals for learning new technology skills are areas identified by staff as needing further attention. 97% of staff believe that the school creates a strong sense of belonging for all students and that 94% of staff believe that school leaders at school are leading improvement and change. There is a very strong balance in the length of time spent by staff teaching at this school. 44% of staff have taught at Balranald Central School for more than 16 years, whilst 38% have taught here for less than two years. Strong collaboration within staff, with a 8.1 on a ten point scale for discussing student learning with other teachers as well as for collaborating on strategies to increase student engagement, is evidence of this staff balance working effectively.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.