

2020 Annual Report

Balranald Central School



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Introduction

The Annual Report for 2020 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.

School contact details

Balranald Central School

We St

Balranald, 2715

www.balranald-c.schools.nsw.edu.au

balranald-c.school@det.nsw.edu.au

03 5020 2222

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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>In 2020 the school's processes and systems in developing and monitoring student learning plans were enhanced and the Learning Support Instructional Leader role contributed strongly to these improvements. The school counsellor partnership provided more in-depth and needs-orientated plans for students and contributed to the student learning data to inform the plans.</p> <p>The development and implementation and monitoring of the plans for students were generated in consultation with parents, staff, students and relevant external agencies and personnel. SENTRAL and Google Drive were the systems used across the school to store and communicate information to students, staff and families. As a result of individualised education plans (IEPs) and MyPLAN the school has enhanced processes and communication in order to identify student needs in liaison with parents/carers and strengthened the delivery of more individualised learning programs for the students. Learning targets were incorporated within these plans for identified students. Staff noted more independent learning behaviours including students seeking additional staff support to understand and complete learning and assessment tasks.</p> <p>Students are becoming more aware of what is required in order to improve through programs such as BEAR (Balranald Engagement & Achievement Register). BEAR is a system of feedback for students, designed to be a supportive tool to encourage them to strive for their personal best. BEAR fits into the "What Works Best" framework in the areas of High Expectations, Effective Feedback and Assessment.</p> <p>2020 saw the introduction of the 'Grin and BEARIT' program which involved additional support for students during lunchtimes. They could access teacher and learning support staff to address non-completion of learning tasks, with a number of students self-referring to be involved in this program. As a result of this program the number of student assessment tasks and class activities completed increased from 60% in 2019 to 80% in 2020. Through the BEAR program, students expressed that they were more supported in their learning and it was observed that students were more motivated, organised and prepared for learning. Students recognised their responsibilities in their classes and took more ownership of their learning.</p>	<p>Professional Learning 5 days of casuals approximately \$2,600 to enable communications for student plan development and reviews.</p> <p>Time.</p> <p>Role of the Learning Support Instructional Leader.</p> <p>Purchase of 10 Cpens \$3,000</p>

Progress towards achieving improvement measures

The school invested in a range of assistive technologies and platforms to address personalised learning needs and therefore contributing to some developing student independent learning behaviours. The learning-from-home phase placed a focus on the need for these resources. Examples include Cpen Readerpens for reading, talk-to-text functions, Google Classroom and the continuation of various online programs. Students from Kindergarten to Year 6 requiring additional learning support were identified and programs for one-to-one literacy interventions were implemented such as MacqLit, LIPI, Sounds right.

Refer to Strategic Direction # 2 Process # 3 focused on data and how data informs teacher practice and school direction.

Process 2: Independent Learners

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

Evaluation	Funds Expended (Resources)
Refer to Process #1 in this Strategic Direction for the report of this work.	

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>Over the duration of the school's 3 -year plan a wide variety of initiatives have been established and continue to be a part of the school's everyday work to support students and build resilience. Services such as Headspace Telehealth, Maari Ma, Stymie, Dareton Primary Health Care and Mallee Family Care. The physical movement of students to these various services was limited during COVID but online services such as Telehealth thrived. Some representatives mobilised their services and visited students at BCS. Remote learning also improved parent/teacher communication.</p> <p>Refer to staff, student and parent satisfaction section of this Annual Report.</p>	Stymie annual subscription \$1800

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>Balranald Central School recognises the need to help teachers to improve their performance, with classroom observation, and has worked to develop its approach over the course of implementing a rigorous Performance Development Plan (PDP) process. The school's focus in 2020 was on effective professional feedback for students and staff. The feedback processes involved were for teachers as part of performance development strategies and for teachers providing feedback to students about their learning as part of formative assessment practices.</p> <p>Professional learning sessions during the year focused on Effective Feedback and Formative Assessment Strategies as well school-based modelling of quality teaching strategies and team-approaches to feedback on new learning. As a result of Professional Learning, and the structured model of implementation for teacher practice observations, teachers demonstrated their application of using effective feedback for each other and within learning settings with and for students. They expressed their confidence in providing explicit feedback to each other and students to improve teaching and learning.</p>	<p>Staff meeting sessions outside of teaching session times.</p> <p>Higher duties for the school's Deputy Principal to lead staff Performance Development processes. (Equity Funds \$24,015)</p>

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>Balranald Central School has recognised the need for future focused skills to be developed within the context of a 'Learning across the Curriculum' approach.</p>	<p>School grounds existing space and staff goodwill.</p> <p>Estimated \$2500 annual running costs</p>

Progress towards achieving improvement measures

The big picture focus across the K-12 context has been on developing student learning in sustainable living; with the focus for 2020 being on staff and students across K-6. They have been involved in activities as part of the research, development, implementation and an initial evaluation of the Kitchen Garden project.

Involvement in the Kitchen Garden project has improved student wellbeing, including the development of positive social and living skills (e.g. working with others, cooking and food preparation and healthy life choices). Students who are autistic, vision impaired, ADHD, mental health and indigenous students have shown significant growth in their roles as leaders caring for the kitchen garden chickens.

A team to drive future work in this project will be identified for 2021 and beyond.

Refer to Strategic Direction #1 Process 1 for technologies and platforms to support future focused learning behaviours and Strategic Direction #3 Process 1 for learning-from-home phase in 2020 as part of future focused learning.

associated with the Kitchen Garden e.g. infrastructure (including watering system), composting, equipment and tools, consumables e.g. plants, chook feed, fertilizer, additional General Assistant time, additional School Learning Support Officer and kitchen items such as gadgets and food costs.

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>In 2020 the school identified, from comprehensive data analysis, that Reading and Vocabulary, Comprehension/Understanding texts as well as the ability to develop writing were areas to focus on. Primary staff included Reading as one of their faculty PDP goals and staff worked with other faculty members to implement, collect data and evaluate reading programs. Data was obtained through testing using the YARK Assessment of Reading for Comprehension. Single Word Reading, Accuracy, Reading Rate and Comprehension were mapped for all students in Year 3-6 as well as selected secondary students in Year 7 and 8. Significant growth in each of these areas was evident in testing undertaken in Term 1 and Term 3.</p> <p>Data was evaluated on phonological awareness through the LIPI program. Class programs showed the inclusion of targeted teaching strategies, with teacher feedback indicating significant growth. Primary staff met as a faculty, and as a smaller teams, to record data on PLAN.</p> <p>The leadership team structure of working with a partner teacher enabled in depth professional learning whilst the MacqLit program, adopted in 2019, continued to show student growth in comprehension and reading fluency; with ongoing lessons provided by teaching and support staff.</p> <p>BEAR data was evaluated throughout the year in order to measure student engagement and achievement in Secondary. A scale from 1-10 was used with all cohorts demonstrating improvement</p> <p>Year 7 from 6.8 to 7.7, Year 8 from 7.3 to 7.4, Year 9 from 7.1 to 7.3, Year 10 from 7.7 to 7.8, Year 11 from 7.6 to 7.8, Year 12 from 7.4 to 8.0</p>	<p>Professional Learning \$3000</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>In 2020 the school spent time to consider the expertise areas of the school's leaders and staff. This process enabled the school to capitalise on the skills, strengths and interests of all staff and set directions for staff development and role distributions.</p> <p>During the learning-from-home phase, specific technology skills of staff were identified resulting in collegial sharing of skills and collaborative practices to enable ongoing quality delivery of curricula for students. New skills developed continued being applied during the second half of 2020 e.g. Google Classrooms, Microsoft Teams and video publications.</p> <p>The school developed a model of leadership to focus on the implementation, management and monitoring of the school plan. This team involved all executive plus a classroom teacher who is an aspiring school leader. Through this leadership process members built knowledge and confidence about the plan, strategic resourcing, evaluative practice and the components of the School Excellence Policy and how they all fit together to plan forward for the school to meet student needs.</p> <p>Additional staff and roles were established through strategic funding during the term of this plan and continued throughout the year. Evaluations of these roles indicated a need to continue beyond 2020. The roles included a Deputy Principal (K-12), Head Teacher Wellbeing (K-12) and a Learning and Support Instructional Leader (K-12). The impacts of these roles included improvement of staff performance development processes, expanded student wellbeing initiatives and supports and a more functional and cohesive Learning Support Team processes due to overarching efficient management practices and enhancement of collegial practices across the school. A greater communication of student needs has been established and skills and confidence levels of support staff have also improved due to the inputs of these additional roles in the school.</p>	<p>Collegial Professional Learning accessing the existing skills of staff members in ITC.</p> <p>Principal School Leadership and Strategic School Resourcing Field Officer roles.</p> <p>Funded leadership roles 2020 Disaster Supplementation Funds: Deputy Principal, Head Teacher Wellbeing and the Learning and Support Instructional Leader (this role funded by the Department's Rural Experience Program - no cost to school).</p> <p>Texts leadership \$300</p> <p>PL for higher executive (Agile Learning) \$1800</p>

Progress towards achieving improvement measures

The school's Strategic Resource/Finance Team was established with Professional Learning focused on the school's budgeting processes to support the implementation of programs and initiatives across the school.

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>Some partnerships planned for 2020 had to be postponed due to COVID restrictions. A partnership with the Balranald Shire Council was established with continuing plans to connect with the council as well as with local industries and services. The students across Years 6 to 10 gained a greater understanding of the world of work and the possibilities for career pathways within the local area.</p> <p>A partnership with Petaurus Education Group toward the end of 2020 has led to the development and delivery of a range of learning and curriculum experiences, resources and initiatives for Balranald CS. The Swampy the Frog official unveiling was followed by an educational opportunity for the Stage 2 students to connect with land, water, sustainability and cultural issues at the local riverfront wetlands.</p>	<p>Outside grants that the school accessed: 'School to Work' (\$5,000), VET (\$3,500) and Primary Industries (\$5,000).</p> <p>Due to COVID the 'School To Work' funding will carry over into 2021.</p> <p>SENTRAL annual fee \$7000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

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)
<p>In 2020 our goal was to develop strengthened partnerships between home and school with a focus on student learning. Teacher and parent/carer communications expanded allowing more frequent and specific conversations about student learning and wellbeing needs and opened up more discussions and understandings about student progress. COVID-19 contributed to the improvement in this area. It clearly accelerated the planned improvements in home/school communication.</p> <p>The SENTRAL system for the parent portal section was started with a focus on attendance, student timetables and messages. This platform will be expanded in 2021 in order to allow parents and students access through their own portals.</p> <p>Student diaries were purchased in preparation for 2021 in order to strengthen the partnership between home and school through regular communication and feedback.</p>	<p>Diary cost \$1000</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$85,077 (Staffing \$76,277 + Flexible \$8,800)	<p>In 2020 there were difficulties securing an Aboriginal Education Officer. The role was shared between two part-time employees. Breakfast Club, in-class learning support, contributing to planning for and hosting special events, developing partnerships with families and community and supporting student wellbeing were key aspects of these roles.</p> <p>All Aboriginal students' learning was informed by Personalised Learning Plans as per department expectations. The processes in this work will be reviewed in the future. Monitoring of plans as well as improved student attendance have been noted with ongoing work being planned to monitor student progress and achievements.</p> <p>In 2021 the school will begin to plan for staff Professional Learning focused on Aboriginal Education.</p>
Integration funding support	\$116,712.00 (2021 figure)	<p>In 2020 six students' learning and wellbeing were supported by integration funding as per the department's policy and procedures for this student-specific funding. As a result students were individually supported in classrooms as well in playground situations as required for individual needs.</p> <p>Individual and some behaviour support plans were developed in collaboration with families, staff members, health services and inter-agency personnel. School Learning Support Officers have been focused on supporting individual students to be 'ready-to-learn' and spaces to enhance learning have been accessed by students.</p>
Low level adjustment for disability	\$89,253.00 (Staffing \$54,962 + Flexible \$34,561)	<p>In 2020 this funding was combined with other funding sources to employ School Learning Support Officers (SLSOs) with a predominant focus in primary classrooms. In 2021 there is an intent to expand SLSO work into secondary classrooms as well as considerations for Professional Learning for these roles.</p>
Literacy and numeracy	\$8,630.00	<p>This funding source was combined with other sources to employ staff to provide additional staff development focused on improving student learning outcomes.</p>
Quality Teaching, Successful Students (QTSS)	\$15,423.00	<p>This funding source was used to support in-class teacher practice by way of executive conversations, observations and feedback between staff. In 2021 the school will look at ways in which to strengthen these processes to support ongoing staff development.</p>
Socio-economic background	\$180,832.00 (Staffing \$32,815 + Flexible \$148,016)	<p>Refer to evaluation comment for Low-level adjustment for disability re employment of SLSO.</p>
Professional learning	\$34,793	<p>In 2020 the focus on staff Professional</p>

Professional learning	\$34,793	Learning (PL) was via online due to COVID resulting in less spending against this funding source. Much of the staff PL was also delivered at regular staff meetings and at Staff Development days. Comments re- PL for staff can be found in other sections of the Annual Report.
Support for beginning teachers	\$43,433.00	In 2020 the school supported early career teachers. Professional Learning and some additional collegial support for these teachers were aspects of work in developing teachers. COVID restrictions interrupted the flow of intended initiatives. The school will review processes in 2021 and provide ongoing and focused supports for individual early career teachers. A mentoring structure may enhance processes with the Performance & Development Framework and Policy as key enhancers of this work.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	78	72	78	84
Girls	79	75	70	70

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	91.7	92.3	93.3
1	89.3	94	88.7	91.7
2	90.4	89.2	95.1	88.1
3	91.4	86.5	85.7	93.2
4	91.6	94.3	94.3	92.2
5	91.4	83.7	92.9	94.2
6	92	89.7	80	94.5
7	92.6	89.2	94.5	90.9
8	89.2	86.6	88.4	93
9	90.8	83.7	81.3	92.5
10	77.9	78.9	80.3	90.9
11	86.2	83	78	88.9
12	83.4	81.9	82.7	87.3
All Years	89.6	86.9	87.4	91.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	N/A	N/A	N/A
Employment	7	N/A	56
TAFE entry	N/A	N/A	11
University Entry	N/A	N/A	22
Other	N/A	N/A	N/A
Unknown	N/A	N/A	11

Year 12 students undertaking vocational or trade training

47.06% of Year 12 students at Balranald Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

77.8% of all Year 12 students at Balranald Central School expected to complete Year 12 in 2020 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)	11.08
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.89
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	546,002
Revenue	3,613,645
Appropriation	3,522,795
Sale of Goods and Services	3,947
Grants and contributions	66,833
Investment income	556
Other revenue	19,514
Expenses	-3,344,448
Employee related	-2,731,012
Operating expenses	-613,436
Surplus / deficit for the year	269,197
Closing Balance	815,200

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.

	2020 Approved SBA (\$)
Targeted Total	74,535
Equity Total	355,162
Equity - Aboriginal	85,077
Equity - Socio-economic	180,832
Equity - Language	0
Equity - Disability	89,253
Base Total	2,528,301
Base - Per Capita	35,547
Base - Location	101,419
Base - Other	2,391,336
Other Total	368,029
Grand Total	3,326,027

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020 the school used the Tell Them from Me (TTFM) surveys to capture information from the stakeholder groups within the school. The following section of this report summarises some key findings. Direct, personalised contact with all parent/caregivers resulted in continuing pleasing participation in this year's survey.

Parents feel welcome at school and expressed that they can easily speak with the principal, with a 7.9 school mean for this level of communication. 90% 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 85% satisfaction rating for usefulness as well as a strong preference for information via Text. 90% of respondents identified the telephone as the most useful type of communication when discussing their child with the school. This was also reflected in very positive feedback for informal meetings, measured at 94% usefulness. A number of initiatives had been put into place in 2020 to address parent feedback regarding school measures to help prevent bullying as well as the development of student's positive friendships. Although parent feedback on bullying prevention scores only at 5.7 as a school mean, the 2020 data has resulted in a significant reduction of 20% of incidences of bullying in this year's primary data, as well as a clear reduction in secondary wellbeing concerns.

57 secondary students and 18 primary students completed the TTFM survey in 2020. 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. Experiences with Remote Learning unsurprisingly reflected 66% of students feeling less connected with school as well as 62% having concerns with feedback quality; however, the laptop program at school was reflected in 65% of students feeling that the quality of resources was good during this period. 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 61% intention to finish Year 12, against a similar fall from 2019 in state mean of 83% as well. Student responses were closer to the state average in terms of setting challenging goals in their school work and aiming to do their best. Students identified concerns with positive homework behaviours, with a 31% mean below the NSW Govt Norm of 54%.

13 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 and using data to inform practice are areas identified by staff as needing further attention. Remote learning in 2020 has supported increased teacher confidence when using technology in the classroom. 97% of staff believe that the school creates a strong sense of belonging for all students and that 85% of staff believe that school leaders at school are leading improvement and change. There is a very strong balance in experienced and beginning teachers, identified by length of time spent by staff teaching at this school. 45% of staff have taught at Balranald Central School for more than 16 years, whilst 36% have taught here for less than two years. Strong collaboration within staff, with a 8.3 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.