

2021 Annual Report

Balranald Central School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Balranald Central School is committed to providing a safe and respectful environment for students to learn. Students are supported by dedicated teachers in partnership with parents and community, to achieve their personal best. Through the delivery of engaging and rich curriculum, and structured well being programs, students connect, succeed & thrive.

School context

Balranald Central is a small K-12, rural school, located on the banks of the Murrumbidgee river, catering for students from Kindergarten to Year 12 and drawing from surrounding towns and farms in N.S.W and Victoria such as Euston, Robinvale, Homebush, Kyalite and Hell's Gate. The school caters for 157 students with 30% being Aboriginal and has recently seen a marked increase in secondary enrolments. Students access an ongoing continuum of learning that provides a pathway into university, further training or employment.

The closest major centres are in Victoria and most services are accessed from these locations. The community and shire are strong supporters of the school and are experiencing economic stimulus success with enterprises such as tourism, mining, renewable energy and large scale commercial farming. The school enjoys the luxury of an interested and proactive P&C. and has partnerships with Sunraysia Solar Farm, Balranald Shire Council, Tronox Holdings and Petaurus Education Group

Balranald Central School has a number of long standing staff combined with beginning teachers that work collectively and collaboratively to achieve meaningful student learning goals.. Some distinctive attributes of the school include a rich well-being program, a strongly supported breakfast club, an Aboriginal youth group, an engaging academic secondary program that supports students to transition to work or further learning. Students enjoy extra curricular activities such as netball, AFL, choir, tennis, golf, fishing, cricket, rugby union, and rowing,

After undertaking a thorough Situational Analysis and consultation with students, staff, parents and the Aboriginal Lands Council, we identified the following areas that needed further development. These areas included: data collection, teacher collaboration, explicit teaching, working closely with parents to support student learning and to develop high expectations across the whole school.

The following areas will become our strategic directions over the next four years:

- Student Growth & Attainment
- Quality Teaching
- Learning Culture of High Expectations.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement, growth and performance in literacy and numeracy, teachers will use data driven practices to inform quality teaching practice

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Systems for Data Collection
- Effective data skills and use

Resources allocated to this strategic direction

Socio-economic background: \$143,635.00

Literacy and numeracy: \$2,000.00

Professional learning: \$20,660.00

Low level adjustment for disability: \$90,030.00

Summary of progress

Whole School Systems for Data Collection

The focus for 2021 was on the establishment of a data team and the development of a schedule for the systematic collection and analysis of student data across the school. The focus of the data team was to analyse student literacy and numeracy data to identify trends, growth areas and students for targeted support. Students have been involved in small group and one-to-one (in-class) assistance with School Learning Support Officers. Students have accessed the Multi-Categorical class on a regular basis in order to support their disability needs and improve their learning outcomes. Further supports were given to students in the classroom through the engagement of extra SLSOs to support students with their learning and to support student engagement with specialist services as and when required.

Key staff were selected to be members of the data team which included the: Deputy Principal K-12, Learning and Support Leader, Assistant Principal (AP) Numeracy and AP Literacy. The strategic use of funding allowed for the employment of a Deputy Principal and Learning and Support Leader above establishment to build staff capacity to engage with data. The data team met weekly in order to examine a range of different data sources, such as NAPLAN, Check In Assessments, COVID ILSP, MacqLit, Speech, Number Talk, Progressive Achievement Test (PAT), Best Start (Kindergarten & Year 7), Phonics Screening Year 1 and Phonological Awareness. This data and its analysis formed the basis of a mini situational analysis to identify the direction of this initiative for 2022 and beyond.

Next year the school will undertake a SWOT analysis in numeracy and literacy across Kindergarten to Year 12 to ensure appropriate resourcing is allocated to allow teachers to collaboratively design and deliver lessons that meet students' needs and ultimately school goals. Being part of the Good to Great School Program in mathematics, science and writing allows the provision of curriculum resources and professional learning for staff, in order to improve student outcomes.

Effective data skills and use

As part of this initiative, the focus was on familiarising staff with the SCOUT platform and aspects of its functionality. All teaching staff completed SCOUT e-learning courses, and were then supported to familiarise themselves with resources from the Digital Learning Resource Hub that could support them in identifying teaching strategies following the analysis of data. Professional learning in analysing this data was provided by the Literacy and Numeracy Strategy Advisor and as part of this learning, staff identified students with a specific area of need in numeracy and literacy.

At a whole school level, literacy and numeracy trends were identified, student focus groups were formed and appropriate teaching and learning strategies identified and implemented. As a result of this intervention, these identified students showed growth in their identified areas. A Learning Sprint was undertaken in the area of paragraphing for all secondary students in Years 7-10. Secondary teachers were supported by the Assistant Principals (Primary) to explicitly teach students how to paragraph. Following the Learning Sprint, student work samples showed improvement in this area. The sharing of knowledge across primary and secondary had a significant impact on the success of the strategy.

Next year the focus in this initiative will be on the continued professional learning for staff in using data effectively to support their teaching practice with a particular focus on writing and numeracy K-6. Further data analysis will be undertaken to identify an area of focus for secondary.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the number of students in the top two bands of Reading by 2.5% from baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 1.17% indicating progress towards the achievement of the annual progress measure.
To increase the number of students in the top two bands of Reading by 2.5% from baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 11.74% indicating achievement of the annual progress measure.
To increase the number of students in the top two bands of Numeracy by 3.5% from the baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy by 4.8% indicating achievement of the annual progress measure.
To increase the number of students in the top two bands of Numeracy by 3.0% from the baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy by 7.58% indicating achievement of the annual progress measure.

Strategic Direction 2: Quality Teaching

Purpose

In order to maximise student learning outcomes, we will embed evidence based teaching strategies across the school, supported by explicit systems for collaboration and feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence Based Teaching Strategies
- Explicit systems for collaboration and feedback

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Summary of progress

Evidence Based Teaching Strategies

The focus of this initiative for 2021 was to familiarise staff with key concepts in the Reading Guides, Effective Reading Years K-2 and Improving Reading Comprehension Years 3-8. Staff also completed the 'Focus on Vocabulary' professional learning with the Literacy and Numeracy Strategy Advisor (LANSA), where they considered why vocabulary is critical in the development of reading comprehension. Staff used the teaching and learning cycle and a range of formative assessment practices to determine the learning needs of students in relation to supporting vocabulary development. Secondary staff undertook a workshop where they unpacked the stage statements in a syllabus they were currently teaching. They then used this knowledge to identify the literacy skills that were part of their curriculum delivery and reviewed their teaching and learning programs to ensure these literacy skills were embedded.

Staff felt supported in their efforts to develop their skills in teaching comprehension and participated in deep discussion of how to gauge the impact of teaching through a range of assessment strategies. They explored a framework for developing confident vocabulary learners through a focus on word consciousness, using context clues, understanding morphology and language devices.

Next year the focus of this initiative will be focusing on researching a range of reading programs to support the implementation of a whole school reading program that is focused on encouraging students to read for pleasure.

Explicit systems for collaboration and feedback

COVID had a significant impact on Professional Learning in that it reduced the opportunity for face to face workshops and instead opened up the remote world of Zoom and TEAMS. This meant that even though the professional learning opportunities were reduced, there was a contingency plan with remote professional learning which had little or no cost. The focus of this initiative for 2021 was to undertake professional learning in "What Works Best", centred on collaboration. Teachers also participated in activities and reflected on what structures and supports were needed to collaborate effectively across the school and to develop trust with each other. Staff undertook activities to help build relational trust with their collaborative groups and they also developed the main group norms on how to collaborate effectively. As part of this, each teacher developed a personalised 'Early Warning System' to identify when they were feeling uncomfortable, and created an action plan with steps to support them using the Early Warning System in collaborative activities.

The City-Country Collaboration developed strong partnerships in Kindergarten to Year 6 Literacy & Numeracy, PDHPE, English, Legal Studies and Science. This enabled teachers to be collaborative and share best practice across schools in programming, teaching and assessment. The schools involved in this program included: Killarney Heights HS, Dapto HS, Narrabeen SHS and Elanora Heights PS.

The impact of the focus on collaboration, was the establishment of the 3 main group collaboration norms; the main norms being putting ideas on the table, posing questions and presuming positive Intentions. These norms underpin all collaborative practice at Balranald Central School.

Next year the focus of this initiative will be to further develop connections with the City-Country Collaboration and to increase the opportunities and more structured systems for collaboration across the school and with other schools, supported by the three group norms.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the number of students achieving at or above expected growth in NAPLAN reading by 5% from baseline (mean of 2017-19 data)	The percentage of students achieving expected growth in numeracy decreased by 2.8% indicating progress yet to be seen toward the annual progress measure
To increase the number of students achieving at or above expected growth in NAPLAN reading by 5% from baseline (mean of 2017-19 data)	The percentage of students achieving expected growth in reading decreased by 23% indicating progress yet to be seen toward the annual progress measure
To increase the number of students achieving at or above expected growth in NAPLAN numeracy by 3% from baseline (mean of 2017-19 data)	The percentage of students achieving expected growth in reading decreased by 23.2% indicating progress yet to be seen toward the annual progress measure.
To increase the number of students achieving at or above expected growth in NAPLAN numeracy by 3% from baseline (mean of 2017-19 data)	The percentage of students achieving expected growth in reading increased by 17% indicating achievement of the annual progress measure
Increase the number of HSC course results in the top 3 bands by 5% from baseline.	The percentage of students achieving HSC course results in top three bands increased by 8% indicating achievement of the annual progress measure.
Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 5%	The percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity increased by 6.25% indicating achievement of the annual progress measure.

Strategic Direction 3: Learning Culture of High Expectations

Purpose

To build a school culture strongly focused on high expectations for student learning, underpinned by strengthening effective partnerships with all stakeholders that are responsive in meeting the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High expectations
- Strengthening Effective Partnerships

Resources allocated to this strategic direction

Aboriginal background: \$15,532.00

Summary of progress

High Expectations

The focus of this initiative for 2021 was to understand the process of differentiated learning, so that high expectations could be effectively set for students. Staff undertook professional learning in differentiation from corporate staff. The Wellbeing team negotiated student learning goals using the Department of Education framework, with the impact being measured through "Tell Them From Me" student data.

Students felt supported with their growth goals throughout the year and these were revisited in Term 4. Aboriginal students were supported by the Aboriginal Education Officer who negotiated and monitored their student growth and their Personalised Learning Pathways (PLP) goals. This resulted in an increase in Aboriginal families engaging in the PLP process and conversations became more authentic. Tell Them From Me data indicated that 80% of Aboriginal students felt like their culture was valued at school and 75% felt that teachers understood their culture.

Next year the focus of this initiative will be to catch up on the differentiation professional learning sessions that were postponed due to COVID restrictions. All staff will have knowledge and access to the appropriate resources to implement differentiated strategies to support student learning. Targeted goals for staff to implement at least one strategy with repetition and consistency will increase student knowledge, understanding and engagement. Growth goals for students will continue to be negotiated with Wellbeing staff.

Strengthening Effective Partnerships

The focus of this initiative for 2021 was the opening of the Sentral portal to parents and students and the use of plain English, user friendly outcomes and comments for student reports K-12.

The impact has been an increased awareness by some parents and students of what is happening in the school on a daily basis. Attendance, calendar and daily notices are modules that are regularly accessed by students. Parent and students have been able to fully understand report comments with students more capable of setting SMART growth goals.

Next year the focus of this initiative will be on researching how often and what percentage of families are accessing the portal as the ultimate aim is to have all communication go through the portal from absence notes, parent/teacher interviews and the publishing of reports.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the number of students achieving 90% attendance or greater, by 3% from baseline.	The number of students attending school 90% of the time or more has decreased by 0.9% showing minimal change from baseline.

<p>To increase the number of students achieving 90% attendance or greater, by 3% from baseline.</p>	<p>The number of students attending school 90% of the time or more has increased by 7.8% indicating achievement of the annual progress measure.</p>
<p>To increase the number of students achieving Advocacy, Sense of Belonging at School and Expectations for Success from TTFM data by 2.7% from baseline.</p>	<p>Tell Them From Me data shows an improvement of 10.7% of reported positive wellbeing, including a 26% increase in advocacy at school, 16% increase in sense of belonging and 10% decrease in expectations of success.</p>
<p>To increase the number of students achieving Advocacy, Sense of Belonging at School and Expectations for Success from TTFM data by 1.5% from baseline.</p>	<p>Tell Them From Me data shows an improvement of 8.1% of reported positive wellbeing, including a 14.3% increase in advocacy at school, 3.6% increase in sense of belonging and 6.4% increase in expectations of success.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,712.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Balranald Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$143,635.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Balranald Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems for Data Collection • Effective data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Deputy Principal K-12, Learning and Support Leader, SLSO support. • equitable access to specialist resources • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in: improved systems and processes across the school. The learning support systems have been developed resulting in student needs being catered for more effectively. Intervention groups have supported the development of student literacy and numeracy skills</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the Deputy Principal K-12 allocation to ensure systems are sustained, the role will also include some learning and support roles. MiniLit and Macqlit programs will be continued to target literacy outcomes. Professional Learning with Inclusive Education will continue for both teaching and support staff.</p>
<p>Aboriginal background</p> <p>\$85,660.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Balranald Central School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$85,660.80</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening Effective Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly conversations became more authentic. Tell Them From Me data indicated only 20% of Aboriginal students felt like their culture was not valued at school and only 25% felt that teachers didn't understand their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$90,030.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Balranald Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems for Data Collection • Effective data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs) • targeted students are provided with an evidence-based intervention (MacLit & MiniLit) to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and Occupational Therapy (OT) programs developed by specialists <p>The allocation of this funding has resulted in: improved systems and processes across the school. The learning support systems have been developed resulting in student needs being catered for more effectively. Intervention groups have supported the development of student literacy and numeracy skills</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$96,000.00</p>	<p>The location funding allocation is provided to Balranald Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Location</p> <p>\$96,000.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • classroom teacher to support students participating in the Aurora program. <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students. Students' participating in extra curricula activities was hampered due to COVID restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning whilst working with other schools. This supports staff and students in the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$31,660.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Balranald Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems for Data Collection • Effective data skills and use • Evidence Based Teaching Strategies • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning to all teaching staff in formative assessment and using this to inform their teaching practice • targeted teachers and school learning support officers were training in the MacqLit and MiniLit programs. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Beginning teacher support</p> <p>\$13,455.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Balranald Central School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • coaching and mentoring of beginning teachers to support their practice. <p>The allocation of this funding has resulted in: beginning teachers feeling supported and developing their skills in explicit instruction.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Beginning teacher support</p> <p>\$13,455.00</p>	<p>funding will be: the ongoing support of beginning teachers to continue to refine their practice.</p>
<p>Literacy and numeracy</p> <p>\$7,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Balranald Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems for Data Collection • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$13,229.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Balranald Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: primary staff working collaboratively to analyse student learning data and identify explicit teaching practices to support student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: an ongoing focus on developing teachers' skills in their ability to analyse student data and identify teaching practices to support student learning.</p>
<p>COVID ILSP</p> <p>\$108,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - MacqLit • employing staff to provide online tuition to student groups in literacy/numeracy -Speech

COVID ILSP

\$108,000.00

The allocation of this funding has resulted in:

the continuation and implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

After evaluation, the next steps to support our students with this funding will be:

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	72	78	84	90
Girls	75	70	70	68

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	92.3	93.3	89
1	94	88.7	91.7	94.1
2	89.2	95.1	88.1	90.8
3	86.5	85.7	93.2	84.8
4	94.3	94.3	92.2	94.2
5	83.7	92.9	94.2	88.2
6	89.7	80	94.5	91.7
7	89.2	94.5	90.9	89.1
8	86.6	88.4	93	83.6
9	83.7	81.3	92.5	91.1
10	78.9	80.3	90.9	82.1
11	83	78	88.9	89.1
12	81.9	82.7	87.3	80.5
All Years	86.9	87.4	91.9	88.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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	0
Employment	0	20	66
TAFE entry	0	0	0
University Entry	0	0	34
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Balranald Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

57.1% of all Year 12 students at Balranald Central School expected to complete Year 12 in 2021 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)	11.65
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.89
Other Positions	0.2

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	815,200
Revenue	3,907,730
Appropriation	3,839,997
Sale of Goods and Services	5,682
Grants and contributions	50,109
Investment income	188
Other revenue	11,755
Expenses	-3,833,139
Employee related	-3,289,176
Operating expenses	-543,963
Surplus / deficit for the year	74,591
Closing Balance	889,791

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.

	2021 SBAR Adjustments (\$)
Targeted Total	116,712
Equity Total	331,287
Equity - Aboriginal	85,661
Equity - Socio-economic	155,006
Equity - Language	0
Equity - Disability	90,620
Base Total	2,620,417
Base - Per Capita	37,964
Base - Location	103,408
Base - Other	2,479,046
Other Total	413,999
Grand Total	3,482,415

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.

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 2021 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.

Students in Primary (4-6) and Secondary (7-11) completed two TTFM surveys, the first in June and a follow-up survey in October. Parents and teaching staff completed a TTFM survey in October.

Teacher feedback indicated that teachers work with school leaders to create a safe and orderly school environment and feel supported by school leadership during stressful times. 77% of staff have had 16+ years of teaching overall, and 75% of staff express positivity in terms of staff morale. An area for future improvement in terms of leadership is with feedback about teaching and for school leaders to clearly communicate their strategic vision and values for our school, as 28% of surveyed staff see this as an area for improvement.

Staff readily talk with other teachers about strategies that increase student engagement but would like further opportunity to share lesson plans and other material with fellow staff. High expectations for student learning is evident and staff see the need to further support students to become fully engaged in class activities. All staff have had an opportunity this year to develop skills in using data to inform practice, and readily give feedback on formal assessment tasks. Staff can be further supported to provide examples of work at different levels of achievement. Similarly, an area of improvement would be the need to provide written feedback at least once a week. 2021 provided, through remote learning, further opportunity for staff to support students to use computers and technology. A high-level response to the establishment of clear expectations for classroom behaviour from staff is also reflected in primary, secondary and parent feedback.

Secondary students reported an above state average of a positive sense of belonging, with Year 8 rating it at the highest level of 88%. This is in spite of self-reporting achievement in English, Maths and Science at below state average. Throughout 2021 there was an increase in reports of bullying, up from May figures of 22% to an end of year incidence of 37%. Secondary students expressed that they have someone at school who consistently provides encouragement and can be turned to for advice. Although students positively responded that they felt that school staff emphasise academic skills and hold high expectations for all students to succeed at above state levels, feedback shows that aspirations to finish high school are significantly below state levels. 52% expressed this as a plan, compared to a state average of 83%. The lowest group in secondary was 38% of Year 7 planning to finish high school. Similarly, less than 30% of secondary students plan to attend university, well below the 67% state feedback.

Primary students indicate that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback at a level higher than state. Of concern is that they are reporting that they feel less valued by their peers and others at school as well as having an increase in reported bullying when comparing May data (20%) to the November feedback (58%). This will be a focus for improvement in 2022.

Parents were asked if they felt welcomed at school, and responded very positively about easily being able to speak to their child's teachers, but have provided feedback in this year's survey on a need to better schedule parent activities at a time when they can attend. Although they are quickly informed if there were concerns with their child's behaviour, they would like further information about opportunities concerning their child's future as well as stronger measures at school to help prevent bullying. Interestingly, 43% of respondents believe that their child will go to university. This is significantly higher than aspirations expressed by both primary and secondary respondents. Opportunities exist in 2022 to look at post-school options more closely with parents and students in partnership with the school.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.