

2022 Annual Report

Balranald Central School



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Introduction

The Annual Report for 2022 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 NSW and Victoria such as Euston, Robinvale, Homebush, Kyalite and Hell's Gate. The school caters for 180 students with 25% 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, tennis, golf, fishing, and cricket.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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

Professional learning: \$33,000.00

AP Curriculum & Instruction: \$46,000.00

Beginning teacher support: \$15,217.00

Location: \$29,000.00

Summary of progress

Whole School Systems for Data Collection

The focus for 2022 was on attempting to meet regularly as a data team and to implement 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. Learning Sprints were conducted in Fluency for years 2-6.

Students in Year 2 mostly achieved a fluency of 90 words per minute whereas those in Year 5 achieved fluency of 110 wpm. Students who did not achieve these targets continued to be support while the others moved onto comprehension. The Good to Great Schools framework was adopted in K-6 teaching practice for Writing, Mathematics and Science. Students have been involved in small group and one-to-one support with School Learning Support Officers.

Further supports were given to students in the classroom through the engagement of extra SLSOs to support them with their learning and to support engagement with specialist services as required.

Effective data skills and use

In 2022, the focus of this initiative was ensuring that staff understood how to analyse and interpret data to inform planning. Staff participated in targeted professional learning focused on assessment strategies, including assessment for, assessment as and assessment of learning, and this was used to drive learning in the classroom.

As a result, collected student work samples showed evidence of explicit feedback to promote further learning. To support the implementation of these practices consistently, teachers need more support in assessing student progress. More time is required to reflect on teaching effectiveness and how to then use this information to modify individual teaching programs.

Next year the focus of this initiative will be investigating best practice in the triangulation of data, including qualitative and quantitative, internal and external data to validate conclusions. Key reading data has been evaluated by the Assistant Principal, Curriculum & Instruction at the end of 2022 with an aim to create a 2023 school based reading program that engages students as well as focuses on targeted areas such as inference, to improve student literacy outcomes in school.

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 percentage of students	2022 NAPLAN data indicates the percentage of students in the top two skill

<p>in the top two bands of NAPLAN Reading by 5.6%.</p>	<p>bands for literacy from the system negotiated baseline decreased, indicating the school did not meet the system negotiated target. However the school achieved above the lower bound target in 2021.</p>
<p>To increase the percentage of students in the top two bands of NAPLAN Reading by 5.5%.</p>	<p>2022 NAPLAN data indicates the percentage of students in the top two skill bands for literacy from the system negotiated baseline decreased by 0.39%, indicating the school did not meet the system negotiated target. However the school achieved above the lower bound target in 2021.</p>
<p>To increase the percentage of students in the top two bands of NAPLAN Numeracy by 6.8%</p>	<p>2022 NAPLAN data indicates the percentage of students in the top two skill bands for numeracy from the system negotiated baseline decreased by 8.65%, indicating the school did not meet the system negotiated target. However the school achieved above the lower bound target in 2021.</p>
<p>To increase the percentage of students in the top two bands of NAPLAN Numeracy by 5.7%.</p>	<p>2022 NAPLAN data indicates the percentage of students in the top two skill bands for numeracy from the system negotiated baseline remained the same, indicating the school did not meet the system negotiated target. However in 2021 the percentage of students was within the upper and lower bounds</p>

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

AP Curriculum & Instruction: \$44,000.00
Socio-economic background: \$167,500.00
Low level adjustment for disability: \$91,320.00
Integration funding support: \$102,000.00
Professional learning: \$10,000.00
QTSS release: \$11,492.00

Summary of progress

Evidence Based Teaching Strategies

In 2022, the focus of this initiative was the implementation of evidence based programs to support explicit teaching in the classroom. Primary teachers implemented the Good to Great Schools program, an evidence-based curriculum, providing online professional learning, supporting the school to implement improvement in the delivery of writing and language, science and mathematics. Across Secondary, there has been a focus on embedding evidence based learning programs in Science and Mathematics to support targeted and differentiated instruction.

All teachers were provided with professional learning in using learning intentions and success criteria as part of staff meetings and were supported by feedback to ensure the ongoing refinement of teachers' practice. As part of staff meetings, teachers modelled their use of Learning Intentions and Success Criteria to support the ongoing development of this practice.

The use of learning intentions and success criteria was evident across the school however there was no observation of classroom practice to monitor its effectiveness in supporting student learning. Next year the focus of this initiative will be observing teacher's feedback and seeking feedback from students on the effectiveness of these practices on student learning.

In the Primary, ready-to-teach lessons and resources were adopted by all primary teachers who entered the program with a range of expertise and experience. Challenges to be addressed were the program's ability to meet all areas of the school context as well as ongoing customisation to meet all student needs. As a result, Professional Learning Pathways were utilised by school leaders and teachers to gain practical skills that could be immediately applied.

Next year the focus of this initiative will be the Continuous Improvement Framework to track improvement progress and analyse results through regular leadership and team reviews and embed improvements as part of the Good to Great Schools Program. Similarly, in response to an identified need to provide a bridge between conceptual understanding and mental math is the planned introduction of a school-developed Number Talks resource across Primary to address gaps in abstract and mental math processes. In Secondary, the school will evaluate the impact on students' ability to master scientific concepts and learn critical and note-taking skills

Explicit systems for collaboration and feedback

In 2022, the focus of this initiative was seeking to share expertise within and between schools. The continuation of the Rural Learning Exchange program provided quality learning by connecting classes in rural areas. Collaboration and high expectations have been proven to result in better HSC outcomes. As a result, PDHPE and English Standard classes have benefited from greater peer interaction, access to experts and specialist resources, the provision of rich learning experiences, as well as assessment and feedback as a larger class.

Further embedding whole school systems for teacher collaboration, observation, and feedback to sustain high quality

teaching practices from K-12 was a 2022 trial in primary of the use of technology of 'Videos of Practice'.

Expanding this as best practice in 2023 will continue to drive ongoing, school wide improvement in teaching practice and student results. Whilst teachers have engaged in these practices, consistency and the quality of feedback is an area that needs to be further developed in 2023 to strengthen processes, ensuring they become embedded practice across the school. Inclusion in Rural South & West Middle School Study Tour - Four stage action research project (2022/23) will ensure sharing and observing effective collaboration strategies with another secondary school to further enhance the school's ability to develop quality structures.

Next year the focus of this initiative will be driving wider improvement with the inclusion of Business Studies. This will support a beginning teacher as well as providing further leadership opportunities for an experienced teacher joining the program in 2023.

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 11% from baseline (mean of 2017-19 data)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
To increase the number of students achieving at or above expected growth in NAPLAN reading by 10% from baseline (mean of 2017-19 data)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the number of students achieving at or above expected growth in NAPLAN numeracy by 5% from baseline (mean of 2017-19 data)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the number of students achieving at or above expected growth in NAPLAN numeracy by 5% from baseline (mean of 2017-19 data)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of HSC course results in the top 3 bands by 10%.	A decreased percentage of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 10%	The proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity has decreased from 2021. Due to the small size of the cohort accurate/actual percentages cannot be reported.

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: \$86,430.00

Location: \$53,500.00

Professional learning: \$600.00

Summary of progress

High Expectations

In 2022, the focus of this initiative was creating a culture of high expectations in student learning across the school. In secondary, Student Growth Goals were created to inform teacher practice. SLSOs and Year Advisors collaborated with all students in Secondary on their Semester 1 Report as well as every student participating in a Wellbeing survey to develop their Semester 2 goals. These goals were entered on Sentral in the student's Growth Plan. This supported the development of aspirational expectations and personalised goals.

At the end of 2022, the senior timetable lines were re-structured with a long-term plan for an ATAR and non-ATAR pathway to support students in Stage 6. A large cohort currently in Year 8-10, have indicated through the 2022 TTFM survey a desire to pursue a post-school TAFE pattern of study. Similarly, enriching programs of study have been offered to students identified through internal and external data, such as NAPLAN. Data from students in Stage 5 Aurora classes in 2021-2023 as well as those broadening their pattern of study in HSC Aurora courses will be evaluated in 2023.

Next year the focus of this initiative will be evaluating the achievement of student learning goals and developing structures for the ongoing review of these. Evaluating preference in student learning styles for whole class group data will be used consistently by all staff to cater for individual students. Data showed a common goal for most secondary students was to get 'better at writing'. A faculty driven approach to implementing a writing initiative in 2023 to better understand 'what a Band 6 response looks like in the HSC' will be a key focus next year.

Strengthening Effective Partnership

In 2022, the focus of this initiative was the establishment of the Sentral Student and Parent Portal, the expansion of the existing Balranald Central School Kindergarten Transition program, and the establishment of the 'Dreaming Hub' to provide a place for Aboriginal students to feel strong in their identity, build relationships and have a sense of belonging.

To support the Kindergarten Transition Program, during 2022 the school trialed the delivery of the PreLit program. As a result, students, and in particular Aboriginal students, should start 2023 more confident, capable, and knowledgeable about school routines and expectations and have some foundational reading skills.

The establishment of the Sentral Student and Parent Portal allowed for the ongoing communication between the school and the home, with expectations of behaviour and attendance being shared.

The Dreaming Hub has given all students a feeling of cultural inclusion. Since the establishment of the Dreaming Hub, there has been an increase in attendance rates with some Aboriginal students towards the end of 2022. The AEO continues to be the first contact between the school and Aboriginal families. Daily attendance reports have been an effective way to ensure there is good communication between families and school, building trust and increased cultural safety.

Next year the focus of this initiative will be continuing to strengthen relationships between the school and the home. The Sentral Parent Portal will be used for direct communication between individual teachers and parents as well as notification of homework and assessment information being shared with each class group. There will be an ongoing focus on improving student attendance and the ongoing review of transitions practices to support student success.

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
Increase the number of students achieving 90% attendance or greater, by 6% from baseline.	The number of students attending greater than 90% of the time or more has decreased.
Increase the number of students achieving 90% attendance or greater, by 6% from baseline.	The number of students attending greater than 90% of the time or more has decreased.
Increase the number of students achieving Advocacy, Sense of Belonging at School and Expectations for Success from TTFM data by 5.4% from baseline.	2022 TTFM surveys were not undertaken therefore data is unavailable for this progress measure.
Increase the number of students achieving Advocacy, Sense of Belonging at School and Expectations for Success from TTFM data by 2.7% from baseline.	2022 TTFM surveys were not undertaken therefore data is unavailable for this progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,000.00</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"> • Evidence Based Teaching Strategies • Explicit systems for collaboration and feedback <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 the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs 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 will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$167,500.00</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"> • Evidence Based Teaching Strategies • Explicit systems for collaboration and feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement specific programs. • employment of additional staff to support targeted differentiation in the classroom. <p>The allocation of this funding has resulted in the following impact: internal assessment data demonstrated students have shown improvement in literacy and numeracy achievement.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage targeted support in literacy and numeracy focused on providing differentiated support for identified students.</p>
<p>Aboriginal background</p> <p>\$86,430.00</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 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"> • High expectations • Strengthening Effective Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$86,430.00</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: a range of strategies to support the attendance of Aboriginal students has been implemented.</p> <p>After evaluation, the next steps to support our students will be: to continue to support staff in increasing connections within the community to support student attendance. Transitions to school will also be focus in developing early literacy skills.</p>
<p>Low level adjustment for disability</p> <p>\$91,320.00</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"> • Evidence Based Teaching Strategies • Explicit systems for collaboration and feedback <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 <p>The allocation of this funding has resulted in the following impact: engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students and the employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p>After evaluation, the next steps to support our students 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>\$105,500.00</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 including:</p> <ul style="list-style-type: none"> • Effective data skills and use • High expectations • Strengthening Effective Partnerships • 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 • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: incursion expenses and technology resources to increase student engagement.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</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</p>

<p>\$43,600.00</p>	<p>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 • Explicit systems for collaboration and feedback • Strengthening Effective Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to differentiated learning and formative assessment <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to implement explicit teaching practices, including learning intentions and success criteria and differentiation in the classroom.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning in evidence based teaching practices to support the ongoing develop of teacher practice.</p>
<p>Beginning teacher support</p> <p>\$15,217.00</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"> • Whole School Systems for Data Collection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • allocation of a mentor to support teaching practice. • professional learning to support the implementation of evidence based programs in the classroom. <p>The allocation of this funding has resulted in the following impact: teachers were more confident in their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: ongoing mentoring and support to implement evidence based teaching practices.</p>
<p>QTSS release</p> <p>\$11,492.00</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"> • Explicit systems for collaboration and feedback <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 the following impact: improved staff confidence and teaching practice in the implementation of evidence based programs.</p> <p>After evaluation, the next steps to support our students will be: ongoing collaboration to support the implementation of evidence based</p>

<p>QTSS release</p> <p>\$11,492.00</p>	<p>programs and development of teaching practice.</p>
<p>COVID ILSP</p> <p>\$86,533.00</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 2022.</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 <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$90,000.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 • Evidence Based Teaching Strategies • Explicit systems for collaboration and feedback <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • support the implementation of the new K-2 syllabus • analyse of student literacy and numeracy data to support teachers using this information to inform their planning <p>The allocation of this funding has resulted in the following impact: the development and implementation of systems and structures to support the collection and analysis of data and teachers are indicating increased confidence in using data to inform their teaching and planning.</p> <p>After evaluation, the next steps to support our students will be: continue to support the implementation of the new K-2 curriculum including supporting teachers in using resources from the Universal Resource Hub.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	78	84	90	100
Girls	70	70	68	75

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	93.3	89.0	85.6
1	88.7	91.7	94.1	76.6
2	95.1	88.1	90.8	92.1
3	85.7	93.2	84.8	87.2
4	94.3	92.2	94.2	82.4
5	92.9	94.2	88.2	89.0
6	80.0	94.5	91.7	84.9
7	94.5	90.9	89.1	89.7
8	88.4	93.0	83.6	85.7
9	81.3	92.5	91.1	76.1
10	80.3	90.9	82.1	78.0
11	78.0	88.9	89.1	82.8
12	82.7	87.3	80.5	91.5
All Years	87.4	91.9	88.8	84.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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	17	25	29
TAFE entry	0	25	14
University Entry	0	0	57
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

75.00% of Year 12 students at Balranald Central School undertook vocational education and training in 2022.

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 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.6
Head Teacher(s)	2
Classroom Teacher(s)	13.14
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.89
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	717,816
Revenue	4,307,014
Appropriation	4,162,635
Sale of Goods and Services	6,297
Grants and contributions	132,749
Investment income	1,441
Other revenue	3,892
Expenses	-4,128,723
Employee related	-3,633,844
Operating expenses	-494,879
Surplus / deficit for the year	178,291
Closing Balance	896,107

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.

	2022 SBAR Adjustments (\$)
Targeted Total	102,369
Equity Total	346,544
Equity - Aboriginal	86,403
Equity - Socio-economic	168,192
Equity - Language	0
Equity - Disability	91,949
Base Total	2,926,425
Base - Per Capita	39,923
Base - Location	105,608
Base - Other	2,780,894
Other Total	546,129
Grand Total	3,921,468

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 2022 the school used the Tell Them From Me (TTFM) surveys to capture information from the stakeholder groups within the school. Students in primary (4-6), Secondary (7-11), parents and staff completed these surveys in October. The following section of this report summarises key findings.

Primary students reported an increase this year in both a sense of belonging at school as well as a significant drop in the incidence of reported bullying, which includes bullying over the internet in the month prior to the survey. Both were better than state levels for 2022. 79% of students could readily identify a member of staff that they could go to if bullied at school. There was a decrease in perceived expectations for success and evidence of a positive learning culture in the classroom. Only 13% of primary students reported not feeling a sense of school pride, and the majority indicate satisfaction with facilities and the overall school environment. 80% of Aboriginal students in primary feel good about their culture, and this is something that is a significant focus in 2023 with the further establishment of the Cultural Centre (The Dreaming Hub).

Secondary students reported a consistent increase in their own perception of individual academic success in all areas of English, Maths and Science. This was strengthened by growth in drivers such as explicit teaching practices and feedback, as well as a positive learning environment. Although university aspirations continue to fall below the NSW Govt Norm, a further 9% growth on existing high levels wishing to pursue a trade was evident in student responses. This was similarly indicated in a 3% growth in student aspirations to finish Year 12, before pursuing post-school options. Perseverance, resilience, growth orientation and secondary Aboriginal student identification with culture are all areas for further improvement in 2023.

After evidence of some positive growth in the past few years, there has been a decrease in teacher satisfaction in a sense of collaboration, feedback and use of technology. Data informed practice remained reasonably steady, although staff indicated a greater need to share and implement ideas about ways to help students retain what they are learning. Teachers were confident in their capacity to meet the needs of Aboriginal students, with 73% indicating they strongly agree and all staff agreeing that school is a culturally safe place for all students.

Parent surveys reflected a decrease in positive responses related to communication, feeling welcomed at school, as well as perceptions that school is inclusive and safe. These responses will be a primary area of focus for 2023 improvement measures. The school will seek further feedback on what could be done to improve the 20% of parents indicating that school is not a physically welcoming space. Although 60% of respondents have spoken to the teacher or attended school meetings more than three times this year, there was a request for greater communication from school. By far the three preferred means of communication are informal meetings, phone calls and progress/interim reports. These rate at a consistent 80% preferred level, when compared with the bottom two being formal school reports and interviews. An evaluation of the reporting system, as well as alternative means of engaging with parents at school, will be an area for improvement in 2023.

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.