Messages

Principal's message

The Annual School Report documents the achievements of our students, staff and programs and provides the opportunity to identify areas requiring focus. The school’s Strategic plan which underpins this document provides the catalyst that determines implementation of new programs or renewed emphasis on existing programs.

2009 was a FISHTASTIC year with the Fish Philosophy implemented across the school. Students and staff were frequently found “Playing”, “Choosing the right attitude”, “Making another’s day” and “Being there” for each other. The foyer of the front office soon became covered with a school of hundreds of fish describing the Fishtastic work done by our students. I was very impressed by the range of work, both from talented students and those who had demonstrated significant effort and improvement across their curricular and extra-curricular pursuits.

Our hallways and classroom walls displayed exceptional work throughout the year, making our school’s physical environment a pleasant and engaging place to work, learn and play.

We had a considerable number of new enrolments in 2009 and we welcome all our new families to our school community. We hope they find their new town and school a great place to be.

The largest investment in educational spending Australia has witnessed with the federal “Building the Educational Revolution” made a huge impact on 2009. Boorowa Central School was well positioned to apply for targeted funding following the previous year’s evaluation of school environments. The school received $925,000 that allowed for painting of buildings and classes, floor coverings for several rooms, refurbishing the library to provide a dedicated K-4 section, refurbishment of the Early Intervention room, construction of a new shade area behind the hall and possibly refurbishment of infants and primary classrooms. The construction phase of this program should commence in 2010.

We were successful in our application for a Trade Training Centre to deliver Metals and Engineering and Building and Construction Vocational Education Frameworks. Work should commence on the centre late in 2010.

We took possession of 40 new computers that were distributed across the primary and secondary learning spaces. All year 9 students received a laptop computer as part of the Digital Educational Revolution. This laptop remains theirs to use for their education whilst at school and when they graduate from school, they will get to take full ownership of their machine. Fibre Optic cabling was installed around the school to enable the wireless network for the year 9 laptops to operate.

Our school’s website has been updated and includes regular updates from the school and the NSW Department of Education and Training. It now has links to a variety of online information and support sources.

Our mission statement, Excellence through Respect, Responsibility and Participation, continues to define the context in which the school operates by setting the standards, expectations and goals towards which we all work. Our school is lucky to be part of a thriving and optimistic community that operates with a can-do attitude. We regularly receive feedback from parents, students and staff that identify areas that are working well, and some that are not doing as well. On each of these we act to endeavour to achieve an outcome that accommodates all people concerned.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms. Jennifer Green

P&C message

This year the P & C has had a very profitable year. We attended the Boorowa Show with show bags, face painting and tattoos. We also catered a lot more this year, usually with only four volunteers turning up to help at these functions. Hot potatoes returned to Woolfest by popular demand, with both show bags & potatoes selling out. I would like to thank the Dunn family for the use of their front yard and great help during the event.

The Touch/Netball carnival was a huge day. Once again Kim Blomfield’s and Bridget Chudleigh’s catering skill made the carnival very successful. Both women are to be congratulated on their hard work and dedication in making this event a great day for all.

Kim Blomfield is also the organiser for our Mothers’ & Fathers’ day stalls for our children in K-6. Thank you Kim! The kids and their parents appreciate this event every year.

Our canteen is run by P & C. Both our managers, Marie Martin and Anne Medway, are to be congratulated as they keep coming up with great ideas. It has been a pleasure working with you.
both. To all the canteen volunteers, a huge thank you as well. The P & C appreciate your time and effort as the canteen could not keep afloat without all of you.

The talented ladies in the front office do an amazing job. Thank you for your time & patience throughout this year. It is greatly appreciated. The P & C members:- what a group! Not once did any of you say no to something. It didn’t matter if only 2 or 4 people catered for an event, you never gave up. You were always looking forward to the next function with the same people turning up & the same enthusiasm. You also backed up in the canteen as volunteers ran short. A more dedicated group could not be asked for. Thank you for all your hard work and time. All the children benefit from this, with money going to much needed resources.

This year we raised over $10,000. This does not include the $8,500 raised at the Touch/Netball Carnival.
Donations for 2009 included:
- Large books for the Kinder group
- Primary jerseys-sport
- Soft fall for the primary play area
- High school jerseys - sport

Funding for next year will also include:
- A Robotics Kit for year 5 -12
- Flat pack Cubby House construction kits for years 9 -12
- Stepping stones for the K – 6 playground
- Infants tables for the library

Boorowa Central School has been lucky to be able to have a Trade Trading Centre and the P & C will also help financially with the costs. The P & C has agreed it would hand over $2000.00 each year to help the school.

We must all remember that without the P & C and volunteers to raise these much needed funds for our children, these resources would not be available to our School community.

Mrs. Fiona Allison

School Council message
The School Council, comprising parent, staff, student and community representatives, continues to play an active role in the management of Boorowa Central School. Meeting on a monthly basis, Council members take a close interest not only in the academic courses offered by the school but also in the many opportunities available to our students in the areas of the arts and sport. During 2009 one of the main focuses of the Council has been the Trade Training Centre.

We look forward to this taking shape in 2010 along with the refurbishment of the library and provision of early intervention facilities being funded through the Government’s Building the Education Revolution (BER).

The School Council particularly values the input of students at Boorowa Central School through their senior representatives who attend monthly meetings. Through the involvement of parents, staff and students the Council provides a well balanced forum to discuss issues pertaining to the ongoing management of the school.

Once again I would encourage all parents to take an active role in the school either through attending P & C meetings, volunteering at the canteen or in the classroom, or helping out at sports carnivals and working bees. A strong partnership between staff, students and parents is vital to the wellbeing of our children and their school.

Mrs. Anne Johnson

Student representative’s message
It has been yet another successful year for the Student Representative Council of Boorowa Central School. The year began with eight members attending the Young Leaders Conference in Sydney where they were inspired to achieve the best for their school and the future.

Katie Andrews, Amber Nosworthy and Brendan Dunn raised a large sum of money and braved the loss of their hair for a cause that resonates with our student body, “Shave for a Cure.”

The SRC developed a constitution and three representatives were elected to attend the World Vision Conference in Canberra where the students were encouraged to become better leaders. Students participated in the 40 Hour Famine.

Miss Melanie Ford – President of SRC 2009.

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Student enrolments began to increase throughout 2009, resulting in an increase in staffing in the Infants and Primary department.
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

### Class sizes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>1</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>4/5</td>
<td>4</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>4/5</td>
<td>5</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

### Structure of classes

Staffing from our secondary whole school supplementation was used to form an additional class during the morning literacy and numeracy sessions until lunchtime.

### Retention to Year 12

All students who did not return to school gained permanent employment within the local district. All students who did not return were counselled regarding their options prior to signing out from school.

### Post-school destinations

#### Year 12 students undertaking vocational or trade training

<table>
<thead>
<tr>
<th>VET Framework</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>Not available</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Not available</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Construction</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Metals and Engineering</td>
<td>Not available</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>4/17</td>
<td>18/22</td>
<td>21/24</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>82%</td>
<td>88%</td>
</tr>
</tbody>
</table>
3 Students completed TVET courses: Diesel Mechanics, Equine Studies and Aeronautical Engineering.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

100% of all students who completed year 12 received the HSC. 15 students gained Certificate 2 level qualifications in VET courses. In IT, 4 students received Certificate 2, while a further 6 attained Certificate 1 with a Statement of Attainment towards Certificate 2.

100% of the 24 graduating students are involved in further training and education or employment. 12 students gained university positions, with 2 offers being in conjunction with ADFA; 3 students gained apprenticeships in mechanics, plumbing and hospitality; 1 joined the Defence Force general entry; 2 are enrolled in further education in TAFE and other training centres and 6 gained employment.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

All teaching staff meet the professional requirements for teaching in NSW public schools.

Jennifer Green relieved as Principal;

Debbie Valencic relieved as Deputy Principal;

Ingrid Corcoran relieved as Head Teacher English/HSIE faculty.

Dr. Paul Ealing was appointed as a temporary teacher of science.

Reverend Peter Blundell accepted a new position in Tumut and the school was unable to fill the chaplaincy position.

Angela Gay was appointed Assistant Principal of Infants.

Bronwyn McCowen was appointed as permanent Infants teacher.

Tracy Bush was appointed to the primary staff in a temporary capacity.

Victoria Staunton was successful in gaining the position of regional Mathematics Consultant based at Port Macquarie.

Stewart Blomfield relieved as Head Teacher of Maths and Science.

Susan Dwyer was temporarily appointed to the joint position of Careers Advisor and Support Teacher Learning Assistance.

Michelle Cooper joined our casual support staff.

Alison King relieved as Road Safety Consultant in the Riverina Region.

Anna Barker relieved as the secondary PDHPE teacher.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.82</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>6.39</td>
</tr>
<tr>
<td>Teacher Aide – special, Job coaches</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32.52</td>
</tr>
</tbody>
</table>

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>65</td>
</tr>
</tbody>
</table>

Staff Members wrote questions for the NSW state ESSA examination for science, marked the HSC examinations in English and were seconded by the department to develop units of work and programs for VET courses.

Two members of staff identify as being of Aboriginal background.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$492,561.19</td>
</tr>
<tr>
<td>Global funds</td>
<td>$232,568.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$104,973.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$64,499.35</td>
</tr>
<tr>
<td>Interest</td>
<td>$16,910.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$244,201.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$1,155,714.09</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$35,480.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>$36,153.59</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$41,044.62</td>
</tr>
<tr>
<td>Library</td>
<td>$4,524.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$9,717.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$163,552.80</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$44,066.16</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$69,904.02</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$44,776.09</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$48,182.18</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$309,613.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$807,015.28</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$348,698.81</td>
</tr>
</tbody>
</table>

The school continues to hold significant funds in its trust account on behalf of the Department of Education and Training. These funds are not accessible to the school for its own programs and purposes.

A full copy of the school's 2009 financial statement is tabled at the Annual General meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

### School performance 2009

Boorowa Central School is proud of encouraging success in all fields of endeavour. We encourage all students to participate in a variety of different pursuits beyond the formal curriculum.

### Achievements

#### Arts

SMART Night has grown to be a highly anticipated event in our school's calendar. In 2009, we saw students from Kindergarten to Year 12 showcase their many talents. The evening also allows for the many talented behind the scenes students and staff to let their creative talents loose.

Students at Boorowa Central have the opportunity to enhance their musical and dance abilities through application and selection in the Department of Education and Training state ensemble the Millennium Marching Band. In 2009 four students, Rudy Corcoran, Gabriela Corcoran, Amber Nosworthy & Teagan Simpson, were selected in this ensemble. As band members these students participated in the Sydney ANZAC Day march, Education Week celebrations at Darling Harbour and the 2009 Schools’ Spectacular.

The “Knights of Kildare”, our resident rock group all graduated at the end of 2009 and we had several opportunities to enjoy their performances.

James Walsh(vocalist), Courtney Barton(flautist), James Dunn(guitarist), Rudy Corcoran (saxophonist and drummer), Sam Banks(guitarist), Hayden Saxen(bass guitarist and vocalist), Aaron Douglas(acoustic guitarist) all graduated from year 12 at the end of 2009. These students have entertained our school community with some winning national awards and being involved in international events as performers. These students have played an important role in setting a standard of excellence in performance and their contributions will be missed.

Our choir built their repertoire up with increasingly challenging songs with three part harmonies. Performing for Probus, ANZAC Day events, SMART night and Carols by Candlelight, the choir has developed an incredible sound.

The secondary band members began a peer tutoring system for junior instrumentalists. These students demonstrated significant patience and leadership skills resulting in outstanding performances at the ANZAC assembly, SMART night and at Presentation Night performances.

Art students had a successful year with students receiving awards at the Cowra Youth Arts Awards and at the Boorowa Show. Terri Bush won the Lachlan Catchment Management Authority Photo Competition. Kannika Nanthawisit was named national runner up in the Lions Peace Poster competition.

![Terri Bush’s Lachlan CMA winning photo](image-url)
A large number of dancers performed an Elvis medley at the “Red Carpet” regional event in Canberra. Several of our concert band members also accompanied the performances as members of the pit orchestra.

Six students from primary, coached by Mrs Anna Barker, danced in the Schools’ Spectacular in Sydney. Four of our students performed with the Millenium Marching Band at this event. The Schools’ Spectacular is the premier Performing Arts event in NSW public school each year. Held in the Sydney Entertainment Centre, audiences exceed 15 000 at each seating.

Sport
Boorowa Central School had a successful year in both secondary individual and team sports representation in 2009. Ten students earned representative honours with Western Region, while 3 students represented Western Region in more than one sport which is an incredible achievement: Gabriela Corcoran represented in swimming, Cross Country and athletics, Sarah Hughston in swimming and Cross Country and Chris Turner in swimming and athletics.

In team sports the school’s focus in the secondary department is competing in the CHS and Central Schools competition where students can compete against similar size schools. The boys’ & girls’ open touch girls, U16 girls’ touch & boys’ open rugby league teams all participated in the NSW state finals of the CHS Central Schools' competition in August 2009.

The open boys' and open girls' touch and lawn bowls teams also participated in the much larger CHS competition, with the girls' open touch team advancing to round 2 of the knockout.

The school also participated in a number of gala days and country rugby league days in both boys’ and girls’ rugby league.

Our swim team continued to excel with nine students, Rudy Corcoran, James Dunn, John Dunn, Christopher Turner, Gabriela Corcoran, Elisabeth Banks, Sarah Hughston, Beth Johnson and Rebecca Luxford representing Western Area at the NSW CHS swimming championships in both individual and relay events. While all achieved personal best times at these CHS championships, the highlight achievement was the open boys’ 4x 50m freestyle relay team winning a silver medal in the handicap relay event. Our athletic and cross country teams also excelled with large numbers of students participating at Western Area secondary trials.

Other
Alison Witchard was awarded the inaugural History Teachers’ of NSW award for achieving 4th place for Modern History and 8th place for Ancient History in the 2008 HSC. The first student ever to achieve such high results in both History courses, she was also awarded the Australian Hellenic Educators’ Award.

John Dunn and Rudy Corcoran were awarded the Australian Defence Force Academy (ADFA) Education Awards in recognition for outstanding academic, sporting achievement and leadership potential during recruitment processes for entry into ADFA.
Daniel Anlezark won his way through to the state finals of the Brain Bee Challenge in which he answered questions in the field of neuroscience.

Seven students from year 9 and 10 were awarded the highest distinction levels of awards in the NSW History and the NSW Geography Competitions. A further 23 achieved Credit awards.

Other individual achievements include:

Beth Johnson: silver medallist Yass CWA and second place winner Cowra Eisteddfod; Helen Johnson: Apex winner; Meg McIntosh: Apex State finalist; Rebecca Poplin: gold medallist Yass CWA, Apex first place local and regional winner and Cowra Eisteddfod first place winner; Riley Hunter: Public Speaking Day team; Jessica Eustace: CWA 2009 Champion, Cowra Eisteddfod Whitley Award Championship winner and silver medallist National Eisteddfod, ACT regional winner of the ABC’s Heywire Competition; James Walsh: Public Speaking Day team participant; Daniel Anlezark: second place Cowra Eisteddfod; Kirsty Taylor: third place Cowra Eisteddfod.

Terri Bush, Nikita Shean and team counsellor Jessica Eustace were allocated the country of India to research for the Model United Nations Assembly Competition.

A team of year 7 students participated in “Jeopardy”, using the video conference facility to compete against other schools across the state.

The Brick and Block program again offered our students a fabulous opportunity to develop their skills in bricklaying under the guidance of an industry tutor. The B&B team constructed a retainer wall around the infants’ fixed equipment to hold in soft fall. This was a huge job. The area is now more safe and functional.

**Academic**

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Percentage of students in bands:</th>
<th>Year 3 reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>Band 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in bands:</th>
<th>Year 3 writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>Band 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in bands:</th>
<th>Year 3 spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>Band 2</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>LSG average 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in bands:</th>
<th>Year 3 grammar and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>Band 2</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>LSG average 2009</td>
</tr>
</tbody>
</table>
Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5

School Certificate relative performance comparison to Year 5 (value-adding)

Values less than -1 or greater than +1 are considered statistically significant.

Higher School Certificate

Data is only valid if the course has more than 10 students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Standard)</td>
<td>57.7</td>
<td>59.7</td>
<td>62.9</td>
<td>63.3</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>69.2</td>
<td>70.4</td>
<td>74.8</td>
<td>78.6</td>
</tr>
</tbody>
</table>

The table shows all courses that had more than 10 students.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Note:
1. The low performance band includes students in Bands 1, 2 and 3, on average, in the School Certificate. The middle band includes students in Band 4, the high band includes students in Bands 5 and 6.
2. By definition, state average value-added is zero.
3. The School and School Average columns are not shown if less than ten course results are available.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>93</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>84</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>95</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>95</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>84</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>89</td>
</tr>
</tbody>
</table>

### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
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<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>88.9</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>94.4</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>94.4</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>95.2</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>90.5</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>95.2</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Boorowa Central School is situated on the traditional lands of the Wiradjuri, Ngunawal and Gundungurra people. We acknowledge the traditional owners of the land on which we meet, play and learn.

We strive to strengthen our relationships with Indigenous groups, build awareness, understanding and reconciliation.

Aboriginal artist Roy Levett “Jacko”, delivered cultural awareness sessions for primary classes and presented the school with a wonderful artwork representing ants.

Multicultural education

Students in both primary and secondary departments were supported with English as a second language programs. We had zero referrals of racism for the year. One staff member received additional anti-racism training.

Respect and responsibility

Students led Harmony Day activities that celebrated diversity and acceptance. All students had the opportunity to sign a pledge against discrimination.

Peer support programs occurred across the school with Buddy Bears again being used to support students transitioning into Kindergarten, through to year 11 students supporting year 6 students transitioning into high school.

Kannika Nanthawisit’s Peace Poster – National runner up

Other programs

Best Start and Australian Early Childhood Index (AEDI)

The AEDI is a collection of family and environmental related data to each student entering Kindergarten. In 2009, our school for the first time contributed to the statistics collected for analysis in comparison to all students beginning school in Australia.

The Best Start Literacy and Numeracy assessment is performed within the first few weeks of Kindergarten. This baseline data is then used to formulate early learning plans and explicit programming for these students. We have used the Literacy and Numeracy continuum to track, record and analyse students’ progress from Kindergarten to Year 2 commencing in year 2009.
Middle Schooling
A whole school executive team spent significant time investigating options with regard to supporting DET’s Middle Years of Schooling focus. Information was gathered from a range of lighthouse schools both in NSW and interstate. The team hoped to build on work already being achieved in the primary environment to better equip students to become independent, lifelong learners and to facilitate the transition between primary and secondary sectors. This program’s implementation depends to a large extent on knowledge gained by staff at Quality Learning symposiums. The school has had a commitment to staff members attending these programs since 2002. Along with a shift in pedagogy to allow for more independent work by students, a change in learning environments for Years 5 – 8 is being planned. It is envisioned that these alterations to learning will result in more comfortable transition to high school for all students and that deterioration in skills and knowledge between Years 6 & 7 which has been remarked on in research will be minimised.

Progress on 2009 targets

Target 1
Writing: increase student’s raw marks by +4.
This has been exceeded in K-6. Students moved up an average of 2 bands. Students in years 7 and 9 achieved an average increase in raw scores of 43 for year 7 and 34 for year 9.

Our achievements include:
- Streamed language groups K-6
- PM writing programs implemented
- Additional resources purchased
- Accessed strategies through SMART analysis package - implemented in teaching programs
- Recognition that spelling requires further focus across the school and the development of a whole school spelling policy
- South Australian Spelling test was used across the school to produce common benchmarks

- 100% of staff trained in use of the NAPLAN analysis tool- SMART package
- Staff Development days working with regional quality teaching consultants that focussed on data analysis and the development of strategies and program.

Target 2
Reading: increase student’s raw mark by +3

Students demonstrated an average increase in raw scores of 36 for year 7 and 51 for year 9.

Our achievements include:
- Accessed strategies through SMART analysis package - implemented in teaching programs
- RAGE lessons focused on inferential reading and comprehension

Target 3
Grammar and Punctuation: increase each students raw mark by +4

Although no externally assessed data is yet available, staff have noted an improvement in student grammar and punctuation.

Our achievements include:
- K-12 editing code established
- Accessed strategies through SMART analysis package - implemented in teaching programs

Target 4
Increase student retention from year 10 – 11 to 75%

Although retention varies year to year, all students exiting the school move on to employment or further education and training.

Our achievements include:
- School to Work Team established
- Expansion of curriculum for the senior years of schooling: 3 new courses offered; early start Construction.
- Introduction of formal work placement year 9 – 12
- Year 12 study focus days delivered and very well received
Target 5
Demonstrate an increase in CLAS matrix across all KLA’s.

Growth in staff knowledge of applications and use of technology within and beyond the classroom has increased substantially. Students use of ICT applications has increased substantially.

Our achievements include:
- All secondary staff received training for new Digital Education Revolution Laptops
- More staff trained in use of Interactive whiteboards
- Increased use of connected classroom for lesson delivery, training and development and meetings.
- Installation of two more Interactive whiteboards
- Commenced work on developing an ICT Scope and Sequence
- Worked on developing relationships with other schools for curriculum delivery across Moodle and using connected classroom.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School to Work transition, physical fitness and educational transitions.

Educational and management practice

School to Work Transition

Background
Our School to Work team undertook an evaluation of our programs that support students transitioning from formal schooling to post school destinations. This evaluation covered the delivery of careers advice, specialist support programs, provision of engaging and relevant curriculum for the senior schooling years and the implications of the increase in the school leaving age to 17.

Findings and conclusions
Students wanted more options for senior curriculum, more targeted opportunities for exposure to different fields of careers and pathways to get there.

Future directions

Interviews – need to ensure time is free of interruptions.

Expand courses offered and different pathway options for students.

Enhance mentoring and support for senior students.

Put in place strategies to reduce time wasted during non face-to-face study periods.

Provide venue to senior students for study periods where they have enhanced access to resources and computing facilities.

Student Volunteering Program – Premier’s Awards

Curriculum

Physical Education – Fitness and Health
There has been increasing media and societal interest in reducing many preventable lifestyle diseases such as cardiovascular disease, obesity and diabetes. Physical activity has been highlighted as a modifiable risk factor that can reduce and potentially eliminate these lifestyle diseases. The Federal Department of Health and Ageing has developed Physical Activity Recommendations for 5-12 year olds and 12-18 year olds.

Background
The purpose of this evaluation was to discover the patterns and levels of physical activity of the majority of student body (K to 11). This information will guide decisions concerning future planning regarding BCS facilities and equipment. Primary and Secondary students were surveyed in term 2 concerning:
- Students’ understanding of physical activity
- Patterns of physical activity (time of day, location)
- Duration of physical activity (average daily amount)
- Types of physical activity (accounting for seasonal difference)
- Reasons for and against participating in physical activity
- Desires for equipment and dedicated areas in the playground that would make physical activity more enjoyable

Findings and conclusions
The majority of students demonstrate a positive attitude to participating in physical activity. The school and community offer a diverse range of physical activities for our students to participate in. There is a need to increase awareness and allow
students to participate to the recommended 60 minutes (minimum) National Physical Activity Guidelines. It may be addressed and encouraged through regular messages via classroom teaching, messages on assembly and on the newsletter.

**Future directions**

- provide more balls to access during break times
- access to exercise equipment, weights/gym, football posts and work to be completed to improve the quality of the playing fields
- investigate the possibility of investing funds in improving the playing fields
- purchasing multipurpose football goals, exercise and fitness equipment
- explore a designated room for equipment such as treadmills, rowing machines or weights machines

**Parent, student, and teacher satisfaction**

**Transition Programs (Kindergarten, High School, Senior Years)**

In 2009 the school sought the opinions of parents, students and teachers about transitions between stages of education.

**Background**

A positive transition experience is crucial for a student’s pathway through formal education. There are three major transition points that require significant organisation and resourcing: transition to Kindergarten, transition into High School and transition into the senior years of schooling.

**Findings and conclusions**

- Irrespective of the stage of transition, parents and students strongly agreed that transition activities play an important role in preparing students for the next stage.
- Students from partner schools did not feel as strongly supported or that their concerns were addressed adequately.
- While students transitioning into high school felt the activities were engaging, they indicated days other than a sport day would enable more variety of lessons to be experienced.
- Students did not want to participate in the parent information sessions.
- Students wanted more written information in a format specifically for them.
- 100% of students in year 7 and 11 felt that the Jindabyne camp was an excellent peer support activity.
- Students indicated they would prefer a longer transition program beginning in term 2.
- The majority of students transitioning into the senior school felt they had adequate information; particular mention was given to the benefits of the subject selection night and the Board of Studies talk.
- A small number of students and parents indicated they required more information about courses, prerequisites and the ATAR. In comments, there were strong requests for more information in the subject selection booklet.
- Senior students indicated significant apprehension about the assessment aspects of the HSC and a need for further information.
- Some students indicated contradictory advice given by different staff members centred around category of course and requirements for an ATAR.
- Students indicated they required more explicit explanation of their options if they did not like a course they had chosen.

**Professional learning**

Teachers and non-teaching staff participated in a number of professional development activities. Student free days were used by staff to work with consultants to analyse data and develop programs to target areas of need. The school submits an annual report on areas of expenditure and goals achieved.

**School development 2009 – 2011**

The school is committed to ongoing improvement of delivery of quality education to all students. The NSW Department of Education and Training publishes its Strategic Plan – 3 year and subsequent service delivery documents.

In response to data obtained from formal assessments and other indicators, the school determines a three year strategic plan in line with the state priorities.

**The priority areas for 2009 – 2011**

Literacy and Numeracy, Student Engagement and Retention, and Connected Learning.
Targets for 2010

Target 1
The percentage of students meeting the minimum benchmark for all NAPLAN examinations in Literacy and Numeracy will exceed 95%.

Strategies to achieve this target include:
- Editing code implemented across all faculties K-12
- Spelling Policy implemented across all faculties K-12
- Explicit teaching of skills and scaffolds for all areas of literacy and numeracy
- Targeted support for students, using resources available from EMSAD (Educational Measurement and Data Analysis)

Our success will be measured by:
- Increased percentage of students gaining high proficiency in examinations
- All student gaining results above minimum standard.

Target 2
The retention of students from the School Certificate to the HSC to exceed 80%.

Strategies to achieve this target include:
- Continued expansion of curriculum
- Improved School to Work interview process
- Improved mentoring of senior students
- Improve transition processes and resources (including course books and forms)
- Enhance the Study Skills program

Our success will be measured by:
- Retention rate increased beyond 80%

Target 3
65% of students will achieve Highly Competent in the School Certificate Skills examination.

Strategies to achieve this target include:
- Explicit teaching of ICT skills across all faculties.
- Completion of a scope and sequence for ICT from K-12
- Improved staff knowledge of the exam content
- All faculty programs to target specific ICT skills and knowledge.

Our success will be measured by:
- Increased performance of year 10 students resulting with the majority gaining highly competent results.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jennifer Green Relieving Principal
Debbie Valencic Relieving Deputy Principal
Trudy Stephens Assistant Principal – Primary
Angela Gay Assistant Principal- Infants
Robert Lawson Head Teacher TAS
Ingrid Corcoran Head Teacher Eng/HSIE
Huckleberry Walker Head Teacher Maths

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Year 7 and 11 at Peer Support Camp