2010 Annual School Report
Boorowa Central School
Our school at a glance

Students

In 2010, our school had a student enrolment of 239, consisting of 109 in K-6 and 130 in years 7-12. This was an increase of 21 students from the previous year.

Staff

Boorowa Central School was staffed K-12 with 23 teachers and 7 support staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

School Learning Support Program trial: The Illawarra South East Region trialed a new program covering the provision of support for students with significant learning needs. This program resulted in an increase in teacher and teacher aide time. Our Learning Support Team were filmed with footage used to describe the trial for NSW educators.

Premier’s Sporting Challenge: This is a K-12 school initiative that encouraged and rewarded participation in sports. The school received a Silver Award for K-6 and a Gold Award for secondary department participation levels.

Active After School Sport: Students in year 11/12 Sport Leisure and Recreation completed their Certificate 1 in sports coaching. These students then developed and delivered games to K-6 children 3 days per week for one hour sessions over a period of 7 weeks.

Premier’s Volunteer Program: Students recorded and submitted their hours of volunteer work. 27 students were involved across years 9 – 11.

School to Work: The school trained a teacher as a transition advisor to support our students make smooth transitions to the senior years of schooling and to post school destinations.

Reading Recovery: Our school trained another teacher in the Reading Recovery method of support. Students in year 1 who required further support for reading received intensive daily one-on-one support for 20 weeks.

Refurbishment of Infants and Primary Classrooms: All operational classrooms were refurbished to improve the quality of our student’s learning environments. Pinboards that significantly reduce noise and new more efficient lights and fans were installed.

Refurbishment of the library: Our library has been refurbished to provide an area dedicated to our K-4 students. New shelving and modifications to the staff areas have opened up the space to provide an exceptional set of learning spaces.

Revitalisation of the Agriculture Plot: Seven sheep and two cows now reside at the school’s farm. These animals are being handled in preparation for showing. Six chickens live in the luxury of our chicken tractor. Fruit trees, berries and vegetables have been planted in preparation for the Stephanie Alexander Kitchen Garden program.

Construction of the Trade Training Centre commenced in November. Work should be completed by mid May 2011.

Our school continues to implement our Schools Environment Management Plan which aims at reducing our carbon footprint and improving the plantings around the school. Challenges included dealing with unstable trees and trees that had seriously undermined the foundations of buildings. When trees have been removed, more appropriate and less damaging species have been planted.

Student achievement in 2010

100% of students in years 3, 5, 7 and 9 sat the NAPLAN tests in 2010. This number included all students on Integration support and Learning Support. The reason we actively encourage all students to participate in this test is because our results determine the level of Learning assistance resources the school is given.

ESSA

The Essential Secondary Science Assessment results indicate a trend towards improvement. Writing extended response technique needs increased focus.

Student performance was highest in the areas of communicating scientifically and working scientifically.
School Certificate

24 students (100%) gained the School Certificate. Formal external examinations were held for English, Mathematics, Science, Computing skills, Australian History, Civics and Citizenship and Australian Geography, Civics and Citizenship. Internal assessments were used in conjunction with Board of Studies Course Performance descriptors to award grades for: Work Education, Industrial Technology Metal, Industrial Technology Timber, Information Software Technology, Personal Development Health and Physical Education, Visual Arts, Food Technology, Agricultural Technology, Industrial Technology (Multimedia/Photography), Commerce and Physical Activities and Sport Studies.

Year 10 boys improved their average score difference by 5 points from the 2009 data in the test aspect of Computing Skills.

Higher School Certificate

13 students gained the Higher School Certificate. (100% of all students in year 12). In addition, 4 students from year 11 sat the HSC in Construction and gained a Certificate II.

Messages

Principal’s message

Our school’s Vision statement of “Excellence through Respect, Responsibility and Participation” guided our activities for 2010 by challenging and supporting individuals with a range of educational, cultural and sporting opportunities.

I continue to be impressed with students who do the most amazingly kind acts for their fellow students and others such as supporting students with disabilities and advocating for those not as strong, allowing everyone to have their voice.

Across the programs of 2010 a strong theme has been participation. Our students continue to get right in there and have a go. We are not a school of students who watch life and opportunities pass us by. I am incredibly proud of our students and am optimistic for our district’s future with such strength of citizenship and leadership capacity.

With great pride we learnt that ex-students were awarded prestigious medals for University achievements – Alison Witchard (ANU), John Dunn (UNSW – ADFA), Rudy Corcoran (UNSW-ADFA). That our students achieve with high distinction at world respected universities speaks volumes for our school’s capacity to equip students with quality learning tools and provision of excellent educational programs.

The school works to develop strategic plans based on region and state priorities based on a 3 year basis. The current three year plan will be completed at the end of 2011. Priorities and targets are determined and these significantly drive school operations.

Challenges facing our students are changing with the saturation of new technologies. We had to invest significant resources into addressing cyber bullying and safety in 2010. Two parent and three student forums and workshop sessions were held.

I encourage parents to read through this material then contact the school if you wish to get any of the material explained or you have questions.

Our school has the benefit of a highly effective and supportive Parents and Citizens Association, Student Representative Council and School Council. Each of these bodies have input into the decision-making of the school.

Jennifer Green- Principal Relieving

P&C message

The P&C catered for many private functions throughout the year. We also had successful days at Woolfest and the annual touch football/netball carnival and catered for several clearing sales. P&C members also had stands at the Boorowa Show, Show and Shine Car Show and the Returned Services market day. Some other fundraising activities included Mother’s and Father’s Day stalls, School bag fundraiser, sale of Christmas cards and herb packs.

A major building program started in 2010 with refurbishment of infant and primary classrooms. The library has been extended and refurbished. Planned for 2011 is a COLA for the side of the hall and the completion of the Trade Training Centre. It is certainly exciting times at Boorowa Central School.

Gary Johnson- President of the P&C
School Council message

The School Council continues to play an important role in the management of Boorowa Central School. Representatives from the parent body, staff, students and wider Boorowa community meet on a monthly basis to review and evaluate the school’s programs and policies to ensure that all our students, K to 12, are being catered for. I would like to take this opportunity to thank Council members who take a great interest in the future direction of the school and give freely of their time to attend meetings. I would especially like to thank our school captains whose valuable contribution to School Council, as representatives of the student body, is greatly appreciated.

This annual report provides a comprehensive overview on staffing, school and student achievements, new programs and initiatives, teaching and management practices and targets for the future. It is a lengthy document but much of it pertains to your children so please take the time to read it too.

Garry Johnson - member of School Council

Student representative’s message

The SRC were involved in a number of special programs which highlight the caring nature of our school such as “Shave for a Cure” fundraiser for cancer research.

Harmony Day reinforced our commitment as a student body to reducing discrimination. We all had the opportunity to participate in producing a large sign of hand prints under the slogan “Everyone belongs”.

A sub-committee worked with the School Council to introduce senior jerseys.

We had the largest attendance at the term socials that we have seen for some time. President Elizabeth picker, secretary Nikita Shean and treasurer Stacey Howard filled the role of SRC executive and once again maintained the hard-working nature of the Boorowa Central School SRC.

Elizabeth(Polly) Picker – President 2010

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

Despite demographics predictions of declining numbers, our school continues to steadily increase enrolments.

K-6 enrolments

Student attendance profile

K-6 attendance

7-12 enrolments

Student attendance rates

7-12 attendance
Management of non-attendance

The majority of our students have exceptional attendance. A focus for 2010 was to address students who are chronically late on a regular basis.

In January 2010, changes to Child Protection Legislation required schools to notify persistent non-attendance to Community Services. In cases where students were approaching this level letters and personal contact were employed to curtail this process.

With the new Attendance Policy, schools were required to more closely monitor the reasons for which students took leave. Newsletters spell out the reasons for leave that schools can approve as justified leave.

Class sizes and structure of Classes

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K</td>
<td>K</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>4/5</td>
<td>4</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>4/5</td>
<td>5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>22</td>
<td>30</td>
</tr>
</tbody>
</table>

Retention to Year 12

Our school has a higher retention rate than state and our School area, but we remain committed to improving this figure.

A considerable number of students that are successful in gaining apprenticeships and traineeships will leave school prior to attaining the HSC.

Post-school destinations

13 students completed the Higher School Certificate.

3 students were accepted in University (Education, business and Nursing).

2 students have taken up TAFE Courses.

1 student is studying Beauty therapy.

1 student gained a Defence Force Apprenticeship.

6 students gained employment in Retail, Hospitality, Equine Services, Aged Care, Carer and Primary Industries.

Year 12 students undertaking vocational or trade training

The number of Year 12 students undertaking vocational or trade training in 2010 was 100% with many gaining qualifications in more than 1
VET framework. In all, 23 VET qualifications were awarded in our senior school.

Four Vocational Education and Training Frameworks were delivered: Information Technology (5), Hospitality (8), Construction (7), and Metals and Engineering (3)

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students in Year 12 received the Higher School Certificate in 2010.

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

<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>13.41</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>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</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</td>
<td>6.6</td>
</tr>
<tr>
<td>Total</td>
<td>29.21</td>
</tr>
</tbody>
</table>

A School Counselling service is delivered one day per week. District support staff provided assistance in areas such as special education and integration.

A Chaplain provided additional student and family welfare support 2 days per fortnight.

Boorowa Central School has one member of staff who identifies as Aboriginal.

Staff retention

Our staffing remained similar to 2009.

Substantive Principal Mr. Colin Witchard remained on leave for all of the school year.

Mr. Atilla Babos was appointed as our new Chaplain.

Miss Alison King accepted a position in the Hunter Region at the end of the year.

Teacher qualifications

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

A significant number of our teaching staff have furthered their education and training beyond their initial degree.

<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>54%</td>
</tr>
<tr>
<td>Certificate 4 (VET)</td>
<td>25%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>27 721.65</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>39 733.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>65 228.45</td>
</tr>
<tr>
<td>Library</td>
<td>4 249.79</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12 233.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>190 118.92</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>58 332.18</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>56 920.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>48 952.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>24 014.13</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>137 988.78</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>665 493.36</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>303 494.31</td>
</tr>
</tbody>
</table>

A challenge for 2010 was to increase the number of families that pay school fees and particularly elective course fees, as these are essential for resources in practical courses.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

The school provides opportunities for students to experience and achieve success through sports, cultural and academic pursuits.

Achievements

Arts

- Year 8 Visual Arts and Year 11 Visual Design were state winners of the RSPCA’s mural competition for their education van. The mural can be seen in all its glory on the NSW RSPCA website.
- Cowra Youth Art Awards- Hayley Mears, Stacey Howard, Trent Crawford and Madison Pearseall exhibited paintings.
- Boorowa Show- Teagan Simpson won the under 16’s “yellow” art section.
- 30 students performed at the Queanbeyan Arts Festival.
- 5 students were selected to attend the State Music Camp.
- 8 Students were selected to sing at the Sydney Opera House as part of the NSW Department of Education and Training’s State Choir.
- School’s Spectacular concerts- 14 dancers, 1 soloist dancer and 2 students in the State Millennium Marching Band participated. This performance was screened twice on ABC TV.
- Smart and Drama Night continues to showcase students’ talents with acts ranging from the Rock band and class plays to music and dance.
- Public Speaking students performed exceptionally well in the Rostrum Competition and “The Land” Public speaking competition, with Rebecca Poplin making the state finals.
- Kimberley Taylor and Maddison Corcoran were in the top 10 runner ups in the national Anti-Discrimination postcard competition.
- Jessica Howlett, Blake Anderson and Terri Bush had artworks displayed in Nagoya, Japan as part of an exchange program of artworks representing Australian Culture.

Sport

We expanded many programs aimed at improving the general health and fitness of our students, and the enjoyment and participation in sports.
• Primary entered PSSA teams in: Tennis, Girls Touch Football, Boys Touch Football, Open Rugby League and Netball.

• PSSA netball were selected in the top 3 in the Western Region out of 53 teams.

• Olivia Gay, Molly Stephens and Sophie Cooper were selected in the Regional Netball Team for the state carnival.

• Students from years 3 and 4 participated in the Trent Barrett Shield.

• Students from years 5 and 6 participated in the Mortimer Shield.

• Primary Swimming: 16 students represented the school at district level; 5 students went on to represent the district at regional trials.

• Primary athletics: 36 students represented the school at district level and 6 students represented the district at Regional level.

• Patrick Johnson represented the Western region at the State Athletics Carnival in the 800 metres.

• Primary Cross Country: 24 students represented the school at district and 3 students represented the district at the regional trials.

• Secondary swimming: 18 students attended the western swimming trials at Cowra; 14 qualified for CHS Swimming championships.

• Particular individual achievements were:
  - Michael Hinds (13 years) 50 and 100m freestyle
  - Elisabeth Banks (16 years) 50 and 100m freestyle
  - Sarah Hughston (16 years) 50 and 100m freestyle
  - Alex Blomfield (12 years) 100m breaststroke.

• Secondary Cross country: 11 participated at western trials with 3 students qualifying for all schools cross country: Beth Johnson, Alex Blomfield, Sarah Hughston.

• Secondary Athletics: 30 attended western trials with 3 students gaining representative and attending CHS athletic championships.

• Alex Blomfield, Beth Johnson, and Sarah Hughston performed at an outstanding level and represented region for more than one sport.

• Equestrian Josie Laver continues to excel at state and national events in Show jumping, Dressage, Eventing and Showman; she was awarded:
  - NSW inter-schools equestrian intermediate champion rider 9/10 division,
- Australian National inter-schools Equestrian (6th in pre novice eventing),
- ACT Canberra Schools inter-schools equestrian championships (year 9 individual champion rider and year 9/10 champion). Josie won the trophy for best school.

Josie Laver – National Equestrian Champion

- NSW CHS Central Schools: Open Touch & U16 Boys and Girls Touch NSW central school’s state finalists (6th) U16 Girls Touch
  NSW central schools state finalists (5th), Rugby League, Cricket, Lawn Bowls.

Other
- 3 primary students and 4 secondary students attended the state Young Leaders Conferences.

Our senior students trialing University in Sydney

- 5 senior secondary students attended the Country Education Foundation of Australia University week long experience at several Sydney Universities.
- School Environment Management Plan – a significant solar array was installed on the roof of block G. Timers were installed in the hall to reduce lights and heaters being left on overnight or the weekend. Students planted over 120 trees, shrubs and grasses on National Tree Day.

National Tree planting day – planting native grasses

- The Middle School strategy was boosted funds for furniture and other resources. The use of capacity matrices was embedded
across most learning areas to allow for more independent student work and more targeted teacher facilitation of learning. Early NAPLAN data analysis shows that this independent learning style may be of benefit to boys. Year 7 boys (who had been part of the first cohort to go through the Middle Years/independent learning process) achieved higher average growth results than boys across the region and state in reading, writing, grammar and punctuation and all aspects of numeracy.

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 these 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

Numeracy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 5

Literacy – NAPLAN Year 7
Numeracy – NAPLAN Year 7

Year 7 spelling

Year 7 grammar and punctuation

Year 7 numeracy

Literacy – NAPLAN Year 9

Year 9 reading

Year 9 writing

Year 9 spelling

Year 9 grammar and punctuation

Numeracy – NAPLAN Year 9
Higher School Certificate

Student numbers are too low to produce statistically valid graphs.

Year 12 students have improved their average score difference by 2 points from the 2009 data in the test aspect of English.

67% of students gained a Band 5 in General Mathematics.

60% of students in Construction gained a Band 5.

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

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 achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>69</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>69</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.9</td>
</tr>
<tr>
<td>Writing</td>
<td>88.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.6</td>
</tr>
<tr>
<td>Writing</td>
<td>85.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Our school continues to acknowledge local and wider Aboriginal history and includes cultural perspectives in a variety of teaching and learning programs and activities in the school. We are committed to building enduring relationships with local Aboriginal Elders, Traditional Owners, our students and their families.

Multicultural education

The Student Representative Council led Harmony Day activities in March. A highlight of the day was a mural of hand prints under the slogan of Everyone belongs.

Respect and responsibility

Reconnect delivered a number of targeted programs to address respect for others and self and responsible decision making. Programs focused on: cyber bullying, boys self esteem and social skills, domestic violence, goal setting and life coaching and resilience.

Connected learning

The school continued to support ICT use and competency across the school with significant investment in infrastructure to the Infants and Primary classrooms. Increased numbers of data points and power to computer desks has enabled

Significant programs and initiatives

Aboriginal education

2% of students at Boorowa Central School identified as Aboriginal in 2010.
establishing a computer hub in every K-6 classroom.

Plans are in place to increase the number of classes that have Interactive whiteboard facilities.

The school purchased a significant number of new computers from within the global budget.

All students in year 9 received a laptop funded from the Federal Digital Educational Revolution program.

A number of staff have put significant effort participating in professional collegial learning focused on Moodle, Interactive Whiteboard use and the applications and uses of the Digital Educational Revolution Laptops.

Other programs
Shave for a cure: 7 students had their heads shaved to raise funds to donate to cancer research.

Movember: Our male staff initiated a major fundraiser for Prostate Cancer support and men’s health. Students also participated, growing moustaches throughout November. Local hairdressers volunteered their time to shave our men. Students small and female also wore some crazy moustaches on our “Shave day”.

Brick and Block: Our Construction classes spent a week laying a retainer wall for the primary sandpit and the raised beds in the primary / infants passive play zone. This work significantly enhanced the playing environments for our younger students.

Job Coaching: Several secondary students participated in work placements in local businesses once a week for the year. Learning about all aspects of working, students developed some wonderful skills and developed great relationships with their employes.

Progress on 2010 targets
Targets are determined by analyzing data for areas requiring sustained focus for improvement.

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

Our achievements include:

- **Year 3**: 100% of students achieved minimum benchmarks for reading, writing, spelling and numeracy. 90% of students met minimum benchmarks for punctuation and grammar.
- **Year 5**: Meeting minimum benchmarks in this group varied from 69% reading, 94% writing, 75% spelling, 69% punctuation and 88% numeracy.
- **Year 7**: 88.9% reached minimum benchmarks for Reading, Writing and Spelling. 85.2% reached minimum benchmarks for Punctuation and Grammar, 92.6% Numeracy.
- **Year 9**: 92.6% of students reached minimum benchmarks for Reading, 85.2% writing, 81.5% punctuation and grammar, 92.6% numeracy.
- **An Editing code was implemented across faculties. Application of this policy is not yet uniform and we continue to work on this strategy.**
- **Year 9 increased the percentage of students who achieved a spelling age at or above their chronological age by 9%.**
- **Year 10 Increased the percentage of students who achieved a spelling age at or above their chronological age by 15%.**
- **Assistant Principal and Kindergarten Teacher Mrs. Angela Gay was appointed as a state wide K-4 Initiatives, Best Start “Literacy & Numeracy Leader.**
- **Parent “how to support your child” sessions were held, covering literacy and numeracy in Infants and Primary.**
• The Early years staff team has been part of professional development that is at the cutting edge of programs that their data, and state wide data is showing, have the greatest success in early learning.

• Secondary Mathematics based literacy exercises are encouraged through the use of ‘Knowledge Journals’ where students are encouraged to describe mathematical concepts and outline procedures in their own words. This also develops student’s ability to unpack word based questions in external tests.

• Spelling tests have been incorporated into most topics/ units of work across secondary faculties, focusing on correct communication of terms specific to areas of study (Meta-language).

• Mathematics faculty leader coordinated the development and implementation of two, twenty minute numeracy sessions for years seven to ten each week to be delivered by various teachers, mostly non-maths trained. This strategy builds numeracy skills and advances cross curricular perspectives.

• The Learning Support Team coordinated case management of students with educational needs in literacy and numeracy. Internal and external data sources including health and psychological assessments were used to identify needs. Programs of support included
  - Peer tutoring,
  - Reading Recovery,
  - Group Literacy support,
  - Integration funded support

**Target 2**

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

Boorowa Central School exceeds retention across our School Education Group by more than 10%, and the state of NSW by more than 2%. There has been a steady rise in retention for the past three years. Of students not returning to school for the senior years, a few have moved to other schools, but the majority have gone to full time employment or apprenticeships.

Our achievements include:

• Sport, Leisure and Recreation, Work Education, Applied Mathematics, and PASS were added to existing curriculum choices for years 9-12,

• Consolidation of Middle school approach in years 5-8 using quality learning tools,

• A member of staff was trained as a Transition Advisor,

• Personalised Transition Plans were developed for all students with learning needs or identified as potentially leaving school ahead of year 12 completion,

• All Aboriginal students have a personalized Learning Plan,

• Participation in the Country Education University experience. Targeted students were selected to attend a fully funded week long experience of university life in Sydney.

• Adopt a school programs addressed career experiences in the Equestrian/Racing industry “Horses for Courses” day at the Goulburn Race Club and the week-long “Brick and Block” program.

• Students in years 7-12 had career lessons that involved programs including: the Real Game, Resilient Adolescent Program, 7
Habits for Highly Effective teens, and Life Coaching.

- The Premier’s Student Volunteering program was implemented to assist with students being able to list experiences on their Curriculum Vitae for applications to work and University opportunities and scholarships.
- Excursions for specific curriculum areas and general interest included the Science and Engineering Challenge, AIS Coaching Course, Road Trauma Forum, and the UNSW touring pathology museum.

Target 3

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

All year 10 students sit an external assessment in computing proficiency. This assessment provides a snapshot of how our school is performing with computer technology.

Our achievements include:

- Year 10 students in 2010 achieved an average mark in the Computing skills test of 79.7% which was 2.3% higher than the state average and 3.1% higher than our School Education Group (schools in our area).
- 100% of all students achieved competency and 52.2% achieved highly competent Level. This is 4.1% more than the state and 7.4% more than our School Education group.
- We increased the number of Interactive Whiteboards installed in the school.
- All students (7-12) are enrolled in ‘Mathsonline’. Students have had some work set from this website to support general course delivery while specific students have been allocated activities as both remedial exercises and extension exercises.

**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 2010 our school carried out evaluations of Attendance, Assessment, Writing and Communication.

**Educational and management practice**

**Attendance**

**Background**

Attendance is a factor that has considerable significance to student educational achievement. An increase in the compulsory school leaving age and new statewide attendance policy and focus on attendance led to the school re-examining our procedures.

- For students with patterns of attendance causing concern an attendance plan developed.
- Consolidation of inter-agencies working together to address issues related to truancy and attendance, including Intensive Family Support.
- Interviews with students with attendance pattern issues.
- Systems for tracking compliance with Board of Studies completion of course outcomes examined.

**Findings and conclusions**

Attendance is very good at Boorowa Central School.

We do have a number of students who are monitored by the Home School Liaison Officer.

**Future directions**

- Need to better communicate the message about being late on a regular basis is not satisfactory. (“Being way is not o.k.”)
- Increase parental awareness of need to apply for an exemption for a family holidays during school term.
- Address myths within the community about appointments and leave by publishing Home School Liaison officer advice.
- Identify chronic attendance issues earlier.
Work with other schools to examine their policy and procedures.

Assessment

Background

Faculties examined their assessment procedures to ensure compliance with the Board of Studies requirements in the Assessment Certification and Examination Manual. We work with the principles of Consistent Teacher Judgment and what the NSW Department of Education and Training describes as best practice.

Findings and conclusions

- The Infants and Primary Departments utilise a student profile sheet to record relevant assessment data that is easily transferable between classes.
- Assessment is recorded on one profile sheet which is passed to the teacher for the following year. Data includes: reading benchmarking, reading comprehension (CBM), spelling age, writing survey and standardised marking of writing, NAPLAN results, Reading Recovery, support learning, tutor program and numeracy results. Additional Information records other interventions such as Occupational Therapy, Speech Therapy and other needs such as wearing glasses.
- Student performance is tracked from Kindergarten to Year 6 in a succinct and informative assessment overview.
- A review of assessment tasks across Science, Mathematics and PDHPE reveal that the proportion of practical and theory based assessment is within the parameters set by the BOS for both junior and senior courses. The proportion of unsupervised (take-home) assessment tasks does not exceed 30% for any single course.
- The Technical and Applied Studies faculty worked with regional representatives to develop and validate assessment tasks to use in the delivery of VET courses. This has enabled a consistent approach to assessment that is at an industry and Certificate two standard.

Future directions

- Continue to work on the Matrix provided by the Board of Studies for monitoring of the Higher School Certificate.
- Improve centralised recording of faculty marks and results.
- Continue to encourage teachers of HSC courses to apply to mark the exams for professional development.

Curriculum - Writing

Through the evaluation of internal and external longitudinal data in primary writing, descriptive and emotive language in writing was identified as an area of focus for improvement.

Background

Students from Boorowa have in past done very well in writing simple responses. Our challenge was to increase the range of words our children are confident in using in their speech and writing. This required significant education of parents in the importance of “big words” and descriptive words to their children’s educational outcomes.

Strategies used:

- K-12 Spelling Policy development and implementation
- K-12 Editing Code
- PM Writing scaffold utilized
- Subject based meta language and vocabulary lists pre and post unit of work
- Expose students to varied text types in reading groups to identify emotive purpose of author.
- Using related reading texts to supplement PM Writing program (purchased through 2009 budget).
- Parent information sessions of reading and writing strategies to help support students at home for example ‘Revving Up Reading’.
- The Infants department provide explicit, achievable learning benchmarks and clear directions for future teaching and learning. Literacy improvement in years K-2 is best measured by using the Literacy Continuum to record, plot, plan and track progress by
assessing student performance against cluster groupings. A cluster contains a list of indicators for student performance. Staff recognise the Literacy Continuum as a quality assessment and programming tool in the current educational climate.

- Year 2 students are moving into their third year of being taught by staff using the Literacy Continuum as a quality assessment and programming tool. 85% of students have achieved a minimum 5% overall growth, with 15% of students not achieving the expected benchmark clusters which may be due to their individual limitations, such as students diagnosed with learning difficulties. Students achieving the 5% growth has resulted from purposeful, explicit and systematic teaching using a range of quality teaching strategies and consistent assessment.

- Future directions for the measurement of growth includes continuing to use the Literacy Continuum as the primary tool in K-2 and using the language of ‘Cluster groupings’ instead of measuring growth of students using a sole percentage mark.

- Year 3: Increasing reading fluency levels have been a focus area for assessment in Year 3 throughout 2009-2011. A Curriculum Based Measurement assessment tool has consistently been used over a 2 year period to track student progress and inform teaching and learning programs. Curriculum Based Measurement assesses fluency, accuracy and comprehension of text.

- The success of achieving 5% growth in fluency in Year 3 may be attributed to consistent sight word drills undertaken at school and at home, explicit modeled teaching strategies and the ‘Focus on Fluency’ program in which targeted students participate for 10 minutes a day/5 days per week for 5 weeks.

- Future directions to obtain further growth is to maintain current teaching and learning practices that focus on the continued improvement of these areas.

**Findings and conclusions**

NAPLAN and internal assessment indicate that students have increased writing performance in 2010. Students were writing within the text type set however the writing lacked detail in using descriptive and emotive language to create successful written texts. The school adopted a number of strategies to increase the number of students presenting quality pieces of writing.

**Future directions**

Staff will continue to implement and maintain:

- Explicit quality teaching strategies and learning tools that are embedded in teaching programs.
- PM Writing program explicitly reinforcing to students the reciprocation of the purpose of the reading and writing process using detail.
- Parents working with teachers and students to encourage regular spelling strategies at home.
- Using scope & sequence and wall charts strategies to provide consistency in the teaching of spelling and vocabulary.
- The taking of risks to use higher impact words and meta language in writing tasks and independently choosing appropriate words from lists offered.
- New staff will need to have training and will need support to implement the editing and spelling policy.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about written and electronic communications from the school. Just over 15% of families responded to this
questionnaire. Their responses are presented below.

- 100% of respondents indicated that they read the weekly newsletter closely
- 100% of respondents find the information about upcoming events useful
- 100% of respondents enjoy reading about students successes and activities
- 100% of respondents enjoy photographs of students in the newsletter
- 95% of respondents would appreciate a regular feature of upcoming due dates for notes and payments
- 80% of respondents agree that the newsletter has enough information in it.

Comments regarding the newsletter include:

- “there can never be enough information”
- “Too big, too much paper”
- “Paid sponsorship would support continued publication of this size”
- “Running lists of due dates/events – separate for primary and secondary”
- “Upcoming events – including book club dates”
- “Are there always enough copies for secondary?”
- “Need better information about when money is due”
- 80% of respondents indicated they had a computer with internet at home
- 75% of respondents use email
- 15% indicated that they receive the newsletter by email
- 40% of respondents indicated that they would like to receive their newsletter by email
- 60% of respondents indicated they were aware that our newsletter is available on the school’s website
- 10% of respondents regularly check our website
- 70% of respondents thought the printed material provided for transition was helpful

- 40% of respondents would like printed copies of school policy and procedures
- 55% of respondents would appreciate a copy of all policies on the school’s website
- 75% of respondents would appreciate a downloadable copy of all notes on the school’s website
- 75% of respondents feel the school promotes itself adequately throughout the school community
- 50% of respondents remember seeing our school advertised in the local media
- 70% of respondents thought the school could promote our student successes better.

Comments on promotion include:

- “Wiki on school website to promote achievements and events”
- “On the whole unless a public school has a bad reputation I feel parents will send their children to the local schools. If budget allows & preference prevails, they’ll choose alternative schools regardless.”
- “Information in newsletters is good. Promotion in local paper could be improved.”
- “Community involvement of students, for example the Boorowa Show- students may be able to assist stewards & secretary on show days as well as in the lead up to the show. (Ag class could assist with the produce, sheep, cattle, poultry, photography, art, etc).”
- “The school does a fantastic job promoting itself by encouraging all students to represent the school in everything and at all levels of participation.”
- “More put in the Boorowa News (photos etc) promoting what is happening at Boorowa Central School.”
- “Our best advertisements are our staff, students and parents in everyday conversations.”
- “Need to get better information to parents from partner schools for transition and start of school information.”

Input from parents as to what is working well, and what is not working is welcomed. The school
encourages parents to contact the school with these issues. Matters are dealt with in accordance to NSW Department of Education and Training Complaints policy which is published each term in the newsletter.

Staff began a communications course which looked at format and design elements for documents and promotion. The information from this course will continue to make changes in all promotional material over the coming months.

**Professional learning**

Staff participated in a variety of professional learning activities ranging from Whole School Staff Development days, Stage/faculty planning and evaluation days, courses and workshops. The school reports on Professional development in December.

**School development 2009 – 2011**

Boorowa Central School is committed to continuous improvement of the learning outcomes of all of our students.

Our school plan is developed based on State Education Plans and policy.

2011 is the final year in the current three year strategic cycle.

**Targets for 2011**

**Target 1**

The percentage of students achieving growth greater than the minimum expected will increase to 65% across Literacy and Numeracy.

Strategies to achieve this target include:

- 10% on top – push for each student to gain extra marks with identified strategies suggested in the SMART package.
- Increase students’ use of capacity matrixes.
- Professional development of staff in Newman’s principles.
- Professional development in area of persuasive writing.
- Explicit teaching of paragraphing and writing a 5 paragraph answer.

- All students in year 9-12 will have a copy of the syllabus and performance band descriptors for each course and be encouraged to monitor content and skills as they are completed.
- Maximise senior learning time and focus with clear expectations of working during non-face to face periods.

Our success will be measured by:

- Increased growth or value-adding of student results for NAPLAN, the School Certificate and the Higher School Certificate.
- Increased confidence of students in course content and expectations.
- Increased referrals to other agencies and support services for students and families.

**Target 2**

*No students exceed 20 days unjustified absences in a year*

Strategies to achieve this target include:

- Systems improvement in notifications to families about types of leave and how this is recorded
- Increased communication of processes for applying for leave/ exemptions
- Enhanced case management with other agencies and support services
- Work with the Home School Liaison Officer to address chronic non-attendance patterns
- Make referrals to agencies for family support
- Work with other schools who have higher levels of attendance
- Increase information about the educational cost of persistent lateness to school.

Our success will be measured by:

- Increased attendance rates across the entire school
- A reduction in the number of students with chronic non-attendance patterns
- Decrease in numbers of students applying for leave for unjustified reasons.
**Target 3**  
*Retention rate to exceed 90% - education, training and employment.*

Strategies to achieve this target include:

- Address community attitudes to post compulsory education
- Increase use of quality learning tools across all faculties
- Continue to focus resources on personalised learning and transition plans targeting students who are vulnerable.
- Continue to deliver well being programs to boost self esteem and life coaching
- Continue to support programs that “hook” students including “Clever Climate Savers”, and “The Stephanie Alexander Kitchen Garden Program”

- Continue to improve teaching and learning environments including the Trade Training Centre and Fitness zones.

Our success will be measured by:

- Increased retention rates for students remaining at school
- Maintaining zero unemployment figures for our students and post school destinations
- Increased numbers of students accessing tertiary studies after the HSC.

**Target 3**  
*70 % of students will achieve Highly Competent in the School Certificate Skills examination.*

Strategies to achieve this target include:

- Increased technical support to classes to ensure a decrease in unit downtime.
- Increased teacher use of Digital educational Revolution laptops in class work.
- Continued Professional Development of teachers in imbedding ICT into lessons as learning tools.
- Continued professional learning targeting skill acquisition.

Our success will be measured by:

- Increase the percentage of Highly Competent performance of students in the School Certificate.

**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
Angela Gay – Assistant Principal
Trudy Mahoney - Assistant Principal
Huckleberry Walker – Head Teacher
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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: http://www.schools.nsw.edu.au/asr

2010 a year of Excellence through Respect, Responsibility and Participation.

Quality learning environment – Middle Schooling
Perfect Produce
Cooperative learning – self directed success
Year 1 Museum – curators explain their exhibits
Great students.
Great facilities.
Great school.