

Baradine Central School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Baradine Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Christine Clarke

Principal

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Message from the Principal

2016 was a successful year for Baradine Central School . We provided inclusive and quality learning experiences across the school student cohorts in a positive and supportive environment. Students were empowered to achieve success through the school's set of core values and a sense of identity and belonging to the school and community.

Improvements in academic growth and achievement, as well as student wellbeing, were reflected in the school's tone or climate and also evident from data collated from the HSC, NAPLAN, EA4S and the Tell Them From Me Survey.

Highlights of 2016 included the special excursion for secondary students to Uluru and the outback to specifically experience the poignant moment of 'standing on ancient and sacred Aboriginal land' as described in the 2015 NAIDOC theme.

Our Year 12 graduates continued on from the 2015 cohort to successfully seek tertiary education by undertaking university courses and apprenticeships. This is evidence of a huge change in student attitudes, self-belief and expectations for Baradine Central School.

I would like to thank the dedicated and caring staff for their nurturing of the students to be confident and respectful learners. I would also thank the community for affirming its trust in its local school to deliver quality outcomes and for the strong partnerships with various groups who are actively supporting us to maximise opportunities for our students.

Christine Clarke

Principal

School background

School vision statement

Baradine Central School will provide inclusive and quality learning experiences in a happy, safe and positive environment. Every student will be encouraged to achieve success and aspire to lifelong learning with positive values and a sense of belonging to and caring for community.

School context

Baradine Central School is a small inclusive K–12 school in a rural setting that is integral to the local community. The school features diverse educational opportunities, outstanding resources and integrated technology with very dedicated and caring staff and supportive P&C. There are 108 students from Kindergarten to Year 12 with 48 primary students and 60 secondary students. The school's motto is 'We do not learn for school but for life', emphasising and valuing life-long learning. There is strong support from the community and a focus on improving the learning outcomes and well-being of all students and the development of the whole child. We believe there is a strong relationship between the academic, physical, mental and socio-cultural needs of students, and that they are of equal importance in ensuring successful educational outcomes. The core values of Baradine Central School are respect, quality, participation and safety. The school is supported by Gonski funding that addresses the school's unique context of being rural, remote with low socio-economic status and significant percentage (51%) of the student enrolment identifying as Indigenous.

The school is on a path of continuous improvement linked to the School Excellence Framework, The Wellbeing Framework, The Australian and the Teaching Standards framework. Continuing programs supporting the development of every learner include Early Action for Success, Quality Teaching Supported Students, Positive Behaviour for Learning, Quicksmart Numeracy and learning cohorts for Junior, Middle and Senior schools.

The school has effective transition to school and middle years programs and VET courses in Stages 5 and 6 as priorities for our students. Personalised learning is supported by continuous feedback, assessment for learning and reporting to parents through student reports and the Annual Report.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016, time was allocated at weekly meetings for staff to build their understanding of the processes and subsequent implications of self assessing our performance against the School Excellence Framework. Staff members individually reflected on school actions for all elements in the domains of Learning, Teaching and Leading. Responses were collated then the leadership team identified evidence for these actions and the impacts they are having on school performance.

In the domain of Learning, our efforts have primarily focused on Student Performance Measures. Within the learning cohorts (Junior School, Middle School, Senior School) teams have refined their processes for identifying students who have demonstrated growth. Strategies have included: analysis of NAPLAN data; collection of student work samples for reviewing development of skills; support with homework and study habits; completion of VET subjects to the attainment of certificates; the introduction of learning logs as a metacognitive tool beneficial for both students and their teachers ; and a data wall for Early Action for Success monitoring.

Extensive programs were implemented to support individual student growth. These included: Stage 6 Indigenous students supported by a teacher to stay on track with assessment schedules; students identified as performing below National Minimum Standards in NAPLAN provided extra basic skills tuition from a special education teacher who used SMART data to plan; formalised processes for SLSO targeted support enhanced by professional learning, strategic timetabling and team supervision; teachers trained in learning styles and the implications for the classroom; appropriate

resources allocated to learners such as grammar booklets, reading boxes, literacy planet activities; study periods scaffolded; personalise learning plans and goals; teachers modelled expected outcomes; ALARM implemented as a key literacy strategy; the four Quality Teaching Questions used by teachers to plan effectively; teachers reflected on their students higher order thinking skills; professional learning for teachers on their knowledge of the literacy/numeracy continuums – knowing where their students need to be at the end of the teaching cycle; lessons scaffolded to support higher level students to excel; and the implementation of learning logs.

These changes in teacher practice have resulted in increased levels of student performance across the school.

Our major focus in the domain of Teaching has been on Professional Standards. Teachers have been committed to developing their individual growth using the Australian Teaching Standards as the key framework. They have been provided opportunities to demonstrate and share expertise of evidenced based teaching strategies. This has included:

- structured whole school staff training (staff members leading the training; opportunities for cross faculty conversations; staff reporting back on all external professional learning);
- lesson observations (negotiated with peers and performance team leader while leaders model/demonstrate quality teaching strategies);
- behaviour management (teachers share/demonstrate effective models for behaviour management; training in PBL, consideration of learning styles, LST interventions and PBL evidenced based behaviours);
- curriculum (training to support the implementation of Australian Curriculum);
- teaching programs (teachers using evidenced based teaching strategies, LST interventions and modifications and adjustments for high needs students, outcomes based assessments, scope and sequence learning based on syllabus outcomes and content);
- extra-curricula activities (teaching staff supported and learn from support staff with specific skills e.g. sporting schools);
- personalised learning (early career teachers supported and mentored, gap analysis tool to determine area of skill deficit for teachers seeking to develop KLA strategies e.g. L3, TEN, writing, professional learning aligned to teachers' PDP goals to maximise goal achievement, participation in virtual faculty networks catering for collaboration with teachers in same KLA speciality, teaching standards used as a focal point for PL especially in the induction program, teachers share expertise with other schools e.g. online training);
- data analysis to inform planning (teachers collaborated to analyse internal data e.g. PBL, exam results, and external data e.g. NAPLAN, TTFM, HSC, EA4S 5 weekly data sets for evidenced based planning);
- feedback to/from students (teachers interpreted feedback from students via learning logs);
- reporting (evidence of learning based on outcomes); and
- peer support (colleagues informally supported one another with daily challenges encountered in the teaching and learning cycle, culture of faculty support, staff collaboration to share ideas and skills, give advice, seek help).

Our strategic focus on demonstrating and sharing expertise and knowledge of the teaching and learning cycle has led to an overall increased awareness of the Teaching Standards and while individual teachers have further developed their capacity for professional growth and leadership.

In the domain of Leading, our priorities have been to progress School Resources. We recognise that our greatest resource is the staff and have strived for continual improvement through strategic professional learning aligned to the School Plan, the Premier's Priorities and the teachers' personal goals as documented in their PDPs.

Financial resources allocated to the school have been distributed to programs developed from evidenced based needs. Programs address equity and disadvantage along with curriculum access. Financial resources are monitored continuously through the school's milestone processes and financial meetings.

The school's facilities are well maintained and utilised extensively by the community for a range of activities.

The leadership team has been successful in leading the initiatives outlined in this report.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Supportive Culture

Purpose

To continue to embed a positive culture across the school community through all stakeholders participating in a safe, respectful environment, where all strive for quality learning and behaviour.

Overall summary of progress

In 2016 Baradine Central School maintained a third executive to support the 'learning cohorts' model (Junior School, Middle School, Senior School). All cohorts elected a student representative council and through their regular meetings had an active voice in school improvements and social event organisation. Through this cohort model a successful Stage 3 to Stage 4 transition program was implemented again for 2016. This focused on not just the social needs of transitioning students but their behavioural and academic requirements as well. All major stakeholders (including parents, feeder school principals, staff and the students) were involved in the transition process.

During Semester 1, there was an increase in negative behaviour referrals in our PBL behaviour management system. From this data it was determined that a more detailed introduction to PBL was required for new staff alongside the 8 PBL classroom modules being delivered through an induction program. The data also identified that the large number of new enrolments required further training in the school's PBL behaviour expectations. During Semester 2, the data showed a slight increase in negative referrals in all 3 learning cohorts. As a result of this, the secondary PBL system is being reviewed, with new members and additional training. New staff are continued to be supported with PBL implementation in primary. It was noted that a number of Tier 2 focus students have had a satisfactory result from this support program.

During 2016, data recording systems were implemented and put into place in both the primary and secondary sections of the school. PLAN, continuum tracking, Sentral markbook, SMART data etc were used to record and analyse student progress. These were used and reviewed during the year. IEP and PLP's were kept separate in 2016. In 2017 a combined proforma will be achieved. The majority of ATSI primary students BMNS have a current IEP. In 2017 the middle school executive will work alongside the high school special education teacher to create IEPs for the secondary ATSI students who are BNMS. All these students have been supported in 2016 through their specific learning cohorts, Norta Norta and other targeted funding. Their PLP targets reflected their areas in need of improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Academic learning outcomes are improved for all students through the establishing and strengthening of junior, middle and senior school learning cohorts.	<ul style="list-style-type: none">Processes have been put in place to enable staff to monitor individual student data.100% of students identified as performing below National Minimum Standards in primary school have an Individual Education Plan.Further support is being provided in the secondary school to ensure 100% of secondary students who have been identified as achieving below National Minimum Standards will have an IEP that has collective ownership by the teachers.	\$27,000 socio-economic funding
Tiered intervention, through combined PBL and LST, provide learning, behavioural, social, emotional and physical support to all students.	<ul style="list-style-type: none">The 20% decrease was not recorded from 2015–2016. This can be attributed to a large number of new students and staff joining the school. This goal will be revised and re-modelled for 2017.	\$20,000 low socio-economic funding
Whole school commitment to health, fitness and wellbeing of all students.	<ul style="list-style-type: none">The school successfully engaged with programs including the Premier's Sporting Challenge, Sporting Schools and Heath Screening provided by the Coonamble Aboriginal Health Service.The school prides itself in high student participation rates in a vast array of physical fitness and sporting opportunities. The success of these programs is reflected in the positive data in the	\$5,400 sporting schools \$2,000 Premiers Sporting Challenge

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole school commitment to health, fitness and wellbeing of all students.	Wellbeing section of the Tell them From Me survey. <ul style="list-style-type: none">• The school's health report compiled following the health checks, reveals of the students who participated, only 0.1% have been identified as obese.	

Next Steps

In 2017 we aim to continue to strive towards 100% of targeted students having an IEP that is monitored, reviewed and updated on a scheduled basis. The IEP will be linked to their personalised learning goals, to achieve student ownership of the learning process. A trained special education teacher has been employed to support the secondary school processes for targeted students. She will predominantly be targeting students below minimum national standards and students that are linked to the Premier's Priorities.

In 2017, we aim to refine our Positive Behaviour for Learning focus to see whether targeted intervention programs (ie Check In Check Out, Quick Smart Numeracy etc) have significant impact on student behaviour and learning outcomes. This will be monitored through behaviour referrals, NAPLAN data and in school assessment tasks. Cohort behaviour data will continue to be monitored and reviewed. As this is an embedded process within the school, continued adjustments, training and booster sessions will be implemented as required. This is aimed at decreasing negative behaviour referrals across the school.

Strategic Direction 2

Partnerships

Purpose

To improve student engagement K–12 by strengthening school community partnerships and developing a sense of belonging, caring and understanding of our place.

Overall summary of progress

Building capacity to implement Place Based Learning into teaching practice was a corporate goal for our teachers as one of their individual Performance Development Plan goals. 50% of teachers commented on the success of this in their PDP annual review.

There was a slight increase in parents participating in three way meetings. The current strategy will be reviewed to strengthen our processes in 2017.

Partnerships with University (including ASPIRE) and TAFE have consolidated over the year. This has led to a higher than expected increase in number of students undertaking training for local employment. This figure should continue to rise in years to come as more of our students are inspired by their peers succeeding in this area and realising the opportunities available to them.

The partnership with local employers is developing but would benefit from more awareness raising of the benefits to them taking on School Based Apprenticeships and Traineeships (SBATs). There was an increase in the number of students undertaking SBATs this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Strengthen partnerships with parents and carers to improve student outcomes K–12	Engaging parents and carers in three way meetings each semester, to discuss the progress of their child's learning, continues to be a major challenge for our school. During 2016 there was a slight decline of 2.1% in attendance at these functions. <ul style="list-style-type: none">• 2014 baseline data: 27% of families participated in Semester 2, Three Way Meetings .• 2015 Data: 29% of families participated in Semester 2 Three way meetings.• 2016 Data: 26.9% of families participated in Semester 2 Three way meetings.	\$500 Community consultation
Increase teachers' capacity to engage students with their local environment and community.	<ul style="list-style-type: none">• Two students have gained apprenticeships in the local area. This is a 25% increase from last year's apprenticeships. Their apprenticeships are in the same field as the EVET training the students undertook while at school.• Partnership strengthened with the University of New England, which is our closest major university. 30% of the 2016 HSC cohort accepted positions into degree courses this year.• One student undertaking part-time work at local pre-school after completing EVET childcare over the previous year at school.	\$5,000 Senior school initiative \$950 VET

Next Steps

The key focus in 2017 will be the consolidation of all the previous planning and learning for our Place Based Learning project. A massive action phase will be launched in Term 2 starting with a day's training for all teachers followed by

planning to embed all the key elements into a weekly routine across the school. Our students will develop stronger connections with their local community (sense of identity and belonging). Aboriginal Education will continue to be enriched through classes implementing Place Based Learning initiatives.

A strategic visit to the school will be coordinated for the consultant for School Based Apprenticeships and Traineeships to provide detailed information sessions separately to the students, the parents and carers, the staff and to the business community through a series of presentations.

Strategic Direction 3

Quality Teaching

Purpose

To support the development of quality teaching and learning K–12 in an innovative, safe and supportive learning environment.

Overall summary of progress

In 2016 we were successful with our target of 100% of students achieving their goals in their Personalised Learning Plans (PLPs). In our NAPLAN milestones we achieved 25% of what we had planned, 25% in progress and 50% not achieved.

Our PLP goals were broken into the four Positive Behaviour for Learning (PBL) values of respect, participation, quality and safety to see how the students achieved in each area. The majority of teachers are now confident about assessing whether a goal has been achieved or not, using evidence to support decisions. In K–6 at the end of Semester 2, there was a 6% increase of goals achieved when compared with Semester 1. In 7–12 at the end of Semester 2 there was a 14% increase of goals achieved when compared with Semester 1.

Due to the change in the NAPLAN writing process no growth data was measured for the year 2016, therefore we are unable to provide data analysis. However, through the implementation of a variety of writing techniques (ALARM) we are able to show an improvement in their writing styles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in students achieving in top two bands in NAPLAN by 8%	<ul style="list-style-type: none">• When comparing averages of 2013, 2014, 2015 to 2014, 2015, 2016 we have had a 1.7% increase in the top 2 bands in Year 7.• When comparing averages of 2013, 2014, 2015 to 2014, 2015, 2016 we have had a 1.4% decrease in the top 2 bands in Year 9.• The trend data for NAPLAN over the last 5 years reflects improvements in Year 5 writing, Year 7 reading, writing and spelling and Year 9 reading.	\$19,600 Teachers Professional Learning
Raise ATSI students in top two bands in NAPLAN by 30% by 2019	<ul style="list-style-type: none">• One ATSI student achieved top 2 bands of NAPLAN this year. This was a Year 7 student in spelling.• The school has developed NAPLAN ATSI 'bump it up' action plans for Junior School, Middle School and Senior School learning cohorts in our efforts to strive towards 30% of ATSI students in top 2 bands by 2019.	

Next Steps

Build student capacity to reflect and self-assess their learning through a variety of strategies.

- Develop a profile on each 'bump it up' student. This profile will give a detailed description of where the students are currently at and how much growth is required and in what area. It will also include an action plan of how growth will be achieved. Documentation around interventions will be mapped and data gathered at regular intervals.
- Develop a process for monitoring middle band students' progress and a profile of students that will be required to sitting the HSC under the new guidelines set for 2019.
- Consistent teacher judgement across the school will continue to be a focus for professional development. Teachers will collaborate and share evidence to assess individual growth and impact of outcome achievement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> The strategies implemented to support secondary 'at risk' male students to engage with classes and learning included intensive classroom support from SLSOs with class work and behaviour management, project team to construct items for the community, study assistance in the library. Students identified as performing below National Minimum Standards were provided additional intensive support by a teacher delivering basic skills lessons. The impact of these programs funding from Aboriginal Background included: a decrease in negative referrals and suspensions; an increase in student engagement levels and attendance levels of targeted students; improved student results in achievement of curriculum based outcomes; and improved achievement of student goals in PLPs. 	<p>\$74,103 Aboriginal Background</p> <p>\$21,358 Norta Norta</p> <p>\$19,719 Stage 6 Targeted Indigenous students</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Additional School Learning Support Officers were employed to work with students who have learning needs or disabilities impacting on their learning. The wellbeing of these students improved enabling them to achieve improved learning outcomes in their classes as evidenced in collated data sources such as school reporting processes. All identified students have Individual Education Plans (IEPs) developed in consultation with carers and personalised adjustments have been made to their learning in the classroom. The school supported the Nationally Consistent Collection of Data (NCCD). Teachers collaborated with the Learning and Support Teacher to develop their skills to cater for the needs of students with special needs and disabilities. 	<p>\$92,869 Low Level Adjustment for Disability Funding that included 0.7 full time equivalent Learning and Support Teacher</p> <p>\$21,454 flexible support</p> <p>\$45,910 Integration Funding Support</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Baradine Central School utilised QTSS to continue with its established routines and practices for mentoring and supporting early career teachers. An experienced mentor scheduled meetings and professional learning for teachers to build their individual capacity to address the Teaching Standards and achieve their accreditation as Proficient. 	\$1628
Socio-economic background	<ul style="list-style-type: none"> Additional teachers were employed across the school to facilitate small classes and teaching groups, maximising personalised teaching time opportunities for all students. Secondary students who required significant literacy and numeracy support were provided with timetabled skills sessions from a specialist teacher. Structures for learning cohorts (Junior, Middle & Senior School) included remunerating a class teacher at Assistant Principal level to lead Middle School initiatives. She also led the responsibility for 	\$172,003 Socio-economic background

Socio-economic background	tracking student growth in the transition phase from primary to secondary school.	\$172,003 Socio-economic background
EA4S	<ul style="list-style-type: none"> • Two teachers completed their training in L3 and one teacher completed TEN training. They were supported by an Instructional Leader who visited one morning per week. Resources were purchased to enhance the delivery mode for L3 and TEN. • The data collated throughout the year every 5 weeks, demonstrated successful implementation of EA4S with majority of students in Kindergarten, Years 1 and 2, working towards achieving their literacy and numeracy goals for the year. 	\$28,531

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	59	56	45	56
Girls	58	58	44	53

In February 2016, student enrolment was 109.
Enrolments continue to fluctuate up and down of 100.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.2	88.6	84.3	80.3
1	89.4	90.4	89.1	77.3
2	86.9	89.6	90.6	96.6
3	93.7	83.3	88.9	94.5
4	95.4	92.3	80.4	90.8
5	95.4	95.1	90.8	88.8
6	92.2	91.8	93.8	93.6
7	94.4	92.6	90.3	92.7
8	93.3	91.9	84.4	85.4
9	90.5	95.5	89.2	85.9
10	82.8	87.4	82.5	89.9
11	80.8	90.8	90.8	89.6
12	87.3	79.1	91.2	83.6
All Years	90.5	90.5	88.5	88.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Attendance is monitored weekly. Students whose attendance rates fall below 85% at referred to the Learning and Support Team where appropriate strategies are implemented to effect immediate improvement over the following two weeks. When school based strategies are unsuccessful, the targeted student or family is referred to the Home School Liaison Officer for further intervention and support.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	18	0	37.5
Employment	9	0	0
TAFE entry	0	0	25
University Entry	0	0	37.5
Other	0	0	0
Unknown	0	11	0

From our 2016 HSC cohort. 37.5% candidates were offered university places in nursing, accountancy and computer science.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	4.95
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.48
School Administration & Support Staff	4.88
Other Positions	2.6

*Full Time Equivalent

Baradine Central School has three Aboriginal members of staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Baradine Central School staff in 2016. Staff participated in structured in-school professional learning and external training courses that were linked to the school's plan and to their individual teachers' Performance Development plan goals. This led to the successful implementation of teaching and learning cycles in Junior school, Middle School and Senior School.

Three teachers are maintaining accreditation at proficient, and two early career teachers are seeking accreditation at proficient.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	454 614.35
Global funds	186 573.66
Tied funds	393 008.18
School & community sources	134 197.72
Interest	9 312.81
Trust receipts	7 375.40
Canteen	0.00
Total income	1 185 082.12
Expenditure	
Teaching & learning	
Key learning areas	35 997.23
Excursions	31 179.52
Extracurricular dissections	52 292.35
Library	1 355.56
Training & development	0.00
Tied funds	501 129.91
Short term relief	14 803.16
Administration & office	38 712.06
School-operated canteen	0.00
Utilities	56 805.07
Maintenance	19 008.45
Trust accounts	5 883.69
Capital programs	18 112.73
Total expenditure	775 279.73
Balance carried forward	409 802.39

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Reading, the average progress of matched students from: Year 3 to Year 5 was 133 points, well above the State norm of 80.1 points; and Year 7 to Year 9 was 37.7 points, also above the State norm of 32.2 points. The Year 5 to Year 7 data 32.4 points, was of concern being lower than State norm 38.1 points.

Writing data was not available.

In Spelling, the average progress of matched students from: Year 3 to Year 5 was 165.8 points well above the State norm of 77.6 points; Year 5 to Year 7 students was 65.5 points, above the State norm of 43.7 points; and Year 7 to Year 9 students 35.1 points, slightly above the State norm of 33.8 points.

In Grammar and Punctuation, the average progress of matched students from: Year 3 to Year 5 was 175.2 points, almost 100 points above the State norm of 76.3; Year 5 to Year 7 was 63.2 points, above the State norm of 32.2 points; and the Year 7 to Year 9 students was 50.6 points, while the State norm was 21.1 points.

In numeracy, the average progress of matched students from: Year 3 to Year 5 was 62.7 points, slightly below the State norm of 91.7 points; Year 5 to Year 7 students was 68.6 points, above the State norm of 58.9 points; and Year 7 to Year 9 students 50 points, slightly above the State norm of 40.7 points.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, two students achieved top two bands in 2016 and this was in s 3 and 7 spelling.

Most ATSI students at Baradine Central School are performing in the middle three bands of NAPLAN tests. The school has implemented an array of intensive strategies for targeted students to progress up into the top two bands over the next three years.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The 2016 HSC cohort was too small to show comparison data however, students studied a range of courses including ATAR eligible and non-ATAR eligible subjects.

Parent/caregiver, student, teacher satisfaction

Baradine Central School commits to surveying all stakeholders each year with the online survey Tell Them From Me. The opinions of students, staff and parents/carers is greatly valued as part of our self-assessment processes. Their responses are presented below:

- the majority of parents/carers feel welcome when they visit the school and believe the school's communication strategies to be informative and in plain language.
- parents overwhelmingly feel that the school is a safe place for their children and behaviour issues are dealt with in a timely manner.
- teacher feedback indicates a culture of inclusivity across the primary and secondary school where teachers are committed to providing quality learning experiences for all students.
- teachers would like to see greater parent involvement in their child's learning at school, improved student participation in homework, and improved technology resources in the school.
- secondary students reported their classroom instruction as being well-organised, with a clear purpose and with immediate and appropriate feedback that helps them learn. They rated rigour at 6.3 out of 10 while the state norm for these years is 5.8.
- 29% of secondary students said they were victims of bullying in the previous month which is an increase on the previous year's data.
- 81% of primary students said they had a high sense of belonging and 100% said they value schooling outcomes.

Policy requirements

Aboriginal education

Aboriginal Education is a focus for the school's plan in the strategic direction referred to as Partnerships. First and foremost, the school fosters place based learning as a key strategy to teach all students the knowledge of the local Aboriginal nation Gamilaray and its cultural significance. The local area is rich in Gamilaroi history that has been recorded and exhibited by the local

Lands Council and also the Baradine office of Office of Heritage and National Parks. Many of the 50% of students who identify as Indigenous belong to the Gamilaroi mob.

Staff plan, program and practise integrated strategies that promote Aboriginal pedagogies and perspectives across all key learning areas. Learning beyond the classroom is encouraged to provide students with access to the local environment and its diverse resources.

Aboriginal background funding has been utilised to employ additional staff to support student learning at all levels. All staff were trained in Aboriginal Pedagogies (a six hour course) and the findings of the Dare to lead review and recommendations of the communications protocols document developed in 2013.

Multicultural and anti-racism education

The school has a teacher trained as the anti-racism officer to support other staff and students to resolve conflicts following any reported incidents racism or discrimination. No incidents were recorded in 2016.

Sorry Day and Harmony Day were both acknowledged by the student population at assemblies.

Primary school students participated in the annual Country Women's Association international study. The country of study for 2016 was Mongolia, however, students collaborated with the local CWA to divert to an Olympic Games theme to coincide with the 2016 Olympics held in Rio de Janeiro, Brazil. The primary school studied many different cultures and completed projects on them for a display. They also conducted a mini-Olympics featuring the cultures chosen for study.