

Barellan Central School

Annual Report



2016



1131

Introduction

The Annual Report for **2016** is provided to the community of **Barellan 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.

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Principal

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School background

School vision statement

Barellan Central School aims to build a learning culture underpinned by a strong sense of wellbeing of staff, students and community. We aim to develop positive, caring students who persevere to achieve their potential in all areas.

Our school motto is "Perseverance Conquers All".

School context

Barellan Central School (enrolment 115 students, including 10% Aboriginal students) is a K–12 school located in the northern Riverina of NSW. Our school provides highly successful vocational education and training programs. We are one of six central schools which make up the successful Riverina Access Partnership, utilising video conference technology to deliver the Higher School Certificate curriculum. Our school has a highly professional and dedicated staff who utilise their strengths to provide outstanding opportunities and support for all students.

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.

This year, our staff at Barellan Central School have used the School Excellence Framework as a tool to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. The school plan was examined in relation to the framework as a way to identify what elements were most strongly addressed. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on learning culture and curriculum and learning. A positive, productive and reflective learning culture among students and staff increases engagement in learning. Our approaches in these areas have included putting in place programs to support individual learning needs. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. We have also prioritized providing a differentiated learning environment and offering extra-curricular opportunities to our students to support them as they progress through the stages of education.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of the HOW2Learn strategies, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Staff are also developing evidence-based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership through school planning, implementation and reporting. Creating and developing a strong foundation of leadership capacity across the school is imperative for a consistent and effective implementation of key directions. As such our school recognises that leadership development is central to the achievement of school excellence. The school continues to build on leadership capacities and capabilities of staff in order to achieve the goal of maintaining reflective, resilient and futures based school learning culture.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

Strategic Direction 1

Raising expectations and enhancing the quality of student learning

Purpose

Develop confident students with highly developed skill sets which enable success both within and beyond the school. This will involve engagement with high quality, differentiated teaching and learning programs across the school.

Overall summary of progress

Teachers have focussed on identifying student learning needs and differentiating lessons and programs for these needs.

Whole-school learning programs such as HOW2Learn, Learning, Language and Literacy (L3) and Secondary Learning Strategies (2LS) continued to be embedded across the school in all Key Learning Areas (KLAs). Staff continued their learning journey with aspects of HOW2Learn, especially the areas of growth mindset, learning intentions and success criteria. While Professional Learning was ongoing, the full implementation of these strategies is yet to take hold in all areas of the school. Students, however, demonstrate a knowledge of each of the 'learning habits' outlined in the HOW2Learn strategy and anecdotal evidence indicates students are developing a higher level of resilience and resourcefulness at school.

Primary staff undertook L3 training to support infants and lower primary classes, which allowed for increased professional dialogue and peer observations in these classrooms. Additional staff will complete this Professional Learning in 2017.

Executive staff attended Professional Learning in the use of PLAN to assist Stage 4 teachers with unpacking the Literacy Continuum. Staff meetings encouraged professional dialogue around the understanding of different markers and work samples were graded using the markers as a rubric. Students were recorded on the continuum, however, further consolidation and practise of consistent teacher judgement will be needed in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students achieving expected cluster on the literacy/numeracy continuums.	<p>At the end of 2016, 59% of students had achieved at or above the expected for Reading. 49% of students had achieved at or above the expected cluster for Comprehension.</p> <p>While these are still below target, student growth in NAPLAN from 2015 to 2016 was significant, with between 60% and 100% of students reaching expected or greater than expected growth.</p>	Included in Professional Learning budget.
5% increase in students achieving band 5/6 results in HSC exams	In 2016 there was an increase by 10% of students achieving at least one Band 5 or 6 in their HSC, with 60% of students reaching Band 5 or 6. In 2015, 50% of students achieved at least one Band 5 result in the HSC, with no Band 6 results.	<p>Riverina Access Partnership (RAP) virtual faculty support – release time for relevant staff = 12 x \$500 = \$6000</p> <p>RAP funding across partner schools \$59000.</p>

Next Steps

In 2017, we aim to consolidate and evaluate the programs being implemented. Those which provide the greatest impact will be built upon further.

Greater use of the Learning and Responding Matrix (ALARM) across the school – as introduced by our combined RAP staff development day, Term 2, 2016.

Structured Professional Learning Calendar implemented by executive staff.

Further work with staff around understanding and implementing the Literacy continuum.

Writing will also be a focus for 2017, with Professional Learning taking place to support student writing outcomes as identified from NAPLAN data.



Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To build quality leadership and effective teaching and learning across the school that aligns with the Australian Professional Teaching Standards, where teachers engage professionally and collaboratively.

Overall summary of progress

Staff continued to engage in the new Professional Development Framework, working with supervisors to align their goals to the Australian Professional Teaching Standards (APTS) and the School Plan. All staff have a current Professional Development Plan that includes direct links to the APTS and the School Plan.

A focus on ensuring that Assessment Tasks contain clear and explicit links to success criteria has begun, with further work required as new staff come into the school.

Progress towards achieving improvement measures

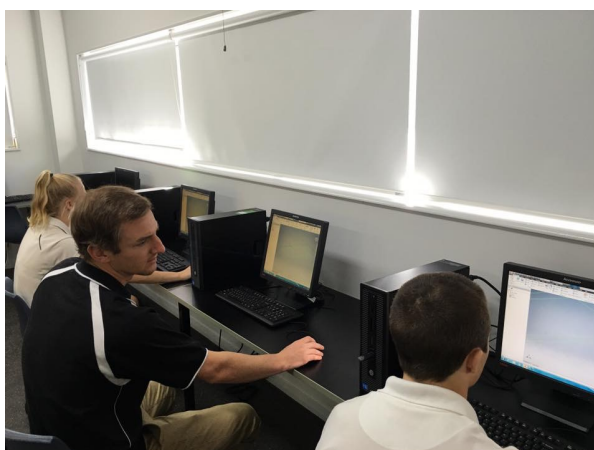
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have Professional Development Plans that align with the Australian Professional Teaching Standards and the School Plan which are evaluated with their supervisor each semester.	100% of teaching staff have Professional Development Plans that align with the Australian Professional Teaching Standards and the School Plan. These were evaluated with supervisors at least once per semester.	Release for staff = \$5000
All teaching programs are aligned with the Australian Professional Teaching Standards with particular focus on Standards 1, 2, 3 and 5.	Professional Learning around the Australian Professional Teaching Standards assisted staff to become familiar with how to align their teaching programs to the standards.	Nil

Next Steps

In 2017, a renewed focus on Learning Intentions and Success Criteria will be required to ensure explicit criteria for assignments and assessment tasks are made available to students, in language that they can clearly understand.

Teaching programs will be collated and executive will provide written feedback on the inclusion of the Australian Professional Teaching Standards and accommodations for students.

Greater focus on aspiring leaders Professional Learning.



Strategic Direction 3

Developing a strong culture of wellbeing

Purpose

To support the wellbeing of staff and students as we further develop positive and productive learning environments.

Overall summary of progress

Barellan Central School has engaged in the Tell Them From Me student surveys since 2015. The surveys have provided useful information on areas of wellbeing for students who have completed the survey. The data has revealed:

Primary

- instances of bullying had reduced by 20%;
- an increase in the number of students who feel there is someone they can turn to for support and encouragement;
- student participation in sport and extracurricular activities also increased

Secondary

- a 5% increase in students with a positive sense of belonging;
- an increase of 6% for student effort;
- a 20% increase in student happiness and high levels of optimism;
- an increase of students planning to finish Year 12.

The use of the HOW2Learn habits has shown some levels of effectiveness, with students recognising the skills necessary to improve their learning. Anecdotal evidence indicates that a greater number of students are developing a 'growth mindset' approach to their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students showing positive behaviours for effective learning by 10%.	Data captured through Sentral shows that there was a 20% reduction in negative behaviours shown from 2015, to 2016.	Nil
100% of students from K–12 with effective learning accommodations implemented.	100% of students in K–12 have learning accommodations implemented.	Additional 0.2 staffing for Semester Two.

Next Steps

Review of the school Wellbeing Policy is required in 2017.

Further Professional Learning for staff to ensure the most effective implementations are in place for each student as required.

Positive behaviour and Social and Emotional Learning programs and policies to be developed in 2017, to further support student wellbeing.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students are provided with additional financial support as required for educational outcomes including excursions, school equipment (including laptops), uniform, and school fees.</p> <p>Individual learning plans were set up and parents contacted.</p> <p>All students recorded on the Literacy Continuum – with 61% of students at or above their expected Cluster.</p> <p>Identified students were provided with additional SLSO time to support them with their learning in the classroom.</p> <p>Attendance of all Aboriginal students was over 90% for 2016.</p>	<p>Aboriginal Background Loading \$5436</p> <p>Aboriginal Student Individual Sponsorship \$6444</p>
English language proficiency	<p>Students were provided with additional classroom support throughout the year. Students have improved their proficiency now read at their expected level.</p>	English Language Proficiency Funds \$2822
Low level adjustment for disability	<p>All students requiring adjustments receive learning support to accommodate their learning and/or behaviour needs.</p> <p>Through the utilisation of School Learning Support staff and the Learning and Support Teacher, students were provided with modified programs to allow them to access the curriculum, and support them with their social and emotional learning.</p>	Low Level Adjustment for Disability Funds \$53071
Quality Teaching, Successful Students (QTSS)	<p>Trained coach worked with staff to facilitate professional growth in classroom observations.</p>	QTSS Funds \$2895 (Semester 2, 2016 only)
Socio-economic background	<p>Student assistance is provided to all students in low socio-economic circumstances to ensure equity for all students. Funding has been used to support students in travelling to sporting events and excursions to support educational programs being run in the school.</p> <p>A breakfast program was also developed in 2016 with great benefits to students, with reports of higher engagement in the classroom during morning sessions.</p>	Socio-Economic Background Funds \$10253
Support for beginning teachers	<p>Professional Learning and additional release time was provided to beginning teachers.</p> <p>Additional release was also provided for a mentor Head Teacher who worked with beginning teachers throughout the year.</p>	Beginning Teacher Support Funds \$4081



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	56	48	55	60
Girls	68	56	59	59

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.4	93.8	94.5	96.1
1	95.1	90.3	91.9	90.5
2	93.3	91.8	96.8	94.9
3	93.3	91.7	93.9	92.8
4	90.6	95.7	94.9	94.5
5	96.4	83.8	93.6	96.1
6	89.7	92.9	91.8	94.4
7	95.1	93.1	92.7	90.9
8	89.1	95.4	85.7	85.2
9	91.8	88.5	95.5	85.8
10	90.7	82.1	92.6	94.2
11	92.4	90.8	87.3	89.6
12	89.6	91.7	84.2	75.9
All Years	92.6	91.1	93	91.8
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

We recognise that regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. Class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Executive

Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Officer is sought if required. School staff provide a caring teaching and learning environment which fosters students' sense of belonging to the school community; recognise and reward excellent and improved student attendance; maintain accurate records of student attendance; implement programs and practices to address attendance issues when they arise; provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance and keep notes and records of verbal explanations for absences.



Workforce information

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	10	0	60
TAFE entry	10	0	0
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

All students from Years 10, 11 and 12 gained entry into their post-school destination of choice.

Year 12 vocational or trade training

60% of Year 12 students undertaking Vocational Training, 100% of students attained a Certificate II in Hospitality.

Year 12 attaining HSC or equivalent

100% of Year 12 students attained their HSC qualification in 2016.

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	4.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.5
School Administration & Support Staff	3.99
Other Positions	3.6

*Full Time Equivalent

There are no members of our staff who identify as being from an Aboriginal background.

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	58

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Barellan Central School staff in 2016. Professional learning developed the mindsets and capabilities of our staff to reflect on current practice,

partake in professional dialogue and led to all teachers actively developing a PDP to improve their own performance. No graduate teachers were working towards gaining accreditation at Proficient; six teachers were maintaining accreditation at Proficient and Highly Accomplished levels.

Staff Development Days were opportunities to focus on increasing the capacity of staff to meet the goals in their own PDP as well as the School Plan. Areas of Professional Learning included: mandatory training packages, HOW2Learn modules and work on Growth Mindset, explicit teaching and assessment and reporting, Literacy, Language and Learning (L3) training, student wellbeing programs and initiatives, Literacy Continuum and PLAN training, effecting change in schools and Non-Violent Crisis Intervention.

Total funds spent on Professional Learning for 2016 was \$30139.05; which is \$2373.15 per staff member.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	67 985.71
Global funds	349 313.08
Tied funds	139 047.10
School & community sources	29 379.15
Interest	2 833.92
Trust receipts	4 448.15
Canteen	0.00
Total income	593 007.11
Expenditure	
Teaching & learning	
Key learning areas	24 350.81
Excursions	10 715.11
Extracurricular dissections	17 367.13
Library	1 848.85
Training & development	30 139.05
Tied funds	124 305.65
Short term relief	49 873.34
Administration & office	45 561.64
School-operated canteen	0.00
Utilities	46 797.44
Maintenance	10 589.59
Trust accounts	3 274.95
Capital programs	105 564.74
Total expenditure	470 388.30
Balance carried forward	122 618.81

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.

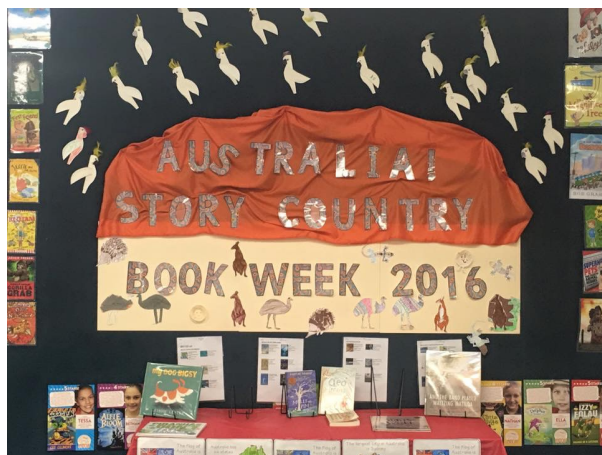
This year we have seen a general increase in the percentage of students attaining expected or greater than expected growth in all aspects of Literacy in

NAPLAN in each year level.

This year we have seen a general increase in the percentage of students attaining expected or greater than expected growth in all aspects of Numeracy in NAPLAN in each year level.

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*, an average of 28% of students in Years 3, 5, 7 and 9 performed in the top two bands for Reading, while an average of 17% of students in Years 3, 5, 7 and 9 performed in the top two bands for Numeracy.



Higher School Certificate (HSC)

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

Students at Barellan Central School complete their Higher School Certificate Courses via the Riverina Access Partnership.

In 2016, five students completed their HSC at Barellan Central School; completing 13 different subjects.

Due to the low cohort number, data cannot be displayed without identifying individual students. However, the following achievements can be noted:

- 100% of students achieved a Band 3 or higher
- 60% of students achieved a Band 5 or Band 6

Parent/caregiver, student, teacher satisfaction

Each year the school seeks the opinions of parents/carers, students and teachers about our school.

In 2016, 100% of parents agreed that their child feels safe at Barellan Central School, feel that they can talk to teachers about any concerns and their child likes being at Barellan Central School. 89% of parents agreed that teachers at the school provide useful feedback to students about their learning. 78% of parents agreed that teachers treat students fairly, motivate their child to learn and that student behaviour is well managed at the school. 67% of parents agreed that the school looks for ways to improve, the school takes parent opinions seriously, their child's learning needs are being met and the school works with them to support their child's needs.

Staff were surveyed about school leadership. Responses indicated that the majority of the school leadership team 'almost always' or 'usually':

- improve the school through an understanding of the school's strengths and weaknesses
- build relationships based on trust, collegiality and mutual respect
- demonstrate an interest in, and as accountability for student learning outcomes
- inspire and motivate learners
- ensure that all members of the school community are treated fairly
- model commitment to school improvement
- encourage teachers to reflect on their practices

Students were surveyed regarding their quality of school life. Primary and Secondary students were given different surveys.

Primary students indicated:

- 100% agreed or mostly agreed that the work they do will help them in secondary school
- over 90% agreed or mostly agreed that school is a place they really like to go each day
- over 90% agreed or mostly agreed that they learn to get along with people at school
- over 90% agreed or mostly agreed that their teacher takes an interest in helping me with my work

Secondary students indicated:

- over 95% definitely agreed or mostly agreed that their teachers treat them fairly in class
- over 90% definitely agreed or mostly agreed that they have acquired skills that will be of use when they leave school
- over 80% definitely agreed or mostly agreed that they get enjoyment from being at school.



Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has seen Barellan Central School target resources and professional learning to improve the educational outcomes for Aboriginal and Torres Strait Islander students. Funding from Aboriginal background is provided through the DoE Resource Allocation Model so that students are given support as required including employment of an Aboriginal Tutor and additional SLSO support. All Aboriginal students are supported through the process of developing individual education plans and student profiles that target the individual needs of each Aboriginal student. The school looks to strengthen links to the local Aboriginal community through active participation in the Griffith AECG. All formal meetings, assemblies and functions acknowledge the traditional custodians of the land and we pay respect to the elders past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.



Multicultural and anti-racism education

In line with the Multicultural Education Policy, the school reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for students. Our programs foster student understanding of culture, cultural diversity, racism and the importance of being an active citizen within a democratic, multicultural society.

The Multicultural Education Policy and the Anti-Racism

Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration of days such as Harmony Day. These involve activities about inclusiveness, respect and a sense of belonging for everyone. They are days for all students to embrace cultural diversity and to share what we have in common.

We have a range of nationalities represented within the student and teaching body. These cultures are accepted and valued and provide scope for increased understanding of Australia's diverse cultural population.

The participation in the CWA annual country study provided a focus for increasing the global awareness of both primary and secondary students.

Other school programs

Riverina Access Partnership

The Riverina Access Partnership is a state funded, dynamic, collaborative and challenging interactive learning environment which connects students and high quality teachers in Ardlethan, Ariah Park, Barellan, Hillston, Lockhart and Oaklands Central Schools.

The Partnership provides a shared curriculum for senior secondary students across schools linked via video and web conferencing technologies. During 2016 staff and students were provided with opportunities to attend and participate in our structured RAP study days. These days allow students to participate in face to face lessons with their teachers as well as to develop peer relationships with students from all schools.

RAP Sport is a major strength of the Partnership, providing students with opportunities to competitively engage in a wide range of school sports. This year students competed in sports such as Tennis, Cricket, Touch Football, Netball, Basketball and Lawn Bowls. RAP sport enables students to develop positive relationships in junior high school, before commencing Stage 6 studies.

During 2015 the construction of the 'Riverina Access Partnership Trade Skills Centre' began and was completed at the beginning of the 2016 school year. Three facilities to address skill shortages in the area were built at Ardlethan, Ariah Park and Barellan Central Schools. In 2017, when all centres are finalised, students will be able to participate in cross campus courses in VET Hospitality, Construction, Metals and Primary Industries between the three schools.