

# Barwon Learning Centre Annual Report



2016



5762

## Introduction

The Annual Report for 2016 is provided to the community of Barwon Learning Centre 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.

Margaret Hayes

Principal

### School contact details

Barwon Learning Centre

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### Message from the Principal

We the staff of the Barwon Learning Centre, acknowledge the continuous Custodianship of the Land, Waterways and the Northwest Slopes and Plains by our Elders and Community members.

We thank and pay respects to our Elders and Community Members who are the keepers of traditional, culture and lore, and acknowledge our children as our future leaders.

2016 has continued the process of a whole school approach to an "Educaring" model. Emeritus Professor Judith Atkinson has continued her involvement in supporting the ongoing professional learning of new and continuing staff on Intergenerational Trauma and Trauma Informed Practice.

In June 2016 workshop was conducted titled "Dadirri—Ancient Aboriginal Mindfulness and Traditions " was attended by twenty seven local Aboriginal people Non-Government Organisations community members and staff.

Every participant evaluated the workshop positively.

Barwon learning Centre was also honoured to have Professor Ngiare Brown at our school. Her interests are largely twofold, addressing i) culturally relevant approaches to child and adolescent health and well being, including building and evidence base through collaborative and multi disciplinary research, translation and service delivery; and ii) a cultural determinants approach to Indigenous health and well being.

Professor Brown has made extensive contributions to Aboriginal and Torres Strait Islander health, research processes, bioethics, policy, translation and practice.

Professor Brown is dedicated to Aboriginal child and adolescent wellbeing, and supporting communities to develop initiatives focused on cultural education and breaking down the intergenerational cycles of disparity.

We endeavoured to access appropriate specialist services to meet the complex and diverse needs of our students and their families.

Peter Atkinson, a retired Principal of an S.S.P was engaged in a consultancy role at BLC and a document "Keeping Safe" was developed for use at our school.

This outlines the risk management approach to be taken at B.L.C. to managing challenging behaviours.

The staff at BLC work with compassion and commitment to nurture the personal, social learning and cultural outcomes of our students.

They show a willingness to embrace new Strategies to support improved behaviour and maximize learning outcomes for all students.

The active involvement of all parents and caregivers in the development of Personal Learning Plans and the Attendance at the school functions is valued by staff and students.

Margaret Hayes

Principal

### **Message from the school community**

My Grandson Attended the Barwon Learning Centre during 2016

I really appreciated the two way communication between myself and the school.

I always felt respected and valued in discussions about my grandson's progress and adjustment.

I particularly enjoyed the "good news" phone calls when my grandson had been a good learner or respectful student.

My grandson has been fully transitioned to his base school and I am grateful he had the opportunity to attend the Barwon Learning Centre.

Mrs Maree Ross

Community Elder

### **Message from the students**

School is a fun place to learn at the Barwon Learning Centre.

I love using the computers and going on the bus every Friday

Tommy Fing

Year 2 Student

## School background

### School vision statement

Barwon Learning Centre is a School for Specific Purposes (Behaviour).

- The school is guided by the wisdom of an Aboriginal Elder, Uncle Harry Walker, "Some trees need more water than others."
- School staff are committed to developing honest, respectful relationships with all members of the school community, and to providing a balanced and meaningful approach to educational programmes. Particular focus is on literacy and numeracy, as well as meeting the personal, social and cultural needs of all students.
- A significant emphasis is placed on addressing trauma, and teachers programme to address the "Healing Modalities," which are dance, body work, theatre, nature discovery, art and music.

### School context

- The Barwon Learning Centre is situated in Moree on Gomillaroi Country .
- Historically it has been designated to provide educational programs for Students years 2–8.
- Throughout 2016 the Regional Placement Panel approved the placement of students prior to year 2.
- This resulted in considerable dialogue and challenges which led to the development of a pilot Model to be trialled in
- BLC caters for students who are identified by the Regional Placement Panel (RPL) , as having significant behavioural challenges that cannot be met through a traditional school setting. The Base schools prepare the nominations to the placement panel.
- The school can accommodate a maximum of 21 students, with each class having a limit of seven students with a classroom teacher and a School Learning Support Officer (SSLO).
- Most Students identify as ATSI (Aboriginal and Torres Strait Islander ). Three permanent SSLO's identify as being Aboriginal.

# 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.

In the domain of Learning our efforts have again mainly focused on well being, curriculum and learning.

- The ongoing challenge in our school is to re-engage students in their learning
- All students are approved for placement at Barwon Learning Centre ( a School for Specific Purposes– Behaviour) by the Regional Placement Panel.
- All students have missed significant amounts of schooling from suspension and/or attendance issues.
- A daily nutrition program ensures the basic needs of the students are met (Maslow's Hierarchy of Needs) to support concentration.
- The views and aspirations of our parents and caregivers are valued and we encourage relationships based on honesty and respect.
- Each parent/ caregiver is involved in the development and evaluation of their child's Personalized Learning Plan.
- A strong focus is given to literacy and numeracy and also the healing modalities to address childhood trauma.
- The school takes on a strength– based approach and has successfully involved the Moree Boomerangs Football members in school functions.
- Friday, Fun, Safety and Respect is a weekly program based on the Early Childhood Framework with themes of "Being, "Belonging" and "Becoming" These Friday activities are used as a stimulus for language acquisition and writing.
- There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities

In the domain of Teaching.

- Our major focus has been building the understanding of teachers of effective teaching methods.
- Two staff members have been included in the Literacy 3 Professional Learning with Moree East Public School.
- Performance data and student engagement are used to evaluate the effectiveness of teaching practice.
- Technology has continued to be used effectively to support the achievement of literacy and numeracy outcomes.
- School Learning Support Officers collaborate to improve teaching and learning through the implementation of Individual Learning Plans.
- Collaboration also results in strategies for differentiation of the Curriculum.
- Teachers are actively engaged in planning their own professional development to improve their practice.

In the domain of Leading

- The Barwon Learning Centre is committed to the school's strategic directions and practices to achieve educational priorities.
- Each student placed at the Barwon Learning Centre has a history of behaviour interfering with his or her learning or the learning of others.
- Our school has adopted a trauma recovery response as a significant number of students show signs of unaddressed trauma and grief.
- A successful workshop was offered for community members and staff from Non– Government agencies on "Dadirri, Ancient Aboriginal Mindfulness Traditions"
- A consultant was engaged and a risk management approach was adopted to manage challenging behaviours at the B.L.C.
- The new approach to school planning, supported by the new funding model has provided positive opportunities for school improvement.
- The provision of designated Principal School Leadership Personnel has enhanced professional learning in new policy directions.

and staff well being.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in our ability to meet the personal, social, learning and cultural needs of our students.

- Students, parents and community members are given opportunities to provide constructive feedback on school practices and procedures.

- Streamlined flexible processes exist to deliver services and information and strengthen parental agreement partnerships.

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

### Professional Practice

#### Purpose

Our Purpose is to:

- To develop a dynamic educational culture based on quality professional practices and ensure the education of our students is based on quality educational practice.
- Professional learning has supported all staff members at Barwon Learning Centre to have a deep understanding of Departmental Practices and policies.
- Professional learning has developed the capacity of staff in quality teaching and meeting standards.
- A model of continuous improvement in professional practice has been embedded via supervisory processes on the Performance and Development Framework .Teaching Staff have worked collaboratively planning, programming, assessing, and reporting on learning outcomes.
- Two teachers have successfully attained their accreditation at the proficient level
- Improvement measures will be met over 3 years.
- All staff will have a completed PDP as evidenced in their annual review.
- All non-teaching staff to have a PDP as evidenced in the their annual review.
- A performance Development Framework schedule developed to guide the implementation of the Performance and Development Framework annually.

#### Overall summary of progress

Professional Learning has supported all staff members at Barwon Learning Centre to have a deep understanding of departmental expectations and policies.

Professional Learning has developed the capacity of staff in quality teaching and meeting standards.

A model of continuous improvement in professional practice has been embedded via supervisory processes and there has been a strong focus on the Performance and Development Framework

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All staff have a completed PDP as evidenced in their annual review.</li><li>• All non teaching staff to have a PDP as evidenced in their annual review.</li><li>• A PDF schedule developed to guide the implementation of Performance and Development Framework annually.</li></ul>	<ul style="list-style-type: none"><li>• All teaching Staff had a Performance and Development Plan based on the new framework.</li><li>• All non teaching staff have had professional learning on PDPs</li><li>• 5 weekly discussions with staff regarding progress on their performance goals.</li></ul>	Professional Learning Funds \$2100.00

#### Next Steps

- To support non teaching staff with the implementation of Performance and Development Framework.
- To continue the partnership with Professor Ngiare Brown and Ngaoara Ltd ( a not for profit organisation focused on providing culturally relevant approaches to child and adolescent health and well being.
- To provide the appropriate infrastructure of support to vulnerable families with complex needs.
- All students to have appropriate behavioural and psychological assessments as part of the placement process.
- Reduction in behaviour reports as measured by decrease in critical incidents.
- Recognizing that each placements of new students results in different dynamics and changes where the Barwon Learning Centre is positioned on the School Excellence framework.

- Implementation of the new Barwon Learning Centre Model.
- Supporting the achievement of Literacy and Numeracy outcomes by on going training for classroom teachers and School Learning Support Officers (SLSOs).
- Collaboration by all stake holders ( including external government and non government agencies) to improve teaching and learning through the implementation of Individual Learning Plans.
- Teachers actively engaged in planning their own professional development to improve teaching performance and learning outcomes.
- Continued community involvement and activities to enhance reintegration into the local learning environments.

## Strategic Direction 2

### 21st Century Teaching and Learning

#### Purpose

- To develop a challenging, engaging and inclusive curriculum to meet the diverse needs of students.
- To ensure our students are 21st century learners who are engaged in collaborative learning.
- To ensure that all students are capable and self-motivated learners who have well developed communication, creative, collaborative and critical thinking skills.
- To meet basic needs (e.g. physiological, safety, love and esteem) of students on a daily basis so that they have the ability to meet higher level growth needs (Maslows Hierarchy of Needs)

#### Overall summary of progress

- Challenging, engaging and inclusive curriculum has been developed to meet the diverse needs of all students.
- Progress has been made in collaborative learning.
- All students are capable, self motivated learners who have well developed communication, collaborative and critical thinking skills
- Basic safety needs (e.g. physiological, safety, love and esteem.) of students on a daily basis have been met.
- Project Learning based on Literacy via gardening was implemented.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of students to have an authentic PLP in place.</li><li>• All students will maintain a minimum of 85% attendance.</li><li>• 70% of students will achieve their personalised learning plan goals.</li></ul>	<ul style="list-style-type: none"><li>• Comprehensive psychological assessments undertaken in consultation with parents.</li><li>• The assessments will be a continuing focus throughout 2017.</li><li>• Review of all new placements and the effects on the School Excellence Framework.</li></ul>	Local Land Services \$7820 \$4000

#### Next Steps

- To support non teaching staff with the implementation of the Performance and Development Framework.
- To further develop professional networks outside Barwon Learning Centre to build the capacity of Barwon Staff to ascertain consistently high levels of collaborative professional practice.
- To design, plan, deliver and evaluate high quality professional learning focussed on the priorities outlined in Barwon Learning Centre's school plan with particular focus on Hattie for 2017.

## Strategic Direction 3

### Healing for Successful Learning

#### Purpose

- To use current research on trauma in children to further inform and develop therapeutic, reparative strategies to support a whole school "Educaring" approach.
- The involvement of parents and other family members of our students is seen as vital in developing trusting, respectful relationships and partnerships.

#### Overall summary of progress

- The Barwon Learning Centre uses current research on trauma to further inform and develop therapeutic, reparative strategies to support the whole school "Educaring " approach.
- Parents and other family and community members have been involved in professional learning relating to the intergenerational trauma .
- A "Risk Management" approach has been developed and implemented at The Barwon Learning Centre.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Reduction in behaviour reports as measured by decrease in critical incidents.</li><li>• Increase in diagnostic assessments for students.</li></ul>	<ul style="list-style-type: none"><li>• Significant progress has been made in deepening the understanding of all staff at the Barwon Learning Centre on trauma and grief.</li><li>• Mentoring Support continues from Emeritus Professor Judy Atkinson and the We–Al–Li Foundation.</li><li>• A valuable professional connection has been maintained with Dr Bruce Perry.</li></ul>	\$11500

#### Next Steps

- To induct new staff in the professional learning on intergenerational trauma and healing and continue the partnership with Emeritus Professor Judy Atkinson
- To continue the partnership with Professor Ngiare Brown and Ngaoara Ltd ( a non for profit organisation focused on providing culturally relent approaches to child and adolescent well being.
- To provide the appropriate infrastructure of support to vulnerable families and students with complex needs.
- To link local schools with Professor Ngiare and her specialist team.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Every Student at B.L.C. has a Personal Learning Plan. 100% of parents were involved in the development and review of the PLPs.</li> <li>• Regular assessments show improvements being made by made by all students across the Literacy and Numeracy Continuum.</li> <li>• AEO ensures parents and caregivers are involved in planning meetings and school functions.</li> </ul>	<p><b>AEO \$64,388.00</b></p> <p><b>Flexible Funding \$3,000.00</b></p> <p><b>Total \$67,388.00</b></p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Opportunities were made for the shared programming of learning units.</li> <li>• Funding was used to employ additional temporary School Learning Support Officers to support the implementation of Individual Literacy and Numeracy Plans.</li> </ul>	<b>\$46,828</b>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	10	15	12
Girls	3	0	2	3

- It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
- Enrolment information is from the census date Term 1.
- The Regional Placement panel meets throughout each term and additional students are approved for placement.

### Student Attendance profile.

- Barwon Learning Centre values and positively affirms regular attendance.
- Weekly rewards are given to students with 100% attendance.
- Each term at major presentation assemblies, students with an attendance average above 90% receive medallions.
- The home school liaison Officers provide valuable support to families to ensure regular attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Assistant Principal(s)	1
Classroom Teacher(s)	2.42
Teacher Librarian	0.17
School Administration & Support Staff	4.18
Other Positions	1.2

\*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce.

- Barwon Learning Centre has an Aboriginal Assistant Principal
- A Permanent Aboriginal Education Officer.
- Three permanent Aboriginal Learning Support Officers
- Part time temporary part time Aboriginal SLSO

### 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	

### Professional learning and teacher accreditation

In 2016 a number of Professional Learning opportunities were made available to all staff.

- The professional learning was focused around building staff capacity to improve student outcomes and to support improved student behaviour.
- All staff were involved in Professional learning relating to literacy and numeracy.
- Each teaching staff member has a Professional Development Plan that addresses personal, school and systems priorities.
- In June 2016 B.L.C. hosted a workshop for the Moree Community on "Dadirri" Ancient Aboriginal Mindfulness Traditions.
- Emeritus Professor Judy Atkinson introduced the practice of mindfulness in trauma recovery.
- All Barwon staff attended a two day workshop with Brian Dowd, Resilience and Self Care specialist, at the end of Term 4 2016.
- This workshop was positively evaluated by all participants.
- All mandatory training of all staff was conducted in the Code of Conduct, Child Protection Anaphylaxis, Resuscitation, Emergency Care and Work Safety

In 2016 2 staff gained accreditation at the Proficient level.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>207 082.00</b>
Global funds	80 308.00
Tied funds	101 245.00
School & community sources	0.00
Interest	3 866.00
Trust receipts	0.00
Canteen	0.00
Total income	392 501.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	8 321.00
Excursions	0.00
Extracurricular dissections	12 435.00
Library	566.00
Training & development	4 320.00
Tied funds	149 734.00
Short term relief	3 827.00
Administration & office	13 478.00
School-operated canteen	0.00
Utilities	9 119.00
Maintenance	9 848.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	211 648.00
<b>Balance carried forward</b>	<b>180 853.00</b>

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.

## Parent/caregiver, student, teacher satisfaction

In 2016 Barwon Learning Centre sought the opinions of parents, students and teachers about the school.

The school used a survey instrument that was developed internally, giving parents and students the opportunity to list what they perceived to be the strengths of the school, and to comment on areas they would like to be targeted for improvement.

Of the 12 parents and caregivers surveyed all unanimously responded ; that they felt comfortable contacting the school.

All 12 parents and care givers indicated that they valued being involved in the development and ongoing review of their child's personalized learning plans. All parents reported that their children were keen to attend school.

Parent and community participation in events and celebrations continues to be high with each student having family members attend our Education Week Special Presentation Assembly and NAIDOC Assembly.

All parents expressed satisfaction with being linked to Professor Ngiare Brown and her team and 100% of parents have given written approval for assessments with Professor Brown's Team and counsellor school assessment.

4 parents expressed concern that their children were not included in Swimming and Athletic carnivals at their base schools.

All students reported that their learning had improved during their time at B.L.C..

Staff were surveyed to assess the effectiveness of the workshops on "Dadirri" with Emeritus Professor Judy Atkinson. All staff positively evaluated this workshop and 100% of staff thought it was beneficial having community members and staff from non government organisations present.

Staff also reported that they found the strategies they learned with Brian Dowd, Consultant, helpful in managing stress.

### NAPLAN

- As Barwon Learning Centre shares enrolments with base schools all students eligible to participate in NAPLAN are supported to do so at their base school.

## Policy requirements

### Aboriginal education

Barwon Learning Centre continues to implement the Department of Education's Aboriginal policy by embedding Aboriginal perspectives and incorporating pedagogies suitable for Aboriginal students into all Key Learning Areas.

The schools has fostered strong links with the local community and is appreciative of the support given from;

- Moree Elders group
- Moree Regional Gallery
- Miyay Birray Youth Services
- Moree family Referral Service.
- Moree Boomerangs Football club.
- Pius X Aboriginal Medical Centre.
- Poche Dental Service

B.L.C participates with the local community in commemorating "Sorry Day", NAIDOC Celebrations and Reconciliation Week.

### Multicultural and anti-racism education

Barwon Learning Centre has an emphasis on supporting children to accept and celebrate difference and diversity.

This has involved creating an awareness of cultural differences and learning about other cultures.

Food, music and cooking have been used to create an understanding of different cultures.

Excursions to a local Chinese and Thai restaurant have been favorably evaluated by students.

The Barwon Learning Centre opposes racism in all its forms and respectful behavior is an expectation of all members of the school community.

### Other school programs

#### Dadirri Workshops

- In June 2016, the Barwon Learning Centre hosted a workshop for the Moree community to promote communities of care– communities of practice in response to the needs of children in Moree. Titled Dadirri– Ancient Aboriginal Mindfulness Traditions , Emeritus Professor Judy Atkinson of We–Al–li introduced the practice of mindfulness in all trauma recovery– community healing work, more particularly when working with children in crisis. Some themes of the workshop were:
- The importance of establishing cultural safety– security in all community work.
- Using the cultural tradition of mindfulness in self–care and care practice while undertaking trauma recovery work, particularly with children.
- Identifying issues of awareness using journaling,

and story mapping as a conscious and cognitive record of a self awareness– self reflective process.

- Demonstrating the skills and knowledge necessary to enable effective therapeutic trauma healing work with children using symbols, art, music in story telling and story mapping.
- Define and support the development of Communities of Care in Moree.
- Conduct an audit of skill development and continue appropriate professional learning.
- Be able to respond to trauma recovery–healing across generations – working effectively with parents of children in crisis.
- Implement community development processes for building community–healing networks in Moree.
- Twenty seven local Aboriginal people and NGO workers attended the workshop as a result of which the "friends of Barwon" was established .
- The next step is to provide further skills to workers, parents and community workers to deescalate children's heightened behaviour as they react to traumatic triggers.

Professor Ngiare Brown

The Barwon Learning Centre formed a partnership with Professor Ngiare Brown ( Professor of Indigenous Health Wollongong University) during 2016 in an attempt to support parents and caregivers of students at Barwon Learning Centre to access appropriate specialist services.

This partnership has resulted in Professor Brown attending Barwon Learning Centre monthly with a team of professionals to address specific needs. It is envisaged that this partnership will continue into the future.