

Baradine Central School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

Our school has enjoyed and achieved many highlights during 2017. This was made possible due to the very professional and dedicated staff, partnering with families and community, to provide the very best of opportunities to our students to experience positive learning. Sadly, we farewell long standing and highly valued teacher, Mr Andrew McCutcheon who transferred to Gilgandra High. Other staff who departed Baradine Central School at the end of the year were Mr Jack Ramage, Mrs Sithembile Ndhlovu and Mr Richard Smeal and Mrs Bronwyn Smeal.

Academically, junior school students' learning outcomes improved in both literacy and numeracy. This was achieved through the continued implementation of Early Action for Success (EA4S) program at our school that was supported with an Instructional Leader working part time with staff. Teachers used evidence-based differentiated teaching practice that focused on the needs of the individual student, using targeted interventions in literacy and numeracy according to specific needs. The professional learning delivered for EA4S has effectively built teacher and student capacity in the areas of literacy and numeracy within the junior school. The school's renewed focus on reading generated a significant improvement in learning outcomes for students in Middle School, evidenced by the positive results in the end of year student reports. Senior School students demonstrated a drive and purpose modelled by the previous cohorts in 2015 and 2016 resulting in rewarding outcomes for career pathways. Once again, students took up a range of opportunities including local employment, apprenticeships and university offers.

2017 was a monumental year of change in the administration office with the end of the Department's OASIS era and the commencement of the LMBR era. The way we do business with parents and community has completely changed and reflects the times we live in with technology revolutionising everything.

Baradine Central School's proud sporting history continued with many notable performances in 2017. Special mention must be made of the elite State level representation achievements of individual students Trent Biles Year 6 in rugby league and Madison Masman Year 8 in swimming. Despite the school's small numbers, competitive teams were fielded in netball and rugby league. Our netball team was very successful, making the finals of the NSW Central Schools championships. This team displayed a very gallant effort against much larger schools.

Livestock showing was a key feature with students participating at local agricultural shows as well as hoof and hook steer competitions. The school exhibited stock from its own Santa Gertrudis stud as well as Loch Lomond Border Leicester Sheep stud loaned by Denis Todd and also a selection of commercial steers were purchased and fattened. Students won many awards for the efforts in parading and junior judging as their skills and knowledge developed under the watchful eye of their teacher Mrs Wright. A special highlight was Year 10 student Mariah Pennell winning the award of Supreme Champion Junior Judge at Dubbo Show.

Culturally, the performing arts was a highlight of the year encompassing a number of dance performances as well as singing and drama. The bi-annual dance extravaganza featured all classes presenting an item consistent with the

theme, **BCS On Tour**. The engagement of a part time music teacher allowed for the development of a new music program across the school featuring many students receiving elementary tuition in a wide range of instruments. A choir was established and performed at several public occasions. Primary students participated in the CWA annual nation of study (Nepal) and produced some outstanding artwork. An Aboriginal dance group was formed and continues to be in high demand for cultural events.

NAIDOCcelebrations featured the local Gamilaroi Nation's heritage and were a very harmonious occasion with local school's coming together for a day of fun organised by the Local Aboriginal Lands Council.

Student leadership continued to be an area of focus and this year the school was led very capably by popular School Captain Stephanie Bowling and her vice-captain Haylee Dunn. Meanwhile in the primary school, Poppy Evans-Prouse can be very proud of her efforts as Primary Captain and Trent Biles was a committed vice-captain.

2017 was the final year of the school's tri-annual plan. From 2015–2017, three strategic directions provided a very clear focus for the school. They were Supportive Culture, Partnerships and Quality Teaching. Improvement Measures were defined for each of these directions and this Annual Report outlines detailed information on the school's performance..

Strategies to empower students to be resilient and safe when using the Internet and social media, were implemented with success during 2017. This will continue in the future, particular the partnership with the police youth liaison officer.

In concluding, I must thank my very professional and dedicated staff – the executive, the teachers, the office staff, the aides, the community volunteers, the canteen manager, who collectively make a fantastic team and achieve great things for our students.

Mrs Christine Clarke Dip Teach, B Ed.

Principal

BaradineCentral School

15/12/17

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 approximately 100 students from Kindergarten to Year 12 with 40% in primary students and 60% in secondary student. 53% of students K–12 identify as Aboriginal.

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 ensuring successful educational outcomes. The core values of Baradine Central School are respect, quality, participation and safety. The school is supported by equity funding that addresses the school's unique context or being rural, remote with low socio-economic status.

The school is on a path of continuous improvement linked to the School Excellence Framework, The Wellbeing Framework and The Australian Professional Standards for Teachers. Continuing programs supporting the development of learners 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 enhanced by 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.

The 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 2017, a process of reference to School Excellence Framework was adopted by leadership to track the school's performance at any given time.

In the domain of **Learning**, our efforts continued to be focused on Student Performance Measures where we self-assessed our performance at the end of 2016 as *Working towards delivering*. The primary goal is for Baradine Central School students to be achieving at or above minimum national standards.

Junior, Middle, and Senior School teams refined processes for monitoring student growth. Data was analysed from NAPLAN results, student work samples, homework feedback, survey of study habits, statistics on completion of VET subjects to the attainment of certificates, teacher feedback from metacognitive tool such as learning logs, 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; appropriate resources allocated to learners such as reading boxes, literacy planet activities; study periods scaffolded; personalise learning plans and goals; teachers modelled expected outcomes; DEAR reintroduced in secondary as a structured literacy strategy; 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; homework centre operated weekly; and intensive professional learning to support teachers to prepare for curriculum differentiation to support high needs students transitioning into secondary next year

Our major focus in 2017 for the domain of **Teaching** has been on Professional Standards. Teachers have been committed to developing their individual growth using the Australian Professional Standards for Teachers as the key framework. They have been provided opportunities to demonstrate and share expertise of evidenced based teaching strategies. This has included:

- collaboration on implementation of new syllabuses
- 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, 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 professional learning during the school's 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 Planning, Implementation and reporting. Being the third and final year of the School Plan, intensive processes were developed in collaboration with DoE to evaluate the performance of the plan and design the new plan ready for implementation in 2018. 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 annual self-assessment of the School Excellence Framework version 2, conducted in February 2018 revealed:

- progress is evident in **Domain of Learning/Student Performance Measures**. In the theme of **Value-added**, the school's value-add trend is positive. In fact, for the Years 5 to 7 value-added data, the school out-performed the majority of public schools in NSW. Under the theme **NAPLAN**, our year groups are very small, so data fluctuates according to individual performance results and it is invalid to draw conclusions about group performance. Under the theme of **Student Growth**, the school is delivering. It identifies growth targets for individual students, using internal progress and achievement data. In conclusion, teacher practice is driving growth in student performance across the school.
- progress is evident in **Domain of Teaching/Professional Standards**. In the theme **Improvement of Practice**, the school is delivering. Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. In the theme **Accreditation**, the school is delivering. Teachers' attainment of their professional goals in their PDPs and the maintenance of accreditation are supported by the school. Under the theme **Literacy and Numeracy focus**, the school is delivering. The school provides professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.
- consolidation of progress is evident in the **Domain of Leading**. In the theme **Continuous Improvement**, the school is delivering. The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. In the theme **School Plan**, the school is delivering. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader community are welcomed and engaged, where possible, in the development of the vision, values, and priorities of the school. In the theme, **Annual Report**, the school is delivering. The school collects and analyses learning and wellbeing data to monitor the achievement of

and review, self-assess and report annually.

The leadership team has identified four focus areas for continuous improvement in 2018 as follows:

- Learning: Wellbeing + Student Performance Measures
- Teaching: Effective Classroom Practice
- Leading: School Planning, Implementation and reporting

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 structures were put in place to monitor, review and update targeted students individual learning plans (IEPS). Processes for linking IEPS and personalised learning goals enhanced student ownership of the learning process. A trained special education teacher was employed to support the secondary school processes for targeted students. She provided intensive support for targeted students who had achieved NAPLAN results below minimum national standards in the previous two years and students that were linked to the Premier's Priorities.

Positive Behaviour for Learning processes have been refined with a focus on evaluating our targeted intervention programs (ie Check In Check Out, Check and Connect) to determine the impact on student behaviour and learning outcomes. This was monitored through behaviour referrals, NAPLAN data and in school assessment tasks. Cohort behaviour data continued to be monitored and reviewed. This is now embedded in school routine however, continued adjustments, training and booster sessions will be implemented as required. This is aimed at strengthening the trend for decreasing negative behaviour referrals across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning Cohorts Academic learning outcomes are improved for students through the establishing and strengthening of junior, middle and senior school learning cohorts to collate data and track growth.	\$29,000 • CRT higher duties as AP Middle School	<p>The purpose created position of Assistant Principal Middle School, allowed for the micro-management of Learning Cohorts and the strengthening of the school processes to continuously review and monitor student growth.</p> <p>Data has been collated in a formalised manner for all learning cohorts and reviewed on a regular basis. In particular: student profiles developed and reviewed in staff collaboration sessions; data was logged into the markbook Sentral software (all key learning areas 7 – 12); reading ages were updated in each semester for K – 12; continuum tracking and PLAN data was updated in each semester for Years 4 – 12 and every 5 weeks for Years K – 3; spelling ages K – 12 were updated in each semester; and NAPLAN data analysis in Semester 2.</p> <p>This regular collection of data enables cohort discussions about student growth achieved and areas of concern. From these discussions provisions can be made to support and extend students through small class sizes, targeted group interventions, individual support and whole school interventions. Improvements have been seen in students outcomes due to this more focused approach. These improvements have been directly linked to the improved collegial discussion and data collection which has enabled more targeted support. From the data collected reading has been identified as a focus area. It is recommended that this is a particular focus for the next school plan.</p>
Tiered Interventions	L&ST 0.15 FTE welfare	Behaviour has been monitored and data has been

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individualised student support increased through strategic tiered PBL/LST interventions to address needs including learning, behavioural, social, emotional and physical needs.	assistance	used to coordinate small group PBL Tier 2 interventions. These small group interventions have been successful especially for students in K – 6 and are a work in progress requiring continual training for assigned mentors and the leadership team. Tier 1 whole school behavioural support has had success with the implementation of the secondary 'Gotcha' rewards system. It has revived the secondary interest in the PBL rewards system. In 2018 there will need to be a continued focus on teaching behaviours. Introductory training required for new staff and students, as there are peaks in behaviour throughout the year. Increase in support staff for identified students has been a success. More one on one attention and targeting the specific needs of each student. Classes in secondary were allocated periods for differentiation of learning plus additional support. L&ST meetings are specific to each cohort, allowing more focused discussion of individual cases.
Health and Fitness Increased opportunities for students to achieve/maintain physical fitness.	\$5540: • Sporting Schools Grant \$648: • Premiers Sporting Challenge	<p>Each year, all students are encouraged to participate in comprehensive free health checks conducted by the Coonamble Aboriginal Medical Service. A confidential report monitors whole school levels of health and fitness and associated factors.</p> <p>Students have been provided with numerous sporting opportunities throughout the year. This included sporting schools, clubs (fitness group), intensive swimming, swimming for sport, central schools day, deadly 7s rugby union, league tag, netball, rugby league, carnivals at school / zone / regional levels and many other representative opportunities.</p> <p>Sun safety has been a priority with best practice being modelled by all staff and a 'no hat no play' policy continuing to be implemented. Education for this has also been provided for staff and students. The canteen offers healthy food choices and 'crunch and sip' continues to be successfully run in primary classes.</p> <p>This area is a great success for Baradine Central School as opportunities are regularly offered and accepted by all students. Sun safety and choosing the healthy option is embedded in the school culture.</p>

Next Steps

A continued focus on student wellbeing and the Premier's Priority for Health, will be a feature in the new school plan. Strategies will be identified and implemented to build student levels of resilience and coping skills with routine and daily challenges. Professional learning will be sourced for staff to develop their skills and knowledge on aspects of the Wellbeing Framework. Students will continue to be encouraged to participate in all aspects of school life by attending regularly and access relevant extra-curricula opportunities.

Processes for Positive Behaviour for Learning (PBL) and Learning and Support Team will continue to be embedded in the school operations and culture. The learning cohorts structure is well established now and tracking student progress and achievement in Junior, Middle And Senior Schools will continue.

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

The key focus in 2017 was the consolidation of all the previous two years planning and learning for our Place Based Learning project. Actions included 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 developed stronger connections with their local community (sense of identity and belonging). Aboriginal Education continued to be enriched through classes implementing Place Based Learning initiatives. The place based learning concept is now embedded in school teaching and learning practice. The local area is utilised as a rich teaching resource allowing students to enhance their sense of belonging and engage with a wide variety of extra curricula learning opportunities.

Partnerships with parents and key stakeholder groups has improved through continuous consultation and collaboration in less formal settings. Whole school immersion in community events such as NAIDOC has been positive leading to improved learning outcomes on related topics for students. Communication with parents is tailored to meet the specific needs of individuals.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent Engagement Strengthen partnerships with parents and carers to improve student outcomes K–12	\$3,941 Community grant residual	Partnerships with parents and carers were improved substantially and this contributed to improved student outcomes K–12, as evidenced in end of year student reports and aspects of NAPLAN data.
Place Based Learning Increase teachers' capacity to engage students with their local environment and community.		Success demonstrated through teaching and learning programs K–12 across most KLAS. Teachers' Performance Development Plan goals also reflected their increased capacity to utilise the local area as a teaching resource beyond the classroom.

Next Steps

Partnerships between the school and the community will continue to evolve and strengthen. Place based learning will continue to be encouraged by leaders in the future as an effective strategy to improve student engagement.

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

A variety of strategies were used to build student capacity to reflect and self-assess their learning. These included the implementation of learning logs for all students, across all subjects. Professional development was conducted by teachers in detailing where students were currently at, and how much growth was required in specific subject areas.

Middle school students were closely monitored to identify students at risk of not meeting HSC minimum standards.

Within the School Excellence Framework, in the domain of the learning, the elements of assessment and reporting plus curriculum and learning, are both in the sustaining and growing phase for the second consecutive year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Learning Teachers' capacity to deliver quality teaching enhanced by strategic and equitable professional learning.	\$24,284: <ul style="list-style-type: none">• teacher professional learning \$53,800• Support for beginning teachers (\$0.00 \$1,628• Quality Teaching, Successful Students (QTSS)	Consistent teacher judgement across the school continued to be a focus for professional development. Within the School Excellence Framework, the school self-assessed professional standards as edging closer to the Sustaining and Growing phase from Delivering phase.
Bump It Up Increase in students achieving in top two bands in NAPLAN by 8%. Raise ATSI students in top two bands in NAPLAN by 30% by 2019.		Whole school has an 8.5% increase of students in the top 2 bands of NAPLAN. Whole school ATSI has a 7% increase of students in the top 2 bands of NAPLAN.

Next Steps

The new school plan will have a strategic direction focus on literacy and numeracy student learning outcomes. The following goals have been identified: increase the proportion of students K–10 demonstrating growth in reading; increase the proportion of all students in top two bands for NAPLAN reading and numeracy; and increase the proportion of students who read for pleasure.

There will also be a strategic direction to build teachers' capacity to implement evidenced based effective classroom practices in a futures focused classroom with a diverse range of student needs. The following goals have been identified: increase the capacity of staff to embed best practice into their teaching and learning incorporating curriculum differentiation; and increase the capacity of staff to use digital technologies and ICT capabilities as teaching tools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$117,117: • 1.0 FTE SLSO secondary • part time teacher • part time SLSO primary	<ul style="list-style-type: none"> • SLSOs support in secondary resulted in improved engagement of high needs learners. • 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 included: a decrease in negative referrals; 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.
Low level adjustment for disability	\$93,365: • 0.7 learning & support teacher • part time SLSO therapy aide (\$22,263)	<ul style="list-style-type: none"> • Sufficient 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. • Identified students have Individual Education Plans (IEPs) developed in consultation with most 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.
Quality Teaching, Successful Students (QTSS)	0.081 FTE teacher QTSS release	<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. This process resulted in quality submissions to NESA.
Socio-economic background	\$221,565: • 0.3 FTE teacher staffing entitlement • 0.2 FTE special education teacher; • 1.0 FTE early stage 1 teacher • 0.15 FTE learning and support teacher • crt/ AP higher duties • 1.0 FTE permanent SLSO • 0.4 FTE music teacher	<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. Student outcomes were monitored for growth. Evidence has been collated and filed. • Structures for learning cohorts (Junior, Middle & Senior School) included renumeration a class teacher at Assistant Principal level to lead Middle School initiatives. She also led the responsibility for tracking student growth in the transition phase from primary to secondary school.
Support for beginning teachers	\$53,800: • beginning teacher	Four targeted teachers were supported by their supervisors and a designated mentor, to

Support for beginning teachers	support funding	<p>develop their skills and knowledge of the requirements of the Australian Teaching Standards and associated accreditation processes. Casual teachers were employed to routinely release the beginning teachers from portion of their teaching load.</p> <p>The beginning teachers found the support invaluable and utilised their time to achieve their personal performance goals and construct their required evidence sets for accreditation at proficiency level.</p>
EA4S	\$6,207: • residual 2016 EA4S funds	<ul style="list-style-type: none"> • One teacher completed their training in L3 for Stage 1. Junior School teachers were also 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.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	56	45	56	61
Girls	58	44	53	48

Enrolments continue to fluctuate between 100 and 110 with a pattern of high mobility linked to rental accommodation availability. The secondary school is trending towards a larger percentage of the enrolment than the primary school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.6	84.3	80.3	89.4
1	90.4	89.1	77.3	89
2	89.6	90.6	96.6	79.8
3	83.3	88.9	94.5	92.3
4	92.3	80.4	90.8	93.2
5	95.1	90.8	88.8	90.9
6	91.8	93.8	93.6	84.5
7	92.6	90.3	92.7	95.4
8	91.9	84.4	85.4	91.6
9	95.5	89.2	85.9	87.3
10	87.4	82.5	89.9	87.8
11	90.8	90.8	89.6	80.7
12	79.1	91.2	83.6	89
All Years	90.5	88.5	88.9	89.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

Positive attendance is encouraged at Baradine Central School. Articles are featured regularly in the school's newsletter and Facebook page to raise awareness of parental legal responsibilities and the benefits to student learning.

Attendance is monitored daily by staff at individual student and class levels.

Tiered interventions occur to support individual students and families to improve attendance levels. These include: communication between the school and the home following absences from school, for an explanation; year group data monitoring against school attendance targets; ATSI year group monitoring against attendance targets; referrals to HSLO for students with attendance less than 85%; personalised attendance plans for students placed on HSLO caseload; conferences with parents/carers to implement tailored individual strategies to improve attendance; and stakeholders celebrate improved and sustained positive attendance levels.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	28
Employment	10	0	14
TAFE entry	0	0	28
University Entry	0	0	28
Other	0	0	0
Unknown	0	0	0

Students are intensively supported by the school beyond the end of Year 12 and HSC exams to maximise opportunities for positive employment and/or career pathways. The support provided includes analysis of individual student HSC results, meetings with the young person and their parents during school vacation period following release of HSC results, scholarship applications for offsetting university expenses, and networking contacts for casual employment in university settings.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	6.99
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.57
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.88
Other Positions	0.1

*Full Time Equivalent

In 2017, 14% of Baradine Central School staff identified as Aboriginal and 4% with English as a second language.

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

Professional learning was undertaken as an essential element of the school plan's strategic direction, Quality Teaching. Staff participated in structured in-school professional learning and external training courses that linked both 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. A focus in Junior School was training in literacy and numeracy from the Early Action For Success program. Middle school teachers engaged in learning to build their capacity to differentiate the curriculum for students transitioning from primary to

secondary school. Senior school, teachers were able to access virtual faculties to collaborate with peers on curriculum focus for core subjects.

Four teachers were supported with beginning teacher funding and provided with time and mentoring to focus on progressing their accreditation from a provisional teacher to being proficient teacher.

One teacher completed maintenance at proficient level while another was accredited as proficient. Two other teachers completed their preparations in readiness to submit their accreditation at proficiency in the new year.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school received \$2,065 in voluntary school contributions.

The school's annual budget allows for a contingency fund for emergencies and also to alleviate difficulties arising from transient population enrolling high needs students.

The relatively high amount of the budget not expended is due to the school changing from OASIS to LMBR operating system on October 16. The amount was significantly reduced after October to January wages were accounted for.

Receipts	\$
Balance brought forward	409,802
Global funds	160,349
Tied funds	494,370
School & community sources	94,871
Interest	6,552
Trust receipts	2,849
Canteen	0
Total Receipts	758,992
Payments	
Teaching & learning	
Key Learning Areas	46,944
Excursions	10,161
Extracurricular dissections	61,932
Library	2,158
Training & Development	0
Tied Funds Payments	396,922
Short Term Relief	11,255
Administration & Office	44,498
Canteen Payments	0
Utilities	48,873
Maintenance	16,286
Trust Payments	3,818
Capital Programs	3,344
Total Payments	646,191
Balance carried forward	522,604

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	558,441
Appropriation	532,784
Sale of Goods and Services	950
Grants and Contributions	15,485
Gain and Loss	0
Other Revenue	9,223
Investment Income	0
Expenses	-168,107
Recurrent Expenses	-168,107
Employee Related	-133,676
Operating Expenses	-34,431
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	390,334
Balance Carried Forward	390,334

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school has established new systems and practices to manage resources and meet policy requirements under the LMBR structure. Funds carried forward at the transition point from OASIS to LMBR in October 2017 were inadvertently rolled into consolidated funds. Training and support since rollover day has assisted school administrative staff to resolve the issue of missing funds. The school is able to locate and track these funds using journaling processes linked to internal orders.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,778,612
Base Per Capita	16,658
Base Location	52,264
Other Base	1,709,690
Equity Total	432,047
Equity Aboriginal	117,117
Equity Socio economic	221,565
Equity Language	0
Equity Disability	93,365
Targeted Total	38,370
Other Total	95,134
Grand Total	2,344,164

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 101.5 points, well above the State norm for all schools of 78.2 points; and Year 5 to Year 7 was 58.8 points also above State norm of 46.3 points. However, Year 7 to Year 9 was of concern being 2.4 points, critically below the State norm of 38.6 points.

In **Writing**, growth for students from Year 5 to Year 7 of 72.6 points was more than double then State norm and Year 7 to Year 9 growth was 60.3 points also above State norm of 46.5 points. Year 3 to Year 5 growth of 52.7 points was very close to the State norm of 55.1 points.

In **Spelling**, the average progress of matched students from: Year 3 to Year 5 was 101.6 points well above the State norm of 89.6 points; Year 5 to Year 7 students was 47.6 points, close to the State norm of 52 points; and Year 7 to Year 9 students 34.8 points, slightly below the State norm of 36 points.

In **Grammar and Punctuation**, the average progress of matched students from: Year 3 to Year 5 was 114.5 points, almost 50 points above the State norm of 66.6 points; Year 5 to Year 7 was 62.3 points, above the State norm of 37 points; and the Year 7 to Year 9 students was 57.2 points being above the State norm was 34.8 points.

In **Numeracy**, the average progress of matched students from: Year 3 to Year 5 was 89.8 points, being below the State norm of 96.8 points; Year 5 to Year 7 students was 61.8 points, matching the State norm of 61.1 points; and Year 7 to Year 9 students 48.3 points, slightly below the State norm of 52.4 points.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

One ATSI student achieved in the top two bands of NAPLAN Years 5 reading, spelling and punctuation and grammar while another achieved in the top two bands for Year 3 Writing.

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 2017 HSC cohort was too small to show comparison data however students studied a range of courses including ATAR eligible and non-ATAR 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 can easily speak with school principal.
- parents overwhelmingly feel that their child feels safe at school and also while going to and from school.

- teacher survey responses indicate a positive learning culture where students are provided with written feedback on their work and progress is monitored.
- 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.
- 65% of secondary students reported they feel accepted and valued by their peers and others at school. 75% of secondary students believe that schooling is useful in their everyday life and has a strong bearing on their future while 72% said they tried hard to succeed in their learning.
- 91% of primary students said they had a high sense of belonging and 100% said they value schooling outcomes.
- 17% of primary students and 14% of secondary students said they had been bullied.

Policy requirements

Aboriginal education

Aboriginal Education was a focus for the School Plan 2015–2017 in the strategic direction referred to as Partnerships. First and foremost, the school fostered place based learning as a key strategy to teach all students the knowledge of the local Gamilaroi Aboriginal nation 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 Environment and Heritage and National Parks and Wildlife. Many of the 53% of students who identify as Aboriginal belong to the Gamilaroi mob.

Staff plan, program and practise integrated strategies that promote Aboriginal pedagogies and perspectives across all key learning areas. The 8 Ways of Knowing is a feature of the teaching and learning programs. 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.

Multicultural and anti-racism education

The school has a teacher trained as the anti-racism officer (ARCO) to support other staff and students to resolve conflicts following any reported incidents racism or discrimination. No incidents were recorded in 2017. Further staff will need to train in 2018 and be accredited to be an ARCO. 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 being the country of Nepal for 2017.