

Barellan Central School

Annual Report



2017



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Introduction

The Annual Report for 2017 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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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.

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.

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

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

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. 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students achieving expected cluster on the literacy/numeracy continuums.	Professional Learning funds	At the end of 2017, 62% of students in K–10 had achieved at or above expected growth for Reading. 56% of students had achieved at or above the expected growth for Comprehension. This demonstrates growth from 2016, from 59% of students in Reading, and 49% of students in Comprehension.
5% increase in students achieving band 5/6 results in HSC exams	Riverina Access Partnership (RAP) virtual faculty support – release time for relevant staff = 12 x \$500 = \$6000; RAP funding across partner schools \$59000.	71% of students who completed an HSC examination achieved a Band 5 or 6 results, an increase of 11% from 2016. Exceeding expectations by 6%.

Next Steps

In 2018, we aim to consolidate and evaluate the programs being implemented. Those which provide the greatest impact will be built upon further. Writing will also be a continued focus for 2018, with Professional Learning supporting staff to implement Seven Steps to Writing Success to support student 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 and evidence 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.

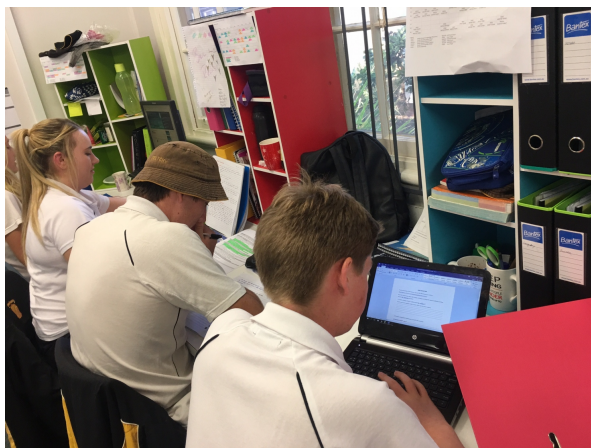
Teaching staff worked on Learning Intentions, Success Criteria and Exit Slips with guidance from executive staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Release for staff \$5000	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.
All teaching programs are aligned with the Australian Professional Teaching Standards with particular focus on Standards 1, 2, 3 and 5.	Nil	Professional Learning around the Australian Professional Teaching Standards assisted staff to become familiar with how to align their teaching programs to the standards.

Next Steps

In 2018, further refinement 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, Australian Curriculum 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. Barellan Central School also surveyed students around school planning. The data revealed:

- student participation in sports and extracurricular activities was at least 20% above the state average; 92% of students surveyed feel safe at school; 82% of students feel listened to and valued at school; and more than 80% of students enjoy school.

The use of the HOW2Learn habits has seen 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.

Wellbeing Policy was reviewed and it was decided to embrace Positive Behaviour for Learning from 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students showing positive behaviours for effective learning by 10%.	Nil	Data captured through Sentral indicates a 20% increase in positive entries.
100% of students from K–12 with effective learning accommodations implemented.	Additional 0.1 staffing utilised in Semester Two.	100% of students in K–12 have learning accommodations implemented.

Next Steps

Self Assessment Tool used in the Wellbeing Framework and action plan put in place.

PBL training and implementation begins in 2018.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12538	All students are provided with additional financial support as required for educational outcomes including excursions, school equipment (including laptops), uniform, and school fees. Individual learning plans were set up and parents contacted. All students recorded on the Literacy Continuum – with over 63% of students at or above their expected Cluster. Identified students were provided with additional SLSO time to support them with their learning in the classroom. Attendance of all Aboriginal students was averaged to be over 91% for 2017.
English language proficiency	\$1220	Students were provided with additional classroom support throughout the year. Students have improved their proficiency now read at their expected level.
Low level adjustment for disability	\$54389	All students requiring adjustments receive learning support to accommodate their learning and/or behaviour needs. 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.
Quality Teaching, Successful Students (QTSS)	\$5790	Assistant Principal worked with staff to facilitate professional growth in classroom observations and develop staff capacity in evidence based practices, including L3, FOR.
Socio–economic background	\$45085	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.
Support for beginning teachers	\$13450	Professional Learning and additional release time was provided to beginning teachers. Additional release was also provided for a mentor teacher who worked with beginning teachers throughout the year.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	48	55	60	61
Girls	56	58	59	64

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	94.5	96.1	97.1
1	90.3	91.9	90.5	94.4
2	91.8	96.8	94.9	92.8
3	91.7	93.9	92.8	94.3
4	95.7	94.9	94.5	94.7
5	83.8	93.6	96.1	93.8
6	92.9	91.8	94.4	92.6
7	93.1	92.7	90.9	94.7
8	95.4	85.7	85.2	83.5
9	88.5	95.5	85.8	90.7
10	82.1	92.6	94.2	80.8
11	90.8	87.3	89.6	95.4
12	91.7	84.2	75.9	87.1
All Years	91.1	93	91.8	92.5
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

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.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	33
Employment	50	13	67
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.4
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.49
Other Positions	0.1

*Full Time Equivalent

There are no permanent members of staff at Barellan Central School 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 2017. 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. Three 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, and effecting change in schools. Total funds spent on Professional Learning for 2017 was \$33139.05; which is \$2209.27 per staff member.

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.

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	427,163
Appropriation	399,458
Sale of Goods and Services	20
Grants and Contributions	27,245
Gain and Loss	0
Other Revenue	0
Investment Income	439
Expenses	-185,832
Recurrent Expenses	-185,832
Employee Related	-71,643
Operating Expenses	-114,189
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	241,331
Balance Carried Forward	241,331

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.

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	1,617,311
Base Per Capita	18,186
Base Location	38,645
Other Base	1,560,480
Equity Total	113,232
Equity Aboriginal	12,538
Equity Socio economic	45,085
Equity Language	1,220
Equity Disability	54,389
Targeted Total	0
Other Total	251,415
Grand Total	1,981,957

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.

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. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

Improving Aboriginal education outcomes for students in the top two NAPLAN bands, 25% of students at Barellan Central School achieved in the top 2 bands in NAPLAN.



Higher School Certificate (HSC)

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

71% of students who sat an HSC examination achieved a Band 5 or Band 6 result at Barellan Central School in 2017.

Parent/caregiver, student, teacher satisfaction

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

In 2017, over 90% of parents indicated that they were highly satisfied with Barellan Central School.

Students were surveyed, with over 80% stating that they enjoyed school; over 90% stating they feel safe at school and over 80% stating they feel listened to.

Staff were surveyed about the school leadership team. Responses indicated that 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 an 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.



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 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 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 provides 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, Aria 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 2017 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, Aria Park and Barellan Central Schools. In 2017, with all centres now finalised, students participated in cross campus courses in VET Hospitality, Construction, Metals and Primary Industries between the three schools.