

Brewarrina Central School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Brewarrina 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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Executive Principal

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Message from the Principal

Brewarrina Central School provides a comprehensive education for all students developing their talents, interests and abilities to ensure they have the capability and confidence to succeed both at and beyond school.

The dedicated staff at Brewarrina Central school work together to provide a positive and inclusive learning environment where students are involved in a wide range of academic, cultural and sporting pursuits. All staff are involved in professional learning to enhance their capacity to achieve positive outcomes for the students. Aboriginal Educators play a vital part in the students' learning as they work with teachers to strengthen engagement, attendance, cultural understanding and connections to the community.

As a Connected Communities school Brewarrina Central has established significant links with its community. The local AECG (Aboriginal Education Consultative Group) and the SRG (School Reference Group) are an integral part of the school's consultative process. The school also has close links with other agencies that support the wellbeing and education of students. Students and families see the school as a happy and safe learning environment where the celebration of student success is a positive and consistent occurrence.

Brewarrina Central School provides its students with the opportunity to involve themselves in every aspect of education and actively supports them to achieve their learning and lifelong goals.

School background

School vision statement

Vision Purpose

Students from Brewarrina Central School will have the core learning and adaptive skills, and pride in the strength of their culture, to thrive in a rapidly changing world. This will be achieved through focused and purposeful programs involving quality learning and teaching, robust systems and strategies and strong community partnerships.

School context

School Context 2017

Brewarrina Central School, located 800kms north west of Sydney, caters for 148 students from Kindergarten to Year 12. Ninety-seven per cent of students identify as Aboriginal. There is a strengthening school / community partnership through working closely with the School Reference Group and AECG. A Senior Leader Community Engagement and Aboriginal Educators act as vital links between the school and community.

Brewarrina is predominantly a rural area, with a large indigenous population. The main township is Brewarrina, with smaller population centres in outlying areas, for example, Gongolgon. The school is committed to the ongoing employment of local Aboriginal people in a range of roles. The school embraces the local Ngemba culture and language, recognises and values the cultures of all people who live in the Brewarrina area.

Brewarrina Central School's leadership team is cohesive, dynamic and dedicated. They adopt well researched and innovative practices lead the sharing of knowledge with teachers and support staff. All staff are committed to their ongoing professional development to improve learning outcomes for students.

Brewarrina central School supports the students and families to ensure they are ready and equipped for school. it provides a wide range of opportunities for students both within and beyond the classroom.

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.

The Domain of Learning consists of five elements which are: Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. In 2017 Brewarrina Central continued to focus on actively supporting students achieving their potential and developing a love of learning in a safe, respectful and inclusive environment. The school has continued its effective implementation of Positive Behaviour for Learning (PBL) and undertook the development of the school's Anti-Bullying Policy and Procedures. Expectations for student behaviour in all settings was the focus of a whole school approach. Student success was celebrated at weekly assemblies and major awards were distributed at end of term Assemblies. These Assemblies were well attended by families and community members. The proactive Attendance Team continued to monitor and follow up attendance issues. The school's positive and productive learning culture has resulted from teachers knowing their students and differentiating learning to meet the individual needs of students. They use a variety of strategies to engage students in different contexts. The school's Learning and Support team (LaST) consistently addressed the individual needs of students through the development of Individual learning Plans. All students were involved in the development of their Personalised Learning Plans where they identified their learning goals for the year. The school continued to implement Transition programs for students entering Kindergarten- Kinderstart and Year 7. There was a continuing focus on the development of a Robotics program across the school. Families were encouraged to attend Parent/Teacher Meetings regarding the progress of their students. Family and community involvement in the school continued to grow as is evident through attendance at Assemblies, NAIDOC Week Celebrations, sporting events and special events such as Mothers and Fathers Day. A continued focus in 2018 will be the development and implementation of strategies to achieve consistent growth on external performance measures.

The Teaching Domain consists of the following elements: Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards. The school continued to build on the collaborative practices and the development of professional standards. Through Stage, Team and Whole School meetings teachers were able to develop positive collegial relationships, participate and share in professional learning. Performance and Development Plans reflected individual teachers' needs and school priorities. They were proactively monitored by the Executive. All staff are committed to developing evidence based practice through self reflection and evaluation. Teachers are encouraged and supported to pursue Accreditation. Teachers are mentored by their Executive Supervisors and were involved in regular meetings where student progress and the development of teaching strategies were the focus. Aboriginal Educators were involved in planning with some class teachers. In 2018 there will be a continued focus on building teacher capacity to analyse, interpret and use student performance data to inform teaching practice across the whole school.

The Leading Domain consists of the following elements: Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes. In 2017, the school continued its focus on the building of cohesive community relationships. This was reflected in the fostering of quality and sustainable relationships throughout the whole school community to promote and maintain wellbeing and a positive successful school culture. The school's leadership team worked consistently to develop a quality learning environment through the provision of targeted professional learning, collegiality and the effective deployment of resources. Meaningful connections with the school community has been maintained as was evidenced in the significantly increased parent and community participation in all school events and the continued involvement of the Local School Reference Group and Aboriginal Education Consultative Group. Throughout the latter half of 2017, there was extensive consultation with all key groups regarding the development of the School Plan 2018–2020. In 2018 there will be a focus on the development of the leadership capacity of students and staff.

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

Enduring Personalised Learning

Purpose

Purpose:

To ensure that classrooms are characterised by purposeful learning, evidence based & data informed teaching; increased personalisation & student empowerment in learning.

Overall summary of progress

In 2017 staff continued their professional learning in program construction, differentiation and gaining an understanding of the students' context and community. Aboriginal Educators (AEs) provided in class support for students and enhanced teachers' community understanding. Students worked on developing the core skills for future learning. There was a continued focus on Literacy, Numeracy, collaboration and problem solving. Project Based Learning (P4L) continued to be a focus through Big Picture and Connected Communities. Student Galleries of work occurred in Semester 2. The school has continued to make progress with the development of personalised learning to engage students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Early Action for Success (EaFS) & other programs to deliver student achievement, measured by the Literacy and Numeracy Continuums, PLAN & NAPLAN.</i>	\$23,890	<ul style="list-style-type: none"> • Early identification of the level of Literacy and Numeracy for each student K–2 • Ongoing close monitoring of student progress against Literacy and Numeracy Continuums • Evidence based tiered interventions for each student • Ongoing professional learning in differentiation for L3 and TEN • Reading Recovery teacher provided individual support for Year 1 students
<i>Graduates from each stage of the secondary school have improved learning skills, better self-management and a future pathway connected to real world opportunities.</i>	\$11,025 \$761 \$51,329 \$10,526	<ul style="list-style-type: none"> • PBL focus on engagement in learning and rewards for those who showed self management • Programs such as Boomali, WSU (Western Sydney University), Yarn Time through the Healing Foundation, Clontarf and Girlfit focus on the development of future pathways
<i>Students build positive social and emotional skills through PBL as measured by participation, attendance and suspension rates.</i>	\$11,025 \$51,329 \$10,526	<ul style="list-style-type: none"> • Ongoing recognition of positive behaviour with over 85% of students receiving rewards and awards • Clontarf and Girlfit based participation in events through attendance, engagement and meeting school expectations • Attendance rates of over 90% recognised through random draws and Term assemblies • Suspension link to recognise students not exhibiting core school values
<i>Students have a deeper knowledge and pride of who they are as developed by our Language and Culture Program.</i>	\$465,430	<ul style="list-style-type: none"> • AEs provide in class support and community perspectives • K–6 students learn songs in Language • Students able to Acknowledge Country in Language • Teachers involved in professional learning to enhance cultural understanding • Student leaders facilitate Assemblies
<i>All students have personalised, benchmarked learning plans in</i>	\$256,000	<ul style="list-style-type: none"> • Teachers regularly map student achievement levels and evaluate programs based on students'

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
place.	\$7,500	engagement and performance <ul style="list-style-type: none">• PLPs developed based on student, families and teachers' understanding of their needs and aspirations• LaST facilitate the development of Individual Learning Plans for targeted students• Early identification of students needing support through Kinderstart, Best Start, Reading Recovery and other programs

Next Steps

- The continued development of a high expectations learning environment that is characterised by purposeful, differentiated learning in a variety of contexts
- A continuation of programs that foster positive relationships across the school
- A whole school focus on Literacy and Numeracy and students' improvement in all aspects
- The continued implementation of programs that develop students' skills to be lifelong learners and develop their capacity to pursue their stated goals



Strategic Direction 2

Building School Capacity

Purpose

Purpose:

To constantly improve students achievement we must be a learning school. This will involve a systematic and strategic approach to teacher and executive learning, the development of our Aboriginal Educators (AEs) in learning support and culture; and empowering parents and the community.

Overall summary of progress

All staff have continued to demonstrate their commitment to improving students' results through a systematic approach to professional learning. This learning has occurred at Whole school Staff, Team/Stage Meetings and through individual mentoring by supervising Executive. The AEs have met regularly to cover the Department's Mandatory Policies, to gain awareness of the Professional Development Program and to plan and organise whole school events. The professional learning goals for teaching staff were based on state and school priorities and were able to encompass personal goals. The Senior Leader Engagement Officer is an integral part of the Executive team. The SLCE, AEOs and AEs work with relevant staff to strengthen their connections to family through contact regarding school events, attendance, behaviour and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Visible, innovative, responsive and supportive leadership. Implementation of teacher Performance and Development Plans.</i>		<ul style="list-style-type: none">• Every teacher involved in one on one mentoring by an Executive.• School leaders drive the Professional learning of staff at Whole School, Stage/ Team Meetings. Staff able to access professional learning beyond school.• Executive support staff in the development of PDPs.• Principal held meetings with teaching staff to review PDPs mid year and to consider programs to show differentiation, work samples, assessment and to consider future aspirations
<i>Implementation of Enduring Learning is evident in every program and classroom. A systematic AE learning program is in place to strengthen their tutoring skills and cultural knowledge.</i>	\$465,430	<ul style="list-style-type: none">• Programs were evaluated to ensure that syllabus outcomes being met and adjustments made to accommodate individual student needs• AEs meet with class teachers to consider teaching/learning program implementation and to advise of community matters
<i>Parents are engaged in learning plans, exhibitions and home support; Community and business have increased capacity to mentor and support students.</i>		<ul style="list-style-type: none">• Parents attend PLP Meetings with students, AEs, teachers• Families involved in the Projects For Learning (P4L) Galleries in Semester 2• Parent Teacher Meetings held in Term 2; Question and Answer Forum for families Term 1 and other school events well attended by families; SLCE, AEs and AEOs publicise the events and have an integral role in their success

Next Steps

- The continuation of a systematic and strategic approach to professional learning with an emphasis on Literacy/ Numeracy, the effective use of data to inform teaching, classroom management strategies and the explicit teaching of skills and content
- The PDP process for all staff will continue to be strengthened through the explicit linking of goals to the School Plan, meetings with supervising Executive and Principal
- Leadership opportunities to be explored and promoted within the school to develop the leadership capacity of all staff
- The staff will be proactively supported in all phases of the Accreditation process



Strategic Direction 3

Community Partnerships for Learning

Purpose

Purpose:

To improve student learning by bringing the community into the school and taking learning into the community.

Overall summary of progress

In 2017 community partnerships continued to develop. These were to support student engagement and to enhance the understanding of the students' context and culture. The SLCE facilitated the meetings of the School Reference Group (SRG) and the local Aboriginal Education Consultative Group (AECG).

The close connection the school had established with the University of Western Sydney and other groups continued and supported the students to formulate their future pathways. The school also maintained close links with other significant agencies to support the wellbeing of students. Brewarrina Central School students played a significant role in community events and this was encouraged by Clontarf and Girlfit.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Connected Communities Strategy in place – School Reference Group and AECG effective in advising and guiding school policy. Language and Culture and Connecting to Country programs active.</i>	\$2,500 \$12,122	<ul style="list-style-type: none">• All staff involved in the AECG's program Healthy Culture, Healthy Country and Connecting to Country program presented by a local elder• AECG membership was broadened by including all educational providers in the local area• All staff involved in Phase 1 of Bridges Out of Poverty training• Directions for Language program at the school established• Consultation for School Plan 2018–2020 undertaken
<i>All students from Years 9 to 12 can articulate a future pathway through strategic partnerships. Businesses better equipped to mentor and engage students in meaningful workplace projects.</i>	\$51,329 \$10,526	<ul style="list-style-type: none">• Clontarf and Girlfit programs involved students in exploring future pathways• Links with Brewarrina Shire Council and TAFE established in Term 4 to inform work in 2018

Next Steps

- There will be stronger links developed between the school and local employers to facilitate the development of Work Experience, Work Readiness, Vocational Training and Career Planning for students
- Staff awareness of the local Language and the embedding of it into teaching programs will be facilitated by the DP Connected Communities in 2018
- Phase 2 Bridges Out of Poverty will be offered to all staff in 2018
- There will be a whole school focus on the development of a scope and sequence for Career Education



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$465,430 \$2500 \$5108	<ul style="list-style-type: none"> • Aboriginal Educators(AEs) support students in every class K–10 • Connecting to Country presented by a local Elder • NAIDOC Week Celebrations a whole school event organised by SLCE, AEOs and AEs • PLPs developed, implemented and reviewed
Quality Teaching, Successful Students (QTSS)	FTE: 0.147 \$45,870	<ul style="list-style-type: none"> • Teachers' professional learning tailored to suit individual teacher needs • PDPs developed, implemented and reviewed by teachers working with Executive • Teachers mentored by Executive supervisors • Individual students' needs considered and programs adjusted by teachers and executive • 2 DP positions, K–6, 7–12 created to lead and manage those areas
Socio–economic background		<ul style="list-style-type: none"> • PLPs developed for all students in meetings with parents, students, AEs and teacher • Discrete classes established and the creation of extra classes to facilitate student development • Students supported to be involved in their learning through excursions, Breakfast Club, Girlfit, Clontarf, provision of uniforms, book packs etc.
Support for beginning teachers	\$14,322	<ul style="list-style-type: none"> • All Beginning teachers mentored by Executive supervisors and extra meeting time/reduced teaching allocated to facilitate this • Professional learning accessed to meet individual and group needs • Beginning teachers supported in the Accreditation process by school based systems



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	80	75	70	80
Girls	83	85	76	65

This Table shows the pattern of student enrolments over the past four years. Over time there has been a decrease in enrolments which is indicative of the demographic decline in the local community. However, the enrolment numbers have plateaued over the past two years. Throughout the year enrolment figures have fluctuated as a result of high rate of student movement in and out of the community as families seek employment opportunities and family support in other areas.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92	90.2	83.2	82.7
1	89.9	90.2	82.2	84.4
2	89.8	94.8	87	81.9
3	93.3	89.7	93.1	88.9
4	90.5	91.9	89.5	88.4
5	93.6	87.2	88.9	89.9
6	91.4	90.8	85.3	89.1
7	81.8	86.9	91.6	76.3
8	85.4	75.4	81.3	85.9
9	81.4	89.9	70.8	76.7
10	74.6	74	75.7	67.8
11	81.7	80	56.9	71.8
12	89	86.3	74.3	44.1
All Years	88	87.2	82.8	80.9
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

Brewarrina Central School has a proactive Attendance Team consisting of the Principal, K-6 and Secondary Relieving Deputy Principals and the HSLOs. The focus is to ensure that all students are at school, every day. This team meets once a week and considers all attendance issues including those students who are in need of support and the implementation of appropriate action. This might include home visits, telephone calls

and letters. Families have become more frequent in their reporting of explained absences. The need for regular attendance is also emphasised through the Principal's Report in the fortnightly Newsletter. There are reminders of the school term dates on the school's Facebook page. The school offers assistance with uniforms, shoes, supplies, and lunches which at times can impact on attendance. The school also has a Breakfast Program to encourage students to come to school. Consistent attendance is recognised through PBL, random reward days, letters home to families and at Formal Assemblies. Roll Marking Procedures are consistent across the school and are regularly reinforced.

While there has been some improvements in the rate of attendance in some Years, the overall rate of attendance has declined by 1.9%. The figures are skewed by the small numbers in particular years. However, the school's attendance rates for all years are generally below state averages. This is largely due to the impact of 'sorry business' when families had to travel away or had family visiting. The school continues to be proactively exploring and implementing strategies to improve student attendance rates.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	10	0
Unknown	0	0	0

In 2017 one student sat the HSC examination. He has since moved from the area and is seeking employment.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	8.6
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	1.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.49
Other Positions	0.1

*Full Time Equivalent

In 2017, the school retained the executive structure established in 2015. This consisted of two Relieving Deputy Principals who manage K–6 and 7–12. There was an Instructional Leader who managed the EAfS (Early Action for Success) program, two Secondary Head teachers and a Relieving Assistant Principal. With the Executive Principal, SAM and Senior Leader Community Engagement this was the Executive team.

The school's teaching and support staff numbers were augmented with the employment of Temporary Teachers and Aboriginal Educators. This ensured that there was extensive support for students within classes and enabled learning and cultural programs to operate across the whole school. In 2017, 52% of the staff at Brewarrina Central School are Aboriginal. The school has continued to be an active employer of Aboriginal people within the local community and is committed to sustaining the practice.

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	21

Professional learning and teacher accreditation

Since many of the teachers at Brewarrina Central are within the first four years of their careers, the school has continued to provide extensive support to enhance their teaching practice. This has consisted of the development of quality teaching programs, personalised learning, effective classroom management strategies, rich assessments and cultural understanding.

The school has enabled teachers to have additional release time so that they can be mentored by a member of the Executive. Their work is enhanced by Stage/Team and whole school professional learning. They have also been supported to pursue relevant professional learning opportunities beyond the school. Cultural mentoring is provided by the Aboriginal Educators in each class.

In 2017 there were three who worked towards and achieved their Accreditation at Proficient level. The staff were supported by their immediate Executive supervisors. The Secondary Deputy Principal provided guidance on the types of evidence to collect and the relationship of the evidence to the Australian Professional standards for teachers. One teacher also worked towards and achieved the Maintenance of Accreditation phase. No teachers have yet commenced the process for accreditation at the higher levels.

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	2,061,805
Appropriation	2,023,889
Sale of Goods and Services	14,711
Grants and Contributions	23,206
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-582,111
Recurrent Expenses	-582,111
Employee Related	-510,178
Operating Expenses	-71,934
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,479,694
Balance Carried Forward	1,479,694

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	1,983,382
Base Per Capita	22,939
Base Location	123,458
Other Base	1,836,985
Equity Total	1,098,816
Equity Aboriginal	519,305
Equity Socio economic	353,355
Equity Language	0
Equity Disability	226,157
Targeted Total	316,530
Other Total	483,788
Grand Total	3,882,517

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 2017 the Year 3 students performed well in NAPLAN. There were no students below National Minimum Standards in Reading and Writing and only 7.7% students below in Spelling and Grammar and Punctuation. In Writing 91% of students and in Grammar and Punctuation 69% received Band 4 or above. In Writing Brewarrina Central School scored 45.1 above the NSW DoE average for Aboriginal children. They were also above this average in both Grammar and Punctuation (26.5) and Reading (4.9).

In Year 5, 100% of the students were above the National Minimum Standards in Writing. 80% of Year 5 students were above the National Minimum Standards

in Spelling and 70% in Reading and Grammar and Punctuation. In Spelling 70% gained Band 5 or above and in Writing 67% gained Band 5 or above. In both Writing and Spelling Brewarrina Central students were significantly higher than the DoE mean scores for Aboriginal students, 22.7 and 5.1 respectively.

In Year 7 58% of students gained Band 5 and above in Spelling. In terms of meeting National Minimum Standards for Year 7 students, in Spelling 58.3% , in Writing 36.4%, Reading 33.3% and Grammar and Punctuation 25%. Overall, there was individual student growth in aspects of Literacy with Spelling being the best. 90% of students exhibited growth in Spelling.

In Year 9, 53.8% of students are meeting National Minimum Standards, 50% in Reading, 46.2% in Writing and 38.5% in Grammar and Punctuation.

In Numeracy 100% of Year 3 students are meeting National Minimum Standards. In Numeracy and Numbers, Pattern and Algebra 46% of students gained Band 4 or above. In Data, Measurement, Space and Geometry 38% gained Band 4 or above.

90% of Year 5 students are above National Minimum Standards. In Numeracy, Data, Measurement Space and Geometry 90% achieved Band 4 and above. In Number, Patterns and Algebra 80% of students gained Band 4 and above.

50% of Year 7 students are above National Minimum Standards for Numeracy. In Number, Patterns and Algebra 60% of students gained Band 5 and above. In Numeracy, Data, Measurement, Space and Geometry 50% of students gained Band 5 and above.

83.3% of Year 9 students are above National Minimum Standards in Numeracy. In Data, Measurement, Space and Geometry 33% gained Band 7 and above, in Numeracy 25% and in Numbers, Patterns and Algebra 8%.

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.

In view of the Premier's Priorities , Brewarrina Central School has continued to implement the following:

- K–3 teachers involved in EaFS (Early Action For Success) work closely with the Instructional Leader to monitor student progress in Literacy and Numeracy at 5 weekly intervals
- Year 4–10 teachers work with Executive staff to ensure teaching practice is informed by data
- LaST intervention and support K–10 for individual

and small groups of students

- Reading Recovery and other programs support individual students
- Discrete classes and the deployment of AEs (Aboriginal Educators) K–10 support a personalised approach to learning



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017 we had one student who completed the HSC. The student performed at expected levels.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

When parents were consulted about the School Plan 2018–2020 85% reported that they were very happy with the way the school was operating. They stated that the school was 'very supportive' of all families and worked well with all the community. Over 95% thought that the school's communication processes were 'really good' and saw the school's Newsletter, Facebook page, notes home, PLPs, PBL Reward notifications and home visits as keeping them well informed of all the school's events and their child's progress. They described the staff as 'approachable' and supportive. They reported that their children felt 'safe and happy' and loved coming to school.

In the Tell Them From Me Survey 83% of Primary children reported they felt a sense of belonging at the school. The NSW Government norm was 81%. 96% participated in Sports and Clubs. The state norm was 89%. 100% stated that they made an effort in their learning. The state norm was 88%. 92% stated that they valued the school outcomes. The state norm was 96%. 61% thought they displayed positive behaviour at school. The state norm was 83%. 89% stated that they received high quality instruction. The state norm was 93%.

In the Tell Them From Me Survey for Secondary students 59% reported that they felt a Sense of Belonging. The state norm was 66%. 71% said that

they participated in Sports and Clubs. The NSW norm was 58%. 64% stated that they made an effort in their learning. The state norm was 66%. 71% stated that they valued the school outcomes. The state norm was 72%. 56% thought they displayed positive behaviour at school. The state norm was 87%. 69% thought they received Quality instruction. The state norm was 59%.

In the Tell Them From Me Survey for teachers one of the eight drivers of Student Learning an average of 67% of teachers saw that school leaders had provided them with support to establish challenging and visible learning goals for students, improve their teaching and established a safe and orderly school environment. The NSW average is 71%. In terms of Collaboration 72% compared to the state average of 78%. They identified that they worked with other teachers in developing cross curricular or common learning opportunities and discussed the learning problems of particular students with other teachers. 76%, compared to the state average of 80%, in terms of Learning Culture give written feedback on their work, talk to students about barriers to learning, monitor the progress of individual students and set high expectations for student learning. In the domain of Data Informing Practice 73% compared to the state average of 78% teachers identified that their assessments of students help them understand where students are having difficulty, use their assessments data to inform their teaching and give students an opportunity to improve when their results of formal assessments fail to meet expectations. Teachers adapt their Teaching Strategies to set challenging learning goals and to vary their teaching approaches in each lesson. 76% compared to the state average of 79% vary their teaching strategies. In terms of the use of Technology 71% of teachers as compared to the state average of 67% are actively using Technology to support teaching and learning. In terms of the Inclusivity of the school 79% as opposed to 82% state average are available to help students with special learning needs and to include all these students in all activities. 64% of teachers compared to the state average of 68% saw that they worked with parents to help solve problems interfering with their child's progress and regularly inform parents' of their child's progress.

In terms of the Dimensions of Classroom and School Practices when establishing Challenging and Visible Goals 72% of teachers compared to the state average of 75% have school leaders who help them establish challenging and visible learning goals for students and provide guidance for monitoring student progress. Teachers also inform their students of what they are expected to learn. 73% of teachers, compared to the state mean of 76% also provided Planned Learning Opportunities for their students by ensuring students become fully engaged in class activities, helping lower performing students plan their assignments and ensuring class lessons are relevant to their own experiences. In terms of Quality Feedback 71% of teachers compared to the state mean of 73% stated that school leaders provided useful feedback on their teaching and taken time to observe their teaching. In terms of Overcoming Obstacles to Learning 73% of teachers compared to the state mean of 77% talk to their students about barriers to their learning, strive to

understand the learning needs of students with special needs and discuss with students ways of seeking help that will increase learning.



Policy requirements

Aboriginal education

Brewarrina Central continued to implement teaching programs across all Key Learning Areas that integrated culturally appropriate content and resources. Students were involved in the development of their PLPs(Personalised Learning Plans). All families were invited to participate in these meetings. Students identified their learning goals for the year, their cultural, community and family identity, the support they required to overcome any challenges and their future aspirations. The students and their families were able to meet with a teacher and an Aboriginal Educator to develop their PLPs.

The school actively facilitates programs that enhance the learning and aspirations of its students. One such program is the Boomali School Transition program which involved students from Years 9 to 12. They experienced opportunities to support their journey from school to work and/or further study. They participated in workshops where they covered employment opportunities, industry experiences, health, wellbeing and cultural experiences including art making. They also travelled to Dubbo to participate in a trade show with other schools involved in Boomali.

The school also continued its association with the University of Western Sydney. Students from Years 9 to 12 undertook a visit to the university and for a week were able to immerse themselves in university life and learning. While they were there they were supported by Indigenous university students from different backgrounds and life experiences. They also met with students from other schools and were involved in meeting with local Elders, cultural events and forums with students from other schools.

In 2017 the Healing Foundation continued to support students at Brewarrina Central School to experience learning and sharing activities within a cultural context to develop relationships, social and emotional wellbeing, identity and a connection with culture. In June, a two day workshop was facilitated by the healing Foundation for staff from Brewarrina Central, Bourke High School and the Murri High School, Brisbane, to experience cultural awareness of community and

exchange of ideas to further develop the programs available.

The school continued to have Aboriginal Educators working in every classroom Kindergarten to Year 10 to provide support with learning, community connections and cultural perspectives. One of the Aboriginal educators was responsible for the formation of a K-6 Dance Group , the Dhinewan Dancers, who performed at school and local events to much acclaim. There are close links with the local AECG (Aboriginal Education Group) and the SRG (School Reference Group). All staff were involved in the AECG's Healthy Culture, Healthy Country and Connecting to Country professional learning.

NAIDOC is celebrated in the last week of Term 2. This is a very significant event on the school's calendar. The school, families and community join together to celebrate NAIDOC through a wide variety of activities held both within the school and the community. These activities included A Big Breakfast, Flag Raising and Community March, MKR for Years 7-10, Whole School Assembly and Morning Tea, Craft Activities K to 12, Art Exhibition, Johnny Cake making, Indigenous Games and BBQ. A Stage 3 student was able to do the Acknowledgement of Country in Ngemba at all the school and local events. Two Stage 3 students, Rehannah Russell and Belmont McHughes participated in the regional NAIDOC Public Speaking Competition.

The school's Kinderstart program operates in Terms 3 and 4. In 2017 there were 16 children who participated in the program. This encourages a smooth transition to 'Big School' for both the children and their families. The school works closely with the Pre School and is able to gain a clear insight into the learning and social needs of the children. These children and students from Kindergarten to Year 2 were also able to access a Speech Program if required. An AE has been trained in the program and has provided one on one support for students. They receive training and support from a teacher/Speech Therapist to implement the program.

The school has maintained its involvement in the Clontarf and Girlfit programs which have an emphasis on leadership, positive peer relations, attendance, retention, making positive choices and the development of aspirations. Students in Years 7 and 8 were involved in the Healing Foundation's Yarn Time where they explored identity and belonging through learning programs and excursions.



Multicultural and anti-racism education

At Brewarrina Central School there is a focus on learning about cultural diversity, tolerance and the contribution that different cultures make to Australian society across all KLAs. The school celebrated Harmony Day and NAIDOC Week as part of the recognition of cultural diversity. The school ensures inclusive teaching practices recognise and value the backgrounds of all students and staff and promotes amongst all students an open and tolerant attitude towards different cultures, languages, religions and world views.

The school's discipline policy is based on Positive Behaviour for Learning (PBL) principles and embeds the concepts of safe and respectful learning within a framework of practical behaviour expectations across the school. The school developed its Anti Bullying Policy and Procedures as part of this framework. Anti Racism perspectives are taught as part of PBL. There is an ARCO (Anti-Racism Contact Officer) at the school.

Other school programs

Clontarf

The school has continued its dynamic association with the Clontarf Foundation. This program exists to improve the education, discipline, life skills, self esteem and employment prospects of young Aboriginal and Torres Strait Islander men to equip them to participate more meaningfully in society. Clontarf is integrated fully into the tapestry of Brewarrina Central School. Boys from Year 5 to 12 are encouraged to be involved in the program. To remain in Clontarf the boys are required to attend school regularly, apply themselves to study and embrace the Academy's requirements for behaviour and self discipline. While sport is used as the vehicle to attract the boys to be involved, 'it is not the main game'. The school has a Director and Operations Officer. In 2017 the Directors were Adam Close (until Term 3) and Chris Bell from Term 4. Uncle Charlie McHughes is the Operations Officer. They are a dedicated and energetic team who oversee the Clontarf activities and work closely with the school. Last year they organised 19 camps which included the senior boys travelling to Darwin, an Employment Forum in Dubbo and were involved in 21 carnivals for different sports including the Ross Kelly Cup in Sydney. They also organised the visits by Fox Sports to do a 'special' on the Brewarrina Academy, Scott Morrison the Federal Treasurer and Gerard Neesham the CEO of Clontarf. The boys are involved in training three days a week. The Clontarf Academy Awards Night is a much anticipated event at the end of the year. All the boys We look forward to continuing our successful association with Clontarf as we work together to support our young men to make a fulfilling transition to life beyond school.