

Biraban Public School Annual Report



2017



3988

Introduction

The Annual Report for **2017** is provided to the community of **Biraban Public 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.

Sandy Notley

Principal

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Message from the Principal

2017 has been a very productive and successful year for Biraban P.S. We started the year with a very positive team attitude, where staff were very committed to make a difference. Student number went from 105 at the beginning of the year to well over 120 by the end of the year. This is due to the increased good reputation of the school and a community, who is supporting what the school is doing. For the first time our P&C held a very successful fete. I would like to thank our dedicated P&C members for their hard work throughout the year. The Early Action for Success initiative has had a very positive impact on the school. the majority of our K–2 student are achieving at or beyond their expected benchmarks. Trend data for most areas of NAPLAN showed improvement including; Year 3 Reading, Writing, Spelling and Numeracy and all Year 5 areas of Literacy. We had increased number of students achieving in the top 2 bands of NAPLAN with 38% of year 3 and 5 students in 2017 as compared to 20% in 2015. I would like to thank our committed students and staff for their fantastic work in achieving these results.

Sandy Notley

Principal

School background

School vision statement

Biraban is a supportive and inclusive school which promotes RESPECT, RESPONSIBILITY and PERSONAL BEST.

All students are inspired to be committed to their own learning in a quality environment where strong community involvement is valued in all aspects of school life.

School context

Biraban Public School is situated on the western side of Lake Macquarie on Awabakal land. The school has a current enrolment of 115 students with Aboriginal students making up 41% of this enrolment.

The staff are enthusiastic and dedicated. Half of the staff entitlement is made up of exemplary casual teachers who are nurtured and mentored by our more experienced staff members. The staff are committed to improving student outcomes and increasing community engagement to support student learning.

There is strong evidence of Aboriginal culture around the school. Parents and community believe the school has a positive culture which is open, respectful and values everyone's opinion" and "a feeling that school genuinely wants to support kids and culture."

The school has a comparatively high Family Occupational and Educational Index (FOEI) with an average of 152 and receives significant RAM funding because of this. The school is slowly growing again and its reputation is improving in the local community.

The school has a strong focus on literacy and numeracy. We will complete implementation of Focus on Reading this year. Two staff members have already trained in L3 and a further two are training this year.

In 2015 the school became part of the Early Action for Success (EAfS) initiative. We have an instructional leader 2 days per week. They will ensure all students K–2 are meeting required benchmark. Where students are not meeting these benchmarks she will put interventions in place with the support of the intervention teacher and the Learning and Support Teacher.

We have a strong focus on Values Education and in 2014 we introduced Positive Behaviour for Learning(PBL) which supports this program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff and parents at Biraban Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at a number of school evaluation meetings during Term 4 to thoroughly examine the school plan and to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations. In the domain of Learning, our efforts have primarily focused on wellbeing and curriculum. The purchase of visual Positive Behaviour for Learning signage throughout the school to clearly display our whole school expectations and the collaboration with students to set explicit behaviour goal following negative incidents has had an impact on reducing data base entries for behaviours. At risk student are identified through Learning Support Team meetings and through data sharing meetings. Powerful Learning, Accountable Teaching (PLAT) markers have been used this year to develop teaching and learning programs from K–6 in Mathematics and to monitor student progress and provide tiered intervention and differentiation. Students requiring adjustments in literacy and numeracy are identified on teacher timetables and student profiles. Students knowledge, understanding and

skills in using technology and coding have developed through the involvement of Scope IT and the increased use of T4L learning tools by stage 3 students. Our major focus in the domain of Teaching has been on effective classroom practice and learning and development. The Explicit Direct Instruction (EDI) initiative has focused on increasing the use of quality teaching elements and the inclusion of learning intentions and success criteria to drive teaching. There has been an increase in feedback to teachers and students enabling a focus on improvement. Peer conversations have encouraged staff to identify specific professional learning to meet PDP goals. Teachers were supported to trial innovative and evidence based practices in creative and critical thinking and the school has identified strengths in staff to provide professional learning. The implementation of instructional rounds has seen a whole school approach to improve pedagogy. This has ensured continual growth of best practice, including strategies for differentiation and the successful integration of technology. In the domain of Leading, our priorities have been focused on educational leadership and school resources. Teachers are required by the leadership team to set high expectations and regularly review student goals. The school recognises needs in the community and provides assistance to cater for a range of equity issues. Technology is effectively used to enhance learning and service delivery. The school plans for community use of school facilities to access resources for the purpose of enriching the schools standing within the local community and improving outcomes for students. e.g. Interrelate, YMCA, Messy Church.

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

Quality Teaching and Inspired Learning

Purpose

To inspire students to be committed to their own learning and achieve improved outcomes through quality teaching provided by teachers who are engaged in current professional learning.

Overall summary of progress

This year teachers have continued use data to drive their teaching. The Instructional Rounds initiative including explicit direct instruction (EDI) has allowed for and increased focus in quality teaching and improving pedagogy. Powerful Learning, Accountable Teaching (PLAT) markers have been used this year to develop teaching and learning programs from K–6 in Mathematics and to monitor student progress and provide tiered intervention and differentiation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students meeting benchmarks in Literacy and Numeracy and achieving syllabus outcomes.	Socio-economic background \$67700	Parent training had allowed parent to have an increased understanding of the evidence based practice used in our classrooms. The average progress from Year 3 to Year 5 in NAPLAN literacy for 2017 was 91.3. The average progress from year 3 to year 5 in NAPLAN numeracy for 2017 was 94.4.
K–6 continuums used common assessment tasks for data analysis and future planning to direct planning for differentiated pedagogy and programming.	Socio-economic background \$30400	Teachers have begun to take more responsibility for intervention, differentiation and student goal setting.
Staff complete relevant professional learning to enhance the delivery of teaching and learning programs.	Socio-economic background \$18800	Instructional Round Initiative and Critical and Creative Thinking

Next Steps

- Introduce the learning progressions for literacy and numeracy.
- Develop an increased focus on explicit teaching to further enhance student learning.
- Further development of the instructional rounds initiative.
- Increase integration of future focused learning.
- Teaching programs will continue to provide differentiation and adjustments where needed for all students.
- Technology Explicitly taught as part of RFF.
- Continue to update technology resources across the school.

Strategic Direction 2

Quality Systems for Quality Education

Purpose

To build strong quality systems which inspire collaboration, empowered leadership and quality organisation to ensure increased student learning outcomes.

Overall summary of progress

Positive Behaviour for Learning has continued throughout the year and expectations have been developed and signage is now displayed in all areas so students can clearly see what is expected. A committee of teachers and parents reviewed the school's wellbeing policy. The school finalised its Teaching and Learning Handbook and Teacher Induction Booklet.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has explicit systems that drive school-wide improvement in teaching practice.	Socio-economic background \$2400	Instructional Rounds were successfully implemented.
The school has explicit systems to improve student wellbeing and behaviour.	Socio-economic background \$6000	Student Wellbeing Policy Reviewed. PBL signage installed.
Quality systems drive school finance and administration.		EBS4 is now used by teachers for attendance, suspensions and referrals to the learning support team.

Next Steps

- Positive Behaviour for Learning will continue in 2018. We would like to begin Tier 2 training to provide further strategies to support students with higher needs.
- Improve tracking of PBL lesson delivery and consistent rewarding of expectations of behaviour.
- We will further focus on caring for students mental health through Kids Matter.
- Staff will receive further training in managing students with attachment and trauma issues.
- Further social skills programs are to be implemented in 2018.
- Implementation of Kids MatterPhase 1 for all staff and establish an action team to improve school wide collective responsibility for student learning.

Strategic Direction 3

Empowering School Community for an Inclusive and Positive School

Purpose

To improve student engagement, with a school community working to embed values and culture in a positive school environment.

Overall summary of progress

Parents and community members had the opportunity to participate in a wide range of school related activities. School strategic directions were shared with community at Yarn-Up, school improvement and P&C meetings. Community is asked for feedback and input into next 3 year school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained high levels of student engagement, learning and wellbeing as a result of quality and innovative and strategic community learning partnerships and consultation.	Socio-economic background \$2800	Student learning goals are sent home to parents K–2 every 5 weeks. Student led interview implemented allowing students to report their own progress to parents.
Improved student understanding of and responsibility for their own learning.		K–6 set goals in literacy and numeracy every 5 weeks. Students identify their own areas of strength and areas of improvement and create goals for themselves based on this information.
Improved parent collaboration and participation in school/family partnerships.	Socio-economic background \$2200	Improved parent involvement and collaborative planning for 2016.
Sustained high level of community partnerships.	Socio-economic background \$3278	Homework club continue successfully in collaboration with Nikinpa. Connect service run by Interrelate established on school grounds continued to be an asset to the school and community.

Next Steps

- Develop strategies to assist student learning at home.
- Continue and develop further strategies to engage parents in the school.
- Continue to develop student goal setting and student lead interviews to continue to engage parents in student learning.
- Develop student goals that link to the new learning progressions and develop a more uniform approach to student goal setting.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading \$72950	NAIDOC was celebrated with cultural; activities. Awaba school joined in the celebration along with local Elders. Teachers have updated student Mgoals during the student led interviews.
Low level adjustment for disability	Low Level Adjustment Disability \$13881	Students with disabilities were provided with adjustments and goals were set. Personalised Learning and Support Plans (PLSP) developed for students with learning needs. Behaviour Management Plans (BMP) developed for students with behavioural needs. SLSO support provided for implementation of programs including Minilit and Multilit
Quality Teaching, Successful Students (QTSS)	Beginning Teacher Support \$6725	Teacher Mentoring for Early Career teachers was provided.
Socio–economic background	Socio–economic background \$129000 • Socio–economic background (\$350.00)	Students from Low–socio–economic backgrounds are effectively targeted to cater for their learning and wellbeing. 0.8 intervention teachers were employed to support student learning. 0.2 teachers employed to provided mentoring to early career teachers. Speech therapy program provided support for students with learning needs.
Early Action for Success	This year the school has moved into Phase 2 of EAFS with an Instructional leader appointed 3 days a week. The role is to build staff capacity in Literacy/Numeracy with achieving increased outcomes for students. Tiered intervention was implemented through the LAST allocation, SLSO's and classroom teachers.	PLANdata indicates improvements in Literacy and Numeracy K–3: <ul style="list-style-type: none"> • 73% achieved at or above the reading benchmark. • 64% achieved at or above the comprehension benchmark. • 81% achieved at or above the early arithmetical strategies benchmark.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	56	55	54	60
Girls	56	56	52	60

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	90.2	94.2	94.9
1	89.7	94.3	88.3	90.3
2	93.6	92.9	89.3	87.1
3	92.8	95	89.5	88.2
4	85.6	92.8	91.7	92.1
5	92.9	87.7	91.1	88.3
6	91.5	90.9	84.4	87.6
All Years	91.4	91.4	89.5	90.3
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
All Years	94.8	94	94	93.9

Management of non-attendance

At Biraban Public School a rigorous program of monitoring attendance and a daily phone home program is in place. Each week the executive managing attendance assesses the absentee record and any student attending less than 85% is invited to a meeting to develop an attendance plan. The Home School Liaison Officer meets regularly after examining school attendance records and follows up problems. Incentive programs are implemented to encourage full attendance and every family is expected to give written explanation of absences or Dr Certificates when required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	6.59
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

Biraban P.S. employs a full-time Aboriginal Education Worker.

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	11

Professional learning and teacher accreditation

2017 staff were engaged in significant professional learning, with over \$28000 spent on professional learning.

During 2017 we were involved in 2 regional initiatives that provided additional funds and expertise to train staff. The Instructional Rounds Initiative has allowed us to develop our own model of instructional rounds and to monitor the implementation of our model of Explicit Direct Instruction. The Maths initiative has allowed us to refine our programming and tracking in Maths.

Language, Learning and Literacy continued to be a significant initiative for K–2 teachers as parts of EAFS.

Teachers have further developed their ability to interpret data and cater for students needs through data sharing meetings.

New staff were trained in Focus on Reading (FoR) and were supported by a teacher mentor.

All staff took part in cultural competence training and 8 Ways training at the joint LMG Staff Development Day.

Executive staff were trained in Growth Coaching to further enable them to assist staff development.

Staff have engaged in future focused learning with a focus on quality pedagogy which emphasises collaboration, critical thinking, creativity and communication, to equip our students to successfully meet the challenges of the future. Online Google classrooms have been established in older classes to facilitate the effective use of technology and to extend learning opportunities. These classroom structures reinforce cooperative and collaborative learning.

Training continued for the implementation of LMBR systems. This year staff began to use the student referral system in Student Wellbeing.

Teacher accreditation

Staff at Biraban are at various career stages. There are new scheme teachers who are seeking accreditation, teachers who are maintaining their accreditation and a number of staff who will need to be accredited in 2018.

The Performance Development Framework process was consolidated with all staff in 2017. Teachers set goals and presented evidence of their progress toward meeting those goals. Goals were linked to the Professional Standards, which enabled teachers to develop greater understanding of the standards in preparation for accreditation. The school executive completed some training in the accreditation process.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	94,619
Revenue	1,766,555
Appropriation	1,706,455
Sale of Goods and Services	9,333
Grants and Contributions	49,953
Gain and Loss	0
Other Revenue	0
Investment Income	814
Expenses	-1,832,118
Recurrent Expenses	-1,832,118
Employee Related	-1,641,909
Operating Expenses	-190,209
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-65,562
Balance Carried Forward	29,056

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	982,227
Base Per Capita	16,200
Base Location	0
Other Base	966,028
Equity Total	301,863
Equity Aboriginal	75,033
Equity Socio economic	169,395
Equity Language	0
Equity Disability	57,435
Targeted Total	13,629
Other Total	359,286
Grand Total	1,657,005

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.

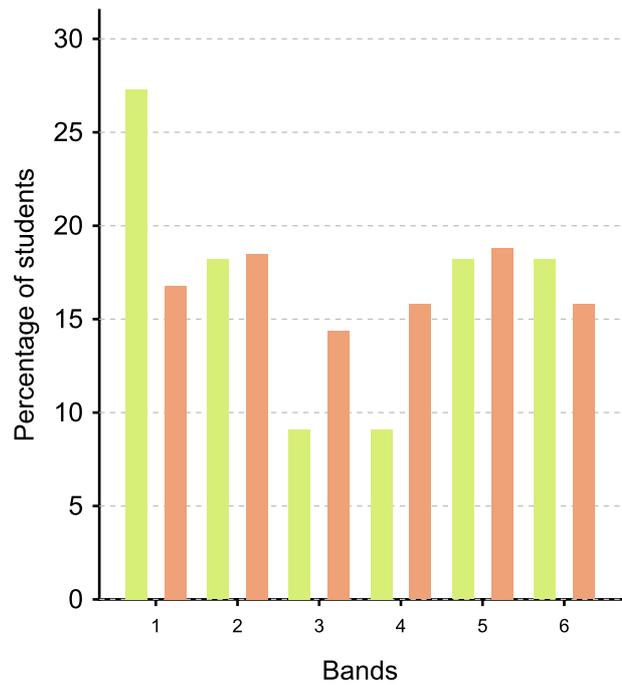
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

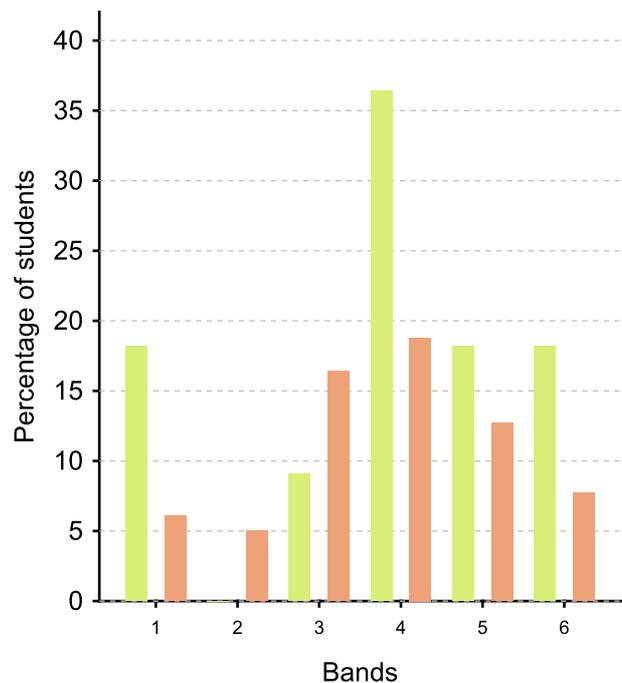
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



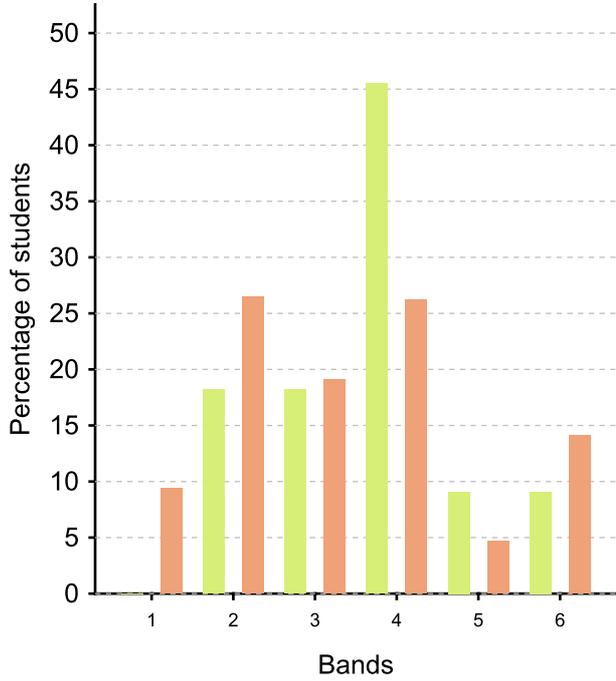
Band	1	2	3	4	5	6
Percentage of students	27.3	18.2	9.1	9.1	18.2	18.2
School avg 2015-2017	16.8	18.5	14.4	15.8	18.8	15.8

Percentage in bands:
Year 3 Reading



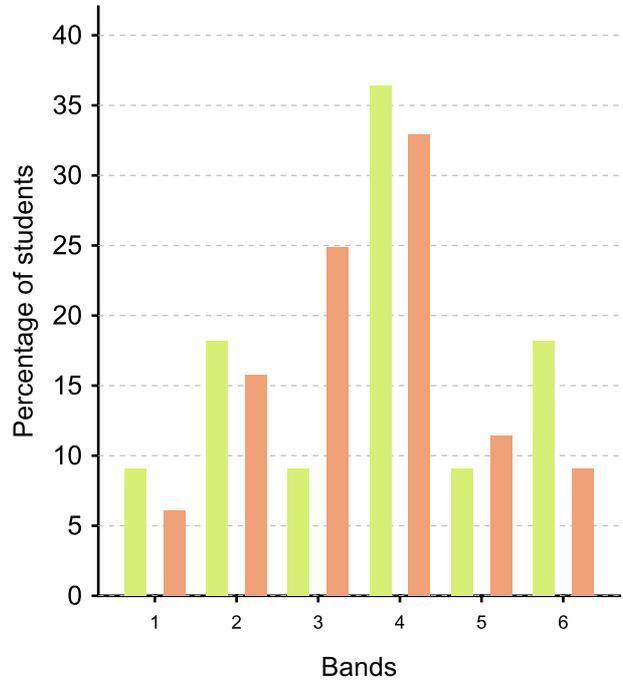
Band	1	2	3	4	5	6
Percentage of students	18.2	0.0	9.1	36.4	18.2	18.2
School avg 2015-2017	6.1	5.0	16.4	18.8	12.7	7.7

Percentage in bands:
Year 3 Spelling



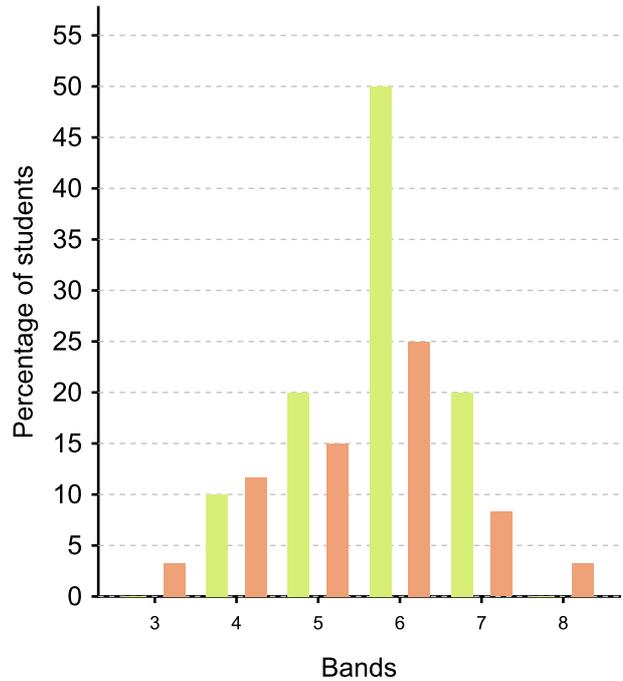
Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	18.2	45.5	9.1	9.1
School avg 2015-2017	9.4	26.5	19.1	26.2	4.7	14.1

Percentage in bands:
Year 3 Writing



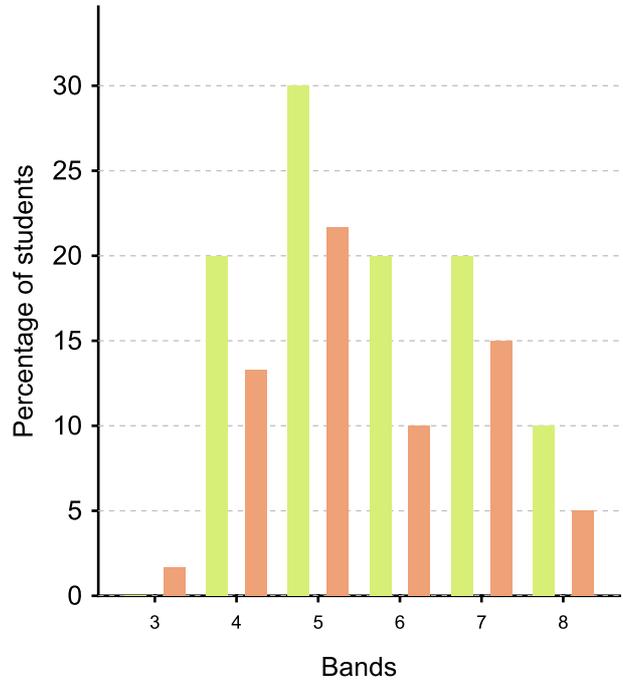
Band	1	2	3	4	5	6
Percentage of students	9.1	18.2	9.1	36.4	9.1	18.2
School avg 2015-2017	6.1	15.8	24.9	32.9	11.4	9.1

Percentage in bands:
Year 5 Grammar & Punctuation



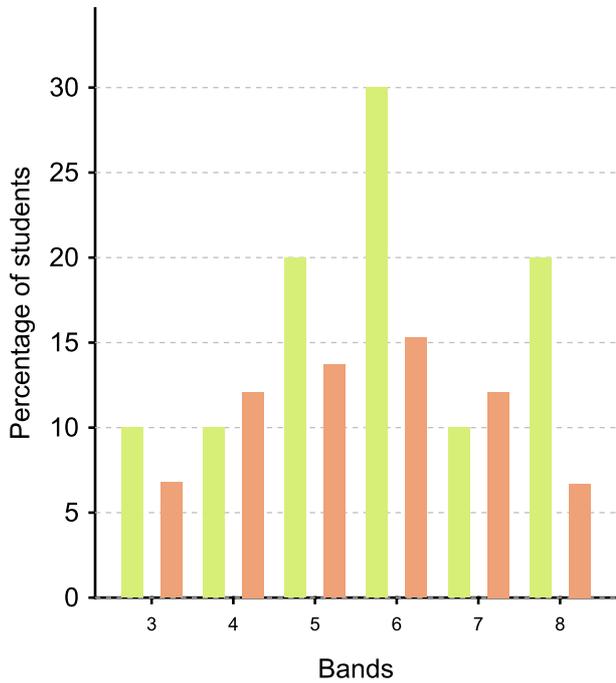
Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	20.0	50.0	20.0	0.0
School avg 2015-2017	3.3	11.7	15.0	25.0	8.3	3.3

Percentage in bands:
Year 5 Spelling



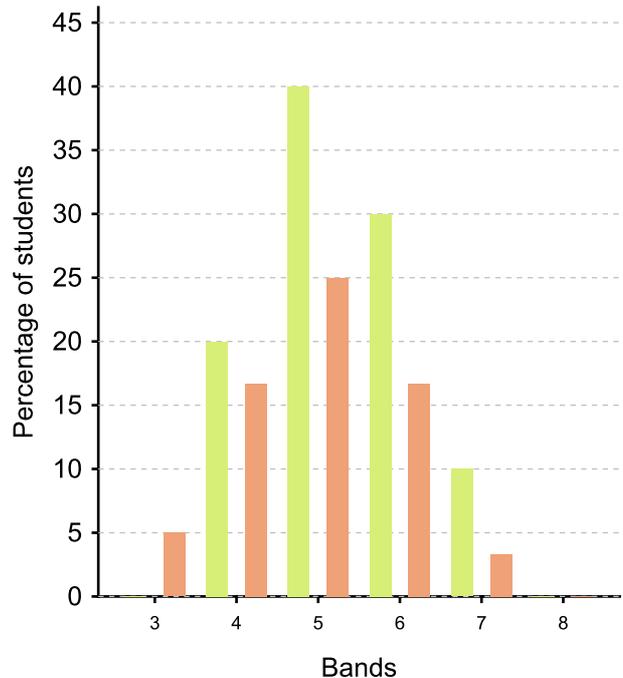
Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	30.0	20.0	20.0	10.0
School avg 2015-2017	1.7	13.3	21.7	10.0	15.0	5.0

Percentage in bands:
Year 5 Reading



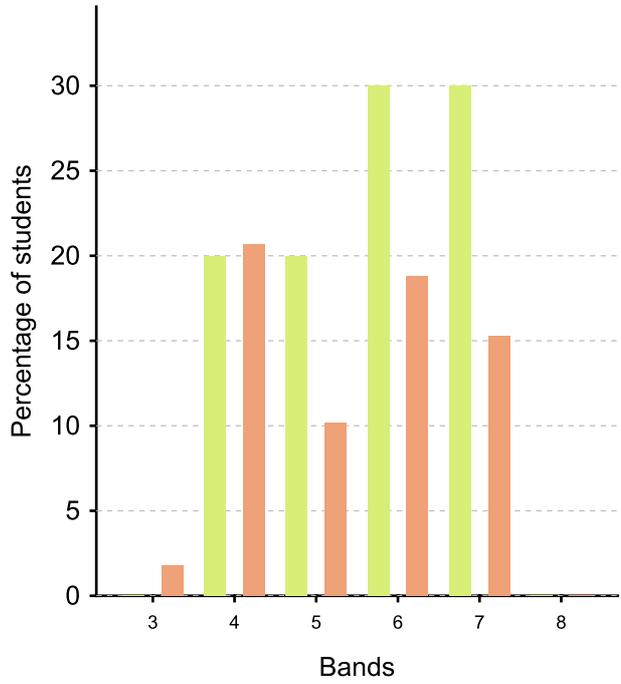
Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	20.0	30.0	10.0	20.0
School avg 2015-2017	6.8	12.1	13.7	15.3	12.1	6.7

Percentage in bands:
Year 5 Writing

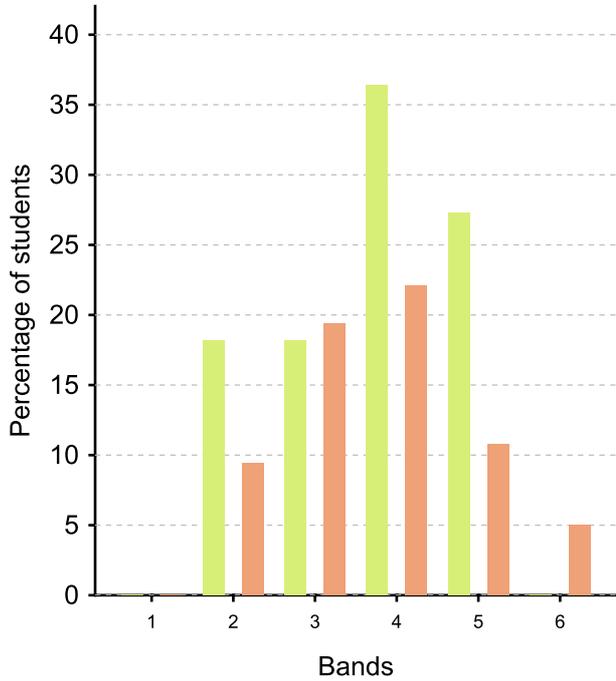


Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	40.0	30.0	10.0	0.0
School avg 2015-2017	5.0	16.7	25.0	16.7	3.3	0.0

Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	20.0	30.0	30.0	0.0
School avg 2015-2017	1.8	20.7	10.2	18.8	15.3	0.0

■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	18.2	36.4	27.3	0.0
School avg 2015-2017	0.0	9.4	19.4	22.1	10.8	5.0

Parent/caregiver, student, teacher satisfaction

On a general survey sent out to parents, 83% rated their satisfaction as high or very high. The remaining 17% rated their satisfaction as satisfactory.

Our Partners in Learning Parent survey indicates a high level of parent satisfaction. The questions addressing parents feeling welcome at the school, support for learning, support for positive behaviour and parents being informed at the school all score a 8 or above, where 10 indicates strong agreement and 5 indicates neutral. We are concerned with the score of only 6.1 for parents supporting learning at home and this will be an area we will focus on in the next planning cycle.

Students Tell Them From Me surveys indicate mixed results. A notable result was only 32% of students perceived themselves to be victims of bullying compared to 36% for the NSW Govt norm. 89% of students valued school outcomes. 88% of students believed they tried hard to achieve at school. 73% of students had positive behaviour and 80% thought they had friends who helped them make positive choices.

The most concerning area of the survey was students' sense of belonging where only 64% of students had a high sense of belonging as compared to 81% for the NSW Govt norm. It is most concerning that this falls to 56% for Year 5 students, even though it does improve to 65% for Year 6 students.

On a school developed survey showed, teacher satisfaction was very high with a score of 8.5, where 10 items were rated out of 10. The lowest area was parent participation with a score of 5.8. Areas of; working with the team and access to professional learning scored above 8.

Policy requirements

Aboriginal education

Our school promotes an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages. We are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. At Biraban Public, we respect, value and promote the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country.

In 2017 there were 41 Aboriginal and Torres Strait Islander students attending Biraban Public School. Cultural significance was a focus for our Aboriginal students within school:

- Staff participated in professional training and development program at the term 2 staff development day with the local management group, to enhance the cultural significance of programs offered to all students.

- SistaSpeak and BroSpeak groups were offered to Aboriginal students as well as small group art and culture activities with our AEW.
- Our annual Yarn Up was held out of the school and included a trip to the Watagans. Aboriginal students in Year 6 and K-6 parents/carers went to the Watagans, Awabakal Country for a cultural day and chance to yarn. Parents were asked to add their perspective and ideas as part of the 3 year planning process.
- Continued our strong connections with Nikinpa Child and Family Centre including: homework club, attendance at school events, reading time, peer learning sessions, an extensive transition program and staff training.
- Personalised Learning Pathway meetings were held for every Indigenous student and started using the MGoals site to track and celebrate student success with their personal goals.
- Worked in collaboration with the local company Nutrition Plus as well as Indigenous and non-Indigenous parents to complete our Yarning Circle. The schools AEW worked closely with this team to ensure that the Yarning Circle was a place that all students could come to participate in culture lessons and activities.
- Held successful NAIDOC day celebrations and took part in local celebrations.
- Performed at many events including the local Westlakes NAIDOC celebrations, where students from K-6 performed Aboriginal dance and sang the National Anthem in Awabakal language.

Multicultural and anti-racism education

Biraban Public School is proud to be welcoming and supportive of a variety of different cultures. We recognise and celebrate cultural diversity within our school, always considering the perspectives of culture, language, interests and different learning styles in our teaching and learning practices. We work hard to develop trusting relationships with the wider community to strengthen the learning bonds within our school which is reflected through our strategic directions. Respect is one of our three core values that underpin our school wide approach to Positive Behaviour for Learning (PBL). PBL lessons are taught weekly and maintain a school wide focus with rewards linked for positive behaviour. Through explicit modelled teaching these lessons help to build levels of understanding surrounding the content areas of Multiculturalism and Anti-Racism behaviour and attitudes. Significant celebration days are recognised and celebrated within the school to further highlight the importance of these areas. Harmony Day was a chance for each class to learn about a specific culture and all the contributions they have made towards the multicultural Australia we know today. Students finished the week by participating in a whole class cooking activity to celebrate a traditional food of that culture and reported these activities at a special whole school Harmony Day assembly.

Other school programs

Opportunity Class (OC)

The Opportunity Class (OC) at Biraban provides an avenue for gifted and talented students to explore and express their unique abilities in a safe and flexible learning environment. During 2017 the OC classroom was set up to maximise the learning potential for each individual and a range of learning opportunities were offered to increase engagement of gifted and talented students. Students took part in a new program targeting critical and creative thinking in line with the Australian Curriculum. Students were encouraged to develop and utilise skills for Project or Inquiry-Based Learning, creative problem solving, design processes and Authentic 21st Century Learning. As a culmination of this skill development, students then designed, planned, produced and presented their own inquiry based project based on their own passions or interests. The OC was also extended through a range of rich learning tasks and STEM activities throughout the year. Students from Biraban OC and surrounding schools also had the opportunity to take part in a Gifted and Talented Enrichment Day hosted at Biraban. Students were provided with a range of electives such as Maths, Science, Critical and Creative Thinking, Music and Writing. Each elective was run by a specialist in the field and extended the students with unique and challenging activities. This was a great opportunity for students to connect with other like-minded students and extend their thinking. In 2017, Biraban also had a strong focus on improving and utilising technology within the OC in order to learn future-focused skills. Students became fluent in working collaboratively online through both Google Classroom and OneNote. Student's also continued to develop their coding skills through Code Club and expanded their technology use to construct and design websites to present Science projects. Students also had the chance to engage with robotics and coding during a technology workshop run through the Indigenous Digital Excellence initiative. This program provided opportunities for students to explore digital technology—using tools like MIT Scratch, robotics, and 3D printing.

The OC also provides a unique physical learning environment through flexible learning spaces in order to extend capable students and strengthen self-regulation skills. The classroom was designed in such a way that students were required to be reflective and adaptive based on their individual needs. Through explicit teaching of the Zones of Regulation, students became aware of their personal capabilities and strategies to manage their emotions and choices. Students took these higher order skills and applied them to their individual learning needs, choosing appropriate work spaces for themselves on a daily basis.

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