

Baradine Central School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Baradine Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Christine Clarke

Principal

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Message from the Principal

Our school motto, *Not for School but for Life*, is evident in the contributions made by staff, students and our community. A rewarding aspect of school life in 2018 has been the strengthening of partnerships with our local community but also the commencement of exciting new partnerships with communities further afield. The **drought** has been extreme and its impact has been immeasurable. However, as the saying goes, out of a bad experience comes new opportunities and this couldn't be truer than what has occurred this year. Following chance exposure on National TV, through the Today show's tour of drought ravaged places in NSW & Queensland, Baradine Central School has been befriended by numerous schools and individuals, all wishing to help out with the drought, in one way or another. As a result of this, we expect to host school groups wishing to visit Baradine next year and also take up the invitations to visit these schools in South Coast region of NSW and central Victoria. Baradine Central School is humbly appreciative of the donations from generous school communities who have gone out of their way to fundraise for our benefit. BCS student representative councils suggested the funds could be pooled to erect a new shade structure for our school along with installing numerous birth baths for the abundance of birdlife that visits the school grounds on a daily basis. Baradine Central School's planned focus directions for 2018 were essentially all about personalising learning along with developing positive sense of wellbeing for all students. The school places children and parents at the centre of student learning and we have adopted the phrase 'personalised learning'. The school has been able to sustain this culture in an effective and successful way as evidenced by the report from External Validation process conducted this year. Our staff have been committed to teaching all aspects of the development of the child or young person, (academic, social, emotional, physical & spiritual). By identifying their strengths every bit as much as their needs, teachers have generated learning motivation for most students in 2018. Baradine Central School recognises that every learning experience (whether formal and informal) is important in harnessing our students' curiosity and love of learning. We have provided a vast array of opportunities for students of all ages across K–12 including secondary's highly successful two week Queensland excursion visiting the **Great Barrier Reef**. The boys and girls of Baradine Central School have achieved in all areas of school life during 2018. I congratulate each and everyone of them. Thanks must also go to the entire school staff on their professionalism, caring attitude and persistence. I feel proud to be leading such a dedicated team.

Christine Clarke

Principal

December 2018

School background

School vision statement

Baradine Central School will provide inclusive and quality 21st century learning experiences in a safe and respectful environment. Students and staff will be encouraged and supported to achieve success through attaining educational outcomes.

School context

Baradine Central School is a small inclusive K–12 school in a rural setting that is integral to the local community. The school features diverse educational opportunities, outstanding resources and integrated technology with very dedicated and caring staff and supportive P&C. There are approximately 100 students from Kindergarten to Year 12 with more students in secondary than primary.

The school's motto, *Not for School but for Life*, emphasises the value life-long learning. There is strong support from the community and a focus on improving the learning outcomes and well-being of all students and the development of the whole child. We believe there is a strong relationship between the academic, physical, mental and socio-cultural needs of students, and that they are of equal importance in ensuring successful educational outcomes.

The core values of Baradine Central School are respect, quality, participation and safety. The school is supported by equity funding that addresses the school's unique context or being rural, remote with low socio-economic status and significant percentage (51%) of the student enrolment identifying as Indigenous.

The school is on a path of continuous improvement linked to the School Excellence Framework, The Wellbeing Framework, the Australian Professional Standards for Teachers.

Continuing programs supporting the development of every learner include Early Action for Success, Quality Teaching Supported Students, Positive Behaviour for Learning and learning cohorts for Junior, Middle and Senior schools.

The school has effective transition to school and middle years programs and VET courses in Stages 5 and 6 as priorities for our students. Personalised learning is supported by regular feedback, assessment for learning and reporting to parents through interviews, student reports and the Annual Report.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, our on balanced judgement to be Sustaining & Growing.

- Learning culture: **Sustaining & Growing**
- Wellbeing: **Excelling**
- Curriculum: **Sustaining & Growing**
- Assessment: **Sustaining & Growing**
- Reporting: **Sustaining & Growing**
- Student performance measures: **Delivering**

In the domain of Learning, our focus has been personalising literacy & numeracy learning for all students. We have continued to have a major emphasis on reading recognising that this is where leverage is needed, to effect shift in Student Performance Measures and see increased percentage of Baradine Central School students achieving at or above minimum national standards. As the 2018 NAPLAN results were not available at the time of writing the Executive

summary, reference is to 2017 NAPLAN. Progress is evident in the Domain of Learning, Student Performance Measures. In 2017 NAPLAN data, the school's value-add trend is positive. In fact, for the Years 5 to 7 value-added data, the school out-performed the majority of public schools in NSW. NAPLAN results fluctuate due to small cohort sizes and individual performance and it is invalid to draw conclusions about group performance. The school identifies growth targets for individual students, using internal progress and achievement data. Innovative strategies have been established, to support collaborative professional learning to develop all staff's capacity to explicitly teach literacy and numeracy across all KLAs. Strategies include: self-reflection in teaching programs aligned with school plan priorities; extra scheduled time for faculties to meet; and best utilisation of the Sentral communication system, as a tool for teachers to share ideas. Refined processes for monitoring student growth by Junior, Middle, and Senior School teams has led to more critical data analysis of NAPLAN results, student work samples, homework feedback, teacher feedback from metacognitive tools, such as learning logs, literacy and numeracy progressions and LST shared information. Teacher collaboration time led to the exploration and implementation of evidence based practices focusing on reading across the whole school. DEAR (drop everything and read) was timetabled in secondary and enhanced with LAST involvement. The majority of teachers are teaching literacy and numeracy in all programs across all KLAs resulting in improved reading outcomes and growth for an increased number of students. A minority of teachers are being supported to build their capacity to do this. Teachers routinely review learning with students to ensure they have a clear understanding of the feedback provided on how they can improve their literacy and numeracy skills. Formalised processes for SLSO targeted support have been enhanced by resource allocation, professional learning, strategic timetabling and team supervision. Consultation and collaboration between the learner, the parent and the teacher has led to personalised learning plans and goals for all students being in place. However, increasing the proportion of parents who engage with this process will continue to be a challenge for the leadership team. Modelling of high expectations of work samples and outcomes by teachers, has led to an improvement in the quality of work in most classes. Professional learning for teachers on their knowledge of the literacy/numeracy progressions has led to a clearer understanding of knowing where their students need to be in the teaching cycle. Career planning, university exposure (ASPIRE), resource allocation and scaffolding of lessons has supported higher achieving students to excel, as evidenced by our Aurora student and SBAT students. The operation of a weekly after school learning hub (homework centre) has resulted in an increased proportion of students in both primary and secondary, completing assessment tasks and revision work, and strengthening their learning outcomes. Intensive professional learning to support teachers to differentiate the curriculum, has built their capacity to support learners. There was a significant focus on transitioning high needs students from primary school into secondary with student learning outcomes exceeding expectations as noted in LST documentation. Celebration of student success and progress through acknowledgement at school assemblies and in the newsletter has created change in student self-belief and their attitude to learning as reflected in TTFM survey analysis.

In conclusion, from our strong focus on personalised learning, student literacy and numeracy learning outcomes are trending in a positive direction. Effective classroom practice is driving growth in student performance across the school. The leadership team's self-assessment processes will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching, our on balanced judgement to be Sustaining & Growing.

- Effective classroom practice: **Sustaining & growing**
- Data skills & use: **Sustaining & growing**
- Professional standards: **Delivering**
- Learning & development: **Sustaining & Growing**

In the domain of Teaching, our focus for 2018 has been Effective Classroom Practice. Demonstration and sharing of expertise and knowledge of the teaching and learning cycle has led to an overall increase in the capacity of teaching staff to differentiate the curriculum to meet the needs of a wide range of learners. Collaboration with peers on developing literacy and numeracy strategies has resulted in the application of strategies across all KLAs. Teachers collaborated to develop their capacity to use evidence based practices. They referred to the resources, Effective Practices in Teaching & Learning, on the Centre for Education Statistics and Evaluation (CESE) website, to meet specific learning needs of students across a full range of abilities. Structured in school staff training has allowed staff members with expertise, to lead training opportunities for cross faculty conversations and feedback on all external professional learning. These actions resulted in a stronger knowledge base for effective evidenced based teaching practice. Negotiated peer lesson observations along with performance team leaders modelling and demonstrating quality teaching strategies, increased the capacity of teachers to teach explicit quality lessons. Regular in school training and meetings in Positive Behaviour for Learning (PBL) and Learning & Support Team (LST), ensured staff implemented consistent and effective systems and processes for student welfare and behaviour management. Continued teacher access to professional learning on the Australian Curriculum, has allowed teachers to collaborate with networks of schools, to gain faculty specific information for implementation in their own practice. Staff knowledge and application of the Australian Professional Standards for Teachers is evident from teaching programs. They demonstrate teachers using evidenced based teaching strategies, LST interventions and modifications and adjustments for high needs students, outcomes based assessments, and scope and sequences learning based on syllabus outcomes and content. Teachers have been provided with

opportunities to expand their professional capabilities, by leading extra-curricula activities. Professional learning for staff has been personalised and tailored to maximise the attainment of their PDP goals. When new staff are inducted into the school, Australian Professional Standards for Teachers document is used as a focal point for professional learning. On occasion, teachers share their expertise with other schools e.g. online training for autism. Early career teachers are supported, mentored and trained in relevant programs e.g. in primary, K-2 are supported by both the Early Action for Success program and an Instructional Leader. Secondary teachers participate in virtual faculty networks catering for collaboration with teachers in same KLA specialty. Data analysis to inform evidenced based planning occurs by teachers collaborating to analyse internal data e.g. PBL, exam results and also external data e.g. NAPLAN, TTFM, HSC, EA4S data sets. Teachers interpreted feedback from students via learning logs and were able to measure the effectiveness of their teaching about the concepts being taught in a unit. A staff culture of peer support is evident with colleagues informally supporting one another with daily challenges encountered in the teaching and learning cycle, faculty issues and informal collaboration to share ideas and skills, give advice and seek assistance. Progress is evident in the Domain of Teaching – Professional Standards. Teachers use both the Australian Professional Standards and their PDP to reflect on their practice and plan for and monitor their own professional development to improve on their performance. The majority of teachers have achieved accreditation as proficient and are in a maintenance phase. Teachers' attainment of their professional goals in their PDPs and the maintenance of accreditation is supported by the school. The school provides professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

In conclusion, Baradine Central School will continue on a journey of building teachers' capacity to deliver quality teaching to all students with consideration given to our unique contextual challenges. 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.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, our on balanced judgement to be Delivering.

- Educational leadership: ***Sustaining & Growing***
- School planning, implementation and reporting: ***Delivering***
- School resources: ***Sustaining & Growing***
- Management practices and processes: ***Sustaining & Growing***

In the domain of Leading, our focus in 2018 has been to progress School Planning, Implementation and reporting. Being the initial year of the School Plan 2018–2020, our intention was to implement the plan with fidelity. The school's evolving context comprises: stable enrolment pattern; Aboriginal enrolment at 57.3%; fluctuating attendance patterns; 25 % students have identified disabilities and/or learning needs; low socio-economic status (FOI 165); 66% teachers accredited as proficient; 33% teachers provisional status; 0% teachers accredited as LEAD; and 60% secondary teachers teaching classes outside of their training. Members of the leadership team elected to co-lead a Strategic Direction and are committed to embedding ownership for the School Plan 2018–2020 with all staff members. It has been an exciting year with the School Plan 2018–2020 being implemented on track and monitored through the Milestones process. The collaborative approach to its implementation, supported by the current funding model to schools, is making a major difference at our school as evidenced by successful programs and initiatives and community trust. The school used research, evidenced-based strategies and innovative thinking in designing and implementing a school plan that is set to successfully deliver ongoing, measured improvement in student progress and achievement. The school supports collaborative performance development and efforts to continuously monitor improvement. Community engagement is stronger for sporting and extra-curricula activities than for formalised reporting processes such as parent interviews. Community satisfaction is measured and analysed annually through the Tell them From Me survey, with findings reported back to the community. The school is generally well resourced with resources utilised effectively, to align with the School Plan priorities. Baradine Central School is a Group 8 school being the last in the state to transition to the new administrative system, LMBR. 2018 has been a frustrating and steep learning curve for the administration and leadership team to keep abreast of the changes and problem solve system issues as they arise. The leadership team includes early career middle management, responsible for leading the secondary faculty and providing advice to the primary trained principal in HSC accountabilities. Our contextual challenges in 2018 have provided opportunities for change and innovation through problem solving strategies such as Langford Tools. The school managed an excessive proportion of high needs students whilst having limited special education resources. The leadership consulted with available network specialists to formulate a management plan to address this major issue. Consequently, resources were deployed to employ further SLSOs and have them gain qualifications through a TAFE course. Professional learning on differentiating the curriculum and time for teacher collaboration were essential elements of a rigorous and successful transition plan to accommodate the needs of some of the students. Attendance issues directly linked to the prevailing drought, have been partly resolved by the establishment of a new bus run to pick up isolated farm children, following prolonged and relentless negotiations with relevant authorities. Media interest in the plight of the school's farm based children, resulted in national exposure on Channel 9 television, followed by an inundation of support from urban school communities. The staff formed a team to co-ordinate the school's response.

Community issues raised about the school's one hectare agriculture plot having an offensive smell, has been resolved by the school successfully negotiating a lease for a 60 hectare site at the Baradine Showgrounds to establish a new site for

the agriculture and primary industries classes. The leadership team was also successful in obtaining grants totalling \$30,000 to build the infrastructure necessary for the new school farm. In recognition of the school's isolation and remoteness, a major bi-annual excursion has been established to provide secondary students with life changing experiences to motivate their thinking and career planning. Students have travelled through NSW, Queensland, South Australia and the Northern Territory visiting iconic places such as Uluru and the Great Barrier Reef. Strategic and long term fundraising to offset the costs, has made these excursions possible. Leadership recognition of secondary students disinterest in reading led to an overhaul of the school's library and literacy programs resulting in a new learning hub in the library featuring future focused learning furniture. An ongoing investigation into establishing a virtual library where students could have access to unlimited quality literature, is continuing. Consultation processes with staff regarding technology resulted in a general consensus that the school needed to make a serious attempt at enhancing our STEM program by upgrading our technology resources in line with the 21st century, with state of the art devices, apps and skills. Our plan will take three years to resource but has commenced with the establishment of a purpose designed computer lab for primary and the purchase of further portable devices and a 3D printer. Several teachers have attended technology conferences and shared the new information with the staff. Commitment to providing students with a wide range of both old and new sporting opportunities has resulted in the school forming a girls' u15 rugby union 7s team, which competed so successfully, it qualified for the State finals of CHS Rugby State finals in September.

In conclusion, the school's leadership recognises our work is far from done. Continuous engagement with the cycle of 'plan – do – study –act' will ultimately improve our systems and processes resulting in shift in student learning outcomes. 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 Learning

Purpose

Build a culture of learning where reading is a valuable learning tool and life skill.

Overall summary of progress

Increase the proportion of students K–10 demonstrating growth in reading– In Primary 45% (22 out of 49 students) achieved grade/age appropriate reading exit levels. A further 7 students were within 1 level of achieving grade/age appropriate reading exit level.

Increase the proportion of all students in top two bands for NAPLAN reading and numeracy– In 2018 in primary a total of 7.14% achieved in the top 2 bands. In secondary there was a total of 5.26% achieved in the top 2 bands. Whilst this is not an increase in either primary or secondary from 2017 data, its difficult to report on growth from one year to the next due to very small cohorts.

Increase the proportion of students who read for pleasure – In Primary there has been an increase in students completing homework this year. This is largely due to the continued emphasis of homework centre. Included in homework is 10 minutes reading each night. 38% of Kindergarten to Year 4 students completed their homework on more than 5 occasions per term. This assumes that the 10 minutes reading has been completed. In Secondary there has been a significant increase in positive anecdotal discussions from teachers that more secondary students are reading for pleasure. There has been an increase in the engagement of students during the DEAR lesson using the reading to write program and explicit teaching of comprehension after reading. Several students are adding to their read at home time. Major changes in the set up and furnishing of our school library lead to students thinking about how to use the library more effectively. Significant improvements in library use were noted by staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students K–10 demonstrating growth in reading.	0.2 FTE English teacher \$20,823 Aboriginal Background \$10,000 time for staff collaboration 2017 residual funds Education Delivery \$5000 resources Literacy/Numeracy Grant	Kindergarten – All students made growth. 25% (1 out of 4) achieved reading exit level. Year 1– 22% (2 out of 9) achieved reading exit level. 2 students went very close. 1 student improved by 8 levels. 3 students improved by 7 levels. Year 2 – 62.5% (5 out of 8) achieved reading exit level. 2 students went very close. 1 student improved by 11 levels. 5 students improved by 5 to 7 levels. Year 3 – 50% (2 out of 4) achieved reading exit level. 1 student went very close. 1 student improved by 4 levels. Year 4 – 50% (2 out of 4) achieved reading exit level. 1 student improved by 5 levels. Year 5 – 60% (6 out of 10) achieved reading exit level. 1 student improved by 10 levels. Year 6 – 40% (4 out of 10) achieved reading exit level. 2 students went very close. 1 student improved by 5 levels.
Increase the proportion of all students in top two bands for NAPLAN reading and numeracy.	0.2 FTE English teacher \$20,823 Aboriginal Background \$10,000 time	In 2018 in primary there was 1 student in Year 3 numeracy and 1 student in Year 5 literacy that achieved in the top 2 bands. A total of 7.14%. In

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of all students in top two bands for NAPLAN reading and numeracy.	for staff collaboration 2017 residual funds Education Delivery \$5000 resources Literacy/Numeracy Grant	secondary there was 1 student in Year 9 numeracy and 1 student in Year 9 literacy that achieved in the top 2 bands. A total of 5.26%. Whilst this is not an increase in either primary or secondary from 2017 data, it hard to report on growth from one year to the next due to very small cohorts. The trend data over the next 2 years will be looked at closely.
Increase the proportion of students who read for pleasure.	0.2 FTE English teacher \$20,823 Aboriginal Background \$10,000 time for staff collaboration 2017 residual funds Education Delivery \$5000 resources Literacy/Numeracy Grant	In Secondary there has been a significant increase in positive anecdotal discussions from teachers that more secondary students are reading for pleasure. One student in particular has doubled his reading words per minute ability. There has been an increase in the engagement of students during the DEAR lesson using the reading to write program and explicit teaching of comprehension after reading. Two students will receive certificates from the Premier's reading challenge. Several students are adding to their read at home time. Students are choosing novels or magazine articles at home to read, there is evidence of 7 students doing this.

Next Steps

- Continue to think outside the square to find strategies that engage parents and community in building knowledge about how they can help student learning and engagement of individual students.
- Continue to improve our delivery of information about individual students at parent teacher nights so parents feel the information they receive is of value.
- Continue to increase the proportion of students K–10 demonstrating growth in reading through a continued focus on explicit teaching of reading and explicitly promoting reading for pleasure across the school.
- In–depth analysis of the 2018 NAPLAN data to determine most appropriate strategies to support our students with continued academic growth of their literacy and numeracy syllabus outcomes.
- Analysis of how teaching programs can change to meet student need and how does this change delivery of content.
- Analysis of impact of changes on improving student performance.
- Continue to build teacher capacity around explicit teaching of literacy and numeracy.

Strategic Direction 2

Quality Teaching

Purpose

To build capacity of teachers to work collaboratively to embed best practice in teaching and learning strategies for a diverse range of learners in a 21st century context.

Overall summary of progress

Executive staff in secondary have implemented a consistent feedback proforma that allows them to have improved evidence of how effectively content has been implemented by teachers for a range of learners. An in depth program feedback proforma completed once a term, provides teachers effective feedback. Currently, majority of teachers in the secondary faculty, effectively implement both the program proforma but also differentiate content. Staff have been encouraged to participate in a variety of professional development courses with a focus on diverse learners in the classroom. Participation includes collaboration days, assessment implementation workshops, scope and sequence collaboration, an autism course, interviews with experts in the field (Jane Cotter), Certificate 3 in Teachers Aide TAFE course for SLSO's and life skills information sessions. The school aimed to evaluate both staff and students responses on effective implementation of feedback. This has not been completed and will be an aim for next year. Overall Baradine Central School has made positive strides in the strategic direction of diverse learners. Various aims have been met and those that have not been completed effectively will be aimed for completion in 2019. A Technology Teacher has been sourced for 2019 with the task of teaching technology lessons to our students. The future focused learning space has been created in the Library and is being utilised by classes. The Ipad's have been updated so we have a larger functioning set, and a new set of laptops have been purchased to allow more classes access to technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the capacity of staff to embed best practice into their teaching and learning to every student's point of need.	\$10,000 time for staff collaboration 2017 residual funds Education Delivery; 0.3 FTE \$30,000 L&ST 2017 residual funds Education Delivery; \$5,000 professional development differentiation & autism TPL; 0.4 FTE \$24,265 SLSO Aboriginal Background; 0.8 FTE \$48,530 SLSO Aboriginal Background; 0.6FTE \$36,986 SLSO Integration; 1.0 FTE \$60663 SLSO Integration; 0.7 \$33,000 SLSO Integration	<p>This year we made headway in various aspects of Strategic Direction 2 – Diverse learners. We have implemented a program proforma for secondary staff to follow to allow cohesive .implementation of content across all KLA's. This has been implemented by 80% of teachers in secondary and next year are looking to have 100% of staff using the proforma. Executive staff also have a consistent program feedback sheet which relates to the proforma and includes an evaluation section on the inclusion of differentiation for diverse learners in the classroom.</p> <p>Teaching staff have had lessons observed by executive staff and specific feedback on their inclusion of activities for diverse learners. Further, SLSO's complete daily sheets which allow them to evaluate their own performance with high needs students and improve</p> <p>We have also encouraged staff to complete training based around differentiation and quality teaching and saw all staff complete their Term 2 SDD day at a course for these. We have also participated in collaboration days focused on quality teaching and how to cater for diverse learners. We looked at the CESE website and how well we are implementing effective teaching and learning practices to cater for all students at a low, middle and high levels of cognitive development. We also focused on making our scope and sequences, assessment schedules and content across a variety of KLA's more cohesive for our students. We also participated in</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the capacity of staff to embed best practice into their teaching and learning to every student's point of need.		<p>an assessment workshop presented by NESA which allowed us to take a closer look at our assessment practises and ensure that staff are assessing effectively for all students. Similarly, a small section of staff completed an Autism course this year and followed up with small group discussions with Jane Cotter, who is a professional in the field of diverse learners. This allowed teachers to ask specific questions related to their students and content and receive expert advice. Baradine Central School has four SLSO's currently completing a Certificate 111 in Education Support to help them more effectively aid students in the classroom.</p> <p>The school aimed to have feedback from both staff and students on effective implementation of feedback. This has not been completed and will be an aim for next year.</p>
Increase the capacity of staff to use digital technologies and ICT capabilities as teaching tools.	<p>\$5,000 Professional Development STEM – TPL \$10,000 Digital technology devices 2017 residual funds Education Delivery \$10000 Futures Focused Learning furniture Location 2018 \$10,000 K–6 Technology hub Location \$5,000 Homework Centre Aboriginal Background</p>	<p>After a thorough review of technology in programs it was found that some teachers have it well embedded, while others have it as an identified area of improvement. Teachers have identified that they need support in effective technology use. They are unaware of resources available or don't feel confident in their ability to use some technologies. The staff survey in technology use was not formally undertaken. Results from this were gathered from informal meetings with staff. Staff will be surveyed next year on their technology use, after the school has employed a technology teacher to help train staff.</p> <p>This year we have also seen an increase in staff attending professional development in STEM, and emerging technologies. The impact this has had is the school looking towards implementing new technologies in our classrooms and changes in the way STEM is implemented in our school for 2019.</p> <p>The school has seen multiple upgrades in our technology. This has included laptops for use in the classroom, a new set of Ipads and the implementation of a future focused learning space for students to study, and undertake group project work. The school has also been a participant in the STEM share program, bringing 3D printing and design. This exposed students to technologies never seen before, and engaged them in the design process. The school will continue to participate in STEM share for 2019 and will also look to purchasing a 3D printer.</p> <p>The school has sourced a trialed technology teacher. She is to be employed for 2019 with the role of teaching basic to advanced technology classes. Driving the further implementation of STEM and running professional development for staff to help them further engage students with technology.</p>
Expected progress toward	\$10,000 time for staff	Three teachers completed their accreditation for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
accreditation maintenance.	collaboration 2017 residual funds Education Delivery; \$5,000 professional development differentiation & autism TPL.	Proficient.

Next Steps

- Continue to encourage staff to participate in a variety of activities to further develop skills in catering for diverse learners in both primary and secondary settings.
- Ensure 100% of staff in the secondary setting are utilising program proforma and effectively implementing content for a range of diverse learners
- Focus on feedback – staff to receive feedback from executive in a more formal setting, students to give feedback on how well they receive feedback from teaching staff so that this can be improved upon if need be (done through surveys).
- Develop teachers capacity to use technology effectively in their lessons, and provide extension activities for students who are showing an interest and/or talent in technology.
- Provide professional learning to teachers in faculty meetings to enable them to embed technology into their programs.
- Team approach to driving STEM in the school and develop a plan to purchase new resources based on student needs and interests. Timetable STEM in for weekly lessons from Years 7–10. This will be team taught by the Maths, Science and TAS teachers. This is to boost project based learning in the school and develop collaboration between teachers. This will enable students to develop 21st century skills and learn by completing hands on approaches.
- Pre and post survey of teachers on their use of technology in the classroom. This will be used to assess the effectiveness of our new processes of implementing technology.

Purpose

To foster a supportive environment that promotes positive wellbeing through active participation in school and community educational opportunities.

Overall summary of progress

Positive Behaviour for Learning (PBL) operated in 2018 with staff teams for Tier 1 and Tier 2 functioning effectively. Both teams meet fortnightly and reviewed all data collected from Sentral. The PBL program impacted positively on all students as evidenced in the collated data. 96% of students maintained positive behaviours and learning throughout the year. 3% of students received targeted interventions that supported them to have a more positive attitude to their behaviour and learning outcomes. 1% of students received intensive individual support to decrease the occurrence of negative behaviours and suspensions. The program is a priority to continue in 2019. The **BCS Anti-bullying Plan** was updated, communicated and uploaded to website. A system for Anti-bullying was established for 2018. The principal appointed 4 anti-bullying officers who meet regularly and discuss/action all referrals from victims and bystanders. The impact of the AB Plan has been positive. Students identified through the processes as either victims or bullies or bystanders have been supported with documented strategies to have more positive wellbeing. The processes are intrinsically linked with PBL and LST. The BCS Anti-bullying Plan will be further revised and reposted on the website during Term 1 2019. It will be communicated to the community through P&C and AECG meetings. **Professional learning** opportunities linked to wellbeing were limited. BCS will continue a focus on upskilling staff on boys education strategies. during 2019. Data from 2018 **Tell Them From Me Surveys** was analysed and compared to previous data sets prior to being communicated. Staff were surprised at some findings. The school will continue to closely monitor the survey data in 2019. Systems for **Attendance monitoring** were established and communicated to staff at staff meeting and on Sentral. Parents and caregivers were provided information on attendance responsibilities in the fortnightly newsletter. Teachers monitored weekly attendance and called parents after two consecutive days absent. Students with attendance concerns (below 85% with unexplained absences) were referred to HSLO who met regularly with the principal. The Learning and Wellbeing officer was involved. A review of attendance monitoring will be a high priority in 2019. The trend data reflects a decline in overall attendance for students at BCS. **LST** devised a rigorous system with processes for monitoring student welfare through referrals and meetings. The L&ST worked permanent part time and hours enhanced with temporary teacher contract 0.3 FTE. The Learning Support program at BCS has delivered extensive and intensive interventions to address student need. our records demonstrated a high success rate with meeting the needs of our students. LST will continue to be a strong focus in 2019. Participation in extra-curricula activities has been significant in 2018. Students have had great success on the sporting field, at agriculture shows, academic adventures and our major excursion to the Great Barrier Reef. BCS students are given many opportunities and this participation is strongly supported by our wellbeing program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students with a positive sense of wellbeing.	School staffing entitlement	Systems for Attendance monitoring were established and communicated to staff at staff meeting and on Sentral. Parents and caregivers were provided information on attendance responsibilities in the fortnightly newsletter. Teachers monitored weekly attendance and called parents after 2 consecutive day absent. Students with attendance concerns (below 85% with unexplained absences) were referred to HSLO who met regularly with the principal. The Learning and Wellbeing officer was involved. LST devised a rigorous system with processes for monitoring student welfare through referrals and meetings. The L&ST worked permanent part time and hours enhanced with temporary teacher contract 0.3 FTE.
Increase the proportion of	Grants were achieved and	2018 has seen many successes and a big increase

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students engaging in extra-curricula activities.	these are being used to fund our new agriculture program. \$20,000 Rural innovation \$10,000 RASF	in student involvement. Students have had great success on the sporting field, at agriculture shows, academic adventures and our major excursion to the Great Barrier Reef. A student survey revealed that student engagement has increased significantly as a result of these activities. Students said they enjoyed stepping outside of the classroom and discovering other opportunities.

Next Steps

- Self-assessment of the Wellbeing Framework will be undertaken by staff early in 2019 using the Wellbeing Tool.
- Continue the PBL program as a priority.
- Revise and repost the BCS Anti-bullying Plan on the website during Term 1 2019. It will be communicated to the community through P&C and AECG meetings.
- Continue to closely monitor the TTFM survey data.
- Review of attendance monitoring will be a high priority in 2019. The trend data reflects a decline in overall attendance for students at BCS.
- Continue strong focus on LST processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,823 FTE 0.2 Eng crt \$12,123 FTE 0.2 ASLO \$60,663 FTE 1.0 SLSO Years 7–12 \$20,823 FTE 0.2 PDHPE crt	<p>Secondary English students have been heavily supported and instilled with high expectations and responsibility for their learning, especially homework and assessment tasks. Overall, there has been some improvement in reading as evidenced in NAPLAN results and data. Aboriginal students are performing exceptionally with data showing a 'closing of the gap' in writing</p> <p>The targeted support of high needs students from SLSO processes led to improved wellbeing and learning of these students.</p> <p>The additional staffing of a PDHPE teacher led to positive response from Aboriginal community and strengthening of partnerships. NAIDOC was a great example.</p>
Low level adjustment for disability	\$29,822 part time SLSO therapy aide	Students with literacy, speech and OT needs were supported by a therapy aide and this led to the students having improved confidence and skills within the individual programs.
Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.081 FTE to 2 hours 51 minutes per week	This entitlement was built into the AP's load and off class mentoring sessions with early career teachers. This led to enhanced capacity to teach proficiently and with confidence in line with the Australian Teaching Standards framework. One teacher achieved their accreditation.
Socio-economic background	\$133,577 FTE 1.283 K–6 crt \$33,003 FTE 0.317 PDHPE crt	The extra staffing has supported our students to have more focused teacher time and quality learning. Our NAPLAN results demonstrate clear evidence that the extra English teacher position has had a massive impact lifting Year 9 writing results way above expectations, with expected growth above both state and like school groups. An additional teacher in primary allowed for a third class to be created which in turn led to smaller teacher/student ratios. This was later formalised into the staffing entitlement after the primary enrolment reached 52 in late Term 3. The smaller primary classes led to positive wellbeing of majority of students as evidenced in Tell them From Me survey data.
Support for beginning teachers	\$nil funds 2018	

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	45	56	61	60
Girls	44	53	48	47

Student enrolment has remained relatively stable over recent years. There has been a trend for the secondary numbers to be more than primary due to another primary school in the town.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	84.3	80.3	89.4	76.6
1	89.1	77.3	89	93.3
2	90.6	96.6	79.8	84.8
3	88.9	94.5	92.3	91.8
4	80.4	90.8	93.2	95.8
5	90.8	88.8	90.9	90.8
6	93.8	93.6	84.5	92.2
7	90.3	92.7	95.4	87.3
8	84.4	85.4	91.6	92.1
9	89.2	85.9	87.3	83.9
10	82.5	89.9	87.8	67.4
11	90.8	89.6	80.7	76.8
12	91.2	83.6	89	82.4
All Years	88.5	88.9	89.2	86.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

Attendance is an area for improvement with data reflecting a decline despite a school focus on proactive attendance strategies. However, it must be noted that the majority of students maintained satisfactory attendance. A few students with complex and unusual attendance issues impacted heavily on the overall school data.

The school sets internal attendance targets and monitors weekly with . Progress reports are communicated by the principal in her report at P&C meetings and AECG meetings.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	80
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

Year 12 leavers are supported with guidance from their teachers related to post school needs.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	6.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.48
School Administration and Support Staff	4.88
Other Positions	0.1

*Full Time Equivalent

In 2018, 16% of Baradine Central School staff identified as Aboriginal and 0% with English as a second language.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Professional learning was undertaken as an essential element of the school plan's strategic direction, Quality Teaching. Staff participated in structured in-school professional learning and collaboration on teaching programs and curriculum differentiation. External training courses that linked both to the school's plan and aligned with individual teachers' performance development plan goals, were also accessed . This led to the successful implementation of teaching and learning cycles in Junior school, Middle School and Senior School.

A focus in Junior School was training in literacy and numeracy from the Early Action For Success program.

Teachers of Middle school engaged in learning to build their capacity to differentiate the curriculum for students transitioning from primary to secondary school.

Teachers of Senior school were able to access virtual faculties to collaborate with peers on curriculum focus for core subjects.

One teacher completed maintenance at proficient level while another was accredited as proficient.

Two other teachers completed their preparations in readiness to submit their accreditation at proficiency in the new year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	390,334
Revenue	2,758,580
Appropriation	2,643,226
Sale of Goods and Services	5,734
Grants and Contributions	95,916
Gain and Loss	0
Other Revenue	8,948
Investment Income	4,756
Expenses	-2,792,732
Recurrent Expenses	-2,792,732
Employee Related	-2,476,796
Operating Expenses	-315,935
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-34,151
Balance Carried Forward	356,183

Financial Management of the School

- The principal has the responsibility of managing the budget processes in collaboration with the administrative staff, the teaching executive and the community.
- A major secondary excursion to Great Barrier Reef generated additional budgeting and expenditure in 2018.
- The expansion of the school's agriculture program was made possible with the benefit of \$30,000 in external grants for new farm infrastructure.
- The school was the beneficiary of donated dollars due to drought aid appeals across the country.
- Intended use of funds carried over include: savings for new equipment including technology devices; and further shade shelter.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,743,092
Base Per Capita	21,019
Base Location	53,068
Other Base	1,669,004
Equity Total	428,571
Equity Aboriginal	135,751
Equity Socio economic	200,530
Equity Language	0
Equity Disability	92,290
Targeted Total	146,809
Other Total	195,215
Grand Total	2,513,686

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

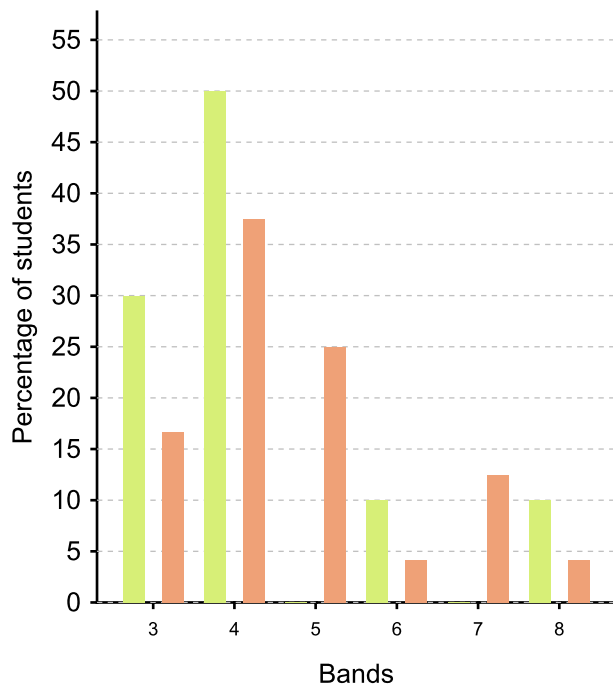
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

- 100% of Aboriginal students in Year 9 achieved at or above expected growth in writing.
- The Year 9 cohort achieved outstanding school level growth in writing and reading.
- The Year 5 cohort achieved outstanding school level growth in spelling, far exceeding both State and similar schools' growth.
- Year 5 Aboriginal students achieved expected

growth in both spelling and reading.

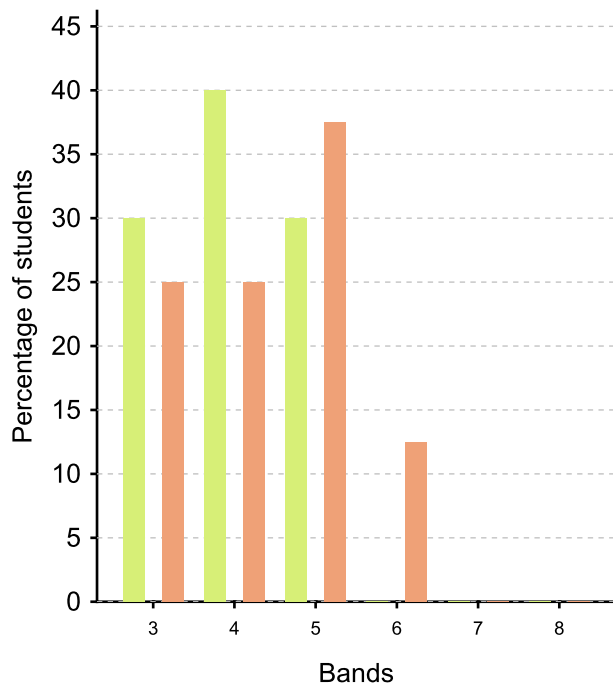
- The Year 7 Aboriginal students achieved expected growth in both grammar & punctuation and writing.

Percentage in bands:
Year 5 Reading



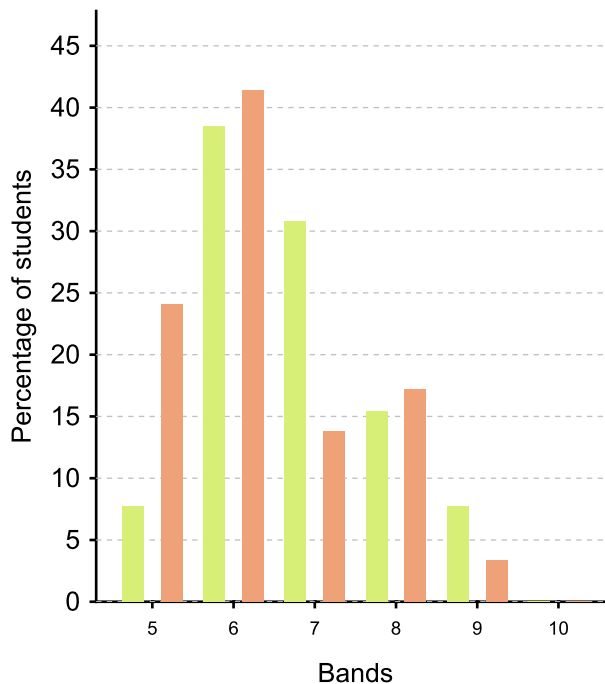
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



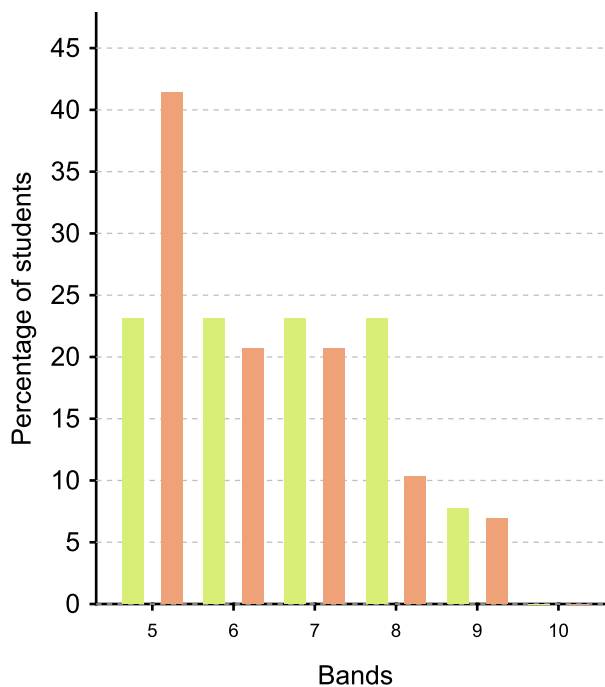
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

- The Year 3 and 7 cohorts were too small to display data in graphs.
- The Year 9, Year 7 and Year 5 cohorts all achieved very positive school level growth in numeracy, far exceeding both State and similar schools' growth.
- 100% of Aboriginal students in Year 7 achieved expected growth.

- 100% of Year 5 students achieved at or above expected growth.

data.

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

- 6.06% of students who participated in NAPLAN 2018 achieved in top 2 bands. This included representation in Year 3 Numeracy, Year 5 reading and Year 9 for Numeracy plus reading.
- One Aboriginal student achieved in the top 2 bands.

Higher School Certificate (HSC)

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

The 2018 HSC cohort was too small to provide information on.

Parent/caregiver, student, teacher satisfaction

Baradine Central School commits to surveying all stakeholders each year with the online survey Tell Them From Me. The opinions of students, staff and parents/carers is greatly valued as part of our self-assessment processes. Their responses are presented below:

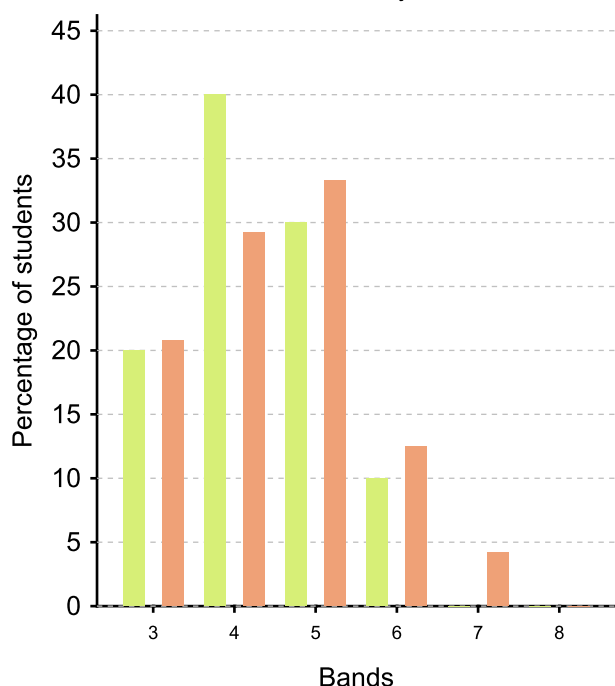
Primary Students Key findings (Years 5 & 6 only)

- High rate of participation in sport
- Students have a positive sense of belonging
- 100% Year5/6 students value their schooling
- 78% Year 6 students have positive homework behaviours – higher than state
- 90% students feel classroom instruction is well organised with an immediate feedback that helps them learn
- 40% of students feel they have been bullied
- 100% of Yr5 and Yr6 think they get quality engagement

Secondary Students Key Findings

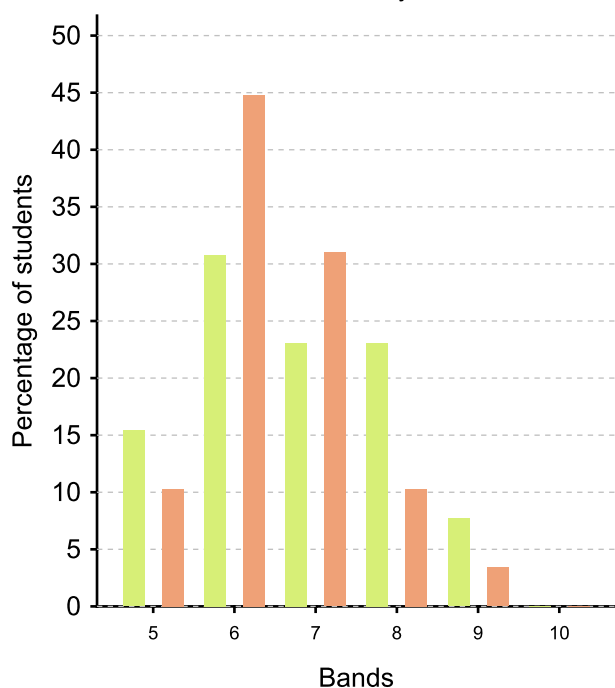
- Student participation in sports across all year groups is higher than the state average with Years 7 & 10 reporting the highest levels of participation. Males had higher levels of participation.
- Years 10 & 11 were above state average with their sense of belonging while Year 7 & 8 were below. Year 9 were the same. The split between males and females were very similar at BCS.
- All cohorts were below the state average for positive homework behaviours with Years 8 & 9 significantly lower.
- Positive behaviour at school was higher in females than males. Year 9 were on par with the

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

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

state average, all other cohorts were slightly below.

- BCS is 2% above the state average in 'effort with regard to learning'. All cohorts are at the state average and believe they are working hard at school to succeed. Females felt that they were achieving well in English more so than males but both genders were below the state average. For marks in English, maths and science the school mean was 57% which was below the state average.
- With regard to bullying, BCS at the State Norm of 21%. Males more than females feel that they are bullied at our school. Year 10 have the highest rate and are much higher than the state norm. All other years are at or just below state average.
- Students seem to feel as though they have someone to talk to at school with Years 7, 9, 10 & 11 all above the state average. Year 8 are just below. Females more than males feel this is the case at BCS
- Positive teacher/student relations – BCS mean 6.6, NSW State norm 5.7
- BCS are above the state average for students feeling as though we have clear rules and expectations for classroom behaviour which create a positive learning environment
- BCS is also above the state average for students feeling as though we as a school emphasise academic skill and hold high expectations for students (BCS mean 7.3, NSW mean 7.0)
- BCS is above average in advocacy outside school, with students from Years 7, 10 & 11 feeling as though the community provides positive encouragement. Years 8 & 9 were below average in this category and females believed this more so than males.
- In contrast to above, all cohorts with the exception of Year 9, are above state average, in planning to peruse a trade or apprenticeship program. Males and females were roughly the same. Very few students plan on going to university. Years 7, 8 & 9 were well below state average and Years 10, 11 & 12 did not have any data, indicating that there are no students who want to go to university in these cohorts.
- We have more male than female students who identify as ATSI with the school mean being 55%.
- 98% of students who say they were born in Australia (not sure of accuracy of this?)
- 95% of students feel good about their culture
- 67% of Aboriginal students feel that teachers understand their culture and 24% neither agree nor disagree
- 59% of students feel proud of their school and 22% neither agree nor disagree.
- Students in Years 7 & 10 are above the state average in feelings that they have a high ability to complete their goals even when they are faced with obstacles but all other cohorts are below the state average with more students feeling that they have a low ability to do so
- More than half of students agree or strongly agree that they try their best when completing their school work or try to improve on what they have done before

- Most students neither agree nor disagree that they set challenges or work towards challenging goals with regard to school work.
- All cohorts were below the state average in overcoming setbacks to do with school life, except for Year 10. Overall the school was below the NSW state norm and more females than males felt this was the case.

Parents 2018 Key Findings

- 100% talked to teachers at least two to three times
- 80% attended meetings two to three times
- 78% not involved in school committees

Comparing BCS data to State norms:

- Parents feel welcome at school – BCS 8.1 – State 7.4
- Parents are informed – BCS 7.3 – State 6.6
- Parents support learning at home – BCS 6.6 – State 6.3
- Most parents do not support time on homework more than $\frac{1}{2}$ hour
- School supports learning – BCS 7.9 – State 7.3
- School supports positive behaviour – BCS 8.1 – State 7.7
- Safety at school BCS 7.1 – state 7.4
- Inclusive school – BCS 7.6 – State 6.7

Of concern

- BCS scored only 4 for '*Does someone in your family discuss how well your child is doing in his or classes*'
- Parents want reassurance bullying and behaviour issues are dealt with in a timely manner

Teachers 2018 Key Findings

Key findings

- 60% of teachers are at the Level of Proficiency in their teacher accreditation
- 30% agree staff morale is positive
- 74% agree school leaders are leading change
- 88% agree the school's strategic vision is well communicated
- Most teachers embed a reading strategy from Focus on reading
- 100% teachers seek out support when needed

Comparing BCS data to State norms:

Above state norms for:

- Leadership 7.2 – 7.1
- Technology 7.2 – 6.7
- Inclusive school 8.3 – 8.2
- Quality Feedback 7.4 – 7.3

Below state norms for:

- Collaboration 7.2 – 7.8
- Learning Culture 7.6 – 8.0
- Data informs practice 7.5 – 7.8
- Teaching strategies 7.6 – 7.9
- Parent involvement 6.7 – 6.8
- Planned learning opportunities 7.3 – 7.6
- Overcoming obstacles to learning 7.5 – 7.7

Policy requirements

Aboriginal education

Aboriginal Education was embedded in the new School Plan 2018–2020.

First and foremost, the school continued to foster place-based learning as a key strategy to teach all students the knowledge of the local Gamilaroi Aboriginal nation and its cultural significance. The local area is rich in Gamilaroi history that has been recorded and exhibited by the local Lands Council and also the Baradine Office of Environment and Heritage and National Parks and Wildlife.

Many of the 55% of students who identify as Aboriginal belong to the Gamilaroi mob. Staff plan, program and practise integrated strategies that promote Aboriginal pedagogies and perspectives across all key learning areas. The 8 Ways of Knowing is a feature of the teaching and learning programs. Learning beyond the classroom is encouraged to provide students with access to the local environment and its diverse resources. Aboriginal background funding has been utilised to employ additional staff to support student learning at all levels. Staff training in Aboriginal Pedagogies by the regional Aboriginal Education team was not possible in 2018 but will be a priority for Term 1 2019.

A close working relationship with the Baradine Local Aboriginal Lands Council fostered another great day of NAIDOC celebration at the local sporting oval with other local schools.

Multicultural and anti-racism education

The school has a teacher trained (10 hour course) as the anti-racism officer (ARCO) to support other staff and students to resolve conflicts following any reported incidents racism or discrimination. No incidents were recorded in 2018.

Sorry Day and Harmony Day were both acknowledged by the student population at assemblies.

Primary school students participated in the annual Country Women's Association international study being the country of Poland for 2018.

The school has an anti-bullying team that meets routinely to address all reported incidents linked to bullying behaviours. The team consists of designated anti-bullying officers in both primary and secondary who collate information that is both forwarded through verbal disclosures and written notices in the school Bully Box. The incidences of reported bullying behaviours was very minimal during 2018.