Barellan Central School

Annual Report

2018

1131

Introduction

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

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

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School background

School vision statement

Barellan Central School inspires students to become lifelong learners who pursue personal excellence through a dynamic, engaging, safe, inclusive and effective learning environment. Consistent and sustainable processes and systems build a culture of high expectations and quality teaching practices in order to develop positive and respectful relationships enabling students to connect, succeed and thrive improving student learning outcomes.

School context

Barellan Central School (enrolment 108 students, including 15% Aboriginal students) is a K–12 school located in the northern Riverina of NSW. Our school provides highly successful vocational education and training programs. We are one of six central schools which make up the successful Riverina Access Partnership (RAP), utilising video conference technology to deliver the Higher School Certificate curriculum. Our school has a highly professional and dedicated staff who utilise their strengths to provide outstanding opportunities and support for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework 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.

The results of this process indicated Barellan Central School demonstrates comparative strength in the learning domain, with particular strength in terms of the flexible student pathways, and an evolving transition program for all key transition points, preschool to Kindergarten, Primary school to Secondary studies and from junior secondary to senior secondary studies. There are well–developed, but yet to be sustained and embedded programs to support learning and support. In terms of leadership, the school experienced a number of key changes in 2018, such as the transition to a new principal, and the recruitment of a new Head Teacher Secondary Studies and School Administrative Manager.

Our self–assessment and the external validation 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 Learning

Purpose

To create a dynamic and engaging learning environment underpinned by high expectations and quality teaching practices which are evidence based and data driven, while being differentiated according to the needs of individual students allowing for the development of self–directed learners.

Overall summary of progress

Driving improvement in quality teaching and learning requires a sustained focus on professional learning for all staff. There has been a sustained focus on developing staff capacity to incorporate insights from the cognitive sciences to support student learning. This disciplined focus on developing staff capacity has driven at long term improvements in student encoding and retrieval practices. Additionally, this had empowered teachers to focus on long term development of schematic knowledge in all Key Learning Areas (KLAs).

Concurrently, there has been a whole school review of HSC accountabilities driving at improving the learning culture for senior students.

Through the development of a Positive Behaviour for Learning (PBL) program, the values of Respect, Responsibility, Resilience and Excellence have been developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School programs show evidence of teacher reflection, differentiation, deep learning, formative assessment, explicit behaviour instruction and PBL values and expectations.	Professional learning funds	100% of secondary programs can clearly articulate a scope and sequence, and an assessment program written in plain English.

100% of teaching staff has engaged in professional learning to enable them to manage cognitive load and to develop strategies to develop deep learning experiences |
| Value added growth meets or exceeds state expectations across all cohorts. | Operational funding for Progressive Assessment Testing platforms.

Professional learning funds. | Baseline data established to develop longitudinal tracking of achievements.

Challenges with tracking value added data due to a new NAPLAN platform which has rendered that data set statistically unreliable.

Alternate data sets establish through Progressive Assessment Testing of the whole school to enable accurate triangulation of data sources. |

Next Steps

In 2018 further development on transfer of knowledge will enable more explicit schematic knowledge to be activated. This will include development of cross Key Learning Area (KLA) programs of learning, such as combined Science./Geography, Ag/TAS/Food Technology and Music/Visual Arts.

Strategic Direction 2

Wellbeing and Community Partnerships

Purpose

To create a safe, inclusive and effective learning environment where all members of the school community work together to build a culture of high expectations to develop positive, respectful relationships enabling students to connect, succeed and thrive, ensuring Barellan Central School is seen as a leader in educating our students.

Overall summary of progress

Early implementation of Positive Behaviour for Learning included community consultation to determine the school values of Respect, Responsibility, Resilience and Excellence. Through analysis of student, parent and staff data, respectful relationships and the need to develop a research informed anti–bullying strategy was developed. Both programs are in their planning and development stage, with the anti–bullying plan being fully revised and implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student engagement data shown by Tell Them From Me surveys in the areas of positive relationships, positive sense of belonging and positive learning climate to meet or exceed NSW Government Norm values.	Professional Learning and operational funding.	Staff training completed in a range of programs including: • Friends Resilience program • Berry Street training (trauma informed practice) • Understanding Autism • Youth Mental Health First Aid • Management of Actual or Potential Aggression • Understanding Speech Language and Communication Needs Training also included mentoring with the Assistant Principal Learning Support and the creation of a Learning and Support Team.
100% of the elements from the Positive Behaviour for Learning (PBL) Self Assessment Survey (SAS) for Non–classroom settings (NCSS) and School Wide Systems (SWS) demonstrate evidence of being in place.	Professional Learning, Griffith Education Office support (through Learning and Wellbeing Officer and Assistant Principal Learning Support).	Through professional learning in the PBL (Positive Behaviour for Learning) Coach Network and Tier 1 Universal Prevention for School–Wide Systems, created a PBL team. Base–line data established through SAS survey for Non–classroom settings and School–wide systems with APLS support. Development PBL matrix for staff at all levels, whole–school signage, alignment of award system to major award processes and soft launch of PBL values with students and parents.

Next Steps

Full implementation of PBL whole school.

- Refinement of free and frequent award process.
- Development of award process through engagement with student voice.
- Allocation of resources for whole school free and frequent and values awards.
- Align data collection systems within school with PBL processes
- Ongoing analysis of school generated data based on values, location and minor/major areas.

Strategic Direction 3

Quality Systems that Support High Expectations

Purpose

To provide consistent and sustainable processes and systems that will underpin and enhance the efficient delivery of high –quality teaching and learning in order to maximise student outcomes through ongoing school improvement and professional effectiveness of all school members.

Overall summary of progress

Systems–wide reform dominated the development of whole school systems with the implementation of a new finance and human resources platform state–wide. Review of key school–based policies to ensure compliance with policy, and alignment of school systems with values of excellence in all areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase positive Sentral entries by 20%, and decrease negative Sentral entries by 20%.	Professional learning	Review of student engagement through TTFM survey. Implementation of PBL with explicit positive reinforcement and explicit instruction of values of respect, responsibility, resilience and excellence.
Tell Them From Me surveys for staff, parents and students reflect increased satisfaction with school and work life.	Human resources, Staff meetings (primary and secondary)	Policy review including: • Enrolment procedure • First Aid plan • Emergency management plan • Finance and budget processes • Inclusivity – Learning and Support, National Consistent Collection of Data (NCCD), adjustments for students, provision of support for Personalised Learning Pathways (PLPs) for ATSI students ad Individualised Learning Plans (ILPs) for students with disabilities. • Stage 6 curriculum implementation • Curriculum reporting, planning and implementation K–10

Next Steps

Continued review of policies including development of collaborative practices to support teacher implementation of cross curriculum programs. Review of Learning Across the Curriculum, with professional learning to support planning and curriculum implementation.

Barellan Central School 1131 (2018)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$21381	Celebration of key events (NAIDOC Week, Reconciliation Week). Resource support Initial exploration to develop long term program of support for ATSI students • Participation in Wiradjuri camp for students (transport, relief, attendance) • Negotiation for mentoring support (external agency support, explore possible relationship with Tirkandi for individual students and with Aboriginal Engagement Officer support) • Aboriginal Games Day • Staff professional learning
English language proficiency	$400	Support student decoding and independence by purchasing a reading pen.
Low level adjustment for disability	$73844	Improve inclusivity through: • Employment of Learning and Support Teacher • Employment of School Learning Support Officers to work alongside students with disabilities
Quality Teaching, Successful Students (QTSS)	$12806	Support student literacy acquisition through provision of release for reading program
Socio–economic background	$56177	Partial employment of School Learning Support Officers. Learning resources
Support for beginning teachers	$8000	Commencement of beginning teacher mentoring program to support both practice and accreditation Resource support for curriculum areas (e.g. Paddock to Plate program) Professional learning

Barellan Central School 1131 (2018)

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	55	60	61	54
Girls	58	59	64	54

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
K	94.5	96.1	97.1	90
1	91.9	90.5	94.4	93.9
2	96.8	94.9	92.8	91.9
3	93.9	92.8	94.3	89.9
4	94.9	94.5	94.7	90.5
5	93.6	96.1	93.8	89.3
6	91.8	94.4	92.6	94.8
7	92.7	90.9	94.7	94.5
8	85.7	85.2	83.5	94.9
9	95.5	85.8	90.7	87.2
10	92.6	94.2	80.8	93.1
11	87.3	89.6	95.4	96.4
12	84.2	75.9	87.1	87.9
All Years	93	91.8	92.5	91.9

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

We recognise that regular attendance is essential to assist students to maximise their wellbeing and academic achievement. In partnership with parents, schools are responsible for monitoring the regular attendance of students.

We monitor student attendance daily, and when a concern is identified the school executive contacts

families directly. Additionally, regular correspondence is sent home to seek clarification of the reason for unexplained absences. When there are additional concerns for attendance, the school engages in a range of strategies, including supporting return to school with negotiated agreements with families, creation of transition back to school plans and when necessary, seeking the involvement of the Home School Liaisons Officer (HSLO) for legal intervention.

When there are long term wellbeing concerns for students which precludes their attendance at school, families and students receive learning materials to maintain the currency of their learning and to facilitate their return to school once they recover sufficiently to attend again.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	72
TAFE entry	0	0	0
University Entry	0	0	14
Other	0	0	0
Unknown	0	0	14

One student moved directly to university to study in 2019, however three other students have successfully been accepted at university and have deferred their enrolment with plans to work for 12 months to save enough money to start their studies in 2020.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.32
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
School Administration and Support Staff	3.99
Other Positions	0.1

*Full Time Equivalent

There are no permanent members of staff at Barellan Central School who identify as being from an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	29

Professional learning and teacher accreditation

Across the whole school there was extensive engagement with professional learning in a variety of formats, with over 890 registered hours of professional learning across the teaching and non–teaching staff, with additional professional learning opportunities embedded in staff meetings for both teaching and non–teaching staff.

With student wellbeing an increasing need. staff engaged in learning to better understand autism, trauma informed practice, youth mental health first aid and to embed an explicit program to support students to learn appropriate behaviours, Positive Behaviour for Learning.

Earlier career teachers also accessed personalised support through mentoring arrangements and access to substantial professional learning courses such as Language, Learning and Literacy.

Given the introduction of new financial and human management systems across the Department of Education, there was a significant amount of training for executive staff and administrative staff in these new systems, including using the Financial Planning Tools, budgeting, and managing the financial tools. Additional new systems included the development of a new webpage system.

Finally, all staff managed their mandatory training requirements completing updated training in child protection, corruption prevention, Code of Conduct training and maintaining accreditation for teaching and delivering VET courses.

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	241,331
Revenue	2,272,541
Appropriation	2,229,483
Sale of Goods and Services	339
Grants and Contributions	40,165
Gain and Loss	0
Other Revenue	0
Investment Income	2,554
Expenses	-2,112,097
Recurrent Expenses	-2,112,097
Employee Related	-1,818,117
Operating Expenses	-293,980
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	160,444
Balance Carried Forward	401,775

In 2018 a new budget process was introduced into the school to ensure compliance with financial policy. This included the establishment of a budget committee, which meets every term, and the development of fixed budgeting cycles for purchases.

There has been savings of around $240 000 for planned capital expenditure during 2019, including the development of a sensory learning space, upgrades to the library and secondary classrooms, and improvements to the Agricultural operations.

There has been increased funding in staffing to support student learning through the employment of two School Learning and Support Officers (SLSOs).

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	1,658,393
Base Per Capita	24,171
Base Location	42,561
Other Base	1,591,660
Equity Total	151,802
Equity Aboriginal	21,381
Equity Socio economic	56,177
Equity Language	400
Equity Disability	73,844
Targeted Total	55,870
Other Total	280,496
Grand Total	2,146,561

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.

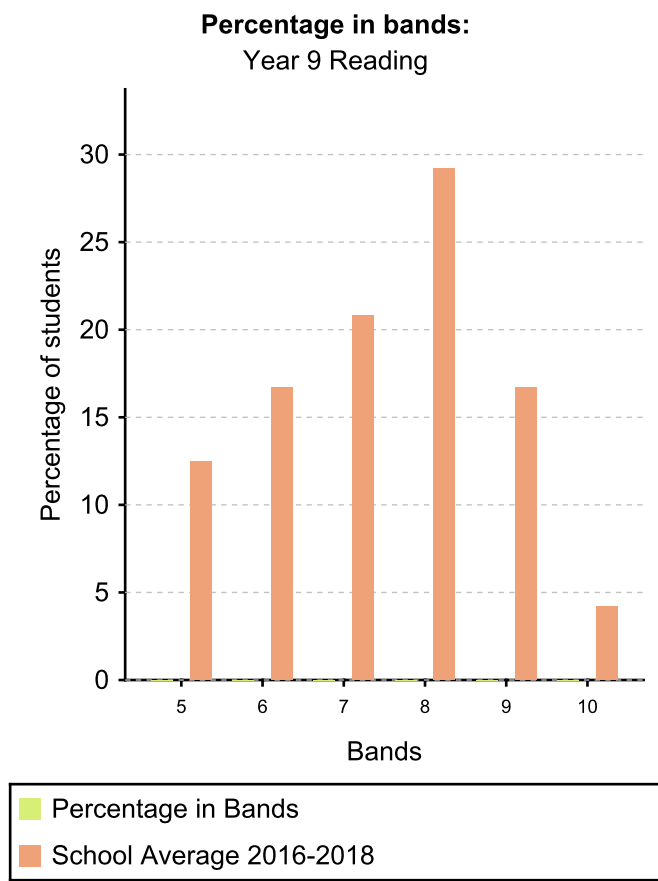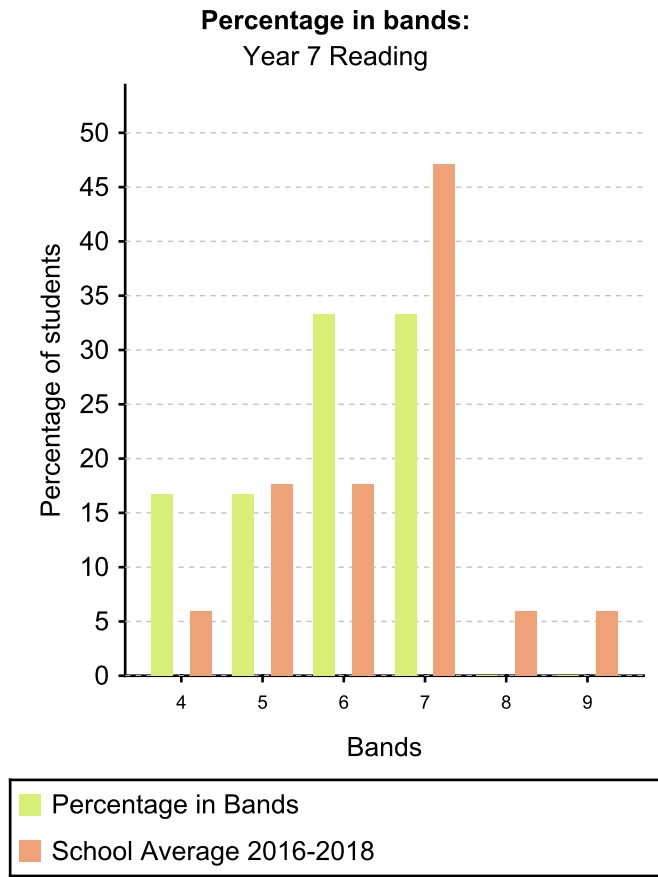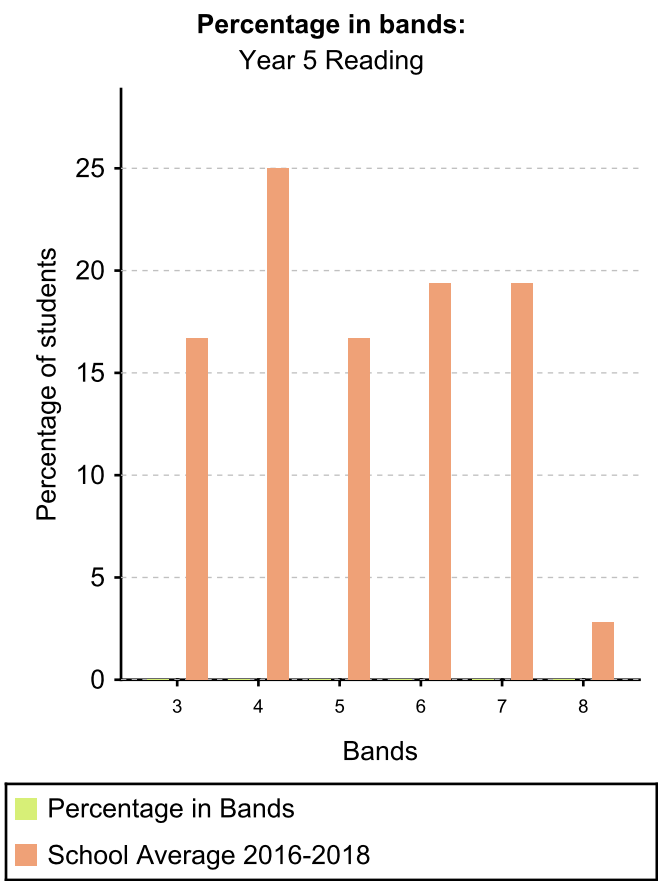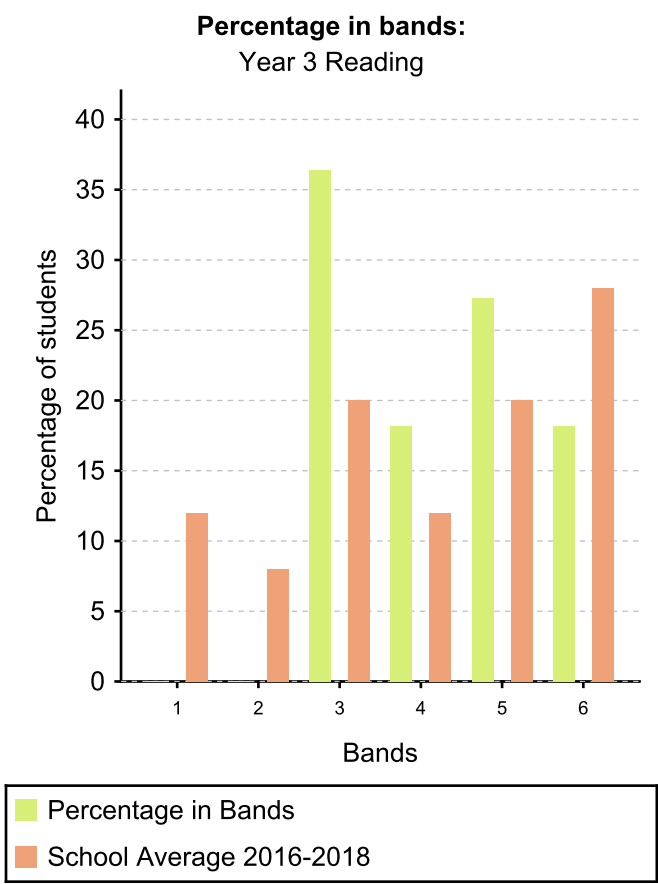## School performance

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.
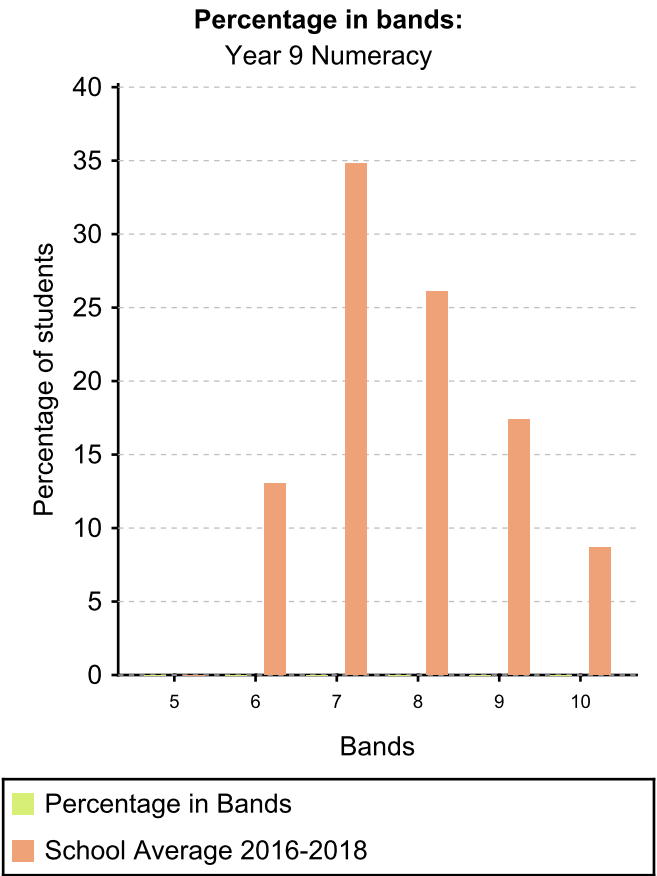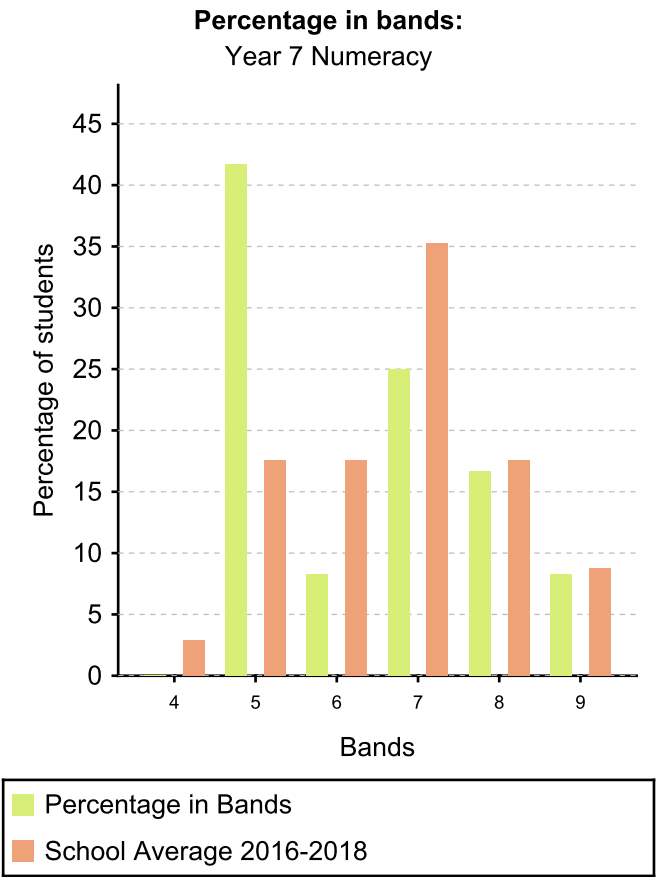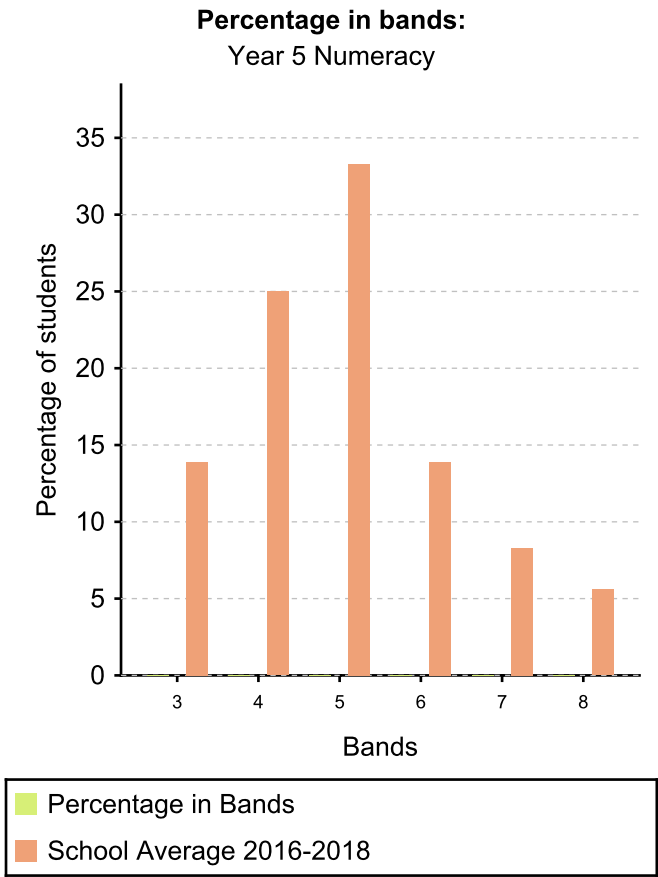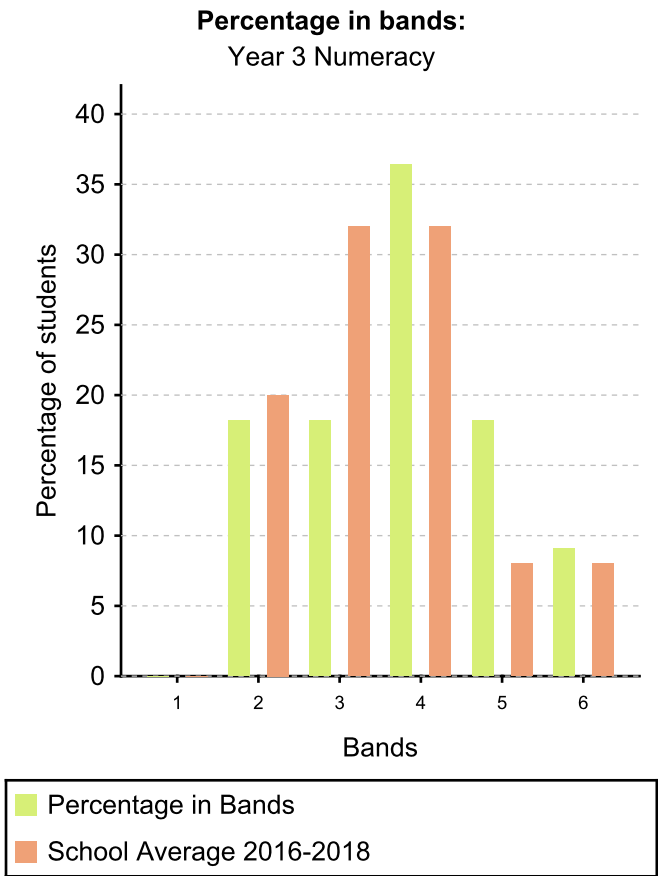
Whilst NAPLAN data is problematic for small cohorts, general conclusions can be drawn. In 2018, performance in aggregated literacy areas (Reading, Writing, Spelling and Grammar and Punctuation) indicate marked improvement in achievement for the year 3,5 and 9 cohorts There has been a significant decline when examining the year 7 cohort.

For years 3 and years 5, the literacy performance of students has shifted from well below average NAPLAN scores State–wide to being above average for similar school groups. For years 9, the results are above State–wide average performances.

Percentage in bands:
Year 3 Reading

🟩	Percentage in Bands
🟧	School Average 2016-2018

Percentage in bands:
Year 5 Reading

🟩	Percentage in Bands
🟧	School Average 2016-2018

Percentage in bands:
Year 7 Reading

🟩	Percentage in Bands
🟧	School Average 2016-2018

Percentage in bands:
Year 9 Reading

🟩	Percentage in Bands
🟧	School Average 2016-2018

Similar to literacy data, for small cohorts it is problematic to analyse in depth trend data for numeracy. The general trends for numeracy indicate that students in years 3,5 and 9 have performed better than students in similar school groups, and once again, year 9 students have achieved the strongest numeracy achievement in the previous 5 years (the sum total of available comparable of visible data).

Year 7 Numeracy results were superior to the average for similar school groups,.

Percentage in bands:
Year 3 Numeracy

Percentage of students

Bands

- ☐ Percentage in Bands
- ☐ School Average 2016-2018

Percentage in bands:
Year 5 Numeracy

Percentage of students

Bands

- ☐ Percentage in Bands
- ☐ School Average 2016-2018

Percentage in bands:
Year 7 Numeracy

Percentage of students

Bands

- ☐ Percentage in Bands
- ☐ School Average 2016-2018

Percentage in bands:
Year 9 Numeracy

Percentage of students

Bands

- ☐ 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 data.

The percentage of students achieving in the top two bands almost doubled from 2016–2017 for primary students from 17.5% to 34.21%, and secondary

students similarly increased from 16.6% to 23.1%.

The numbers of Aboriginal students participating in NAPLAN in 2018 were too small to guarantee their anonymity so their results will not be publicly reported.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Student data is aggregated across multiple courses across the Riverina Access Partnership and does not represent single school contexts.

Our programs foster student understanding of culture, cultural diversity, racism and the importance of being an active citizen within a democratic, multicultural society. The Multicultural Education Policy and the Anti–Racism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging. These involve activities about inclusiveness, respect and a sense of belonging for everyone. They are days for all students to embrace our shared humanity. We have a range of nationalities represented within the student and teaching body. These cultures are accepted and valued and provide scope for increased understanding of Australia's diverse cultural population.

Parent/caregiver, student, teacher satisfaction

Through the Tell Them From Me (TTFM) survey, parents indicated that they are satisfied with the communication with the school (83% agree or strongly agree). There was strong indication that the parents believe the school has a good reputation in the community with 67% of respondents indicating that they feel the school has a good reputation, with 17% neither agreeing nor disagreeing whilst 17% indicated that they strongly disagree.

Parents indicated very different feelings regarding the school in the K–6 space and the 7–12 space.

Parents of secondary students felt more welcome, better informed, that the school was inclusive, supportive of positive behaviour and safe than average measures across the state. Primary student parents only indicated a higher result than state trends in terms of parents support learning and home.

Policy requirements

Aboriginal education

Barellan Central School targets resources and professional learning to improve the educational outcomes for Aboriginal and Torres Strait Islander students. Funding from Aboriginal background is allocated so that students are given support as required including additional SLSO support. All Aboriginal students are supported through the process of developing individual Personalised Learning Pathways, consistent with the 8 ways of learning (Story Sharing, Community Links, Deconstruct/Reconstruct, Non–Linear, Land Links, Symbols and Images, Non–Verbal, and Learning Maps) for Aboriginal students. The school has sought to strengthen links to the local Aboriginal community through engagement of the Aboriginal Engagement Officers and Aboriginal Educational perspectives in curriculum programs. Additionally, key events are celebrated at school by students and their families, and staff.

Multicultural and anti-racism education