

Brewarrina Central School

Annual Report



2018



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Introduction

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

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

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School background

School vision statement

Vision Purpose

Brewarrina Central School has a culture of high expectations where every student learns in a supportive and inclusive environment, immersed in their culture.

Quality teaching and learning and our community partnerships focus on continual improvement where students are empowered to be confident, responsible, informed citizens and lifelong learners.

School context

School Context 2018

Brewarrina Central School, located 800kms north west of Sydney, caters for 155 students from Kindergarten to Year 12. Ninety–eight per cent of students identify as Aboriginal. The students come from the township of Brewarrina and outlying villages such as Gongolgon and Weilmoringle.

There is a strengthening school/community partnership supported by the Connected Communities Strategy, SRG (School Reference Group) and AECG (Aboriginal Education Consultative Group). The Senior Leader Community Engagement (SLCE) works closely with the school and community to facilitate communication and participation. The school is committed to the ongoing employment of local Aboriginal people in a range of roles. The school embraces the local Ngemba culture and language, recognises and values the cultures of all people who live in the Brewarrina area.

The school is well supported by its families and community. Brewarrina Central School's Leadership team is cohesive, dynamic and dedicated. All staff are committed to their ongoing professional and personal development to improve the learning outcomes for students. There is an ongoing focus on Literacy and Numeracy.

PBL (Positive Behaviour for Learning) has significantly enhanced the school's learning culture. Students are recognised for their positive contributions to the school and learning.

There are partnerships with external agencies such as universities, TAFE, Clontarf, which supplement in–school action.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the Domain of Learning in the first element of Learning Culture the school's on balance judgement was Delivering. It is recognised that progress in learning and achievement is identified and acknowledged. There are regular Assemblies held in K–6 and Musters in Years 7 to 12 where student success in learning was acclaimed. This also occurred at the Formal End of Term Assemblies which are well attended by families. Parent/Teacher Meetings to discuss students' progress are held formally in Semester One. However, parents are able to meet with teachers at any time to discuss their child's learning. The aspirations and expectations of students and parents are known and inform planning for learning. This occurs during the development and review of Personalised Learning Plans. The school actively supports student Transitions from Pre School to Kindergarten, Year 6 to 7, Year 10 to 11 and Year 12 to post school options. There is a flow of information to support the students in each transition phase. Attendance data was regularly reviewed at the weekly School Attendance Team Meetings. Personalised attendance approaches were developed and collaboration with families was established to support success.

In terms of the Wellbeing element within the Learning Domain where the school's on balance judgement was Delivering it was recognised that within the school every student could identify a staff member to whom they could confidently seek

advice and assistance at school The school has very proactive LST (Learning and Support) and PBL(Positive Behaviour for Learning) Teams whose membership is drawn from across the school. There is a continuing focus on the development of learning programs that differentiate learning to meet the needs of students with specialist support when required. The expectations for behaviour were taught across all settings and there was a focus on a consistent approach to create an effective environment for learning. School wide data was analysed regularly to identify focus areas. In terms of the Learning element Curriculum where the school is Delivering, it was recognised that the school offers a curriculum that meets the Department of Education requirements and provides opportunities for all students. An area of strength is the school's ability to differentiate learning programs to support the individual needs of students. In the element of Assessment the school adjudged that it was Delivering. Teachers were routinely using a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of their students. Feedback was provided to students so that they were able to improve their performance. In the Learning element of Reporting the on– balance judgement for the school was Sustaining and Growing. The reports presented to parents during each Semester contained information that clearly demonstrated the student's progress and achievement in an accessible format. In terms of the Student Performance Measures element the school is Delivering. It is acknowledged that the school uses external and internal data to plot targets for growth for students.

The Teaching Domain consists of the following elements: Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards. In 2018, teachers were able to develop positive collegial relationships, participate in professional learning and reflect on current practice through Whole School, Team and Stage meetings. Performance Development Plans which reflected the individual teacher's needs and school and state priorities were monitored by the Executive. Teachers were encouraged and supported to pursue Accreditation. Student progress was monitored by the examination of data. However, this could be more rigorous and is an area for development in 2019.

The Leading Domain comprises the following elements: Educational Leadership, School Planning, Implementation and Reporting , School Resources and Management Practices and Processes. The school is Delivering in this Domain. The Executive team is involved in the Development, implementation and review of the Performance and Development Plans for teaching and Non Teaching staff. While the process is well established for teaching staff, it needs to be improved for non teaching staff. This will continue to be a focus next year. The Executive are proactive in ensuring that teaching staff are implementing syllabuses and assessment and reporting procedures that are aligned to NESA standards. They also undertake a regular monitoring of the progress of the School Plan and share this with parent/ community groups. Resources are allocated according to the school's priorities and the school is well maintained to provide a safe environment for learning. Meaningful connections with the school community have been maintained as was evidenced by the significantly increased parent and community involvement in school events and the continued involvement of the Local School Reference Group and the AECG (Aboriginal Education Consultative Group). There should be a strengthening of the link between these two groups in 2019.

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–excellence–and –accountability/sef–evidence–guide>

Strategic Direction 1

High Expectations and Personalised Learning Culture

Purpose

Support for students through a high expectations learning environment characterised by purposeful and differentiated learning in a variety of contexts, respectful relationships and a whole school focus on Literacy and Numeracy to enable students to become self directed, lifelong learners.

Overall summary of progress

In 2018 there was a focus on developing a learning environment that was characterised by high expectations, a clear understanding of the students' individual learning needs and the contextual factors that influenced their ability to engage. Learning Programs were differentiated to enhance student achievement, extension and success. Aboriginal Educators (AEs) provided in class support for individual students, small groups and whole class activities. They also provided a means by which teachers' understanding of the community was enhanced. They were an integral part of the Personalised Learning Plans developed and implemented for each student. In Years 10, 11 and 12 there was a focus on developing pathways beyond school through their involvement in a TAFE Taster program, Work Experience, University immersion Programs and visits by successful former students who shared their journeys. There was a development of a partnership with Brewarrina Shire Council to enhance an awareness of the employment opportunities within the local community.

The EAfS (Early Action for Success) program continued to provide intensive support in Literacy and Numeracy for students in Kindergarten to Year 2. There was a focus on measuring and analysing student achievement and making authentic changes in teaching practice based on analysis and reflection under the mentorship of an Instructional Leader. In Years 3 to 6 and Years 7 to 10 the staff were supported by Executive leaders to develop their explicit teaching capacity, with a focus on the integration of Literacy and Numeracy strategies. There was an examination of internal and external data to develop a clear understanding of students' needs and inform teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the proportion of students who have achieved identified learning goals	<ul style="list-style-type: none">• \$747,362	<ul style="list-style-type: none">• AEs are deployed across K–10 classes to provide in class learning support and an understanding of community and contextual factors• Individual Learning Goals articulated in PLPs and through an analysis of internal and external data
<ul style="list-style-type: none">• Ensure that all students demonstrate expected growth in Literacy and Numeracy in accordance with state priorities	<ul style="list-style-type: none">• \$159,272• \$78,473	<ul style="list-style-type: none">• EAfS provides early identification of the level of Literacy for K–2 students• Mentoring of teachers by Executive leaders to focus on differentiation on learning and integration of Literacy and Numeracy Strategies across KLA's Years 3–10
<ul style="list-style-type: none">• Increase in the proportion of students who exit school into a pathway for further education, training and employment		<ul style="list-style-type: none">• Establishment of TAFE Taster, Work Experience Programs for Year 10,11 students to develop an understanding of career pathways

Next Steps

- The continued development of a high expectations learning environment that is characterised by purposeful, differentiated learning in a variety of contexts
- A commitment of all staff to ensuring that all students at Brewarrina Central School are known, valued and cared for and supported to achieve their learning goals both within and beyond school
- A focus on the continuation of programs that foster a positive environment for learning and a recognition of student

achievement in all aspects of school

- The purposeful examination of internal and external data to inform teaching practice to lead to real improvement in Literacy and Numeracy across all KLAs and in external assessments such as NAPLAN and HSC



Strategic Direction 2

Building School Leadership Capacity

Purpose

To develop staff capacity to be passionate, skilled educators who inspire lifelong learning, there will be a systematic and strategic approach to professional learning, the creation and maintenance of a collaborative, stimulating and supportive professional environment and the development of leadership capacity.

Overall summary of progress

In 2018 the staff were involved in targeted professional learning that supported their commitment to improving their teaching practice to enhance student achievement. They were able to access this learning through in school whole school staff meetings, stage/team meetings and through individual mentoring by Executive supervisors. They were also encouraged to access external professional learning that was pertinent to their identified needs as outlined in their PDPs(Professional Development Programs). The focus was on the development of a collaborative working environment where all staff were encouraged to seek advice, reflect on practice and develop their analytical examination of data and pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase the capacity of teachers to embed evidence based pedagogy	<ul style="list-style-type: none">\$78,473\$34,221	<ul style="list-style-type: none">School leaders drive professional learning of staff within the school and support the development of PDPs through individual mentoringStaff encouraged to access Professional learning beyond schoolFocus on examination of internal and external data to inform teaching practice
<ul style="list-style-type: none">Increase the proportion of teachers working towards higher levels of accreditation	<ul style="list-style-type: none">0.066 FTE	<ul style="list-style-type: none">Teachers supported by Executive supervisors to gather evidence for AccreditationFinal Accreditation Report overseen by DP Secondary prior to presentation to Principal and NESAs
<ul style="list-style-type: none">Increase staff instructional leadership capacity	<ul style="list-style-type: none">\$78,473\$159,362	<ul style="list-style-type: none">Staff encouraged to take on leadership roles across the school and to lead learning in team / stage meetingsStaff work closely with Executive to develop teaching practice through observation, team teaching and constructive feedback

Next Steps

- The continuation of a systematic and strategic approach to professional learning with an emphasis on Literacy and Numeracy, the effective use of data to inform teaching, classroom management strategies and the explicit teaching of skills and content
- The staff to be proactively encouraged and supported to pursue relevant Accreditation
- All staff committed to the development of a collaborative, supportive and positive working environment where the prime focus is on the education and achievement of children and the development of meaningful community connections
- The PDP process for all staff will be strengthened through the explicit linking of goals to the School Plan and meetings with Executive and Principal
- Leadership opportunities to be promoted for students and staff

Strategic Direction 3

Cohesive Community Partnerships for Learning and Culture

Purpose

To foster quality sustainable relationships across the whole school community and to maintain a positive and successful school that is focussed on ensuring our students are engaged in their culture, lifelong learning and develop their leadership capacity

Overall summary of progress

In 2018 the school continued to develop positive and cohesive partnerships with the Community. The key bodies of the Brewarrina AECG (Aboriginal Education Consultative Group) and the SRG (School Reference Group) were instrumental in informing the school of community views and developing ways forward to implement the key deliverables of the Connected Communities Strategy. The SLCE (Senior Leader Community Engagement) liaised closely with community members and groups to increase involvement in school events and activities and to develop programs to support students' learning and future pathways. The DP (Deputy Principal) Connected Communities led the staff in Wayilwan language learning awareness. Programs such as PBL (Positive Behaviour for Learning), Clontarf and Girlfit 2018 and connections with other agencies supported students in developing a sense of belonging, supported increased attendance and retention and the establishment of options beyond school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the learning approaches that focus on language and culture	<ul style="list-style-type: none">• \$5000	<ul style="list-style-type: none">• Staff involved in learning that focuses on understanding the local context, community and culture• DP Connected Communities led Wayilwan language awareness• NAIDOC and other events had a whole school focus and were well attended by families and community
<ul style="list-style-type: none">• Increase the number of opportunities for staff to contribute to a positive and collaborative school culture	<ul style="list-style-type: none">• \$5000• \$5000	<ul style="list-style-type: none">• Staff involved in the organisation of whole school events such as NAIDOC and sporting events• Whole school professional learning developed a shared understanding of the local context• Social events both within and out of school build camaraderie
<ul style="list-style-type: none">• Increase the proportion of students who are actively engaged in school life and exhibit a positive sense of wellbeing	<ul style="list-style-type: none">• \$5000• \$2000• \$51,000• \$6,500• \$500	<ul style="list-style-type: none">• Attendance rates showed continued improvement• Proactive follow up of attendance• Programs such as PBL, Clontarf and Girlfit encourage positive involvement in school life• School subsidised excursions/incursions develop wellbeing• Breakfast program, Crunch and Sip, School Run Canteen foster well being
<ul style="list-style-type: none">• Increase parent/ community satisfaction and engagement with the school		<ul style="list-style-type: none">• increased participation of families and community at all school events such as NAIDOC, Mothers and Fathers Day, Easter Hat Parade, Sporting events• Parent/ Teacher Meetings established as part of school calendar and attendance improving

Next Steps

- The links established in 2018 with the Brewarrina Shire Council and other local employers will be strengthened to facilitate School Based Traineeships and Work Experience Programs. This will be supported by programs such as Clontarf and in school programs

- Staff awareness of the local culture and language and its integration into teaching and learning programs will be facilitated by the DP Connected Communities and supported by the AECG and SRG
- Students will receive recognition for positive contributions to school and community life
- A sense of belonging will be developed through the wearing of a school uniform and involvement in school and extra curricular events
- There will be a continued focus on future careers based education

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• \$747,362	<ul style="list-style-type: none"> • Aboriginal Educators /SLSOs deployed in every class K–10 to support whole class, small group and individual student learning • AE implements Speech Program for students in K–2
Low level adjustment for disability	• \$60,000	<ul style="list-style-type: none"> • Aboriginal Educators support individual students with specific needs
Quality Teaching, Successful Students (QTSS)	• \$78,473	<ul style="list-style-type: none"> • Teachers' professional learning tailored to suit individual teacher needs • Teachers mentored by Executive supervisors in scheduled meetings where teaching and learning programs, pedagogy and assessment analysed
Socio–economic background	• \$341,526	<ul style="list-style-type: none"> • Additional teachers employed to create discrete classes K–10 to support the implementation of Personalised Learning
Support for beginning teachers	• \$34,465	<ul style="list-style-type: none"> • Beginning teachers supported in the Accreditation process by Executive supervisors and school based systems • Additional meeting time for Beginning teachers 'built in' the timetable to meet for one on one support • Individual Professional Learning needs supported by the school both internally and externally



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	75	70	80	89
Girls	85	76	65	73

This Table shows the pattern of student enrolments over the past four years. In 2018 there was an increase in enrolments which was largely due to an increase in Kindergarten enrolments and the arrival of new families in the area. Throughout the year enrolment figures have fluctuated as a result of a high rate of student movement in and out of the community as families seek employment opportunities and family support in other areas.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.2	83.2	82.7	74.8
1	90.2	82.2	84.4	78.1
2	94.8	87	81.9	87.6
3	89.7	93.1	88.9	80.5
4	91.9	89.5	88.4	87.2
5	87.2	88.9	89.9	89.2
6	90.8	85.3	89.1	89.8
7	86.9	91.6	76.3	79.3
8	75.4	81.3	85.9	63.9
9	89.9	70.8	76.7	74.9
10	74	75.7	67.8	65.5
11	80	56.9	71.8	51.4
12	86.3	74.3	44.1	87.5
All Years	87.2	82.8	80.9	77.6
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

Brewarrina Central School has continued to monitor attendance on a regular basis through the operation of a proactive Attendance Team who meet on a weekly basis. This team comprises the Principal, Relieving Deputy Principals, K-6 and 7-12, HSLOs (Home School Liaison Officers) and SASS Attendance. The Attendance data for each week is considered and each student's needs are dealt with on an individual basis.

However, families are sometimes considered as a unit as all the children in a family are impacted by the same factors. Appropriate support measures and actions are decided upon and implemented by the appropriate personnel. This might include home visits, telephone calls, letters home or formal and informal meetings. There is a concerted effort to follow up Unexplained Absences, Partial Absences due to unpunctuality and for prolonged absences.

The importance of Attendance and its relation to success at school is also emphasised through the school's Newsletter in the Principal's Report, other reports and special features. The school's Facebook Page is also used to remind students and families of student return dates after holidays, special events and learning activities that are occurring at the school. The Kinderstart program operates generally in Terms 3 and 4 as a means of establishing the routine of coming to school for Pre School children. The school offers families support and assistance with uniforms, shoes, supplies and lunches which can act as barriers to attendance. The school also has a daily Breakfast program to encourage students to come to school. Consistent attendance is recognised and celebrated through (PBL) Positive Behaviour for Learning, letters/postcards home to families, random reward days and at Formal Assemblies. Roll Marking procedures are consistently maintained across the school. The school is also involved in the Clontarf program which works with the school to focus on boys' attendance. The school also runs numerous clubs after school for students after school to encourage them to attend so that they can access these.

In 2018 it was pleasing to see that in some years the attendance rate for Brewarrina Central School was just below the state average. In Years 2, 6 and 12 the school's attendance rate was within 3.5% of the state average. In some years the numbers are skewed because of the existence of a chronic non attender and the small number of students within a particular cohort. The school's attendance rates are sometimes impacted by students being involved in family business for longer than anticipated. Overall, the school's attendance rate declined by 3.30%. The State's overall attendance rate declined by 0.8%.

Attendance will continue to be a major focus of the school in 2019 with the school proactively exploring and implementing strategies to improve student attendance rates across all years.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	43
Employment	0	0	29
TAFE entry	7	0	0
University Entry	0	0	14
Other	7	28	0
Unknown	0	14	14

In 2018 there were 7 students who sat for the HSC. One of these students has received university entry, two are currently employed, three are seeking employment and one is unknown.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	10.18
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	7.99
Other Positions	0.1

*Full Time Equivalent

In 2018 Brewarrina Central School had an Assistant Principal (AP) relieving as a Deputy Principal, K-6 and a Head Teacher relieving as Deputy Principal 7-12. A classroom teacher took on the relieving AP position K-6. In addition to these school funded positions an Instructional Leader (IL) at DP level was funded under the Early Action for Success (EAfS) program. There was also a Head Teacher, Secondary Studies who was part of the school's established staffing. The school's Executive team consisted of these staff members in addition to the Senior Leader Community Engagement (SLCE), the SAM (Senior Administration Manager) and the Executive Principal .

The Deputy Principal, Connected Communities, was

also based at Brewarrina Central School.

The school's teaching staff numbers was augmented by the employment of Temporary Teachers to ensure that there were fewer composite classes in K–6, that there was as wide a subject selection as possible in Secondary and classes were taught by subject specialists.

There are four Aboriginal teaching staff members at Brewarrina Central School. The school also has two Aboriginal Education Officers, a permanent Aboriginal SLSO (Student Learning Support Officer) and Aboriginal SLCE. Three of the permanent SASS staff are Aboriginal and the temporary GA is also Aboriginal. In addition to these positions the school also employed 14 Temporary and one casual Aboriginal Educators/ SLSOs who provided in class support for students' learning and were an integral in providing a link between the school and home and cultural perspectives. The school's Canteen Manager was also Aboriginal. 56% of the staff are Aboriginal. Brewarrina Central School has continued to be an active employer of Aboriginal people within the local community and is committed to sustaining the practice.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

Brewarrina Central School has continued to provide Professional Learning opportunities and support to all its staff. Many of the teaching staff are within their first five years of teaching. Professional learning has been provided through Whole School Staff Meetings or Staff Development Days, Team Meetings and mentoring by Executive supervisors in small groups or individually.

The focus has been on the enhancement of teaching practice to support student outcomes. This has involved the development of quality teaching programs, personalised and differentiated learning, effective classroom management, Literacy and Numeracy strategies, rich assessments and cultural understanding.

In addition to the in school support, teachers have been encouraged to involve themselves in professional learning beyond the school. This has been either subject or skills based or an augmentation of their leadership capability. Cultural mentoring is provided by Aboriginal Educators who work alongside teachers in each class Kindergarten to Year 10.

Non Teaching staff were also involved in meetings throughout the year that covered Mandatory Training, aspects of their role and NAIDOC preparation and organisation. All staff were involved in Staff Development Days. In addition to the Mandatory Training such as Child Protection, Code of Conduct, CPR and Anaphylaxis, they were also involved in Bridges Out of Poverty Part 2, Understanding and Responding to Trauma, Consultation regarding the School Plan 2018–2020, a broadcast on the Department of Education's Strategic Plan by Mark Scott, an introduction to local Aboriginal Language and Staying Healthy at Work.

In 2018 the Principal and key School Administrative and Support Staff were involved in training for were involved in SAP (System Administration and Processes) training to facilitate the transition to the Department's new operating system.

The school again proactively supported teachers involved in Accreditation. They were supported by their immediate Executive supervisors and the Secondary Deputy Principal provided guidance on the types of evidence collected to support the Accreditation process. In 2018 one teacher gained Proficient Accreditation and two were involved in the Maintenance of Accreditation phase. At the current time no teachers have yet commenced the process for Accreditation at the higher levels.

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	1,479,694
Revenue	4,488,332
Appropriation	4,378,976
Sale of Goods and Services	55,857
Grants and Contributions	41,162
Gain and Loss	0
Other Revenue	0
Investment Income	12,337
Expenses	-4,354,103
Recurrent Expenses	-4,354,103
Employee Related	-3,892,046
Operating Expenses	-462,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	134,229
Balance Carried Forward	1,613,923

In 2018 the Executive Principal, SAM(School Administration Manager) and SAO(School Administration officer) were involved in training in the Department of Education's financial operational system (SAP). This was a time of flux and required an adjustment in the usual routines.

The Executive Principal and SAM would meet regularly to update operating figures, consider budget spending within faculties/ stages and examine staffing costs. This analysis was shared periodically at Executive meetings.

In 2019 the school will continue to employ Aboriginal Educators to support student learning, maintain its current Executive structure, provide support for beginning teachers and involve all staff in whole school training to enhance an understanding of the students' context and culture.

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	2,013,513
Base Per Capita	29,396
Base Location	126,807
Other Base	1,857,310
Equity Total	1,098,104
Equity Aboriginal	518,698
Equity Socio economic	372,760
Equity Language	0
Equity Disability	206,646
Targeted Total	324,145
Other Total	604,746
Grand Total	4,040,508

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.

In 2018 Year 3 NAPLAN results for the Literacy component Punctuation and Grammar demonstrated that we had no students in Band 1, 50% in Band 4 and 17% in Band 6. In Reading 50% of our students were placed in Band 3. In Spelling 30% of Year 3 students were placed in Bands 4 and 5. In Writing 50% were placed in Band 3 and 50% in Bands 4 and 5.

For Year 5 students in Grammar and Punctuation 65% of students were placed in Bands 4 and 5. In Reading 72% of Year 5 students received Bands 4, 5 and 6. In Spelling 70% of Year 5 students were placed in Bands 28% were placed in Bands 5,6 and 7 while 72% were placed in Bands 3 and 4. In Writing 47% received Bands 4 and 5.

In Year 7 Grammar and Punctuation 77% were placed in Band 4 and 23% in Bands 5 and 6. In Reading 46% of Year 7 students were placed in Bands 5 and 6. In Spelling 71% of students received Bands 5 and 6 which is an improvement on the 2017 score of 42%. In Writing 55% of students scored Band 5 or above.

Year 9 Literacy results for the Punctuation and Grammar component showed that 51% of students gained Bands 6 and 7. In Reading 63% of students were placed in Bands 6 and 7. 76% gained Bands 6 and 7 in Spelling. In Writing 50% of students received Band 5.

67% of students in Year 3 Numeracy obtained Band 4 and there were no students in Band 1.

In Year 5 Numeracy 79% of students were placed in Band 4 and 5.

In Year 7 Numeracy 85% of students were placed in Bands 4 and 5.

In Year 9 Numeracy 50% of students received Band 5 and 50% were placed in Bands 6 and 7.

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

In 2017 for Years 3 and 5 students 10.87% of Aboriginal students were placed in the top two NAPLAN bands. In 2018 there were no students placed in these bands. A similar trend continued for the Year 7 and 9 students. In both 2017 and 2018, there were no Aboriginal students in the top two NAPLAN bands.

In 2018 Brewarrina Central School continued to provide Aboriginal students with personalised support to improve Literacy and Numeracy outcomes. This involved the differentiation of Teaching and Learning Programs to cater for individual needs, the deployment of Aboriginal Educators for small group and individual support, LaST (Learning and Support Team) intervention within classes and through withdrawal to support small group and individual students and the continuation of the EAfS (Early Action for Success) program in Kindergarten to Year 2 . There will be a continued and strategic focus on Literacy and

Numeracy in 2019.



Higher School Certificate (HSC)

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

In 2018 there were seven students who sat for the HSC. All the students who studied Visual Arts received Band 3s. Students also achieved Band 3s in PD/H/PE, English Standard and Industrial Technology.

Parent/caregiver, student, teacher satisfaction

In 2018 Parents/carers were invited to participate in the TTFM Survey. Only a small number elected to do so and the sample was not large enough to provide a significant statistical analysis. However, anecdotal evidence was collected on the four main areas covered in the TTFM Survey. Over 80% of the parents/cares consulted reported that they felt welcomed at the school. They particularly mentioned how approachable and helpful some of the teachers, Executive and 'Office' staff were. When considering whether they were well informed about school matters most parents/ carers reported that they found the school's Newsletter, Facebook Page and notes home informative. There was a concern that some notes did not 'always make it home' and it was good to have the back up of the Facebook page. Parents reported that they supported the school's Home Reader Program and the Study/ Homework Clubs run by the school. The latter provided the students with an opportunity to complete school work in a supported environment and gave them access to Technology which wasn't always available at home. Over 70% of parents had attended events, meetings and activities at the school. However, fewer were involved in committees such as the AECG or Local School Reference Group. Over 75% reported that they were not involved in such meetings. Generally parents thought that the school supported positive behaviour and learning with over 80% of the small sample consulted stating this. The school was also seen as safe and inclusive by over 80% of parents.

In the annual Tell Them From Me for Primary students 94% of students as compared to the state average of

83% were involved in Sport at school.

59% of Brewarrina Central Primary School students were involved in extra curricular activities provided by the school compared to the state average of 55%.

91% of Primary students compared to the state average of 81% had a positive sense of belonging. However, only 63% compared to the state average of 85% thought they had friends who would help them make positive choices at school. Also 89% compared to the state average of 96% thought that schooling is useful to their everyday life and will have a strong influence on their future.

Just under 50% of Primary students generally recognised that they did not complete Homework in a timely fashion or with a positive attitude.

55% of Primary children, compared to the state average of 83%, recognised that they did not always display positive behaviour at school.

However, the school's average for students who were interested and motivated in their learning, was higher than the state's average., 81% compared to 78%. In terms of students trying hard to succeed the Primary students matched the state average.

57% of the Primary children stated that they had been the victims of bullying compared to the state mean of 36%. However, 82% which was 5% above the State average, felt that they had someone at school who consistently provides advice and encouragement. There was also a higher than State average(86% compared to 84%) for the students who recognised that teachers were responsive to their needs and encourage independence.

85% of Primary students felt good about their culture at school and 80% believed that their teachers understood their culture.

For the Secondary students 81% of students participated in school sports compared to the State mean of 48%. Only 20% stated that they participated in extra curricular activities organised by the school. This was slightly lower than the state mean of 24% In terms of a positive sense of belonging 64% compared to the State mean of 66% felt they were accepted by their peers and others at their school. Only 58% compared to the state average of 78% felt that their friends encouraged them to make positive choices. However, 92% valued their schooling and knew that it would have a strong bearing on their future which is 20% better than the state average of 72%. The school mean for truancy was substantially higher (34%) than the state average with 44% of students involved in truancy. Brewarrina Central Secondary students were less inclined to complete Homework with only 17 % stating that they did. This compared to the State Mean of 54%.Only 68% of Secondary students thought they displayed positive behaviour at school. This was below the State mean of 87%. However, they were well above the state mean in terms of finding their learning interesting, enjoyable and relevant, 62% was the school mean compared to the state mean of 46%. In terms of

trying hard to succeed at school 76% of Brewarrina Central Secondary stated they did. This is well above the state mean of 66%.

In terms of bullying 25% of the Secondary students reported they had been victims which was just slightly above the state mean of 21%, The school mean for Secondary students feeling they had someone who consistently provides support and encouragement was above the State mean by 2%. There were 64% of students at Brewarrina Central who felt that teachers are responsive to their needs and encourage independence as compared to the State mean of 57%.The school's mean for students believing they had someone out of school who also provided support and encouragement was also higher (59%) than the state average of 45%.

72% of Brewarrina Central School students are planning to finish Year 12. This is 7% below State average. 51% are planning to an apprenticeship or VET/TAFE course. This is considerably higher than the state average of 35%.

39% of students were planning on going to University which is considerably less than the State average of 67%.

80% of Secondary students reported they felt good about their culture and 62% thought that their teachers understood their culture. Only 46% felt proud of their school. 61% reported that they had a positive goal orientation. This is on par with the State mean of 62%.They also had a good sense of being able to overcome setbacks and challenges they faced at school being 4% higher than the state mean of 55%. The majority of students 89% believed that PBL had a positive improvement on classroom behaviour.They also identified that they did writing in 63% of their classes.

In the annual Tell them From Me Survey for Teachers, one of the 8 Drivers of Student Learning is Leadership. 70% of teachers identified that school leaders had supported them in improving their teaching, providing guidance for monitoring students' progress, creating a safe and orderly school environment, observing their teaching and supporting them when required. This compares favourably with the State average of 71%.

In terms of Collaboration 71% identified that they had talked with other teachers about strategies to engage students, assessment strategies the sharing of lesson plans and materials. This compares with the State average of 78%.

In terms of Learning Culture 73% of teachers compared to the state average of 80% identified that they gave students written feedback on their work, monitored the progress of individual students, set high expectations for student learning and were effective in working with students with behaviour problems.

Teachers also identified that they were not utilising Data to inform their practice as effectively as they could, particularly in the areas of providing work samples of what would constitute a higher Band

to improve performance on Formal Assessment Tasks (74%).

On average 72% of teachers, compared to the state mean of 79% identified that they help their students to set learning goals, gave feedback and discussed with students ways of seeking help to improve their learning.

In terms of the use of Technology 71% of teachers, compared to the state mean of 67%, recognised that they were able to utilise technology to enhance teaching and learning effectively.

In establishing an inclusive teaching environment, 75% of teachers were able to help students with special learning needs and created opportunities for success for students who are learning at a slower pace.

Parent involvement in their student's progress 69% was slightly higher than the state average of 68%. Teachers identified that parents are regularly informed of their student's progress and that they work with parents to help students to solve problems interfering with student's progress.



Policy requirements

Aboriginal education

Aboriginal perspectives were embedded in the teaching and learning programs across KLAs (Key Learning Areas). Culturally appropriate content and resources were integrated into teaching programs. Students were involved in the development of their Personalised Learning Plans in collaboration with their families, Aboriginal Educators and teaching staff. The students established their learning goals with a particular emphasis on Literacy and Numeracy targets, their cultural, community and family identity, their aspirations, the challenges they saw themselves facing and the support they may need to overcome them.

In 2018 there was a focus on ensuring that students in Years 10, 11 and 12 were involved in programs that enhanced their understanding of the world of work and the possibilities for further training and education to support their transition from school to work. They were involved in a two week TAFE Taster program where participants were given an opportunity to see what was involved in the study of a number of courses as well as obtain a White Card. Years 10 and 11 were also involved in a Work Experience program which was supported by the Brewarrina Shire Council. Students

were able to experience 'work' in a number of areas within the Brewarrina Shire Council. They received a Reference as a result of their efforts and the Council Supervisors with whom they worked were also prepared to act as a referee for the students. The Brewarrina Shire Council also offered some School Based Traineeships which will begin in 2019 when the students are in Year 11. This focus on Career Education had been raised during the consultation for the School Plan 2018–2020 by all the key groups. This will continue in 2019.

The Clontarf program also supported this focus on the transition from school to work and further training and education by involving the boys from Years 10 to 12 in experiences, both within and beyond Brewarrina, that gave them an awareness of future options or active participation in post school options.

The school also hosted the visits of former students who were successful since leaving school in areas such as engineering and finance. As former students such as John Kirby and Barbie Lea Kirby shared their journeys since leaving Brewarrina Central School which involved tertiary study and ultimately successful careers, the students realised the significance of education and the importance of connections and support. These were inspirational stories that resonated with the students.

Brewarrina Central School continued to maintain its links with the University of Western Sydney. Students from Years 9 to 12 again visited the university and were able to immerse themselves in university life and learning for a week. They met with Indigenous Aboriginal university students and students from other schools.

The school continued to employ Aboriginal Educators working in every classroom from Kindergarten to Year 10. These are local community members who have close links with the students and families. They provide support with learning, community connections and cultural perspectives. There continued to be a close connection with the AECG(Aboriginal Education Consultative Group) and the SRG(School Reference Group) particularly in terms of community and cultural concerns.

NAIDOC is always a significant celebratory event on the school calendar. In 2018, the theme was: 'Because of her, we can.' This gave the students the opportunity to reflect on the contribution of Aboriginal women in their country's, community's and family's histories. It also made them realise the part they had to play in the present and the future and how important the women in their lives were. They were involved in a wide array of learning activities where they explored these ideas and produced artwork, stories and histories based on what they learned. The community wholeheartedly supported the NAIDOC activities such as the Big Breakfast, Flag Raising and March, MKR for Secondary students , Whole School Assembly and Morning Tea, Craft Activities and Indigenous Games and BBQ. The highlight of the celebrations was the Photographic Exhibition that was held in the Brewarrina Visitors Information Centre and supported by the Brewarrina Shire Council. This exhibition had hundreds of photos

of women from the past and the present that were all beautifully mounted and exhibited as well as stories and other artworks depicting the lives of women. This Photographic Exhibition received great acclaim and was kept open for the Brewarrina Community NAIDOC Celebrations.

The school's Kinderstart program operated throughout Term 4. In 2018 there 16 students who participated in the program which is staffed by a teacher and AE (Aboriginal Educator) and overseen by the IL (Instructional Leader) Deputy Principal. This encourages the smooth transition to 'Big School' from Pre School for both the children and their families. The school works closely with the families and the Pre School to gain a clear insight into the learning and social needs of the children and to gain support if needed. These students and students from Kindergarten to Year 2 and occasionally Year 3 were also involved in a Speech Program that is implemented by an AE who receives training from a teacher/ Speech Therapist.

Year 7 and 8 students continue to be involved in the Healing Foundation's Yarn Time where they explored identity and belonging through learning programs and excursions. The school maintained its involvement in the Clontarf Program where the emphasis is on attendance, retention and post school options through the 'hook' of sport. The school based Girlfit program operated for a term and a half with teacher volunteers and catered for girls from Year 5 upwards. There was an emphasis on well being and peer relations.



Multicultural and anti-racism education

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

Positive Behaviour for Learning (PBL) principles underpin the school's Discipline Policy. Safe and respectful learning is the cornerstone of all behavioural expectations across the school. The school continues

to implement its Anti Bullying Policy and anti racism perspectives are taught as part of PBL. There is an ARCO (Anti Racism Contact Officer) at the school.