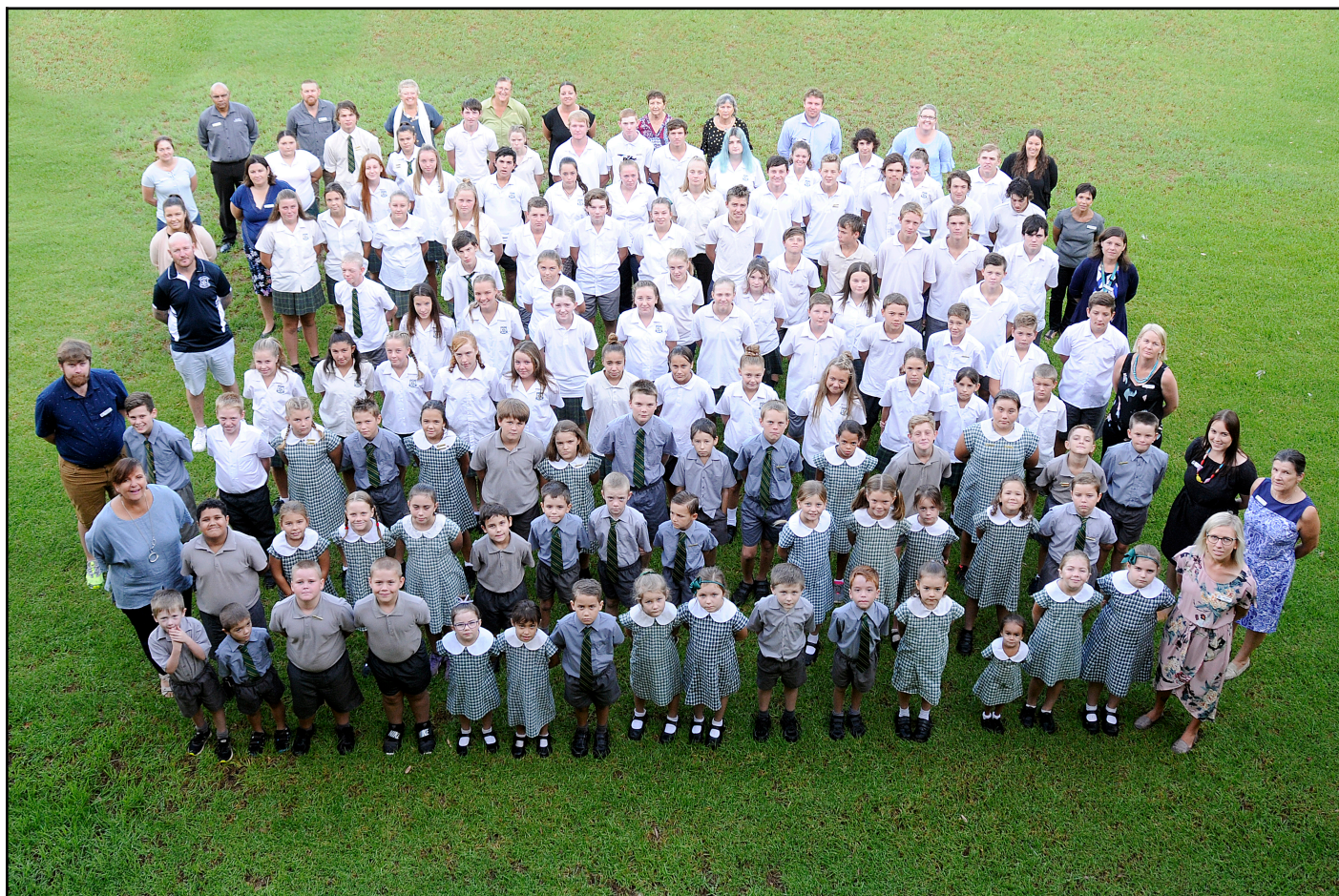


# Baradine Central School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

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### Message from the principal

I am proud to have led our wonderful K–12 school of approximately 45 primary students and 75 secondary students and witnessed their achievement throughout 2019.

BCS has become the school of opportunity. It is an inclusive school where there is something for everyone to succeed at, where students with special needs thrive in mainstream and have the same opportunities as other students. Across K–12, individuals do brilliant things but it is teamwork and collective unity that is the real strength of Baradine Central School.

Students are heavily supported and encouraged to try their hardest in the classroom with the academic learning. Having the basics in literacy and numeracy is an essential skill for everyone. Our focus is on personalised learning and growth for all for 21st century mode of delivery. I congratulate the academic achievers for their impressive improvement and growth in their learning.

The wider Baradine community is renown for its sporting pursuits and the students of BCS are no different. Our sporting students are always applying their personal best effort on the sporting field and it has often been commented on our FaceBook page, that this is a school punching well above its weight. There were some standout individual performances along with several brilliant team performances at state final levels.

Our students are aware of the importance of participating in community events such as Anzac where they march with pride and observe the commemoration of the fallen with solemn sensitivity. NAIDOC, another community event, is a special time to learn about and celebrate local Gamilaroi protocols, heritage and culture.

Agriculture is in good shape at BCS with younger students in primary developing a love of vegetable gardening and also caring for the pet goats and chooks. Agriculture students in secondary, flourish doing the hard yards in the shearing shed, out fencing, driving tractors, welding bibs and bobs but also in the show ring when competing with school's sheep and cattle.

Recently we witnessed the boys and girls of all ages giving their all on this very stage when Dancing to the Movies. Although performing is not for everyone, the team spirit got going and the result was wonderful. Earlier in the year, I was privileged to attend the gala performance of the annual Moorambilla musical production in Dubbo and it was an outstanding celebration of Western talent including 6 of our students.

At BCS we, the staff and students, don't always get things right but we are mindful of striving to develop our individual capacity to be resilient by learning from our mistakes and life's challenges.

Our students have learnt to be humble and graciously accept the goodwill and support from city schools in this time of intense drought. The recent multi-cultural exchange with Moorebank HS on their visit to Baradine was profound.

And now, we are about to do something unprecedented in rural and remote public schools – 25 secondary students, 3 teachers and 2 support staff, will travel overseas during the next school term to experience another country, its climate,



its people and their culture. This opportunity came about through the vision, planning and hard work of our treasured Head Teacher, Matt Edwards who has an ongoing relationship with the education sector of Winnipeg Canada since completing a teacher exchange their several years ago.

In 2019 we welcomed new staff: Warren Frazer 5/6; Yvonne Thomson technology; Stewart Row support;Shannan Campbell Nagy PE; Ashleigh Rayment science; and casual teachers Rachel Gardener Anne Fraser, Ann Golledge. Tony Antaw took over the cleaning role with Pete McIlliniey who transferred to Coonabarabran PS. Two teachers were appointed to permanent teaching positions: Ashleigh Rayment in science; & Lucy Dorman in primary.

In conclusion, 2019 was an eventful year with many positives for our students.

**Christine Clarke**

**Principal**

**December 2019**



## 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 120 students from Kindergarten to Year 12 with 40% primary students and 60% secondary students and 61% identifying as Aboriginal. The school's motto is 'We do not learn for school but for life', emphasising and valuing 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 or young person. Positive wellbeing for all is central to the school's functioning with the belief that 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 pillars of Baradine Central School's culture are respect, quality, participation and safety.

The school's unique context attracts additional needs-based funding that allows the school to implement programs to address needs and support equity for all. 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. VET courses along with School Based Apprenticeships and Traineeships in Stages 5 and 6 are priorities for some senior students. Personalised learning is supported by continuous feedback, assessment for learning and reporting to parents through student reports and the Annual Report.



## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Learning

#### Purpose

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

#### Improvement Measures

Increase the proportion of students K–10 demonstrating growth in reading.

Increase the proportion of all students in top two bands for NAPLAN reading and numeracy.

Increase the proportion of students who read for pleasure.

#### Progress towards achieving improvement measures

##### Process 1: 1. Learning to read, reading to learn

Collaboratively develop and implement evidenced based practices that focus on reading across the whole school.

Evaluation	Funds Expended (Resources)
Teachers self-assessed on 22/10/19 against the <b>Teaching Standard 2.5.2 Apply knowledge &amp; understanding of effective teaching strategies to support students' literacy and numeracy achievement</b> . with 83% meeting the standard. The middle school initiative of a secondary English teacher timetabled to work with the Year 6 students, had a high positive impact. The secondary teacher was taking Year 6 students in small groups to assess their skills and enhance skills so they were better equipped for high school in 2020. This initiative for Baradine Central School proved to be a valuable transition tool. The impact of the Learning and support teacher and SLSOs working with individual primary students, was positive with all students demonstrating growth in reading. Data on reading achievement collated internally from benchmarking along with external testing such as NAPLAN, indicates significant growth in Junior School where Early Action For Success has been delivering explicit teaching.. Secondary students identified as 'at risk' will require extensive intervention 2020.	Second English teacher (above entitlement ); AP off class, leading Literacy/Numeracy  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$92000.00)</li></ul>

##### Process 2: 2. Numeracy

Build staff's capacity to understand and explicitly teach numeracy to students at all levels of achievement, in all learning areas.

Evaluation	Funds Expended (Resources)
Teachers self-assessed on 22/10/19 against <b>Teaching Standard 2.5.2 Apply knowledge &amp; understanding of effective teaching strategies to support students' literacy and numeracy achievement</b> with 83% meeting the Standard. Primary had a targeted <b>numeracy focus K–2</b> during Semester 1 resulting in more explicit teaching and a greater focus on progressions for data collection followed by 'where to now' discussions. This focus has allowed for a greater staff understanding of how the syllabus and progressions are linked. K–2 have also focused on number talks so all students can better assess problems that have multiple answers. In secondary, the history teacher had a strong focus on numeracy through analysing graphs and the use of timelines. The science teacher used numeracy skills to create graphs and using scales in practicals. In geography, numeracy was used when studying land forms, landscapes and contour lines. This has involved explicit teaching of height in meters. In Stage 4 geography the teacher stated that it was necessary to explicitly teach basic	Additional teacher allocation and SLSO time.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$62000.00)</li><li>• Socio-economic background (\$43000.00)</li></ul>

## Progress towards achieving improvement measures

numeracy skills so climate graphs, precipitation and temperature could be effectively explored. The secondary teachers that were explicitly teaching numeracy skills as part of their units/ content felt there was a general improvement in confidence of students to participate in subject specific content. **Numeracy development K–10** will require a strong focus in 2020. Teachers will need to develop a working understanding of the **Numeracy Progressions**.

### Process 3: 3. Engaging Parents in the teaching and learning cycle

Investigate and implement strategies to inform parents' understanding of how students learn and how they can continue to best support their progress.

Evaluation	Funds Expended (Resources)
<p>Teachers self-assessed on 22/10/19 against <b>Teaching Standard 3.7</b>. The results indicated:</p> <ul style="list-style-type: none"> <li>• <b>42% met Standard 3.7.1 <i>Describe a broad range of strategies for involving parents/ carers in the educative process;</i></b></li> <li>• <b>25% met Standard 3.7.2 <i>Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning;</i></b> and</li> <li>• <b>33% met Standard 3.7.3 <i>Work with colleagues to provide appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.</i></b></li> </ul> <p>The literacy/numeracy team compiled a large list of ways we engage with parents about student learning including Kindergarten transition Term 4, Year 7 transition Term 4, Subject selection Year 10 into 11, Parent Teacher Interviews Term 1 and 3, SBAT parent sessions, and the introduction to Skoolbag communication app. Other interactions with parents included Baradine Town service on ANZAC Day, Australia Day awards, Education week open classrooms, sports afternoon and assembly where staff/ students and community were recognised, State Election Day stall staff and student volunteers, Federal Election Day stall staff and student volunteers, consistent support of the CWA and their country of study every year, NAIDOC Day celebrations at Dandry George, continued support of the Moorambilla Voices (this year we had seven students attend, this in turn engaged their families with the school and community), parent and community helpers at the primary zone carnival, attendance at parent meetings about the secondary's overseas excursion to Canada in Term 1 2020, community member volunteering one morning per week in primary. As a result it was concluded that Baradine Central School continues to be supported by parents and the community where activities, events or learning experiences are valued by both the parents and their children.</p>	<p>AP off class to drive Strategic Direction 1. Supported by increased teacher and SLSO allocation to engage community.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$62000.00)</li> <li>• Socio-economic background (\$43000.00)</li> </ul>



## 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.

#### Improvement Measures

Increase the capacity of staff to embed best practice into their teaching and learning to every student's point of need.

Increase the capacity of staff to use digital technologies and ICT capabilities as teaching tools.

Expected progress toward accreditation maintenance.

#### Progress towards achieving improvement measures

##### Process 1: 1. 21st Century Learners

Investigate and implement current research based and innovative practices on technological applications, learning environments and cross-curricula competencies.

Evaluation	Funds Expended (Resources)
<p>On the 22/10/19, BCS teachers self-assessed against the <b>Teaching Standard 2.6</b>. Results were:</p> <ul style="list-style-type: none"><li>• 2.6.1 <b>17%</b> – Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</li><li>• 2.6.2 <b>75%</b> – Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful</li><li>• 2.6.3 <b>8%</b> – Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</li></ul> <p>While the above data shows we have made slight improvements in teachers using ICT in their classes, there is still a lot more improvement needed in this area. Next year it will remain a focus to improve teachers' capacities to embed ICT into their teaching through further professional learning, and additional resources. We will also try to increase in-school professional learning around ICT, harnessing the skills that already exist within our staff. This will also assist teachers in obtaining hours for their maintenance of accreditation, and provide evidence for teachers seeking accreditation.</p>	<p>Allocation of professional learning funds to ICT; purchase of new hardware from Location Funding.</p>

##### Process 2: 2. Diverse Learners

Collaboratively develop teachers' capacity to use evidence based practices to meet the specific learning needs of students across the full range of abilities.

Evaluation	Funds Expended (Resources)
<p>This year our school increased its level of <b>SLSO support</b> provided to students and teachers. This assisted teachers in providing differentiated work for their students and gave targeted students more one-on-one time to assist with their learning. Some teachers are excelling with their <b>differentiation of curriculum</b>, while others will need further support with their <b>adjustments</b> for different learners. Internal and external <b>professional learning</b> was accessed to assist teachers with building their differentiation skills. Next year our school will stream a large Year 7/8 cohort into three separate groups for Maths, English, Science, History and Geography. This group has a large range of abilities and by streaming into three groups. It will allow teachers to cater more for the diversity of learners, with the smaller</p>	<p>Two full time SLSOs employed from Integration Funding; further three SLSOs employed through Key Initiatives funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$90000.00)</li><li>• Low level adjustment for disability (\$90000.00)</li><li>• Socio-economic background</li></ul>

### Progress towards achieving improvement measures

class sizes. It will also decrease teacher stress and workload, as learners will be able to be placed in classes of similar ability, rather than all in one class. Greater structure is needed around use of the **Learning and Support Teacher** resource, in assisting teachers with differentiation, and teaching strategies. The Learning and Support teacher's timetable will be adjusted for increased flexibility.

(\$62000.00)  
• (\$0.00)

## Strategic Direction 3

### WELLBEING

#### Purpose

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

#### Improvement Measures

Increase the percentage of students with a positive sense of wellbeing.

Increase the proportion of students engaging in extra-curricula activities.

#### Progress towards achieving improvement measures

##### Process 1: 1. Resilience

Implement a whole school strategic approach to support student attendance, wellbeing and resilience to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>2019 has been a positive year for building resilience within the school. Staff teams including <b>PBL Tier 1</b> and <b>2, LST</b>, <b>anti-bullying and executive</b>, have each implemented various initiatives throughout the year to target specific student and whole student body wellbeing. This includes, but is not limited to, check in check out programs, check and connect programs, the teaching of PBL lessons, the reorganisation of PBL rewards and expectations, police liaison talks, anti-bullying lessons and the continuation of anti-bullying officers around the school and the bullying box. Secondary conducted both a girls and boys education day with great success. The days focused on comradery and building positive relationships within our cohorts. Students also received a talk on hygiene and health, talking to others, respect and resilience. Feedback from both days was so positive, that the initiative will be repeated next year. The <b>Tell Them From Me surveys</b> were completed each semester. Survey data identifies improvement points and progress. Semester Two results indicated a positive trend in extra-curricular activities but a negative trend in social-emotional outcomes across secondary. This will be a focus next year. Various staff members have attended <b>professional learning</b> throughout the year, the largest of which was for PBL. Overall the renewal of our PBL systems and awareness amongst staff, has been positive. Staff who have attended PBL training have shared their learning and feedback. New staff have also completed their training with our internal coach. This was a success and has increased their knowledge of the importance of PBL systems within the school. Module completion for all staff will be implemented in Term 1 next year to reinforce this across the board. The SLSO's also completed a TAFE course in Education Support this year and this has led to an increase in their capacity to deliver quality assistance to targeted special-needs students. <b>Attendance</b> levels have been a concern in 2019. Although we do have a significant number of students achieving the over 85% benchmark, there is large number of students with patterns of poor attendance. Next year, there will be further actions/initiatives in place to improve our attendance across K – 12 including the establishment of an Attendance Officer position.</p>	<p>L&amp;ST entitlement 0.2 primary + 0.4 secondary enhanced by <b>0.4 additional staffing</b>.</p>

##### Process 2: 2. Participation

Strengthen and develop structures to support students to engage in a wider range of valued, significant, extra-curricula activities.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Positive participation in school events during 2019 has led to enhanced levels of student wellbeing at BCS. The wide variety of opportunities offered throughout the year included sporting, cultural, social and academic.. Students from Years K – 12 had the opportunity to participate in the **ASPIRE** roadshow workshops which focused on ensuring students understood their options for further study after school. Students in Year 9 and 10 also had the opportunity to travel to Sydney to participate in the ASPIRE UNSW programs in which they got a glimpse of university life. Students thoroughly enjoyed the hands on experiences here and it is hoped that it has encouraged more students to aim for university as an option for after school study. **Sporting opportunities** included the Ronnie Gibbs competition, swimming and athletics carnivals and any progressions made (regions/state etc.) the central schools gala day, cross country and many more. This has given students the opportunity to participate in a wide variety of activities and ensure they can build on their skills. Although in 2020, we hope to have more of a focus on participation in academics, many competitions such as those participated will be available again. **Agriculture** has had a strong focus this year with students participating in a number of agriculture shows including local shows and the Upper Hunter beef bonanza. Senior students enrolled in Primary Industries and Agriculture have also had the opportunity to gain competencies in a number of aspects of their courses. The most notable of these was the tractor and vehicle safety course in Term 3 and the Ag–Quip excursion which focused on 21st century technology and the impact it can have on the farming industry. Students gained knowledge that will not only help them complete their studies in junior and senior years but will also allow them to pursue a career in agriculture with more ease. Students in Year 7 participated in our annual **transition program**. It was a positive event which ran over three consecutive days. We had students from BCS, Gwabegar and St. Johns Primary school participate and we hope that it will mean a high number of secondary students joining our school in the Year 7 cohort. Throughout the year, students have been participating in dance practice for our bi-annual dance extravaganza. The amazing performance was in Term 4 and resulted in the highest student participation numbers ever. Students were given the opportunity to participate in an event that built their confidence in performing in front of an audience and encouraged their enthusiasm for something they may not normally try. A number of students completed **SBAT and TAFE courses**. Two students completed Year 12 with a certificate in Animal Care, while another two students are continuing to complete a traineeship at the Baradine Hospital. Although there were some complications, one student will be completed by 2020 and the other by 2021. With the drought continuing, support and awareness of this has been prominent in 2019. We were lucky enough to have the generosity of a number of high schools in the Sydney area send support during this time. One such high school was Moorebank. In Term 4, this culminated in a weeklong stay in Baradine. The students of the school had the opportunity to spend some time with our students and explore the region. In turn, BCS students also had the opportunity to meet a new group of people and share their stories about the struggles of the drought and what their experiences have been like growing up in a rural town. It is hoped that this visit will result in a **sister school partnership** with Moorebank and our students will have the opportunity to visit Sydney in 2020.

\$50,000 Location funding plus student levies and fundraising; VET school to work grant to cover Primary Industries students; Aspire funding; principal support days for risk management @ \$400; livestock trading for animals for the shows; drought cash donations.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Additional teacher allocations along with full time and part time SLSOs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$153 935.00)</li> </ul>	<p>Staff employed through a proportion of Aboriginal Background funding, provided support to targeted students. High engagement was evident from attendance &amp; behaviour data on Sentral.</p> <p>Remaining Aboriginal Background funds were utilised for resources for specific Aboriginal Education programs rather than SLSO support.</p> <p>Consultation with community was very positive and resulted in productive planning for key events.</p> <p>The NAIDOC celebration at Dandry Gorge was a very positive learning experience about the importance of Country and the cultural significance of a smoking ceremony. A great outcome was the enthusiasm expressed by a few secondary students to commence a boys dance group at BCS.</p> <p>PLP meetings were pushed along over three scheduled days plus time for catch up meetings. The impact has been positive engagement with Aboriginal families discussing their child's goals.</p> <p>An additional part time SLSO, employed later in the year to support disengaged girls in Years 9/10, had a very positive impact with students being well supported, behavioural incidents declined, engagement in lessons increased.</p>
<b>Low level adjustment for disability</b>	<p>Therapy aide to support short term OT, speech and behaviour interventions as allocated by Learning &amp; Support Team.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$30 000.00)</li> </ul>	<p>The engagement of a therapy aide (SLSO) to support range of student needs has had a positive impact with the learning growth of those students benefiting from targeted literacy support, speech therapy and occupational health therapy. A flexible timetable allowed for the resource to be allocated to short term support for other needs identified through the Learning &amp; Support Team such as behaviour.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>1. Staffing entitlement 0.078 2. AP off class /Equity</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	<p>Early career teachers were supported by the AP with accreditation. at weekly scheduled meetings.</p> <p>The meetings have proven to be successful. Clear agendas were set every week with actions set for the following week. Discussions were practical and linked directly to accreditation via what needs attention or what is going well. An outline of what evidence could be collected has been detailed. Through this process, both teachers completed the collection and collation of their required evidence sets. their supervisors completed lesson observation and a report that was sent to the accreditation authority.</p> <p>One teacher's certificate for proficient arrived</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	1. Staffing entitlement 0.078 2. AP off class /Equity  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	and been presented to her at a whole school staff meeting while the second teacher's certificate is pending.
<b>Socio-economic background</b>	Two additional teachers and one SLSO  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$196 955.00)</li> </ul>	<p>The engagement of additional teachers and SLSOs in both primary and secondary, resulted in reduced class sizes and well supported learners. Student growth was evident from both internal and external student performance data.</p> <p>The school celebrated the switching on a much anticipated electronic sign, to share its weekly updates and achievement acknowledgment with the community.</p>
<b>Support for beginning teachers</b>	Timetable flexibility for reduced teaching load.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 130.00)</li> </ul>	One newly appointed secondary teacher was supported through a reduced teaching load and access to appropriate in-school and external professional learning. This support led to the teacher experiencing a positive and productive first year of teaching whilst developing a strong skill and knowledge base.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	56	61	60	56
Girls	53	48	47	64

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	80.3	89.4	76.6	86.7
1	77.3	89	93.3	78.7
2	96.6	79.8	84.8	86.6
3	94.5	92.3	91.8	91.5
4	90.8	93.2	95.8	84.8
5	88.8	90.9	90.8	94.4
6	93.6	84.5	92.2	85.9
7	92.7	95.4	87.3	92.9
8	85.4	91.6	92.1	90.5
9	85.9	87.3	83.9	86.3
10	89.9	87.8	67.4	81
11	89.6	80.7	76.8	68.8
12	83.6	89	82.4	85.9
All Years	88.9	89.2	86.3	86.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Data indicates school attendance is trending downwards over recent years. Middle years have better attendance than junior school or senior school.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	40
Employment	N/A	16.6	20
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	20
Other	N/A	N/A	N/A
Unknown	N/A	N/A	20

Retention in senior school is stable.

### Year 12 students undertaking vocational or trade training

83.33% of Year 12 students at Baradine Central School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Baradine Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	8.47
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.57
School Administration and Support Staff	4.88
Other Positions	0.1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	356,183
<b>Revenue</b>	3,132,347
Appropriation	3,025,737
Sale of Goods and Services	5,862
Grants and contributions	82,592
Investment income	4,348
Other revenue	13,808
<b>Expenses</b>	-3,001,477
Employee related	-2,619,115
Operating expenses	-382,362
<b>Surplus / deficit for the year</b>	130,870

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	142,119
<b>Equity Total</b>	479,620
Equity - Aboriginal	153,935
Equity - Socio-economic	228,970
Equity - Language	0
Equity - Disability	96,715
<b>Base Total</b>	2,015,797
Base - Per Capita	25,106
Base - Location	54,641
Base - Other	1,936,050
<b>Other Total</b>	300,840
<b>Grand Total</b>	2,938,376

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



# Parent/caregiver, student, teacher satisfaction

## Primary Survey Summary

Year 4 were not included in the results as the cohort was too small. All results based are on Year 5 and Year 6 students only.

### *Social–Emotional Outcomes*

- Student participation in school sport ranked very high with 100% of primary students participating, the NSW Government norm was 83%.
- Year 5 students had a more positive sense of belonging than Year 6 students. The Year 5 percentage in line with the state norm, Year 6 were below.
- Students valuing schooling outcomes for Year 6 students was below the NSW Government norm, but Year 5 were above the state norm.
- Year 5 students had more positive homework behaviours than Year 6 with both grades were below the state norm.

Overall Year 5 had more positive outcomes in the social –emotional area of the survey than Year 6.

### *Drivers of Student Outcomes*

- This area of the survey focused on effective learning time, relevance, rigor, positive teacher– student relationships, positive learning culture and expectations for success. In all of these areas Year 5 and Year 6 ranked not as well as the state norms.
- In the question about bullying over the internet Baradine Central Students from Year 5 and Year 6 had been exposed to less cyber bullying than those in other schools.

### *NSW DoE Custom Measures*

- 36% of students expect to go to university.
- 73% of students felt good about their culture and 55% strongly agreed that their teachers understand culture. No students disagreed with this question.
- 88% of students felt proud of their school.
- 40% of Year 5 and 14% of Year 6 students have high levels of perseverance. 57% of Year 6 students had medium levels of perseverance.
- 94% of students try to improve and 81% of students try to do the best they can.
- 75% of students said they like challenging goals.
- 18% of Year 5 and Year 6 students felt the toilets were not clean or well looked after.

Most students felt explicit teaching was taking place.

## Secondary Survey Summary

### *Social emotional outcomes*

- Overall students have an above state average participation in school sports and extra–curricular activities.
- All year groups scored lower than the state average in both positive relationships and valuing schooling outcomes. Students. These were both worse for female students.
- Students were below the state average in positive homework behaviours and positive behaviours at school. This was worse for Year 9 & 10 students.
- Both Year 7 & 10 were below the state average for being interested and motivated. Year 9 were above the state average.

### *Academic outcomes*

- Years 9 & 10 placed themselves below the state average in achieving grades in English maths and science but Year 7 put themselves just above the state in all three.
- The school was placed above the state norm in effective learning time (School Mean 7.1), relevance (school mean 6.2) and rigour (school mean 6.5)

### *Drivers of student outcomes*

- Above 30% of students in Years 7 & 10 feel that they are victims of bullying, this was above the state average. students in Year 9 were below the state average but this was still at 20%
- The school had a higher school mean than the state norm in positive teacher–student relations, positive learning climate, expectations for success and advocacy outside school.
- All year groups were below the state average in planning to finish Year 12 (Year 7 – 79%, Year 9 – 40%, Year – 10 77%). The results were even lower for students planning to go to university in all year groups.

- All year groups however were above the state average for planning to do an apprenticeship/TAFE.

#### *NSW DoE custom measures*

- 65% of student in Year 7 identify as Aboriginal, 60% In Year 9 and 55% in Year 10.
- 56% of Aboriginal students feel good about their culture and 49% of students feel that teachers understanding their culture. 48% of have high levels of school pride.
- Most students have high optimism levels. This was better for males than females
- Most students have high levels of academic self–concept. This was higher for females than males.
- All students were lower than the state average in positive growth orientation which means setting challenging goals in their schoolwork. This was worse for Year 9 than the other year groups.
- Only Year 10 beat the state average in the ability to bounce back during challenges.
- In the classroom, the majority of students (67%) feel that technology helps them learn. 38% of student feel that their learning spaces help them learn and 66% of students feel that learning spaces are neat and clean.

#### **Teachers Survey summary**

80% of teachers reported they had good morale.

85% of teachers agreed school leaders were leading change and improvement.

93% of teachers reported school leaders had clearly communicated their strategic vision and values for the school. Teachers rated and ranked the eight drivers for student learning (a mark out of 10).

- Inclusive school 7.8
- Learning culture 7.6
- Data informs practice 7.6
- Teaching strategies 7.5
- Collaboration 7.3
- Leadership 7.0
- Technology 6.8 (above state norm)
- Parent involvement 6.3

#### **Parents Survey Summary**

- Parents were asked to rate two way communication in the following themes.
- School supports positive behaviour 8.0 (above state norm)
- Parents feel welcome 7.9 (above state norm)
- Parents support learning at home 7.6 (above state norm)
- school supports learning 7.6
- Parents are informed 7.5 (above state norm)
- Safety at school 7.1
- inclusive school 6.9 (above state norm)

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.