

Barellan Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Barellan Central School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

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

School context

Barellan Central School (enrolment 100 students, including 7% Aboriginal students) is a K–12 school located in the northern Riverina of NSW. Our school provides highly successful vocational education and training programs. We are one of six central schools which make up the successful Riverina Access Partnership (RAP), utilising video conference technology to deliver the Higher School Certificate curriculum. Our school has a highly professional and dedicated staff who utilise their strengths to provide outstanding opportunities and support for all students.

Self-assessment and school achievement

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>

Strategic Direction 1

Quality Teaching and Learning

Purpose

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

Improvement Measures

School programs show evidence of teacher reflection, differentiation, deep learning, formative assessment, explicit behaviour instruction and PBL values and expectations.

Value added growth meets or exceeds state expectations across all cohorts.

Progress towards achieving improvement measures

Process 1: Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning and assessment practices for all students. Put in place structures and processes for the collection, analysis and use of data across the school.

Evaluation	Funds Expended (Resources)
Teaching staff engaged in constructing a shared theory of practice drawn from individual data analysis. Data literacy improvements demonstrated through use of school based data including attendance, wellbeing, assessment and anecdotal data. Next steps to formalise access to macro and micro data sets to inform whole school execution and instruction.	<p>\$14,000 professional learning Curiosity and Powerful Learning for all executive, plus casual relief.</p> <p>Instructional rounds shared across schools and school visits.</p> <p>Attend conference with Viviane Robinson through Leadership and High Performance – Instructional Leadership and Theories of change</p>

Process 2: Formative Assessment

Develop staff knowledge through professional learning around the key components of Formative Assessment. Develop processes and structures for the implementation of Formative Assessment strategies across the school including learning intentions and success criteria, discussions and tasks that elicit evidence of learning, effective feedback, and activating students as learning resources and owners of their own learning.

Evaluation	Funds Expended (Resources)
Formative assessment practices are incorporated frequently by teachers, but are not embedded systematically as a theory of instruction consistently across all staff.	Teacher mentoring investment through 1-1 trialing of resources.

Process 3: Evidence Based Pedagogy

Review, evaluate and implement evidence based programs, assessments and strategies through professional learning and classroom practice to increase student achievement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Promising initial exploration of relationship between text complexity and syllabus rigour and use of literacy progressions.	\$2500 Staff professional learning in systematic synthetic phonics

Progress towards achieving improvement measures

Sustained development of systematic synthetic phonics program for Early Stage 1 and Stage 1.

Development of stretch target teams in the future for focussed and sustained literacy and numeracy instruction.

L3 training for Early Stage 1 and Stage 1

Creation of vocabulary resources for staff learning

Collaborative creation of text complexity resource K–10

Strategic Direction 2

Wellbeing and Community Partnerships

Purpose

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

Improvement Measures

Improve student engagement data shown by Tell Them From Me surveys in the areas of positive relationships, positive sense of belonging and positive learning climate to meet or exceed NSW Government Norm values.

100% of the elements from the Positive Behaviour for Learning (PBL) Self Assessment Survey (SAS) for Non-classroom settings (NCSS) and School Wide Systems (SWS) demonstrate evidence of being in place.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Implementation and embedding of Positive Behaviour for Learning processes across the school.

Evaluation	Funds Expended (Resources)
<p>Signs installed throughout the school in all spaces create a focal point for PBL lessons.</p> <p>PBL assemblies have been evaluated and refined with differing impact between primary and secondary spaces, with PBL celebrations changing shape throughout the year in the respective sections.</p> <p>Values have been embedded into all school processes and data systems have been aligned with PBL values recorded through Sentral and whole school major events.</p> <p>Need for greater use of PBL coaching for greater impact.</p>	(see process 2 for staffing)

Process 2: Wellbeing Framework

Develop staff and community understanding around aspects of the Wellbeing Framework. Evaluate current policies and practices using the Wellbeing Self Assessment Tool and update and develop policies using the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>Learning and Wellbeing Centre is serving year 12 as an enhanced learning space.</p> <p>Access to interagency support through provision of videoconferencing for teleconsultation operating well. Informal agency links have enabled us to deliver wellbeing programs through internal and external agency partnerships (Interreach for case management and group work intervention, NSW Health and Child Adolescent Mental Health Services, NSW Department of Education multiple agencies – Youth Aware Mental Health, School Services partnerships)</p> <p>Trauma informed practice training extended across 33% of teaching staff, with opportunity to expand trauma informed practice in future.</p>	<p>\$32,036 Creation of Head Teacher Learning and Wellbeing (vary mix of staffing and create Head Teacher position)</p> <p>\$45,000 Refurbish Learning and Wellbeing Centre</p> <p>\$106,839 Employment of School Learning Support Officers</p> <p>Adjust curriculum periods to include Wellbeing lessons for all students K-12</p> <p>Two staff development afternoons for</p>

Progress towards achieving improvement measures

Learning and Wellbeing Centre is serving year 12 as an enhanced learning space.

Access to interagency support through provision of videoconferencing for teleconsultation operating well. Informal agency links have enabled us to deliver wellbeing programs through internal and external agency partnerships (Interreach for case management and group work intervention, NSW Health and Child Adolescent Mental Health Services, NSW Department of Education multiple agencies – Youth Aware Mental Health, School Services partnerships)

Trauma informed practice training extended across 33% of teaching staff, with opportunity to expand trauma informed practice in future.

whole school training (teaching and non-teaching) in Management of Actual or Potential Aggression

\$8,000 Berry Street Training (Trauma informed practice)

Strategic Direction 3

Quality Systems that Support High Expectations

Purpose

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

Improvement Measures

Increase positive Sentral entries by 20%, and decrease negative Sentral entries by 20%.

Tell Them From Me surveys for staff, parents and students reflect increased satisfaction with school and work life.

Progress towards achieving improvement measures

Process 1: Educational

Develop staff knowledge around DoE and NESA requirements regarding education policies, processes and practices. Review current policies, practices and processes and update to ensure compliance.

Evaluation	Funds Expended (Resources)
Ongoing development of school based procedures to align to departmental policy has ensured policy compliance. Enrolment procedures developed in light of new enrolment policy state-wide, with school cap negotiated has enabled the school to acquire an additional building and resourcing for 2020. Approval for submission to establish a Multicategorical class for inclusive education in 2020 will bring more than \$200,000 recurrent funding to BCS through staffing (1.4 permanent teaching and 1.0 permanent School Learning Support Officer), as well as establishment grant in 2020. Increased capacity for successful integration of students with particular needs.	Primary and Secondary annual conference at end of year. Learning and Support Teacher Induction training Curriculum based professional learning for staff Educational policy refinement and development (Attendance, Assessment and Reporting, Extracurricular, Homework and Learning and Support Team)

Process 2: Professional Learning

Evaluate current leadership capacity and develop necessary skills and practices through targeted professional learning and mentoring/ coaching to effectively monitor, develop and maintain quality systems and processes.

Evaluation	Funds Expended (Resources)
Increased capacity in delivery of systematic synthetic phonics for Early State 1 and Stage 1. Refinement of approach to coaching and mentoring. Development of shared school Theory of Action / Narrative as 'Engaged and Connected Learners, embodying respect, responsibility, resilience and excellence.'	\$14,000 Curiosity and Powerful Learning \$2,000 School Leadership Institute – coaching training for aspiring leaders through grant \$3,500 Principal induction (through School Leadership Institute grant) for instructional leadership training Reduced face to face teaching load for Assistant Principal to create instructional leadership role

Progress towards achieving improvement measures

Process 3: Management / Administrative

Review current administrative practices and systems, making informed choices based on cost-effectiveness, evidence, and in response to the local context and need.

(whole school communication strategy, Budgeting, finance systems)

Evaluation	Funds Expended (Resources)
Development of finance processes in school to maximise use of school resources for whole school improvement, has placed school in position to develop physical resources and staffing to better open curriculum opportunities.	
Attendance, enrolment and emergency procedures reviewed and developed to align with Department of Education policy.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$10,000 allocated to Aboriginal Mentoring</p> <p>\$1,500 commissioned Aboriginal Artwork</p> <p>\$2,400 Yarn up public speaking program</p> <p>Establishment of Aboriginal Cultural Space</p> <p>Establishment of Aboriginal representative in SRC</p>	<p>Positive impact through Aboriginal mentoring of students with cascaded student leadership of cultural knowledge through younger students (such as the Aboriginal dance program, Yarn up public speaking and 1–1 coaching program)</p> <p>Look to expand mentoring opportunities in 2020</p> <p>Develop AECG link in 2020</p>
English language proficiency	\$400 – Resources	Ongoing networking to support development of EALD English course.
Low level adjustment for disability	<p>\$21,787 Employment of School Learning Support Officer</p> <p>\$1,400 Resourcing for Learning and Wellbeing Centre and Learning Support Teacher</p>	Through Learning and Support Team, tailored support provided for identified students with SLSO.
Quality Teaching, Successful Students (QTSS)	Staffing supplemented for tailored programs through increased RFF to develop specific learning resources	Increased RFF for 2020 for teachers to develop collaborative programs on specific literacy and numeracy intervention, as well as to enable further professional learning for non-teaching staff to better support in class programs.
Socio-economic background	<p>\$6,000 rewards and reward days for PBL values awards</p> <p>\$5,000 student assistance programs (laptop subsidy, uniform, food, fee assistance)</p> <p>\$17,500 transport subsidies (excursions such as major excursion and swim school, Trade Training Centre bus)</p> <p>\$12,500 resourcing for Learning and Wellbeing Centre (equipment for teleconferencing and teletherapy, furniture and painting)</p> <p>\$2,000 student leadership initiatives</p> <p>\$2,000 student diaries</p>	Ongoing transport subsidies to increase in 2020, with lease of bus to increase capacity to support vision of engaged and connected learners. Increased excursions aligned with curriculum have supported engagement. Program to be expanded in 2020 and beyond.
Support for beginning teachers	Reduced face to face teaching and access to additional professional learning	Shift in support from orientation to teaching in 2019 to accreditation in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	60	61	54	58
Girls	59	64	54	42

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	97.1	90	92
1	90.5	94.4	93.9	93
2	94.9	92.8	91.9	90.9
3	92.8	94.3	89.9	88
4	94.5	94.7	90.5	88.9
5	96.1	93.8	89.3	95
6	94.4	92.6	94.8	92.1
7	90.9	94.7	94.5	90
8	85.2	83.5	94.9	90.9
9	85.8	90.7	87.2	85.3
10	94.2	80.8	93.1	88.2
11	89.6	95.4	96.4	81.8
12	75.9	87.1	87.9	86.9
All Years	91.8	92.5	91.9	89.4
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

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	0	0	N/A
Employment	0	0	N/A
TAFE entry	0	0	N/A
University Entry	0	0	N/A
Other	0	0	N/A
Unknown	0	0	N/A

Inappropriate to comment on year 12 percentage as one student in year 12, and privacy is compromised reporting on an individual.

100% of students continue study to study at Barellan Central School from year 10 into year 11, and from year 11 into year 12.

Year 12 students undertaking vocational or trade training

57.14% of Year 12 students at Barellan 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 Barellan 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)	1
Classroom Teacher(s)	8.6
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
School Administration and Support Staff	5.39
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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	401,775
Revenue	2,559,801
Appropriation	2,516,451
Sale of Goods and Services	1,015
Grants and contributions	40,040
Investment income	2,296
Expenses	-2,610,064
Employee related	-2,018,916
Operating expenses	-591,147
Surplus / deficit for the year	-50,262

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 Approved SBA (\$)
Targeted Total	57,278
Equity Total	146,322
Equity - Aboriginal	16,036
Equity - Socio-economic	52,069
Equity - Language	400
Equity - Disability	77,817
Base Total	1,781,769
Base - Per Capita	25,271
Base - Location	39,663
Base - Other	1,716,835
Other Total	346,290
Grand Total	2,331,660

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 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](https://myschool.edu.au) 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

Parent/caregiver satisfaction

Insufficient responses were received from the TTFM survey to draw meaningful conclusions. Through the P&C it was identified that greater representation of the parents is a concern, especially considering the higher representation in the P&C of older students. Parents of younger children have been identified as an important growth area for the P&C to improve engagement with the school. Additional resources will be allocated to community liaison, as well as exploration of better ways to collaboration with Aboriginal families.

Student satisfaction

Primary students have reported a sharp decline in bullying across the year (decline of 15%, now 7% below NSW Government Norms). 57% of primary students indicated that they have aspirations to attend university when they finish school.

Secondary students reported satisfaction with English, mathematics and science comparable with NSW Government School Norms, with an increase throughout the year in mathematics to 5% above NSW norms.

Throughout 2019 there was an increased interest in pursuing a trade (from 33% in March to 40% in October) and an increase in aspirations to pursue a university career (36% in March to 43% in October). Aspirations to pursue a career at university are well below NSW Government Norms.

Contrary to anecdotal information, students reported a lower level of advocacy both at school and outside of school when compared with NSW Government Norms. Wellbeing persists as a challenge for many of our students.

Both primary and secondary students identified the library as the most well looked after and clean space.

Teacher satisfaction

Across the school context areas recording in the staff survey, all areas were comparable with slight variation within 0.9 out of 10 with the NSW Government Norms. Strongest teaching confidence is evident in terms of the effective use of technology.

There is an increasingly level of experience in the school, with the permanent appointment of four teaching staff members and one non-teaching staff member.

100% of staff surveys indicated that they agree (70%) or strongly agree (30%) that the school's leadership is leading for improvement and change. Staff indicated that they did not perceive staff morale to be positive with 71% staff disagreeing with the statement that staff morale across the school is positive.

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.