

# 2021 Annual Report

## Baradine Central School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Baradine Central School

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## School vision

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 core pillars of Baradine Central School's culture are respect, quality, participation and safety.

The school features diverse educational opportunities, outstanding resources and integrated technology with very dedicated and caring staff and strong support from community.

There are approximately 128 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.

Through our situational analysis, we have identified several areas for improvement over the next four years.

There is a need to improve our practices of outcomes-based assessment and our skills to analyse associated data. Our teachers will be supported through targeted professional learning over a 12 month period to build capacity to plan effectively based on greater consistency of judgement. Expertise within the staff will be utilised to lead the changes in assessment practice with the support of school services team.

There is a need to develop a strong focus on improving the learning outcomes and well-being of all students. Positive well-being for all is central to the school's culture with the belief that there is a strong relationship between the cognitive, physical, and social needs of students. We will implement quality programs to address mental health. Our work with individual students in relation to well being and learning outcomes, will be responsive and closely monitored to ensure growth is evident.

Our data analysis of the whole school improvement process will determine our levels of success. Involvement of the whole school community in this process will be essential and we will strive to succeed in developing positive partnerships with all stakeholders.

Continuing programs supporting the development of every learner, include Early Action for Success, Quality Teaching Supported Students, Positive Behaviour for Learning, a comprehensive agriculture program and array of extra-curricula.

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. Individualised learning is supported by continuous goal setting, 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering



## Strategic Direction 1: Student growth and attainment

### Purpose

*To build teachers capacity to plan and implement personalised learning to generate growth and attainment for every student.*

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy - focus on assessment practice
- Numeracy - focus on embedding in KLAs

### Resources allocated to this strategic direction

**Socio-economic background:** \$103,736.40

**Professional learning:** \$8,766.89

**Aboriginal background:** \$22,423.00

**Literacy and numeracy:** \$5,568.56

**Integration funding support:** \$187,378.00

**Early Action for Success (EaFS):** \$117,518.40

**COVID ILSP:** \$118,000.00

**Student support officer (SSO):** \$17,176.00

**6101 - efpt, consolidated:** \$245,000.00

### Summary of progress

Team leaders have documented evidence of learning programs that indicate 100 per cent of teaching and learning programs include evidence of adjustments made to accommodate individual student needs. Teachers participated in observations using the Australian Teaching Standards, these incorporate the quality teaching model with emphasis on knowing content and knowing student needs. All primary teachers have had continuous professional learning on the progressions and the use of areas of focus, using learning sprints as a tool to explicitly develop student skills in literacy and numeracy.

Numeracy analysis of Best Start Year 7 and Check-in Year 8 have been used to identify student weaknesses and strengths to inform teaching practice and identify students who would benefit from intensive numeracy support. The Intensive Numeracy program has been developed, delivered assessed and evaluated. All five students have engaged with the program with **growth** demonstrated through the two Check-in Assessments ( March 2022 and November 2021) and internal assessment.

The audit of numeracy outcomes in Secondary KLA Teaching and Learning Programs has been delayed to the end of 2021, this audit along with the teacher survey to gather data on teacher knowledge of the Numeracy Progressions will guide the development of the 2022 Numeracy Professional Learning Plan.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of primary achieving in the top two bands NAPLAN <b>Numeracy</b> to be above the baseline of 10.2%	<b>NAPLAN 2021</b> No primary students achieved results in the top two skill bands for numeracy indicating progress yet to be seen toward the annual progress measure.
Improvement in the percentage of primary achieving in the top two bands NAPLAN <b>Reading</b> to be above the baseline of 13.6%	<b>NAPLAN 2021</b> No primary students achieved results in the top two skill bands for reading indicating progress yet to be seen toward the annual progress measure.
Improvement in the percentage of	<b>NAPLAN 2021</b>

<p>students achieving expected growth in NAPLAN <b>Reading</b> for Years 3 ,5, 7and 9 to be trending towards lower bound system-negotiated target of 60%.</p>	<p><b>Primary</b> - actual 66.6%, agreed upper bound 100%; agreed lower bound 60%; performed within trajectory. The percentage of primary students achieving expected growth in reading increased to 66.6% indicating achievement of the lower bound target.</p> <p><b>Secondary</b> - actual 65%, agreed upper bound 100%; agreed lower bound 60%; performed within trajectory. The percentage of secondary students achieving expected growth in reading increased to 65% indicating achievement of the lower bound target.</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> for Years 3 ,5, 7and 9 to be trending towards lower bound system-negotiated target of 60%.</p>	<p><b>NAPLAN 2021</b></p> <p><b>Primary</b> - actual 33.3%, agreed upper bound 100%; agreed lower bound 60%, well below trajectory. The percentage of primary students achieving expected growth in Numeracy decreased to 33.3% indicating progress yet to be seen toward the lower bound target.</p> <p><b>Secondary</b> -actual 47.62%, agreed upper bound 100%; agreed lower bound 60%, close to lower bound, trending towards. The percentage of secondary students achieving expected growth in Numeracy decreased to 47.62% indicating progress yet to be seen toward the lower bound target.</p>
<p>School Excellence Framework Measures:</p> <p>Learning: Assessment validated as Delivering</p> <p>Teaching: Effective Classroom Practice &amp; Data Skills and Use validated as Delivering.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.</li> </ul>

### Purpose

*Every student in known, valued and cared for.*

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Mental Health - resilience
- Physical activity for positive wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$165,753.00

**Aboriginal background:** \$88,721.00

**Low level adjustment for disability:** \$98,291.46

**school chaplain:** \$24,384.00

**6101 - efpt, consolidated:** \$51,000.00

**Location:** \$42,459.41

### Summary of progress

Overall, the focus on Wellbeing in 2021 was skewed to being more reactive than proactive, due the impact of the COVID pandemic. Levels of individual wellbeing concerns for some students, rose dramatically necessitating intervention measures, case by case. The school faculty leaders conducted daily briefings with student population providing guidance and allaying fear and anxiety. This continued during periods of lockdown through online forums. Staff created a whole school well being Google Classroom that students and staff are members of. They had the option to complete relaxation and mental health challenges. On a daily basis, 50% of students participated with positive feedback across the board. LST meetings during lock down focused on student well being and resilience based on evidence of coping skills..

### Resilience

The collective effectiveness of our school **wellbeing systems** and processes (PBL, LST, SRC) has resulted in extensive needs- based support for both cohorts and individual students. The impact on wellbeing has been positive as evidenced by data from Tell Them From Me surveys. Attendance remains a concern following the impact of the COVID-19 pandemic necessary changes to educational delivery. Minutes from the **Anti-bullying** team meetings demonstrate positive outcomes from both the planned proactive strategies and intervention strategies for anti-bullying. There has been a decreased incidence of bullying reported in **Tell Them From Me survey** by students. **Project 11** lessons are yet to be implemented in Secondary due to log-in issues. A zoom meeting to rectify this issue was held in Week 4 and some staff are now able to access lessons. Level 4 restrictions has hindered lessons from being implemented by staff on the organised roster. However, staff have been encouraged to utilise Project 11 stress reliever activities during lock down for students as a way to manage their stress. Primary staff have incorporated Project 11 lessons into their scope and sequence (evidence attached). They are using these in conjunction with PDH content during PDH lessons. As with secondary, some primary staff have had trouble accessing all lessons, an issue which has been rectified. However, Project 11 has been written into Primary PDHPE Scope and Sequence for 2021 and resources gathered previously have been utilised to ensure lessons have been taught. During 2022, Project 11 will be timetabled as regular fortnightly lessons for all Stages. The impact of Project 11 will be continually assessed through questionnaires provided to students via email. In

Aboriginal students provided positive responses in TTFM survey on the **Cultural understandings**. NAIDOC Day, celebrated in school grounds, was a highlight of the year. Students engaged in quality workshops with local expertise, generating many learning outcomes including a fantastic mural and the formation of a proud Indigenous dance group. Student and community feedback from the day was positive.

All data received from staff on student wellbeing during lockdown was collated and reviewed. A roster for SLSO's, executive and LaST to provide regular contact for support students twice a weekly was effective. Students in Years 9/10 benefited from a mental health program **BATYR** that was delivered on site during Term 4. Students provided positive feedback to executive staff on this program and expressed the want for more mental health inclusion in either lessons or through outside agency run programs which further justifies the use of Project 11 in classrooms.

During Semester Two, an increase in students requiring **mental health intervention** was observed (10% of students

Year 5 - 12). All staff worked to gather to implement a variety of programs/support to help meet the needs of these students such as regular/daily check in, revision of plans, complex case management meetings, support summaries, use of inter-agency support etc. To support staff, training in utilisation of the wellbeing framework and mental health training will be provided.

## Physical Education

COVID pandemic severely impacted our 2021 plans. However, secondary staff employed to promote and implement this initiative were able to offer modified activities. These included: weight training for seniors; athletics coaching; lunch break volleyball; and cross country (distance running) coaching.

The school actively encouraged participation in weekend sports resulting in high percentage of secondary playing rugby league, league tag or netball. Primary staff tailored high engagement PE lessons supported by skilled SLSOs.

A physical education matrix was sourced from the Schools Sports Unit to support this initiative and to make up for lost ground in 2022. The matrix features school development of PE for wellbeing through: **Teaching & Learning themes** - Teacher professional learning; quality sport & PE; **partnerships** -physical activity across the day; staff; families; community; and **organisation**- school planning & leadership; resources; environment & accessibility.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The primary attendance data for Term 1 an improvement on 2019 data.	2019 actual 50.74% agreed upper bound 100%; agreed lower bound 70%.  2020 no data.  2021 actual 48.1% - decline 2.56% last 3 years. The number of students attending greater than 90% of the time or more has decreased by 2.56%.
The secondary attendance data for Term 1 an improvement on 2019 data.	2019 actual 62.51%; agreed upper bound target 100%; agreed lower bound target 65%.. 2020 no data. 2021 actual 54.79% - decline 7.72% over last 3 years  The number of students attending greater than 90% of the time or more has decreased by 7.72%.
The secondary wellbeing level above baseline data 80.6%	2019 77.54%.  2020 no data  2021 73.30% agreed upper bound target 87.4%; agreed lower bound target 82.4%. 2021 actual 77.7% - improvement 4.48% last 6 years. Close to lower bound target.  77.7% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward this school-based progress measure.

## Strategic Direction 3: Innovation for Improvement

### Purpose

*Provide opportunities for students to excel as learners and young people.*

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Culture
- Excellence in Agriculture and Sustainability

### Resources allocated to this strategic direction

**Aboriginal background:** \$75,482.67  
**Socio-economic background:** \$44,405.35  
**Professional learning:** \$24,000.00  
**QTSS release:** \$8,969.44  
**: \$0.00**  
**6101 - efpt, consolidated:** \$18,000.00  
**Location:** \$10,000.00

### Summary of progress

Strategic staffing resulted in some success this year with specialist teachers rejuvenating specific KLAs, and providing point of need in-house professional learning to staff. There were difficulties with consistency of staffing, as throughout the year some teachers were unable to attend, or gained employment in other schools.

Self-assessment against the School Excellence framework shows the element of excellence in agriculture and sustainability to be delivering

Vegetable gardens, purchase of cattle, ordering of a new poultry shed and purchase plus implementation of a texel stud have all been completed. A committee was formed and decisions plus implementations will continue in 2022 when meetings can run.

Planning stages for visiting schools will be planned and implemented in 2022. Students will show livestock at shows in 2022. The sustainability plot will be utilised and curriculum requirements will be addressed through practical lessons.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the availability of resources available to students within the Agricultural curriculum. Implement a sustainable Ag program that encompasses vegetable gardens, poultry, honey and flowers plus water conservation.  Increase HSC students achieving in top 2 bands for Agriculture by 20%.	Students achieving a Band 5 or above in HSC Agriculture increased by 30%.  The availability of resources has not happened in the time frame we had hoped for due to Covid-19 and school restrictions.  However the following resources were implemented in 2021: <ul style="list-style-type: none"><li>• vegetable gardens were built and students have harvested their first crop;</li><li>• poultry breeds have been incubated and hatched;</li><li>• the flow hive has been ordered for the production of honey;</li><li>• a flower garden is in the process of being planted;</li><li>• the texel sheep stud was established and the sheep have been successfully shown at three shows;</li><li>• Limousin x Angus cows were purchased with calves at foot. The progeny will be shown at the hoof and hook competitions in 2022;</li><li>• the Santa Gertrudis cows have calved and the weaner bulls and heifers</li></ul>



<p>Increase the availability of resources available to students within the Agricultural curriculum. Implement a sustainable Ag program that encompasses vegetable gardens, poultry, honey and flowers plus water conservation.</p> <p>Increase HSC students achieving in top 2 bands for Agriculture by 20%.</p>	<p>are on pellets to grow out before being shown and marketed;</p> <ul style="list-style-type: none"> <li>the new poultry shed arrived mid-December and will be erected early Term 1 2022.</li> </ul>
<p>Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.</p> <p>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices</p>	<p>Data from the Tell Them From Me (TTFM) survey, demonstrated 77% of staff agreed that school leaders are leading change and innovation within the school.</p> <p>Student voice was promoted and encouraged. The SRC was instrumental in re-designing the school's system for student recognition. The SRC members decided to have fewer but more meaningful awards that meet specific criteria e.g. outstanding work ethic. This led to a decision to reduce the number of whole school assemblies from five per term to just two.</p> <p>Student satisfaction in award recognition has increased since the new system was introduced. Student awards have been celebrated on our school Facebook page and published in the newsletter. Mr Edwards has met regularly with Senior Students to speak about their aspirations after school and provided assistance to help them achieve this. He also spoke regularly with parents in regards to what they had planned with their child after school. We provided assistance in subject selection to help with career paths, University applications and building resumes.</p> <p>The school utilised the expertise of Melissa Leistra in bringing the school's learning online and increasing staff use in technology. She also organised in-school professional learning but this was cut short by her departure at the completion of Term 2. The school continued to use future-focused practices within STEM classes which allowed students to immerse themselves in coding and robotics. Next year the school will utilise the expertise of Dr Joshua Amiel who will provide in-school professional learning to build teachers' understanding of neuroscience and its effectiveness in planning student learning.</p>
<p>Parent aspirations for their child to go to university increase from 18% in 2020 to 40%.</p> <p>Community satisfaction with inclusivity increases from 5.9 in 2020 to 8.0 - school staff create opportunities for students who are learning at a slower pace.</p>	<p>Parent aspirations for their child to attend university showed a significant growth from 18% to 50%, well exceeding our set target.</p> <p>Parent perceptions for inclusivity has increased to 7.2, ahead of the NSW state mean, but slightly short of the target of 8. This will remain an area to continue to improve in for 2022.</p>

Funding sources	Impact achieved this year
<p>Aboriginal background</p> <p>\$186,626.67</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Baradine Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mental Health - resilience</li> <li>• Literacy - focus on assessment practice</li> <li>• School Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students including Aboriginal students receive increased support for personalised learning in mainstream classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This approach will continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$98,291.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Baradine Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mental Health - resilience</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Personalised support for targeted students in mainstream classes resulting in success with achievement of outcomes in the plans ( IEPs and Wellbeing).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The engagement of a LAST &amp; therapy aide to support wellbeing, literacy &amp; numeracy plus speech and occupational therapy will be continued in 2022.</p>
<p>Location</p> <p>\$52,459.41</p>	<p>The location funding allocation is provided to Baradine Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Culture</li> <li>• Physical activity for positive wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul>

<p>Location</p> <p>\$52,459.41</p>	<p><b>The allocation of this funding has resulted in:</b> Extra-curricula activities are provided at reduced cost to families through both subsidised fees and the leasing of a fleet of vehicles to transport students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Due to the school's low SES context, these strategies will be continued in 2022.</p>
<p>Literacy and numeracy</p> <p>\$5,568.56</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Baradine Central School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy - focus on assessment practice</li> <li>• Numeracy - focus on embedding in KLAS</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Currency of resources for teachers to keep lessons stimulating.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Annual review of literacy and numeracy resources.</p>
<p>Early Action for Success (EaFS)</p> <p>\$117,518.40</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Baradine Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy - focus on assessment practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Intensive support for classroom teachers to develop their capacity for explicit teaching and monitoring student growth on the Learning Progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Transition to support from a newly created position Assistant Principal Curriculum &amp; Instruction.</p>
<p>QTSS release</p> <p>\$8,969.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Baradine Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>QTSS release</p> <p>\$8,969.44</p>	<ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Assistant Principal's mentoring of early career teachers supported their development &amp; understanding of the teaching &amp; learning cycle.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Similar strategies will continue in 2022.</p>
<p>COVID ILSP</p> <p>\$124,254.83</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy - focus on assessment practice</li> <li>• Numeracy - focus on embedding in KLAs</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> tutorial sessions allowed for students to access 1:1 support from various teachers to overcome gaps in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will be closely monitored for growth and attainment of course outcomes. Deficits will be identified and targeted support will be provided.</p>
<p>Integration funding support</p> <p>\$187,378.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Baradine Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy - focus on assessment practice</li> <li>• Numeracy - focus on embedding in KLAs</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Positive wellbeing for integration students who are supported in mainstream classes by experienced support staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This approach will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$313,894.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Baradine Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy - focus on assessment practice</li> <li>• Numeracy - focus on embedding in KLAs</li> </ul>

<p>Socio-economic background</p> <p>\$313,894.75</p>	<ul style="list-style-type: none"> <li>• Mental Health - resilience</li> <li>• Physical activity for positive wellbeing</li> <li>• School Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced strategic staffing has built the capacity of staff to be leaders in their field of expertise in the central school context.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Reform of our systems and processes to improve student growth and attainment will be continued in 2022.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	60	56	58	53
Girls	47	64	68	72

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	76.6	86.7	86.5	91
1	93.3	78.7	82.8	83
2	84.8	86.6	85.7	80.4
3	91.8	91.5	87.8	80.3
4	95.8	84.8	88.1	88.2
5	90.8	94.4	80.7	88.8
6	92.2	85.9	91.9	87.3
7	87.3	92.9	88.7	85.1
8	92.1	90.5	88.8	87.4
9	83.9	86.3	90.2	84.7
10	67.4	81	73.6	87.1
11	76.8	68.8	74.5	68.8
12	82.4	85.9	83.2	79.5
All Years	86.3	86.2	84.6	84
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## 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	11	0
Employment	0	0	37.5
TAFE entry	0	0	0
University Entry	0	0	50
Other	0	11	12.5
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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55.56% of Year 12 students at Baradine Central School undertook vocational education and training in 2021.

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

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100% of all Year 12 students at Baradine Central School expected to complete Year 12 in 2021 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)	10.2
Learning and Support Teacher(s)	0.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	738,942
<b>Revenue</b>	3,826,930
Appropriation	3,784,697
Sale of Goods and Services	5,808
Grants and contributions	31,309
Investment income	411
Other revenue	4,703
<b>Expenses</b>	-3,813,451
Employee related	-3,354,981
Operating expenses	-458,471
<b>Surplus / deficit for the year</b>	13,478
<b>Closing Balance</b>	752,420

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	187,378
<b>Equity Total</b>	599,113
Equity - Aboriginal	186,627
Equity - Socio-economic	314,195
Equity - Language	0
Equity - Disability	98,291
<b>Base Total</b>	2,365,634
Base - Per Capita	31,061
Base - Location	67,459
Base - Other	2,267,114
<b>Other Total</b>	364,460
<b>Grand Total</b>	3,516,586

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.

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.

**Primary NAPLAN 2021** - Four students in Year 3 and 5 sat the NAPLAN Numeracy and Literacy tests in 2021. 50% and 75% of students respectively achieved at or above National Minimum Standards in Numeracy. The literacy component of NAPLAN is split into 4 areas, Reading, Writing, Spelling, Grammar and Punctuation. 75% and 100% of students achieved at or above National Minimum Standards in the reading component. 100% and 0% achieved at or above National Minimum Standards in Writing. 50% and 75% of students achieved at or above National Minimum Standards in Spelling. 25% and 0% achieved at or above National Minimum Standards in Grammar and Punctuation.

**Secondary NAPLAN 2021** - Twelve students in Year 7 and 24 Students in Year 9 sat the NAPLAN Numeracy and Literacy tests in 2021. 82% and 92% of students respectively achieved at or above National Minimum Standards in Numeracy. The literacy component of NAPLAN is split into 4 areas, Reading, Writing, Spelling, Grammar and Punctuation. 72% and 92% of students achieved at or above National Minimum Standards in the reading component. 36% and 72% achieved at or above National Minimum Standards in Writing. 63% and 77% of students achieved at or above National Minimum Standards in Spelling. 63% and 68% achieved at or above National Minimum Standards in Grammar and Punctuation.

## 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.

This year saw some of our strongest achievements in HSC results. In Agriculture bands 3 and 5 were achieved. In Biology a band 2, two band 3s, a band 4 and band 5 were achieved. In Community and Family Studies bands 2, 3 and 4 were achieved. In English Standard bands 2, two band 3s and a band 4 were achieved, and in English Advanced two band 4s were achieved. In Hospitality bands 3, 4, and two band 5s were achieved. In PDHPE two bands 3s and a band 4 were achieved. In Earth and Environmental Science two band 3s and a band 5 were achieved. In Modern History a band 2 was achieved. The Dux of the school was awarded an ATAR of 84.

## Parent/caregiver, student, teacher satisfaction

### Parents - 20 parents responded to the survey

**Safety at school** - 2021 score **7.7**, 2020 score **6.9**

This result was a noticeable improvement. The lowest subset score was 7.1 *The school helps prevent bullying.*

**Parents feel welcome** - 2021 score **7.4**, 2020 score **7.1**

This result was a noticeable improvement. The lowest subset score was 6.5 *Parent activities are scheduled at times when I can attend*

**Parents are informed** - 2021 score **7.2**, 2020 score **6.0**

This result was a noticeable improvement. The lowest subset score was 6.7 *I am informed about opportunities concerning my child's future.*

**Parents support learning from home** -2021 score **6.1**, 2020 score **7.0**

This result was a noticeable decline. The lowest subset score was 5.5 *Take an interest in your child's school assignments.*

- 60% parents said the subjects my child wants to study are not available at the school.
- 69% parents agree that the general communication from the high school is satisfactory - newsletters, emails, website, school app, social media
- Most useful school news communication tool - 35% Facebook page, 20% newsletter ,16% email

Parents aspirations for their child:

- 50% want child to go to university
- 80% want child to complete Year 12
- 45% attend TAFE

School facilities:

- 90% school is well maintained
- 85% welcoming environment
- 85% easy access/move around site

Disability

- 40% said child has disability or special needs

### Teachers- 18 teachers responded to the survey

- 95% accredited as proficient and 5% conditional approval to teach.
- 77% agree/strongly agree morale among staff at my school is good. 23% neither agree or disagree.
- 84% agree/strongly school leaders in my school are leading improvement and change and communicate their strategic vision and values for the school.
- 84% agree student learning - school support the experiences of learning from home
- 82% agree Teacher have the knowledge required to engage with students on Aboriginal culture and histories
- 95% agree This school is a welcoming and culturally safe place for all students.

**Inclusive school** - 2021 score **8.1** Decline from 2020 (8.3) The lowest subset score was 7.6. *I help low-performing students plan their assignments.*

**Learning culture** - 2021 score **7.9** Improvement on 2020 (7.8) The lowest subset score was 7.3. *I talk with students about the barriers to learning.*

**Data informs practice** -2021 score **7.8** Improvement on 2020 (7.7) The lowest subset score was 6.1 *I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).*

**Teaching strategies** - 2021 score **7.9** Improvement on 2020 (7.7) The lowest subset score was 6.5 *Students receive written feedback on their work at least once every week.*

**Leadership** - 2021 score **7.7** Improvement on 2020 (7.4) The lowest subset score was 6.4 *School leaders have taken time to observe my teaching.*

**Collaboration** - 2021 score **7.6** Improvement on 2020 (7.3) The lowest subset score was 6.9 *Other teachers have shared their learning goals for students with me.*

Technology - 2021 score **7.2** Improvement on 2020 (6.9) The lowest subset score was 6.4 ***Students use computers or other interactive technology to track progress towards their goals.***

Parent involvement - 2021 score **6.6** .Improvement on 2020 (6.3) The lowest subset score was 4.7 ***I ask parents to review and comment on students' work.***

Four dimensions of classroom and school practices

Challenging and visible goals - 2021 score **7.6** ***I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).*** 6.1

Planned learning opportunities -2021 score **7.8** ***I use strategies to engage parents in their child's learning.*** 6.5

Quality feedback - 2021 score **7.3** ***School leaders have taken time to observe my teaching.*** 6.4

Overcoming obstacles to learning - 2021 score **7.8** ***Students use computers or other interactive technology to track progress towards their goals.*** 6.4

#### **Primary - 22 students in Years 4-6 completed the survey**

- 62% Students with a positive sense of belonging (this is a decrease from 2020 80%)
- 76% Students with positive behaviour at school (67%)
- 62% Students are interested and motivated (94%)
- 33 % Students who are subjected to moderate to severe physical, social, or verbal bullying or are bullied over the internet. (7%)
- 87% Students identified as Aboriginal or Torres Strait Islander origin and 91% of these feel good about their culture when at school. (79%)
- 56% agree that the primary toilets are clean and well looked after.
- 90% students know where to seek help if bullied.

Remote learning experiences - the extent to which students agreed about the quality of their experience when learning from home.

- 68% agreed well-resourced 86%
- 64% agreed clear instructions provided 53%
- 46% agreed student leaning progressed 82%
- 72% agreed they received feedback from their teacher 86%
- 37% agreed they felt connected 65%

#### **Secondary - 57 students in Years 7-12 completed the survey**

- 63% Students with a positive sense of belonging
- 84% Students with positive behaviour at school
- 42% Students are intellectually engaged and find learning interesting, enjoyable, and relevant
- 26% Students are interested and motivated
- 35% Students who are subjected to moderate to severe physical, social, or verbal bullying or are bullied over the internet.
- 50% Students plan to finish Year 12
- 56% Students planning to do an apprenticeship or VET/TAFE course
- 36% Students planning to go to university
- 54% Students identified as Aboriginal or Torres Strait Islander origin and 95% of these felt good about their culture when at school.
- 35% did not agree that the secondary toilets are clean and well looked after.
- 72% students know where to seek help if bullied.

Remote learning experiences - the extent to which students agreed about the quality of their experience when learning from home.

- 61% agreed well resourced
- 54% agreed they were provided with clear instructions
- 36% agreed student leaning progressed
- 61% agreed they received feedback from their teacher
- 28% agreed they felt connected



# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.