

2021 Annual Report

Barellan Central School



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Introduction

The Annual Report for 2021 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 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.

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School vision

Barellan Central School is an inclusive learning community where all students are known, valued and cared for. We foster engaged and connected learners who embody respect, responsibility, resilience, and excellence.

Our collaborative school staff work with our broader partnerships to build students' literacy and numeracy, and educational aspirations in order to develop students as active and involved citizens.

School context

Barellan is located on the lands of the Wiradjuri people in the northern Riverina, 55 km east of Griffith. Barellan Central School was first established as a subsidised school in 1910 by the community, and formally became a provisional school in 1911 under the auspices of the Council of Education.

In 2021, the total school enrolment K-12 is 85 students, including 14 Aboriginal students. Due to a gradual shift in the employment market, there has been a steady decline in enrolment over the last decade. The school's staffing entitlement in 2021 includes 14 teachers and 6 non-teaching staff.

Parental aspirations emphasise intellectual, skill and social development. Parents are strongly supportive of a broad curriculum with opportunities to engage with the local community. Many parents are keen to play roles as mentors for our students in the future.

The school has well-resourced physical spaces including a Trade Training Centre, poultry operation and recently renovated classrooms. The Learning and Wellbeing Centre supports the coordination of complex case management, and assists to manage the multi-categorical class which caters for a range of students with specific support needs including mental health and autism.

Barellan Central School is part of the Riverina Access Partnership (RAP), one of five Access Programs that run in NSW. RAP provides a dynamic, blended online, shared curriculum for senior secondary students across six central schools. The cohorts of students interact with each other and their co-ordinating teachers through online platforms and collaborative technologies, while being supported in their home schools by co-teachers. This enables rural students to complete their secondary education at their local school with the support of their community without having to live away from home.

Current extra-curricular activities include sport at a range of venues, RAP sporting competitions, leadership opportunities, breakfast and lunch club, poultry club, annual major enrichment excursions and homework club. The school is committed to offering a range of new activities from 2021 including the Duke of Edinburgh scheme, increased interschool sporting opportunities, school partnerships, Hands on Learning, and developing stronger student leadership programs.

Through a comprehensive situational analysis, we have identified high level areas for improvement or further development as effective use of assessment to identify where students are at to know where to go next, collaborative explicit instruction to drive purposeful and engaging learning and connected learning communities to build and support high level aspirations for and by all students

We share a commitment to foster high levels of achievement and closing equity gaps Cultural identity and diversity will be at the forefront of driving aspirations and success whilst fostering a deep sense of belonging and pride.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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: Student growth and attainment

Purpose

In order to maximise student achievement in literacy and numeracy, we use student assessment information to evaluate student learning and then use explicit teaching strategies to advance all students' achievement.

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.

- Effective use of assessment

Resources allocated to this strategic direction

Professional learning: \$7,000.00

6101: \$6,000.00

Literacy and numeracy: \$1,332.00

English language proficiency: \$2,400.00

Integration funding support: \$48,178.00

QTSS release: \$9,081.56

Literacy and numeracy intervention: \$23,545.00

: \$26,132.64

School support allocation (principal support): \$6,802.00

Summary of progress

Extensive and high-level professional learning in the Science of Reading, and in the tracking of specific literacy data was completed by teaching and non-teaching staff. Expertise has been built with the School Learning Support Staff to support the implementation of literacy and numeracy intervention groups. Clear whole class (Tier 1) and small group (Tier 2) approaches have been developed.

Some unexpected results were identified with the mathematics intervention groups based on assumptions around prior knowledge. These assumptions (prior knowledge of open number lines) will be addressed with explicit professional learning with the Assistant Principal in 2022. Student achievements in the Tier 1 intervention has been outstanding with the lowest achieving students making the greatest progress, and all students progressing above expected growth over the year except one student.

Moving forward, executive roles have been adjusted to support professional learning for learning support staff together with teaching staff. The training in the Tier 1 intervention will be further scaled and resourced across the lower primary in 2022.

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
Primary achievement data (top 2 bands) Reading Targets Improvement in the percentage of students achieving in the top 2 bands in Reading in Years 3 and 5 NAPLAN will be at or above the baseline of 33%.	A decreased percentage of students achieved in the top two bands for reading. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Primary achievement data (top 2 bands) Numeracy Targets	A decreased percentage of students achieved in the top two bands for numeracy. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

<p>Improvement in the percentage of students achieving in the top 2 bands in Numeracy in primary school will move from a baseline of 18% to a new baseline 20-25%</p>	
<p>Secondary achievement data (top 2 bands)</p> <p>For the secondary cohorts, due to smaller numbers we have shared targets across a network of small schools</p> <p>Reading Targets</p> <p>Secondary Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the lower bound system negotiated target in reading of 21.7%</p>	<p>A decreased percentage of students achieved in the top two bands for Reading in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Secondary achievement data (top 2 bands)</p> <p>For the secondary cohorts, due to smaller numbers we have shared targets across a network of small schools</p> <p>Numeracy Targets</p> <p>Secondary Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the lower bound system negotiated target in numeracy of 24.7%</p>	<p>A decreased percentage of students achieved in the top two bands for Numeracy in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>

Strategic Direction 2: Effective classroom practice to engage all learners

Purpose

In order to empower students to maximise their learning, teachers use evidence-based teaching methods and engage in professional dialogue and collaboration to constantly improve teaching and learning practices.

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.

- Collaborative explicit instruction

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Summary of progress

Teaching staff reviewed professional learning processes through examination of the High Impact Professional Learning (HIPL) model, and a new portfolio approach to professional learning was developed. Teachers across primary and secondary worked on aligning scope and sequences and assessment schedules, and developing reporting processes in plain English.

Collaboration between teachers across RAP was enhanced through the development of faculty meetings across the community of schools, and developing further knowledge of Teams as a platform for teaching and collaborating.

The work during 2021 set the foundations for enhanced collaborative practices across all stages of learning and faculties. Clear programming, development of scope and sequences and review of assessment of learning were results of the staff collaborating. Confidence levels of staff to continue to autonomously implement clearly aligned learning sequences with accurate reporting were assessed and a future direction to further enhance the organisation of a coherent curriculum across the primary space has been identified for 2022.

Lack of consistency across the different RAP teams hindered clear successes across all faculty spaces, with clearer leadership from the principal teams as well as enhanced planning and implementation of purposeful faculty teams will be further developed in 2022.

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 (across RAP) Increase in the percentage of students in the Riverina Access Partnership achieving in the top 3 bands of HSC course by a minimum of 5.1% by 2022 (in order to meet the lower bound system-negotiated target of 53.8%)	In 2021, the Riverina Access Partnership schools saw 43.75% of student results in the top three bands of HSC. This is 10.75% below the lower bound 2022 system-negotiated target of 53.8% to be achieved by 2022.
Primary Reading Growth Total percentage of expected growth across the school improves from a baseline of 56% in reading to a lower bound of 62%	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to small size of cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.
Primary Numeracy Growth Total percentage of expected growth in	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased beyond the upper bound target of 66.4%. Individual student progress is reported directly to parents and carers

numeracy across the school improves from a baseline of 56% to a lower bound of 61%	throughout the year.
Secondary Reading Target Increase the number of Year 9 students achieving at or above expected growth	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to small size of cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.
Secondary Numeracy Target Increase the number of Year 9 students achieving at or above expected growth	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to small size of cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.

Strategic Direction 3: Connected learning communities

Purpose

The school culture is strongly focused on learning and building students' educational aspirations with a culture of high expectations, individual responsibility, personalised curriculum pathways and community partnerships.

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.

- Connected learning communities

Resources allocated to this strategic direction

Low level adjustment for disability: \$84,303.28

Socio-economic background: \$50,441.22

Location: \$35,782.24

Professional learning: \$13,990.00

Aboriginal background: \$17,055.00

Summary of progress

Staff undertook professional learning in Choice Theory, A Framework for Understanding Poverty and professional learning around intercultural understanding. Professional learning enhanced staff knowledge and appreciation of diverse families at Barellan Central School. This enhanced understanding has facilitated engagement with some families, however there is no clear measurable impact for enhancing knowledge in relationships.

Programs have continued to run to promote student connectedness such as Hands on Learning and Duke of Edinburgh, as well as increasing connection between curriculum and local context in meaningful ways.

Attendance processes were reviewed in 2021 and daily calls were implemented for all absent students. The communication strategies within the Excellence in School Administration were deployed across the non-teaching staff to foster a welcoming environment through the front office for all students. Attendance processes were reviewed at a Learning and Support Team level, and include regular contact with families at risk, and a case management approach to foster purposeful and coherent learning experiences for all students. This has included case management with external agencies (health and para-professional health services, and educational resources beyond the school) resulting in an increase in students able to access short courses through TAFE and seeking alternative educational pathways (VET courses through TAFE and School Based Apprenticeships). In spite of these additional pathways being promoted explicitly with students, an increased need for labour in the local market has seen an increase in older students being supported by their families to fill local employment needs (small business and seasonal work), and a concurrent decline in attendance at school.

Whilst the school aimed to recruit a Student Support Officer, recruitment was unsuccessful and alternative recruitment strategies have been put in place for 2022 to enhance support resources for students and their families.

Choice theory training has been scheduled for 2022 for teaching and non-teaching staff across the school. Additionally, the student leadership team and Positive Behaviour for Learning is being reviewed for changes in implementation in 2022 incorporating greater student agency.

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 number of students attending school 90% of the time or more will progress towards at or above 80% of students.	The number of students attending greater than 90% of the time or more has decreased indicating that the progress measure is yet to be seen.
Increase in student advocacy,	Tell Them From Me data indicates 60% of students report a positive sense

expectations for success and sense of belonging in the Tell Them From Me survey by at least 3% from a baseline of 51.8%.	of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
The school's self- assessment of the School Excellence Framework within the element of learning culture will be Delivering.	The school assessed the School Excellence Framework element of Learning Culture as Delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$48,178.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Barellan Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: explicit tier 1, 2 and 3 intervention for students across K-10 with data indicating students have improved learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to seek to better prioritise tier 1 intervention over tier 2 and 3 intervention. This will allow us to better allocate human resources for greater impact on all students' reading ability.</p>
<p>Socio-economic background</p> <p>\$65,441.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barellan Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connected learning communities • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement learning and wellbeing centre to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services, including access to transport for all students, and increasing curriculum options in partnerships with local communities of schools <p>The allocation of this funding has resulted in: All students in years 9-12 have had access to a greater curriculum choice with access to specialised teachers and specialist learning environments (Trade Training Centres across three schools specialising in Hospitality, Primary Industries and Technology/Construction). The Learning and Wellbeing Centre has provided case-management support for students and their families resulting in engagement in learning for highly vulnerable and disengaged students. Individual students (not identifiable for confidentiality) have overcome significant obstacles to learning to complete their learning satisfactorily through the case-management support. 7 students engaged in Hands on Learning programs, re-engaging them with the school and the community.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Learning and Wellbeing Centre has indirectly supported all students through the management of the MC class, which increases the global school</p>

<p>Socio-economic background</p> <p>\$65,441.22</p>	<p>capacity to support all students for inclusive education. An ongoing factor of need above 7 indicates a sustained need for the MC class, and new enrolments into the MC class are projected for 2022</p> <p>The Hands on Learning program will continue in 2022 and has been identified as a significant contribution to engagement for highly vulnerable students.</p> <p>Learning and Support processes will be evaluated, with the breadth of need across the Learning and Wellbeing Centre (such as coordination of the MC class, increased employment of SLSOs, development of Tiered literacy interventions, careers pathways and Learning and Support processes) outstripping the capacity of existing staff. Employment of additional staff within the Learning and Wellbeing Centre program will be evaluated for 2022.</p>
<p>Aboriginal background</p> <p>\$17,055.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barellan 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connected learning communities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • development of First Nations learning community together with the Aboriginal Community Liaisons Officer <p>The allocation of this funding has resulted in:</p> <p>all students having access to an Aboriginal Cultural space. our First Nations students having regular opportunities to acquire cultural knowledge from Aboriginal leaders</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ongoing attempts to engage with the community have been unsuccessful and we have continued to rely on voices beyond the local community such as through the local AECG (50km from Barellan) and through departmental personnel (ACLO and Aboriginal Education team). Attempts to employ an AEO were unsuccessful. We will seek alternative channels to foster direct community engagement, whilst sustaining the Yarn Time initiative with the ACLO. We will employ a teacher to work directly with responsibility for the development of these critical relationships under the Learning and Wellbeing Centre.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Barellan Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional learning for staff <p>The allocation of this funding has resulted in:</p> <p>access to professional learning in Initial Lit 1 for Head Teacher Learning and Wellbeing and Early Stage 1 teacher, with tracked improvement data indicating strong growth across whole class meeting benchmarked targets, and the identification of one student for tier 3 intervention, supported with speech therapist assessment and intervention.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: develop staff knowledge in EALD assessment at different stages and sustain tiered interventions.</p>
<p>Low level adjustment for disability</p> <p>\$84,303.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Barellan Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connected learning communities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: - the delivery of a range of programs and wellbeing initiatives to support student engagement and wellbeing, and provide leadership for the Learning and Wellbeing Hub (including leadership of the Multicategorical Class). Disengaged students have reengaged with the school through the Hands on Learning program. Through case management, individual students have been able to navigate individual pathways for success with their education. Students with disabilities have been able to engage with a personalised curriculum as well as be support for integration into main stream classes for targeted curriculum areas.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - expanded to include additional support for families through the employment of a family worker. - continued to sustain the Learning and Wellbeing Hub's demonstrable impact across the whole school will continue to be funded into 2022.
<p>Location</p> <p>\$35,782.24</p>	<p>The location funding allocation is provided to Barellan Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connected learning communities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in: the provision of the bus for transport, reducing barriers to participation in whole school and small group events have been removed and increased opportunities for all students to participate in extra-curricular and co-curricular events. Additionally, stage 5 students have participated in a shared curriculum across 3 local schools with no barriers for accessing specialist teachers and learning environments</p> <p>After evaluation, the next steps to support our students with this funding will be: continued to remove barriers to participation in whole school events for all students. Whilst there have been some challenges with learning across different physical sites, the access to broad, specialist curriculum will be</p>

Location \$35,782.24	continued in 2022.
Professional learning \$22,990.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Barellan Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of assessment • Collaborative explicit instruction • Connected learning communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • high-level specialist training in the reading and assessment. • whole school training in relational pedagogy including Choice Theory, a Framework for Understanding Poverty and Intercultural training with Together for Humanity. <p>The allocation of this funding has resulted in: enhanced engagement with our most vulnerable families to support students and the initial development of a relational pedagogy across all staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: expanded to further develop staff expertise in Choice Theory and evaluated our Positive Behaviour for Learning model in 2022 to enhance intrinsic motivation and personal responsibility as a theoretical framework for students and staff.</p>
Literacy and numeracy \$1,332.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Barellan Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: the implementation of the InitialLit program in Early Stage 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: redirected to focus on developing staff capacity in stages 2-3 in 2022.</p>
QTSS release \$9,081.56	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barellan Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$9,081.56</p>	<p>The allocation of this funding has resulted in: partial funding for direct regular mentoring meetings and observation lessons for all primary teachers, on specific literacy and numeracy assessment and teaching practices..</p> <p>After evaluation, the next steps to support our students with this funding will be: continued to support instructional leadership for all primary teachers in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Barellan Central School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduction of face to face teaching hours for the Assistant Principal to work as an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: partial funding for direct regular mentoring meetings and observation lessons for all primary teachers, on specific literacy and numeracy assessment and teaching practices..</p> <p>After evaluation, the next steps to support our students with this funding will be: continued to support instructional leadership for all primary teachers in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$69,949.88</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy-reading <p>The allocation of this funding has resulted in: the implementation of small group targeted tuition for literacy intervention for two small groups of 4-5 students daily and the daily operation of a numeracy intervention group for two small groups of 5 students daily.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued including further training between the School Learning Support Officer delivering the small group training and the Assistant Principal leading the the numeracy groups and the Head Teacher Learning and Wellbeing leading the literacy interventions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	54	58	52	49
Girls	54	42	38	31

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	90	92	92.7	88.4
1	93.9	93	94.2	86.8
2	91.9	90.9	92.8	91.9
3	89.9	88	91.5	88.5
4	90.5	88.9	97.3	88.4
5	89.3	95	90.6	91.2
6	94.8	92.1	95.2	91.5
7	94.5	90	82.4	93
8	94.9	90.9	92.9	80.6
9	87.2	85.3	90	78.7
10	93.1	88.2	82.4	65.7
11	96.4	81.8	92	58.1
12	87.9	86.9	89	80.7
All Years	91.9	89.4	91.3	81.6
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	17	0
Employment	8	17	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

14.29% of Year 12 students at Barellan Central School undertook vocational education and training in 2021.

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 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)	1
Classroom Teacher(s)	9.96
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
School Administration and Support Staff	6.39
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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	443,555
Revenue	2,781,182
Appropriation	2,770,974
Sale of Goods and Services	1,112
Grants and contributions	8,793
Investment income	303
Expenses	-2,754,700
Employee related	-2,263,984
Operating expenses	-490,716
Surplus / deficit for the year	26,482
Closing Balance	470,036

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.

	2021 SBAR Adjustments (\$)
Targeted Total	38,798
Equity Total	173,200
Equity - Aboriginal	17,055
Equity - Socio-economic	69,441
Equity - Language	2,400
Equity - Disability	84,303
Base Total	2,151,508
Base - Per Capita	22,896
Base - Location	37,782
Base - Other	2,090,830
Other Total	283,623
Grand Total	2,647,129

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 to access the school data.

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.

Parents

Whilst parents have expressed satisfaction with the school, in person parental engagement with the school has declined. While direct engagement with the school was restricted in 2021, engagement with social media at the school has increased tremendously, such as through the viewership of the annual presentation celebrations which were live streamed, and the numerous media shared with the school community through school communication channels (social media and newsletters). There is no pre data on total engagement with media to determine specific growth measures.

Student Survey Results

Primary students

Primary students demonstrated a decline in social-emotional survey results, with moderate declines in students' sense of belonging, positive relationships and interests and motivation at school. Results were vastly different comparing boys and girls results. For example 20% of boys indicated that they had positive relationships at school where 78% of girls had positive relationships. Other marked differences based on gender were noted for the other social-emotional indicators.

Most notable declines in the drivers of student learning noted by primary students include reduced effective learning time compared to NSW Government Norms and declining positive teacher-student relationships.

Secondary students

Secondary students indicated positive trends across the social-emotional survey results, with the most notable increases in positive relationships with teachers, interest and motivation and effort. There was also an increase in truancy (students skipping classes or not attending school for valid reason).

A long-term positive trend in all recent surveys was noted in students valuing school outcomes, and interest and motivation.

In terms of the drivers of student learning, secondary students indicate a trend of ongoing improvements in positive teacher-student relations, advocacy at school, expectations for success and positive learning climate. Curiously, at the same time students are indicating that their learning time is increasingly effective and relevant, that have also demonstrated a marked decline in aspirations to attend university.

Teaching Staff

Teaching staff uniformly acknowledged that their understanding of the diverse student population at BCS increased as a consequence of the professional learning provided on the Framework for Understanding Poverty. Relational pedagogy through the Choice Theory training provided to staff was also uniformly positive and all but two staff members looking forward to 2022 are pursuing intensive training in Choice Theory as an underpinning relational pedagogy to develop students' intrinsic motivation.

Staff are positive about the school.

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 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

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.