

# 2022 Annual Report

## Baradine Central School



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# Introduction

The Annual Report for 2022 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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## Message from the principal

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2022 was a third consecutive year of the COVID 19 pandemic but thankfully further government mandated lock downs were not necessary.

It was also the year of the big wet and recurring flooded roads in the district (and State). The school's staffing was impacted with a lot of change, partly due to the COVID experience and also the state wide teacher shortage.

School enrolments held steady and we commenced the year with 125 students - 50 in primary and 75 in secondary. School student leaders carried out the duties with pride and confidence. The primary captain was Sonia Pagett and Vice-Captain Storme Anderson. The school captain was Molly Murray and Vice-captain Alice Harris.

Miss Lummis relieved as Assistant Principal Curriculum and Instruction after the position was vacated by Mrs Tracy McGlashan who was appointed principal at Gwabegar PS.

New staff commencing in Term One included Miss Moss, Mrs Finlay, Ms Kerezszy and Mr Douglas. Later in the year Mr Lindsay, Mr Boyd and Ms Abbott joined the staff.

Sadly for the school community, DP Mr Matt Edwards accepted a transfer to Kotara HS and was farewelled at the end of the Term One.

Ms Marjory Drummond was appointed as Head Teacher Secondary Studies but later accepted a transfer of duty to Wee Waa HS in a Deputy Principal position. Ms Brazier took over as Head of secondary for remainder of year supported by two relieving Head Teachers, Miss Birrell and Mr Amiel.

Mr Amiel (Dr Amiel) led a major school improvement initiative that was a yearlong learning study into neuroscience. Many teachers participated and embedded the neuroscience principles into their individual teaching programs.

Baradine CS was a focus school for Strategic State Support in reading K-10. The program involved intensive professional learning during Term 4.

Primary had a team of relay swimmers contest the State championships at Homebush. Storme, Brax, Cooper and Callem all achieved PBs while swimming the hearts out for North West.

Hannah Percival Year 10, competed in state swimming championships at Homebush.

Jorja Carey Year 10 was the athletics extraordinaire making it to State for several events.

Assistant Principal Mrs Horder was able to get the bi-annual Stage 3 excursion back on track with the assistance of Mrs Finlay and Richie.

Agriculture was a feature on the calendar with show teams traveling to both EKKA and Scone and achieving great success with the school's own sheep and cattle.

The entire school community was very proud of the Fab Five, Year 12 students Molly, Alice, Annie, Sav and Ashanti, completed Year 12 and their HSC exams. They were farewelled in style at a gala formal function. Molly is seeking a future in animal care, Alice in law, Annie in science, Savannah in early childhood and Ashanti in nursing while also pursuing elite level women's rugby league.

*Mrs Christine Clarke*

*Dip Teach/ B Ed*

*Baradine Central School Principal 2010-2022*

## 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>

## 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

**Professional learning:** \$25,600.00

**Socio-economic background:** \$55,000.00

**Integration funding support:** \$136,000.00

**Low level adjustment for disability:** \$99,952.00

**AP Curriculum & Instruction:** \$90,342.00

**:** \$0.00

**Beginning teacher support:** \$35,000.00

### Summary of progress

**Neuroscience** The yearlong learning study into neuroscience was completed in Term 4 when teacher participants engaged in a wrap up seminar and teacher interviews were conducted and completed by Friday, Week 8. All interview data was collated and sent to UBC for transcription and analysis. Preliminary results suggest that consideration of neuroscience principles have provided teachers with theoretical coherence in their practices, and that teachers have a deeper understanding of what makes teaching strategies effective in different contexts. Further, there is evidence to suggest that teachers are directing their attention towards more student-centred learning activities and away from didactic teaching strategies. Of the initial 13 participants, one withdrew, one incurred a long-term injury, and one moved to a new school. The timing for analysis has changed due to extension of data collection period. The UoW student that is completing the analysis is now in exams and will commence work once these are complete. This will extend the final analysis into January. As part of the data analysis, we will assess how the learning study can be employed next year and used to guide teacher professional development with respect to PDPs and attainment of the teaching standards. This includes setting a schedule for collaborative learning among staff.

**Profile Students** South Australian Spelling completed during exam week was a success for capturing the high school students as a group. Capable students are able to mark each others work, therefore gaining feedback immediately and saving teacher time. Leaving the normalising for Spelling Age to be completed by Teachers. Catch up for those absent on the day hasn't been a priority for all classes. Issuing Teacher masters are available only from L&ST, Teachers should have own copies for testing. **Next Steps:** Explore results with celebration for successes and intervention for students support. Embed with Vocabulary activities within the classroom.

**APCI** This year the APCI completed formal observations, demonstrated effective teaching strategies and supported classroom teachers and students capacity in literacy and numeracy. Barriers of this included the APCI being in other roles throughout the year, meaning time to be in classrooms and meet with teachers was not consistent in the latter part of the year. Next year the APCI role will continue. The next steps will be to look at evidence-based teaching practices that can be implemented across a K-6 setting, as well as the continuation of data collection to inform teaching practice and the mentoring of staff to upskill their practice. A big part of the APCI role next year will be the implementation of the new English and maths syllabus.

**SSS vocabulary** Document analysis was held and data showed that most staff have been active participants in the vocab program. Whole school SDD was a good opportunity for staff to share what they have taught and share their celebrations/barriers. Also completed a survey in regard to the program. Barriers were that a couple of the staff had no evidence of engaging in the program and/or gave negative feedback in the survey. The next step is to carry this forward into 2023, ensuring all staff is delivering high-quality lessons around the explicit teaching of vocabulary.

### Numeracy

APC&I was available for numeracy intervention to improve student results across K - 12 under COVID Intensive Learning Support. Secondary teachers under load to give them time to complete extra PLAN2 training, Time, other deadlines (reports, programs, etc.), high staff turnover in Term 4 in Secondary, focus on SSS vocabulary including use of staff

meeting time **Next Steps:** Planned numeracy focus in faculty meetings, analysis of data to inform staff programming and planning, PLAN2 training for all staff a focus

### 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 numeracy for percentage of primary achieving in top two bands to lower bound system-negotiated target <b>17.2%</b>	<b>NAPLAN 2022</b> 0% of primary students achieved results in the top two skill bands for numeracy indicating no progress toward the annual progress measure.
Improvement in reading for percentage of primary achieving in top two bands to lower bound system-negotiated target 21.1%.	<b>NAPLAN 2022</b> 11.76% of primary students achieved results in the top two skill bands for reading indicating some progress toward the annual progress measure.
Improvement in the percentage of students achieving expected growth in NAPLAN Reading for Years 3 and 5 to be trending towards lower bound system-negotiated target of 60%.	NAPLAN 2022 - no expected growth data available in SCOUT.
Improvement in the percentage of students achieving expected growth in NAPLAN Reading for Years 7 and 9 to be trending towards lower bound system-negotiated target of 60%.	NAPLAN 2022 - no expected growth data available in SCOUT.
Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy for Years 3 and 5 to be trending towards lower bound system-negotiated target of 60%.	NAPLAN 2022 - no expected growth data available in SCOUT.
Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy for Years 7 and 9 to be trending towards lower bound system-negotiated target of 60%.	NAPLAN 2022 - no expected growth data available in SCOUT.
School Excellence Framework Measures:  Learning: Assessment validated as Sustaining & Growing  Teaching: Effective Classroom Practice & Data Skills and Use validated as Delivering.	Learning: Assessment maintained at Sustaining & growing.  Teaching: Effective Classroom Practice & Data Skills maintained at Delivering.



### 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

**school chaplain:** \$24,000.00

**6300:** \$75,000.00

**Socio-economic background:** \$5,000.00

**6101 - efpt, consolidated:** \$10,000.00

### Summary of progress

**Mental health - resilience** - The school Chaplain program has continued this year to engage students and support those that require guidance and stability. The continuation of our Positive Behaviour for Learning rewards system has help support student wellbeing through positive reinforcement of their behaviour. We were also able to provide students with Mental Health awareness lectures to encourage them to seek support when needed and know that are not allow in their struggles. Based on feedback from students them thoroughly enjoyed these days and came away with the knowledge that 'there is always hope and help for you'. This is someone that we would continue next year. The transition to high school program was a success, with minimal disruptions and students engaging in a high school setting.

**Physical activity for wellbeing** - a situational analysis of current Physical Education practice was completed by staff. They self-assessed the school's practices for sport and physical education against the School Sport Unit matrix. The NSW Department of Education's School Sport Unit visited and provided three days of in-school quality professional learning and lesson demonstrations focused on the interconnection between physical activity and wellbeing in schools. Wellbeing is an integral aspect of the Department of Education's 2021-2024 School Excellence cycle, with all schools working towards system-negotiated wellbeing targets. With strong evidence demonstrating the interconnection between sport, physical activity and wellbeing, the School Sport Uni's professional learning package supported BCS to plan to reach their wellbeing targets, through a whole-school approach to sport and physical activity. The package unpacked the development of a situational analysis; reinforced the importance of gathering quality baseline data; explored the interconnection between physical activity and wellbeing; examined the Sport and Physical Activity: School Health Check; and discussed supporting resources. **Next steps:** staff collaboration to embed physical activity into school routine 2023 (SDD December); and The physical education team develop & implement a sport & physical activity plan for BCS using template from link in matrix.

### 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
By 2022, <b>Primary attendance</b> level at or above <b>70%</b>	Primary has not achieved 70%. 48.18% of primary students are present for 90% of the time. There has been a decline of 2.56% over last 12 months.
By 2022, <b>Secondary attendance</b> level at or above <b>65%</b>	Secondary has not achieved 65%. 54.79% of secondary students are present for 90% of the time. There has been a decline of 7.72% over last 12 months.
By 2022, <b>Secondary wellbeing</b> level at or above <b>82.4%</b> .	The secondary wellbeing target of 82.4% has not been met. Secondary wellbeing achieved 63.1%. This is a decline of 14.65%.



## Strategic Direction 3: Innovation for Improvement

### Purpose

*Provide opportunities for students to excel as learners and young people in our small rural remote central school and be acknowledged within the community.*

### 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:** \$27,000.00

**Socio-economic background:** \$126,143.00

**Integration funding support:** \$68,000.00

**Professional learning:** \$10,000.00

**6101 - efpt, consolidated:** \$66,000.00

**QTSS release:** \$9,678.00

**Location:** \$68,000.00

**School support allocation (principal support):** \$13,604.00

### Summary of progress

#### School Culture

Strategically staffing the school maximised the provision of opportunities for students to grow as learners & young people within the community. Unforeseen circumstances resulted in executive leadership changing several times throughout the year however, this generated opportunities for aspiring leaders to take on relieving positions. Some key focus areas for leaders included: leadership transition processes; systems improvements with a focus on NESA compliance: building leadership capabilities; mentoring beginning teachers and new executive members; addressing mental health of our students; Other staffing featured: the appointment of a second Science teacher to extend the range of Science subjects that are offered to our students; and a generalist teacher was sourced to alleviate pressures on staff and classes from teacher shortage; Successful extra-curricula initiatives included secondary clubs running well with high engagement.; a trial wellbeing intervention program (WIP); and the utilisation SLSO expertise to lead coaching squads of students to enhance wellbeing. An aesthetics & maintenance overhaul included the billboard side reproduction of an historical 1918 photograph taken at the school site on Armistice Day 1918; Queen St entrance beautification; new signage; and secondary toilets upgrade. **Next Steps:** Start a 21st Century Student Wall of Honour to celebrate high achieving students, and former students who have gone on to achieve great success..

#### The School Farm Enterprise

The expansion and promotion of Baradine Central School as a centre of excellence for agriculture and sustainability is being recognised locally with the formation & support of the P&C subcommittee for Farm enterprise.. The school currently boasts three agriculture plots, a sheep stud, a cattle stud and a commercial cattle herd. Ag plot 1 features poultry production in a newly built complex. Ag plot 2 features the Texel sheep stud, poddy calf rearing, and a young citrus orchard; Ag plot 3 features cattle with a facility for breaking in both stud and commercially bred young stock for shows ; Ag plot 3 features cattle with a facility for breaking in both stud and commercially bred young stock for shows. Students have excelled in their opportunities to show our livestock and engage in junior judging. Two high points for 2022 were the successes at Brisbane Royal Show (EKKA) with the texel sheep and also the Scone Beef Bonanza with hoof and hook competition for our Limousin cross heifers and a steer. **Next Steps:** launch the farm enterprise phase of hosting visiting metropolitan schools on excursions to our community. This concept is be managed in partnership with P&C to source funds towards the farm being self-sustainable in the future. A program manager position will be created to oversee the farm budgets.

### 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 HSC agriculture students achieving in top 3 bands by 5%.	Some progress towards target with all students achieving middle two bands.
<p>1A Sustaining &amp; Growing</p> <p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>10E sustaining &amp; growing</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>13D Sustaining &amp; Growing</p> <p>Use of school facilities by the local community delivers benefits to the students.</p>	<p>SEF-SAS:</p> <p>1A sustaining and growing</p> <p>10E sustaining and growing</p> <p>13D sustaining and growing</p>
Community satisfaction with the school curriculum and extra curricula opportunities, increases from 57% in 2020 to 80%.	Insufficient parents took the survey for reliable data to be generated.

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$35,600.00</p>	<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 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>• Literacy - focus on assessment practice</li> <li>• Numeracy - focus on embedding in KLAs</li> <li>• School Culture</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>• scheduled collaboration time for teachers to development assessment practices.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 80% of teaching staff have a greater understanding of SCOUT assessment data and its analysis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue with a focus on assessment practice and analysis of data to inform teaching programs to improve student outcomes in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$27,000.00</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>• 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 specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> enhanced support for Aboriginal students in the classroom and the attendance requirements.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue additional support to Aboriginal students through the employment of staff above entitlement.</p>
<p>Low level adjustment for disability</p> <p>\$99,952.00</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>• Literacy - focus on assessment practice</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul>

<p>Low level adjustment for disability</p> <p>\$99,952.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> targeted primary students achieved substantial growth in literacy as a result of the intervention support for reading and speech delivered through a therapy aide program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue the therapy aide program in 2023.</p>
<p>Location</p> <p>\$68,000.00</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>• Excellence in Agriculture and Sustainability</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>• school extracurricular programs and student movements supported with the convenience of three lease vehicles( a 24 seater bus, a 7 seater car and a 5 seater utility.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> agriculture students transported to and from the school farm for lessons; sporting excursions offered with reduced costs to students; staff travel to external professional learning in school car.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to lease three vehicles to enhance school program delivery.</p>
<p>QTSS release</p> <p>\$9,678.00</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> <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 the following impact:</b> built capacity of .early career and/or temporary teachers to be quality teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to provide AP additional release to mentor early career and/or temporary teachers.</p>
<p>COVID ILSP</p> <p>\$85,895.00</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 2022.</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>• 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 the following impact:</b></p>

<p>COVID ILSP</p> <p>\$85,895.00</p>	<p>targeted students achieved growth in identified areas of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to provide this program but on a smaller scale with reduced funding.</p>
<p>Integration funding support</p> <p>\$204,000.00</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>• School Culture</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 the following impact:</b> enhanced engagement, wellbeing and academic growth of 80% of the funded students with disabilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employ sufficient SLSOs to support student need in 2023.</p>
<p>Socio-economic background</p> <p>\$186,143.00</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> <li>• Mental Health - resilience</li> <li>• School Culture</li> <li>• Excellence in Agriculture and Sustainability</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 support K-10 English program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> smaller classes to maximise 1:1 student teacher time to support student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ teaching and support staff above entitlement to enhance student learning.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$90,342.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Literacy - focus on assessment practice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• APC&amp;I 0.6 position filled temporarily to deliver professional learning &amp; curriculum support to primary staff.</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$90,342.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> teachers guided and engaged with the pre-implementation phase of the new English and Mathematics curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> substantive APC&amp;I to be appointed and focus on the 'enact phase' of new curriculum delivery.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	56	58	53	55
Girls	64	68	72	64

### 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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.7	86.5	91.0	72.5
1	78.7	82.8	83.0	88.6
2	86.6	85.7	80.4	77.5
3	91.5	87.8	80.3	73.7
4	84.8	88.1	88.2	73.9
5	94.4	80.7	88.8	79.4
6	85.9	91.9	87.3	81.5
7	92.9	88.7	85.1	78.2
8	90.5	88.8	87.4	71.9
9	86.3	90.2	84.7	74.2
10	81.0	73.6	87.1	72.9
11	68.8	74.5	68.8	79.1
12	85.9	83.2	79.5	72.2
All Years	86.2	84.6	84.0	76.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

## Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	20
Employment	0	0	20
TAFE entry	0	0	0
University Entry	0	0	60
Other	5	0	0
Unknown	5	0	0

### Year 12 students undertaking vocational or trade training

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28.57% of Year 12 students at Baradine Central School undertook vocational education and training in 2022.

### 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 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.6
Head Teacher(s)	2
Classroom Teacher(s)	10.21
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	559,360
<b>Revenue</b>	4,123,010
Appropriation	4,055,823
Sale of Goods and Services	8,782
Grants and contributions	23,351
Investment income	3,178
Other revenue	31,877
<b>Expenses</b>	-3,617,406
Employee related	-3,228,424
Operating expenses	-388,982
<b>Surplus / deficit for the year</b>	505,604
<b>Closing Balance</b>	1,064,964

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	209,827
<b>Equity Total</b>	609,857
Equity - Aboriginal	191,292
Equity - Socio-economic	318,342
Equity - Language	0
Equity - Disability	100,223
<b>Base Total</b>	2,416,618
Base - Per Capita	31,534
Base - Location	69,306
Base - Other	2,315,777
<b>Other Total</b>	385,725
<b>Grand Total</b>	3,622,027

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.

## School performance - HSC

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

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

# Parent/caregiver, student, teacher satisfaction

## Parent Satisfaction

Unfortunately, an insufficient number of parents completed the online Tell Them From Me survey in 2022 to generate valid conclusions representative of the parent body. One primary student parent and four secondary student parents participated.

60% agreed or strongly agreed that the school is a culturally safe place for all students.

### School Voluntary Work

- 100% said they had never been involved in any voluntary work at school, any school sport, or in the canteen.

### Useful communication types at school when discussing your child with the school

- 75% stated the online platform to share their child's work was very useful.
- 100% find emails very useful.
- 50% found formal interviews very useful.

### Useful communication about school news

- 75% found social media, the school's website and school newsletter releases of school news very useful.
- 40% found P&C sharing of information not useful

### Educational aspiration

- 75% want their child to complete Year 12
- 25% want their child to go to university
- 60% want their child to attend TAFE.

### Perception of school facilities

- 50% strongly agree that the school is well maintained
- 75% agree or strongly agree that the physical environment is welcoming
- 100% agree or strongly agree that it is easy to access/move around the school.

### First choice of public school

- 80% said their child is enrolled at first choice of public school.

### The school helps students with disability or special needs to feel welcome

- 80% agree or strongly agree that the school helps students.

## Secondary Student satisfaction

### ***Social-emotional outcomes - school mean & state mean***

Student participation in sports	66% school mean & 48% state mean
Student participation in extracurricular activities	72% school mean & 24% state mean
Students with a positive sense of belonging	51% school mean & 66% state mean
Students with positive relationships	74% school mean & 78% state mean
Students that value schooling	75% school mean & 72% state mean
Students that regularly truant	17% school mean & 10% state mean
Students with positive homework behaviours	26% school mean & 54% state mean
Students with positive behaviour at school	72% school mean & 87% state mean
Intellectual engagement composite	38% school mean & 46% state mean
Students who are interested and motivated	19% school mean & 28% state mean
Effort	49% school mean & 66% state mean

### ***Drivers of Student Outcomes***

Students are victims of student bullying	42% school mean & 21% state mean
Advocacy at school	6.2 school mean & 6.0 state mean
Positive teacher-student relations	6.3 school mean & 5.7 state mean
Positive learning climate	6.0 school mean & 5.6 state mean
Expectation for success	7.1 school mean & 7.0 state mean
Advocacy outside of school	5.8 school mean & 4.5 state mean
Students planning to finish Year 12	64% school mean & 85% state mean
Students planning apprenticeship or VET/TAFE course	57% school mean & 35% state mean
Students planning to go to university	30% school mean & 67% state mean
Time students lived in Australia	100% school mean
Aboriginal and Torres Strait Islander status	52% school mean

### **Primary Student Satisfaction**

#### Social & emotional outcomes:

Student participation in school sports	92% school mean & 83% state mean
Student participation in extra curricula	48% school mean & 55% state mean
Students with a positive sense of wellbeing	56% school mean % 81% state mean

#### Student outcomes & school climate:

Students who are victims of bullying	38% school mean & 36% state mean
Students know where to seek help if bullied	83% said yes

#### Demographics:

Aboriginal & Torrs Strait Islander status	72% school mean
	85% girls
	58% boys

### **Teacher satisfaction**

#### Eight drivers of student learning:

Leadership	5.9 school mean (7.1 state mean)
Collaboration	6.7 school mean (7.8 state mean)
Learning Culture	7.6 school mean (8.0 state mean)
Data Informs Practice	7.1 school mean (7.8 state mean)
Teaching strategies	7.4 school mean (7.9 state mean)
Technology	6.6 school mean (6.7 state mean)
Inclusive school	8.0 school mean (8.2 state mean)
Parent involvement	5.9 school mean (6.8 state mean)

# 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.