

# 2022 Annual Report

## Barellan Central School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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Barellan Central School

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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 2022, the total school enrolment K-12 was 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 2022 includes 15 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 2022 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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 targeted 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:** \$2,000.00

**Integration funding support:** \$67,968.00

**AP Curriculum & Instruction:** \$40,000.00

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$57,460.50

### Summary of progress

During 2022 the primary school staff continued professional learning and collaborative work practices focused on the understandings and application of the Literacy and Numeracy learning progressions in the teaching and learning cycles. Data systems were established and analysis of student learning data led the staff to develop a focus on Literacy data and subsequent point-in-time individual and group teaching and learning interventions. 2022 saw a focus on comprehension skills in primary classes. Collaborative monitoring of student progress, co-development of interventions and teaching and learning program adjustments based on ongoing student assessment data resulted in improved student outcomes. The school intends to maintain and expand these practices in 2023 and beyond.

Staff were trained in InitialLit in Term 1 2022 for implementation in the Year 1/2 class. Kindergarten completed the Foundation Course. It was noted that InitialLit 2 was taking more time to implement which resulted in insufficient time to teach other components of literacy so the timetable was adjusted and parts of InitialLit 2 were scaled back to ensure writing and reading comprehension, and grammar were explicitly addressed daily. There was evidence of growth in confidence of Kindergarten, Year 1 and Year 2 students with improving results in phonics, phonological awareness and vocabulary. The school used InitialLit data trackers to capture the growth that showed improved spelling as well. In 2023, Barellan Central School will train additional staff in InitialLit and apply the assessments across Kindergarten to Year 6 to ascertain student needs to inform interventions programs. A focus on literacy has resulted in targeted small group intervention for 100% of primary students with professional learning for all teaching staff in reading instruction with a focus on systematic synthetic phonics and explicit instruction

A focus in Years 3 to 6 classrooms was on the use and monitoring of literacy and numeracy progressions in Understanding Texts and Multiplicative Thinking. From the analysis of data, targeted interventions were developed and delivered. Student learning growth within the Multiplication and Division strand of Mathematics was noted and students tracked using the Mathematics Assessment Interview showed progress to meet stage level requirements. As a result of staff professional learning focused on learning progressions, and ongoing collaborative monitoring and planning sessions, teachers expressed and applied a strengthened understanding of how to track students to inform the teaching learning cycle. More work is scheduled to consistently map all students on the progressions for multiple targeted areas.

In 2023, the school intends to focus on the consistent tracking of students and will shift a focus onto Stage 4 students supporting learning transitions from the end of Year 6 data into Year 7. Barellan Central School will also investigate the implementation of a focused teaching and learning writing program as a need was identified from Higher School Certificate minimum standards data.

### 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

<p><b>Primary achievement data (top 2 bands)</b></p> <p><b>Reading Targets</b></p> <p>Improvement in the percentage of students achieving in the top 2 bands in Reading in Years 3 and 5 NAPLAN will move from the baseline of 33% towards the lower bound target of 40.2% or above.</p>	<ul style="list-style-type: none"> <li>• A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</li> </ul>
<p><b>Primary achievement data (top 2 bands)</b></p> <p><b>Numeracy Targets</b></p> <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% towards the lower bound target of 25.8% or above.</p>	<ul style="list-style-type: none"> <li>• A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target, however focus on this target has resulted in the development of targeted mathematics intervention groups. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</li> </ul>
<p><b>Secondary achievement data (top 2 bands)</b></p> <p>For the secondary cohorts, due to smaller numbers we have shared targets across a network of small schools</p> <p><b>Reading Targets</b></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>	<ul style="list-style-type: none"> <li>• In 2022, the West Wyalong small cohort network lower bound Secondary Reading target of 21.7% was not achieved, falling short of the baseline of 16.6% by 5.6%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</li> </ul>
<p><b>Secondary achievement data (top 2 bands)</b></p> <p>For the secondary cohorts, due to smaller numbers we have shared targets across a network of small schools</p> <p><b>Numeracy Targets</b></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>	<ul style="list-style-type: none"> <li>• In 2022, the small cohort network lower bound Secondary numeracy target of 24.7% was not achieved, falling short of the baseline of 24.5% by 17.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</li> </ul>

## 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, training 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

**Socio-economic background:** \$70,000.00

**AP Curriculum & Instruction:** \$20,228.40

**QTSS release:** \$8,389.23

**Professional learning:** \$21,408.80

**Low level adjustment for disability:** \$24,851.17

### Summary of progress

During 2022 at Barellan Central School, the Assistant Principal Curriculum and Instruction position, in partnership with the school's Assistant Principal, provided professional learning supports for teachers. These roles enabled regular times for staff to collaborate with a focus on analysing student learning data and planning for explicit teaching and learning interventions. In addition, professional learning was delivered at team and whole school meetings and class based observations and professional discussions supported staff development opportunities. Team teaching and a mentoring model contributed to staff professional learning with a planned approach delivered to support early career teachers. Teachers commented favourably about mentoring and saw the model as contributing to improving teaching practice. The school will consider opportunities to strengthen mentoring in 2023.

Professional learning undertaken in 2022 included focuses on Understanding Texts, Vocabulary, Multiplicative Strategies and MultiLit, Initialit and Macqlit. The school had intended to focus on formative assessment but this will now be an area of work to plan for in the future. As a result of professional learning, and ongoing collaborative sessions focused on the application of the content of these, the school noted growth in student reading and numeracy results. Use of Learning Intentions and Success Criteria were evidenced in classroom strategies and the school intends to continue to expand this practice.

In 2022, to embed sustainable systems for teachers to work collaboratively, regular faculty meetings for teachers of stage 6 across the community of schools involved in the Riverina Access Partnership were implemented. These faculty meetings elevated collaboration between specialist teachers and provided the platform for professional learning for specific KLAS, including working directly with Department of Education specialists who are leading the HSC strategy. Staff has collaboratively designed curriculum with attention to curriculum sequencing, explicit teaching practices particularly around literacy and numeracy, shared resources and developed shared marking processes to ensure consistent teacher judgment and high expectations, and In term 3, the School Development Day was conducted with staff across all schools in the Riverina Access Partnership with a focus on implementing insights drawn from the What Works Best Framework on High Expectations, Effective feedback and Assessment.

In 2023, enhanced peer observations within staff development processes will be investigated and implemented across the school.

### 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
<b>Improvement (across RAP)</b> Increase in the percentage of students in the Riverina Access Partnership	In 2022, the Riverina Access Partnership schools saw 32.8% of student results in the top three bands of HSC. This is 16.1% below the lower bound system-negotiated target of 53.8% to be achieved by 2023.

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%)	
<b>Primary Reading Growth</b>  Total percentage of expected growth across the school improves from a baseline of 56% in reading to a lower bound of 62% for Reading	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>Primary Numeracy Growth</b>  Total percentage of expected from in numeracy across the school improves from a baseline of 56% to a lower bound of 61% of students achieving expected growth in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>Secondary Reading Target</b>  Increase the number of Year 9 students achieving at or above expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>Secondary Numeracy Target</b>  Increase the number of Year 9 students achieving at or above expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



## 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

**Aboriginal background:** \$14,821.22

**Socio-economic background:** \$11,173.25

**Location:** \$34,675.38

**Per capita:** \$20,547.94

### Summary of progress

During 2022, Barellan Central School was committed to ensuring every student had a variety of extra-curricular activities they could become involved with to support their connection and belonging to the school. Barellan Central School investigated and delivered a large variety of programs such as Yarn Time, Hands on Learning, Student Representative Council led peer programs, debating and public speaking, dance, excursions and camps. School staff roles and timetables were established embedding these programs with the aim to strengthen student voice, involvement, positive connection to school and a sense of belonging. Student and staff feedback on the success of these programs was very positive with a notable consensus the quality of the programs rather than quantity of the programs that captures student engagement.

Choice Theory Reality Therapy professional learning and implementation involving all teaching staff continued on from 2021, with a lead teacher position driving the in house professional learning to support its successful implementation across the whole school. In 2021, the school began to train staff in Choice Theory Reality Therapy with this training expanding into 2022. Scheduled staff meeting time supported ongoing professional learning. Professional learning and skill development will continue throughout 2023. During 2022, staff have noted a range of positive changes and there is a general agreement and commitment to continue the implementation of the theory into practice. A notable change mentioned by staff was the improved staff-student relationships supporting students to make informed decisions and better choices in various social contexts. In 2023, the school will review ongoing staff professional learning needs and collaborative structures to monitor and support the continued implementation of theory into practice across the school.

During 2022, approximately half of the teaching staff completed their training in the Berry Street Educational Model and were further supported in its implementation by way of collaborative activities including dedicated in school professional learning, fortnightly teaching team discussions and scheduled individual time with executive staff. Teaching staff recognised that the Berry Street Educational Model was well implemented in the primary school with plans for whole school implementation in 2023. Feedback from participating teachers has been very positive with trained staff indicating a deeper understanding of the effects that trauma has on the development of the brain.

Positive Behaviour for Learning structures drive key systems in the school and these will continue to support a positive school culture. In 2023, Barellan Central School will shift focus and investment to support strengthened collaborative implementation of Choice Theory Reality Therapy and the Berry Street Educational Model with staff identified to lead these across the school.

During term four of 2022 the whole school attendance rate showed a steady period of incline. The school initiated strengthened student attendance monitoring systems with more consistent communications with families and enhanced messaging to students about positive school attendance. Average attendance rates for Aboriginal students were higher than the school and state attendance rates in 2022. The continuing implementation of the Department of Education's Attendance Policy at Barellan Central School will be reviewed and will be a focus for further development throughout 2023. An attendance team will be established to strengthen protocols and processes for the monitoring of student attendance, instigating targeted multi-tiered interventions and strengthening partnerships with families to support improved student attendance.

### 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 be progressing towards 80% or more of students.	The number of students attending primary school 90% of the time or more has increased.
The number of students attending school 90% of the time or more will be progressing towards 80% or more of students.	The number of students attending secondary school 90% of the time or more has decreased.
Increase in student advocacy, expectations for success and sense of belonging in the Tell Them From Me survey by at least 3% from a baseline of 51.8%.	Tell Them From Me averaged survey results for student advocacy, expectations for success and sense of belonging was 72.3% for Kindergarten to Year 12 students.
Increase in student advocacy, expectations for success and sense of belonging in the Tell Them From Me survey by at least 3% from a baseline of 51.8%.	Tell Them From Me averaged survey results for student advocacy, expectations for success and sense of belonging was 72.3% for Kindergarten to Year 12 students.
Shift the school self- assessment of the School Excellence Framework within the element of learning culture from Delivering to Sustaining and Growing.	The school judged the School Excellence Framework element of Learning Culture as Delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$67,968.00</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><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>• Effective use of assessment</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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> More consistent collation of student Literacy and Numeracy learning assessment data with ongoing collaborative processes between School Learning Support Officers and teaching staff to monitor student progress and to plan for point in time learning interventions. Identified students have progressed towards and/or achieved their learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to identify, by way of student learning and wellbeing data analysis processes, professional learning needs of School Learning Support Officers.</p>
<p>Socio-economic background</p> <p>\$81,173.25</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><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>• Collaborative explicit instruction</li> <li>• Connected learning communities</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 Literacy focused program implementation.</li> <li>• resourcing to increase equitability of resources and services including laptop purchases and access to online learning platforms.</li> <li>• professional development of staff through Berry Street Educational model and Choice Theory Reality Therapy to support student learning and wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff and students have developed more consistent shared language and understandings due to the implementation of theory from researched based programs resulting in improved student choices in learning and social settings. Improved student learning outcomes as tracked in online platforms and external and internal student assessment processes. Refer to Low level disability funding section for further impacts on student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to expand Literacy programs and assessment tools with a strengthened Kindergarten to Stage 4 focus in 2023. to consider additional roles within staffing structures to establish lead staff for student wellbeing initiatives. to reduce the cost of extra-curricula activities and to continue to provide access to technologies that support student learning and wellbeing.</p>
<p>Aboriginal background</p> <p>\$14,821.22</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</p>

<p>Aboriginal background</p> <p>\$14,821.22</p>	<p>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>• Connected learning communities</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 literacy and numeracy programs.</li> <li>• participation in relevant professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students improved outcomes aligned to their individual learning and wellbeing goals. The student attendance rate for Aboriginal and Torres Strait students was higher than the school and state attendance rates.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to review Personalised Learning Pathways processes and implement improvements if identified in consultation between the school and home. to investigate Stronger Smarter as a whole school program. to complete the required Aboriginal Education professional learning as per the New South Wales Department of Education requirements and to implement high impact professional learning practices across the school as needs are identified from a review of current school practices and strategies.</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><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>• Effective use of assessment</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 delivery of targeted Literacy initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As these funds were combined with other funding sources to purchase additional staff to support in-class Literacy programs, the impacts are reported in other needs based funding sections of this report. Due to small student numbers the impacts of this funding on individual results can not be reported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to combine this funding to allow for additional staff in classrooms to support Literacy skill development for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$82,311.67</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><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>• Effective use of assessment</li> <li>• Collaborative explicit instruction</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> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> </ul>

<p>Low level adjustment for disability</p> <p>\$82,311.67</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Growth in Early Stage 1 and Stage 1 student learning in phonics, phonemic awareness and vocabulary with improvements in spelling also noted. Enhanced staff collaborative practices focused more consistently on meeting point in time student learning and wellbeing needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to expand Literacy programs and processes to Stage 4 using InitialLit and the Literacy progressions as key tools to capture and monitor student learning.</p>
<p>Location</p> <p>\$34,675.38</p>	<p>The location funding allocation is provided to Barellan 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>• Connected learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate.</li> <li>• technology resources to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Higher student engagement and participation rates in excursions resulting in strengthened student responses in post excursion tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue subsidising excursions for students.</p>
<p>Professional learning</p> <p>\$23,408.80</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 Barellan 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>• Effective use of assessment</li> <li>• Collaborative explicit instruction</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>• professional learning for staff to attend specific research based training</li> <li>• internal school structures to allow for in-class, faculty and executive professional development.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and capability in delivering student wellbeing focused content resulting in consistency of student support structures. Refer to Socio-economic background comment in this report.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to strengthen mentoring opportunities for staff including a review of peer observation practices and strategic scheduling of staff professional learning and supports.</p>
<p>QTSS release</p> <p>\$8,389.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barellan 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>• Collaborative explicit instruction</li> </ul>

<p>QTSS release</p> <p>\$8,389.23</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• executive 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> Improved understandings of the new Kindergarten to Year 2 English and Mathematics Syllabi and confidence and knowledge to access and use the learning units. More consistent implementation of Learning Intentions and Success Criteria based on strengthened collaborative processes to plan and reflect on teaching sequences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to investigate models that will enhance peer observations and mentoring across the school.</p>
<p>COVID ILSP</p> <p>\$55,960.00</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 School Learning Support Officer to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student Literacy and Numeracy progression data shows improved student learning. Interventions were timely to support student learning in foundational literacy and numeracy skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employ an experienced School Learning Support Officer to deliver intervention programs with enhanced collaborations with classroom teachers.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	58	52	49	49
Girls	42	38	31	33

### 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	92.0	92.7	88.4	92.3
1	93.0	94.2	86.8	93.3
2	90.9	92.8	91.9	88.4
3	88.0	91.5	88.5	90.5
4	88.9	97.3	88.4	84.7
5	95.0	90.6	91.2	90.9
6	92.1	95.2	91.5	87.9
7	90.0	82.4	93.0	77.5
8	90.9	92.9	80.6	91.2
9	85.3	90.0	78.7	62.2
10	88.2	82.4	65.7	76.4
11	81.8	92.0	58.1	67.6
12	86.9	89.0	80.7	70.5
All Years	89.4	91.3	81.6	81.5
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	0
Employment	22	0	25
TAFE entry	22	0	0
University Entry	0	0	75
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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20.00% of Year 12 students at Barellan Central School undertook vocational education and training in 2022.

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

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80% of all Year 12 students at Barellan 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)	1.4
Head Teacher(s)	1
Classroom Teacher(s)	10.77
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

### 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>	439,864
<b>Revenue</b>	3,107,317
Appropriation	3,090,503
Sale of Goods and Services	1,130
Grants and contributions	13,030
Investment income	2,655
<b>Expenses</b>	-2,759,877
Employee related	-2,393,657
Operating expenses	-366,221
<b>Surplus / deficit for the year</b>	347,440
<b>Closing Balance</b>	787,303

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>	67,968
<b>Equity Total</b>	180,706
Equity - Aboriginal	14,821
Equity - Socio-economic	81,173
Equity - Language	2,400
Equity - Disability	82,312
<b>Base Total</b>	2,240,017
Base - Per Capita	20,548
Base - Location	34,675
Base - Other	2,184,793
<b>Other Total</b>	383,814
<b>Grand Total</b>	2,872,505

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

Barellan Central School captured parent/caregiver and student satisfaction information using the Tell Them From Me surveys.

A majority of parent/caregivers have talked with teachers multiple times (80%), attended meetings (93%) or been involved with a school committee (73%). Parent/caregivers indicated above NSW Government norms for the school supporting learning, the school being inclusive and the school keeping them informed. 67% of respondents agreed that information on how best to support learning was forthcoming from the school while 20% neither agreed or disagreed. This is an area that the school could investigate further and consider for improvement. Parent/caregivers had strong agreement that the school grounds were well maintained and that the school was well resourced. Social media and newsletters rated highest as the most effective communication means between school and home and the majority of respondents indicated agreement that all communications were useful. The survey results indicate people generally believe Barellan Central School to be a culturally safe and inclusive school that offers access to specialised support for students when needed.

Secondary student survey results indicate responses above the NSW Government norms in the areas of quality instruction, a positive learning culture, positive teacher and student relations and expectations for success. 50% of secondary students indicated that they found learning interesting, enjoyable and relevant which is also higher than the Government norms. Primary student responses indicate that staff emphasise academic skills and hold high expectations for their success. Many are satisfied with sport and extra curricula opportunities and feel they have someone at school who consistently provides encouragement and can be turned to for advice. This measure was higher than the NSW Government norm as was indicating that teachers are responsive to their needs and encourage independence with a democratic response. An area for school development to be investigated further by the school could focus on improving students' positive sense of well being and the Tell Them From Me survey reports provide a starting resource for the school to consider.

Staff satisfaction information was captured by way of professional development exit surveys and informal conversations across the school. All staff believe that the school is well resourced and that timetabling is generous to allow for professional learning with systems in place to support ongoing learning. Staff expertise is regularly accessed and supports professional learning opportunities. Staff indicated that professional learning sessions improved their confidence and levels of understanding and indicated that they were well supported to apply new learning in their work. Staff have expressed that the team work approach with colleagues, families and community has been positive.



# 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.