

2022 Annual Report

Brewarrina Central School



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Introduction

The Annual Report for 2022 is provided to the community of Brewarrina Central School as an account of the school's operations and achievements throughout the year.

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

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School vision

Brewarrina Central School has a culture of high-expectations where every student learns in a supportive and inclusive environment.

Our comprehensive curriculum focuses on each student's academic and social development and well-being. At Brewarrina Central School every student is known, valued and cared for. Personalised learning for all students focuses on Literacy, numeracy, attendance and well-being.

Quality teaching and learning and our community partnerships focus on continual improvement where students are empowered to be confident, responsible, informed citizens and lifelong learners.

We embrace the Partnership Agreement with the AECG and strive to work with our local community to ensure each student has the opportunity to understand their history, culture and language.

School context

Brewarrina Central School is located 800kms north west of Sydney and caters for 115 students from Kindergarten to Year 12. Ninety eight per cent of students identify as Aboriginal. The students come from the township of Brewarrina and outlying villages of Gongolgon and Weilmoringle. At Brewarrina Central School every student is known, valued and cared for.

There is a continuing strengthening of school/community partnerships supported by the Connected Communities Strategy, SRG (School Reference Group) and AECG (Aboriginal Education Consultative Group). The Senior Leader Community Engagement (SLCE) works closely with the school and community to facilitate communication and participation.

Our school currently has 23 teachers and 21 administration and support staff, which includes additional staff employed through school-based funding to better support the learning needs of our students.

As a school we are committed to the ongoing employment of local Aboriginal people in a range of roles such as learning support officers, administration, teachers. This enhances our school community connections. The school embraces the local Ngemba culture and language and recognises and values the cultures of all people who live in the Brewarrina area.

Brewarrina Central School is well supported by its families and the wider community. The school leadership team is cohesive and dedicated with a wide range of educational experience.

The school has excellent facilities, which include well-maintained classrooms in pleasant, green surroundings. The school has recently installed a contemporary Yarning Circle and Remembrance Area to acknowledge our community history & culture.

Additional resources are allocated to maintain personalised learning for all students to improve literacy and numeracy outcomes from Kindergarten to Year 12. The school Learning and Support Team (LST) initiates case management of students with complex needs.

Ongoing professional learning and personal development to improve the learning outcomes for students continues to be a focus for all staff. This is strongly supported by school executive and school resources. There is a continuous focus on literacy, numeracy and wellbeing.

Positive Behaviour for Learning (PBL) continues to support the school's learning culture and whole school processes. It enhances staff capacity to reflect on practice and promotes a consistent approach across the school. Students are acknowledged for their positive contributions to the school and learning.

There are partnerships with external agencies such as universities, RTOs, Clontarf and NGOs including health & well-being services. Brewarrina Central School supports students and families to ensure they are ready and equipped for school. It provides a wide range of opportunities for students both within and beyond the classroom.

As a result of the school's situational analysis, it has been determined that a whole school approach, including all members of the school community is required to achieve improvement in student performance.

This approach will include:

- The evaluation, development and application of strong assessment practices K-12

- The development of a strong professional learning community which includes evaluation of impact across teaching and non-teaching staff
- The development of staff evaluative practices, data use and skills
- Strategic collection of relevant data and the development of systems that supports the tracking of individual student performance
- Valuing culture and diversity as an acknowledged driver of student engagement and success
- Developing and embedding whole school and community practices to improve student attendance
- Acknowledging identity, culture & diversity underpin opportunities for success for all students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in reading and numeracy through a high expectations learning environment characterised by purposeful and differentiated learning.

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.

- Monitor and support student progress and achievement.
- Literacy and Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$208,590.98

Professional learning: \$21,360.71

Literacy and numeracy: \$42,777.43

Aboriginal background: \$59,400.00

Low level adjustment for disability: \$33,138.45

Location: \$3,732.45

Summary of progress

Monitor and support student progress and achievement

Enablers: Staff PL provided in Focus on Vocabulary with access to lead specialists.

Barriers: Availability of lead specialist support for staff through in-school visits.

Next Steps: Continuation of lead specialist support in Term 1 2023 with a gradual increase of internal responsibility of APCI and Head Teacher.

Literacy and Numeracy

Enablers: Staff received professional learning in Initialit. Strong collegial interaction with staff during training and consistent on-going support was provided. All PL and resources were provided as part of the Closing the Gap initiative.

Barriers: Difficulty in accessing resources due to suppliers and weather. Difficulty to engage in professional learning due to staff availability.

Next Steps: Program to continue in 2023 with staff PL provided as necessary. Implementation of MacqLit for Stage 3 students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of Aboriginal students achieving in the top three NAPLAN bands in numeracy to be at or above the system-negotiated lower bound target.	2022 NAPLAN data indicates that 14% of Year 3 students scored on the top three bands of Numeracy. This data indicates a small increase in the number of students in the top 3 bands in Numeracy.
Improvement in the percentage of Aboriginal students achieving in the top three NAPLAN bands in reading to be at or above the system-negotiated lower bound target.	2022 NAPLAN data indicates that 14% of students in Year 3 scored in the top 3 bands of Reading. 21% of Year 5 students scored on the top three bands of Reading. There was an increase in the number of students in Year 3 and Year 5

Improvement in the percentage of Aboriginal students achieving in the top three NAPLAN bands in reading to be at or above the system-negotiated lower bound target.	achieving in the top two bands of reading.
Improvement in the percentage of Aboriginal students achieving in the top three NAPLAN bands in numeracy to be at or above the system-negotiated lower bound target. Year 7 & 9: 16.25%	2022 NAPLAN results show that 22% of Year 7 students scored in Band 5 (with Band 6, 7 and 8 being the top three bands). 33% of students in Year 9 scored in Band 7 (Band 7, 8 and 9 being the top three bands) Further consolidation of numeracy strategies will be a focus in Stage 4 and 5 in 2023.
Improvement in the percentage of Aboriginal students achieving in the top three NAPLAN bands in reading to be at or above the system-negotiated lower bound target. Year 7 & 9: 16.25%	2022 NAPLAN results show that 20% of students in Year 7 achieved Band 6 results (with Band 6, 7 and 8 being the top three bands). 29% of students in Year 9 achieved Band 7 results (with Band 7, 8 and 9 being top three bands). Further consolidation of reading strategies will be a focus in Stage 4 and 5 in 2023.
Improvement in the percentage of students achieving in the top 2 bands in reading with a minimum of the lower bound system-negotiated targets being achieved: Year 3 and Year 5: 15.4%	Students in Year 3 showed an improvement in reading results in the top two bands, with 14% of students achieving this result. This is the first time since 2018 that students in Year 3 have achieved results in the top 2 bands of Reading.
Improvement in the percentage of students achieving in the top 2 bands in reading with a minimum of the lower bound system-negotiated targets being achieved: Year 7 and Year 9: 15.4%	2022 NAPLAN results indicated that 29% of students in Year 9 achieved a Band 7 result. Further consolidation of reading strategies will be a focus in Stage 4 and 5.
Expected growth- Reading Expected growth data unavailable due to COVID-19. Internal assessment measures and Check In Assessment data used to monitor progress.	Through the analysis of several samples of Check In assessment, Year 6 students showed growth from Term 1 to Term 4 in the area of vocabulary knowledge. Year 5 students showed growth in the area of vocabulary from Term 4 2021 to Term 4 2022.
Improvement in the percentage of students achieving expected growth to be above the school's base line system-negotiated target in reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum of the lower bound system-negotiated targets being achieved: Year 3 and Year 5: 13.1%	Improvements were made in the Year 3 results, with 14% of students achieving Band 4 in Numeracy, an increase from the previous year. Further consolidation of reading strategies will be a focus in Stage 2 and 3.
Improvement in the percentage of students achieving in the top 2 bands in numeracy with a minimum of the lower bound system-negotiated targets being achieved: Year 7 and Year 9: 13.1%	There has been gradual improvement in the percentage of students achieving Band 7 results, with 33% of students in 2022 achieving Band 7, an increase from the previous two years. Further consolidation of numeracy strategies will be a focus in Stage 4 and 5.
Expected growth- Numeracy (Primary)	In Term 1 2022, Year 4, 6 and 8 undertook Check In assessment for Numeracy. Areas of growth were evident in the Measurement and Geometry strand from the each cohort's Term 4 2021 results. Year 6 2022

Expected growth data unavailable due to COVID-19. Internal assessment measures and Check In Assessment used to monitor progress.	<p>also showed growth in the area of Number Sense and Algebra.</p> <p>In Term 4 2022, Year 6 students showed growth through the Check In assessment from Term 1 in areas of Statistics and Probability.</p> <p>Year 4 students reflected growth in all three strands of the Check in Numeracy assessment from Term 1 to Term 4.</p>
<p>Expected growth- Numeracy (Secondary)</p> <p>Expected growth data unavailable due to COVID-19. Internal assessment measures and Check In Assessment used to monitor progress.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</p> <p>In Term 1 2022, Year 4, 6 and 8 undertook Check In assessment for Numeracy. Year 8 also showed growth in the strand of Statistics and Probability, from the previous year's assessment.</p>
Improvement in the percentage of HSC course results in the top 3 bands to be at or above the lower bound system-negotiated target of 30%.	All students who completed the HSC in 2022 were placed in Band 1 and Band 2.
<p>Aboriginal student HSC attainment</p> <p>Trending towards increasing the percentage of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity (Premier's priority target)</p>	4 students (all identifying as Aboriginal) completed their HSC in 2022.
<p>Improvement in the wellbeing data relating to advocacy, belonging and expectations to be above lower-bound system target of:</p> <p>Primary- 93.6%</p>	(Primary) Tell Them From Me data indicates 68% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Improvement in the wellbeing data relating to advocacy, belonging and expectations to be above lower-bound system target of: Secondary- 80%</p>	(Secondary) Tell Them From Me data indicates 59% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Increase percentage of students attending school more than 90% of the time trending towards the lower baseline school-level target:</p> <p>K-12- 82%</p>	The number of students attending school 90% of the time or more has decreased.
<p>Increase percentage of students attending school more than 90% of the time trending towards the lower baseline school-level target:</p> <p>K-12- 82%</p>	The number of students attending school 90% of the time or more has decreased.
<p>Decrease the percentage of students attending less than 80% of the time to achieve the school-level lower bound target.</p> <p>K-12- 30%</p>	The number of students attending school less than 80% of the time has increased.

Strategic Direction 2: Improving classroom practices and effectiveness

Purpose

Improve classroom practices and effectiveness by building teacher capacity through targeted professional learning, consolidating school-wide wellbeing structures and providing opportunities for collegial discussions using common language, in a respectful collaborative environment.

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.

- Systematic and Strategic Professional Learning
- Quality Teaching

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Location: \$109,000.00

Socio-economic background: \$169,230.16

Aboriginal background: \$247,343.85

QTSS release: \$15,054.65

Summary of progress

Systematic and Strategic Professional Learning

Enablers: Stage 6 teachers have participated in state-delivered HSC professional learning. All staff have participated in Strategic School Support professional learning activities.

Barriers: Availability of personalised and face to face professional learning opportunities.

Next steps: Continuation of professional learning opportunities for all staff in 2023.

Quality Teaching

Enablers: Regular timetabled collegial meetings. Participation in Stage 6 Rural Learning Exchange for collaborative planning and consistency of content delivery.

Barriers: Availability of professional learning and changes in school leadership.

Next steps: Accessing Quality Teaching Rounds professional learning and continued participation in RLE professional learning and collegiality. due

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
Continue Professional Learning in areas of Assessment. Assessment supports learning and informs teaching across the school.	• The Strategic School Support (Focus on Vocabulary) staff evaluation process indicates that the majority of staff have actively collaborated with lead specialists to reflect and improve upon teaching practice.
Staff are provided opportunities to participate in PL targeting consistency in teacher judgment, and plans and strategies for improvement based on student progress and achievement.	Strategic School Support - Focus on Vocabulary Professional Learning. The majority of staff have utilised the SEEC model to develop lessons that explicitly focus on Tier 2 vocabulary to establish learning goals for all students.

<p>Continue Professional Learning in areas of Effective Classroom Practice.</p> <p>A school-wide approach to effective and positive classroom management is evident.</p> <p>50-70% of teaching staff have participated in QTR, across the school.</p> <p>QT embedded in teaching and learning programs.</p>	<p>Delayed initiatives in term 2 have required this work to be postponed to 2023. To date no staff were able to fulfil this progress measure.</p>
<p>Improve in the areas of student advocacy and high expectations by at least 5% using data gained from TTFM.</p>	<p>There has been a slight decrease in positive student responses in relation to Advocacy at school, where students feel they have someone at school who consistently provides encouragement and can be turned to for advice.</p> <p>There has been a slight decrease in positive student responses to Expectations for Success in 2022, where School staff emphasise academic skills and hold high expectations for all students to succeed.</p>

Purpose

To continue to build on strong community partnerships to enhance student connections to culture and engage them in their learning at school and in 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.

- Connection to Community

Resources allocated to this strategic direction

Location: \$32,000.00

Professional learning: \$1,650.00

Aboriginal background: \$312,579.97

Socio-economic background: \$53,755.00

Low level adjustment for disability: \$26,000.00

Summary of progress

Connection to Community

Enablers: Employment of school AEOs and SLCE to build positive community connections. Engagement of Cultural Mentor (locally funded) to embed Language and Culture in K-6.

Barriers: Diverse cultural background of Brewarrina community creates difficulty in catering for the range of language groups.

Next steps: Continuing to engage Cultural Mentor. Staff professional learning for community and cultural awareness.

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
30% increase in parent and community participation & engagement with Brewarrina Central School	The school plans to develop a process to retrieve baseline data to measure the impact of participation and engagement in all 2023 activities.
Over the year an increase of 25% utilisation of school and community and wider cultural spaces and experiences	Clontarf Academy and NASCA have permanent spaces in the school facilities. Share our Space has been utilizing the grounds during school holidays and the school's Community Hub hosts events regularly. Baseline data to compare with current utilisation was not available.
During 2022, a numerical increase in students being actively involved in wellbeing and leadership opportunities	The school plans to develop a process to retrieve baseline data to measure the impact of participation and engagement during Student Voice committee meetings and activities across the school.
The promotion of events & happenings at BCS will increase by 30% over the year via Facebook, the school website, BCS newsletter and usage of the BCS school sign	The school plans to develop a process to retrieve baseline data to measure the impact of school communication tools to engage and connect with the community.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,842.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brewarrina Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ additional SLSOs to support student engagement with their learning, <p>The allocation of this funding has resulted in the following impact: Students received additional support in the classroom to enable equitable access to their learning. Accommodations have been made to tailor the curriculum the the students' learning needs.</p> <p>After evaluation, the next steps to support our students will be: Increased professional learning about differentiation for teachers. Closer collaboration between teachers and support staff.</p>
<p>Socio-economic background</p> <p>\$461,576.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brewarrina Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and support student progress and achievement. • Literacy and Numeracy • Systematic and Strategic Professional Learning • Quality Teaching • Connection to Community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: This has been used to partially fund an additional primary class so that stage based classes could be formed to provide more individualised teaching.</p> <p>After evaluation, the next steps to support our students will be: to continue the additional class organisation so that cohorts are small and targeted teaching can be implemented more effectively and efficiently.</p>
<p>Aboriginal background</p> <p>\$619,323.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brewarrina 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>Aboriginal background</p> <p>\$619,323.82</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and support student progress and achievement. • Literacy and Numeracy • Systematic and Strategic Professional Learning • Quality Teaching • Connection to Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: two Aboriginal Education Officers work across the school to support all students. Their knowledge of local family connections, local history and contemporary issues is highly valued in the school by everyone..</p> <p>After evaluation, the next steps to support our students will be: increased opportunities for teaching staff to access the knowledge that the AEOS have.</p>
<p>Low level adjustment for disability</p> <p>\$220,027.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Brewarrina Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and support student progress and achievement. • Connection to Community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students are provided with one to one and small group instruction and teachers have quality time to access modelled and guided lessons for students requiring extra support.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund the SLSO support for small group and individual intervention in the classrooms.</p>
<p>Location</p> <p>\$144,732.45</p>	<p>The location funding allocation is provided to Brewarrina Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Systematic and Strategic Professional Learning • Quality Teaching

<p>Location</p> <p>\$144,732.45</p>	<ul style="list-style-type: none"> • Connection to Community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Students are provided with extra-curricular opportunities to enhance knowledge and skills and more positive engagement at school.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunity to students through Stage-based excursions, including overnight and multiple day excursions.</p>
<p>Professional learning</p> <p>\$43,010.71</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 Brewarrina Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and support student progress and achievement. • Systematic and Strategic Professional Learning • Connection to Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching vocabulary and explore SEEC model for explicit vocabulary teaching. <p>The allocation of this funding has resulted in the following impact: Teaching staff have been provided with an explicit approach to the delivery of the Focus on Vocabulary professional learning and have a timeline of activity to plan for, implement and evaluate. Staff have also been allocated extra release time from face to face teaching to conduct assessment and track and monitor student progress.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund the extra release time and support staff to enhance their skills in data skills and use, as well as formative and summative assessment in relation to the Focus on Vocabulary Professional learning</p>
<p>Literacy and numeracy</p> <p>\$42,777.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brewarrina Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and support student progress and achievement. • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Collegial support provided and mentoring and monitoring through the APCI. Additional release provided to staff to undertake assessments and the</p>

<p>Literacy and numeracy</p> <p>\$42,777.43</p>	<p>provision of mentoring and coaching time.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the model of coaching and mentor support with additional release provided to undertake student assessment.</p>
<p>QTSS release</p> <p>\$15,054.65</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brewarrina Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic and Strategic Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: This funding has a positive impact on the employment of an additional Assistant Principal to provide mentoring and coaching support in classrooms and to gain an additional class for literacy groups across the school and to be able to mentor and support teachers in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of executive staff in higher duties roles to support teachers to improve teaching and learning in classrooms.</p>
<p>COVID ILSP</p> <p>\$104,398.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Online COVID ILSP tutors were employed. Students from Year 3 to Year 10 were assessed and allocated tutors and groups through timetabled organisation. • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing staff to provide online tuition to student groups in literacy/numeracy - Years 3 to 6 focused on Numeracy skills in the Number Sense and Algebra strand. Years 7 to 10 focused on literacy skills in the Understanding text thread of the Learning Progressions. <p>The allocation of this funding has resulted in the following impact: COVID on line tutoring takes place across the school from Year 2 to 6 in primary and Year 7 to Year 9 in secondary. COVID tutors provide feedback and support around the delivery of lessons in the tutoring programs. Main focus for tutoring is Numeracy support for our students in primary and Literacy in High School.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the COVID tutoring program across the school with a focus on Numeracy for the individual lessons.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	80	87	85	85
Girls	61	78	60	53

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	78.4	82.3	84.7	67.6
1	83.0	83.6	82.2	58.2
2	83.2	84.8	76.5	63.9
3	82.1	89.5	80.2	64.6
4	74.7	90.9	95.7	62.2
5	83.7	87.0	88.1	67.6
6	85.6	87.3	87.8	72.8
7	69.7	84.6	80.2	60.4
8	70.5	74.0	80.0	62.7
9	56.5	75.3	64.4	57.5
10	70.7	65.2	61.1	48.7
11	69.7	74.9	42.9	46.7
12	77.7	64.1	65.0	43.6
All Years	75.2	79.8	73.7	59.1
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	11	21	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Brewarrina Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Brewarrina Central School who were expected to complete Year 12 in 2022 did receive a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.8
Head Teacher(s)	2
Classroom Teacher(s)	11.07
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	8.49
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	2,780,497
Revenue	6,615,019
Appropriation	6,545,924
Sale of Goods and Services	32,522
Grants and contributions	25,022
Investment income	11,550
Expenses	-4,989,802
Employee related	-3,662,485
Operating expenses	-1,327,318
Surplus / deficit for the year	1,625,216
Closing Balance	4,405,714

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	104,842
Equity Total	1,300,928
Equity - Aboriginal	619,324
Equity - Socio-economic	461,576
Equity - Language	0
Equity - Disability	220,028
Base Total	2,726,275
Base - Per Capita	37,240
Base - Location	144,732
Base - Other	2,544,302
Other Total	1,211,338
Grand Total	5,343,382

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

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

Parent/caregiver, student, teacher satisfaction

The "Focus on Learning" Teacher survey from Tell Them From Me that was conducted in Semester 2 2022 indicated the following successes and areas for improvement in the specified domains:

Leadership - 50% of teachers indicated that school leaders have observed their teaching. 64% indicated that school leaders have helped them during stressful times.

Learning Culture - 77% of teachers indicated that they set high expectations for student learning. 56% indicated that students are fully engaged in their class activities.

Collaboration - 51% of teachers indicated that they collaborate in developing cross-curricular learning opportunities. 73% indicated that they discuss learning difficulties of students with other teachers.

Parent involvement - 57% of teachers share student learning goals with parents. 66% indicated that parents understood the expectations for students in the classroom.

Student Survey

Secondary - Survey data indicated an increase of 5% in positive behaviour at school. There was also an increase of students who indicated they had aspirations to pursue a trade.

Primary - There was an increase in responses to students having a positive learning climate, in that they have clear rules and expectations for behaviour in the classroom.

Areas for further evaluation: Positive sense of belonging and advocacy at school, particularly in the primary student surveys.

Parent Survey

Parents and community participated in the Tell Them From Me survey in the middle part of 2022. Feedback was sought in relation to school communication, educational leadership, learning culture and school inclusivity. Due to the small number of responses to this survey, data has had to remain confidential. The school sought feedback through the AECG group about what they believe education at Brewarrina Central School should look like. Due to the small number of responses, this data is confidential.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.