

# 2022 Annual Report

## Barwon Learning Centre



5762

# Introduction

The Annual Report for 2022 is provided to the community of Barwon Learning Centre as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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I value being at the Barwon Learning Centre where the entire staff work as a team to meet the personal, social, learning and Cultural needs of each student..

Our school appreciates the support given by the Director of Educational Leadership, Jeremy Mills, who has taken the time to know each of our staff and students and is always made welcome by our students who readily engage in conversations with him.

Our school also benefits from the support given by other Departmental personnel based in the Government Office in Moree.

This year School for Specific Purposes (Behaviour ) Supplementary Funding was used at BLC to engage additional Executive staff to specifically address curriculum and wellbeing..

A positive outcome from these initiatives was to further develop "Communities of care" and have more regular contact with a number of youth services and non government agencies who participated each Thursday with staff and students in a Cultural Yarning Circle.

Thursdays became our Cultural day and our students actively engaged with Aunt Bernadette Duncan in a range of Cultural activities including Language, the development of a bush tucker garden, cooking traditional foods, learning to make eurah soap and candles and learning about traditional Aboriginal medicines..

Currently our entire school cohort are Aboriginal which we use as a strength and in consultation with members of "Friends of Barwon" organise for lots of Culturally appropriate activities and significant guests.

We are grateful to Uncle Lyal Munro for his advocacy of our school and his shared knowledge and wisdom.

Feedback from our parents and caregivers is positive and they report that the trauma informed approach taken by BLC is helpful in understanding both behaviour and strategies used to support improved self discipline and engagement in learning.

Our Barwon students are our most valuable resource and deserve the best efforts of all members of our school, families and local community to become confident, engaged learners with positive self esteem, respect for themselves and others, knowledge of their Culture and a real sense of connection and belonging.

Margaret Hayes, Principal.

## Message from the school community

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I first had contact with the Barwon Learning Centre when it was suggested that my nephew would benefit from placement there.

From my very first meeting and later orientation at the school I was made welcome, as was my nephew.

I have appreciated being actively involved in all decisions relating to my nephew and being included in all school events and functions.

I also value the support the school has given in getting my permission for referrals to other agencies for proper assessments for my nephew.

A highlight of Barwon school each year is the Annual Presentation assembly which has all parents and caregivers attend to celebrate the achievements and strengths of each student..

A slideshow and videos are shown which indicate the range of exciting learning activities and Cultural excursions students participate in

The staff maintain their interest in each student and family even after students have transitioned back to their base school,

I am grateful for the support my nephew and extended family received at Barwon Learning Centre.

Ms Carla Boney

..Moree Aboriginal community member and caregiver of a Barwon student.

### Message from the students

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I knew about the Barwon Learning Centre from my brother who attended there and liked it.

When I returned to Moree from Queensland I was happy to find out that i was also able to go there.

I like being in a smaller school where I get to know everyone and get help with my learning..

My reading and writing improved and I liked all the extra activities and excursions.

I liked learning with Aunty Bernadette Duncan and cooking traditional food, learning to weave and making the bush tucker garden.

I also used an electric sewing machine for the first time. That was fun making lavender wheat bags.

My Aunty really liked Wednesdays when I took home lovely food we had cooked at school. to share.

Learning was fun at Barwon.

Kyla Stanley.



## School vision

Barwon Learning Centre (BLC) is committed to developing trustworthy, respectful relationships with all members of our school community, and to providing a balanced and meaningful approach to educational programs. A particular focus is on literacy and numeracy, and social and emotional learning to support achievement. Barwon Learning Centre aims to support students to re-engage positively with their learning.

## School context

BLC was established in 2007 as a School for Specific Purposes for students whose behaviour was interfering with their learning and the learning of others. The Centre provides a twenty (20) week program for students from Grade 5 - 9.

There were three classes comprising a maximum per class of seven students with a Class Teacher and School Learning Support Officer. In 2017, a BLC Teacher and School Learning Support Officer were placed at Moree East Public School as part of a pilot project to provide intensive early intervention for students exhibiting behavioural challenges. Student enrolments at Barwon Learning Centre are approved by an operational directorate placement panel.

Our school delivers a range of programs designed to help all students identify, understand and learn to self regulate their emotions. Attendance is a major focus at BLC. A significant number of students approved for placement have long histories of non-attendance with subsequent low levels of literacy and numeracy. We aim to re-engage students with their learning so they can successfully transition back to their base school.

There are serious implications for a significant number of our vulnerable students with complex needs when they are not attending school. Some tend to gravitate in groups and engage in antisocial behaviour in the community. Sadly there is very easy access to a variety of drugs in the community, and this pathway to addiction is starting at very early ages for a number of students. Due to the long histories of the majority of students placed at BLC having very poor and irregular attendance patterns prior to placement, every effort is made to re-bond each student and their families with the schooling system.

At BLC we subscribe to the concept of 'Edu-care', in which education is provided in a supportive and caring way that actively includes parents and caregivers. The strengths of each student are identified and frequent contact is made with parents and caregivers by phone and visits, sharing good news about their child.

As a result of a comprehensive situational analysis BLC has arrived at three (3) key strategic directions to improve the learning and behaviour for all our students. These are:

SD 1 - Reading, Numeracy and Attendance

SD 2 - Cultural Connection and Advocacy for Student Success

SD 3 - Data Skills and Use and Collaborative Practice

BLC provides a diverse range of learning programs to support personal, social, learning and Cultural outcomes. Our focus is on providing all members of our school community with a safe and caring environment in which students can access quality teaching and learning, as well as opportunities to develop insight into the management of their behaviour.

Each student has an individual learning and behaviour plan and a risk assessment. Parent and caregivers are actively involved in the development and review of each of these plans. Students are placed at BLC for a twenty (20) week program. Individual transition plans are collaboratively developed between Barwon Learning Centre and each student's base school. School Learning Support Officers from BLC initially accompany students returning to their base school to provide targeted support during transition.

Planning has begun for one of the three classes to be changed in 2023 to an ED (Emotionally Disturbed ) class for students with diagnosed mental health. Students will be able to stay in this particular class though to the Higher School Certificate if that is collaboratively decided in consultation with parents and caregivers.

BLC has a Staffing allocation of a Principal, Assistant Principal, three Classroom Teachers, a School Administrative Manager, Aboriginal Education Officer, three School Learning Support Officers and a General Assistant. School funding provides for additional School Learning Support Officers, to support key intervention programs.

A new permanent position of a School Support Officer will be advertised at the beginning of 2023 to support student wellbeing.



## 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	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2023 Barwon Learning Centre will be included in a State -wide professional learning programme called LEED (Leading evidence, evaluation and data) which should support improved progress in data skills and use.

## Strategic Direction 1: Student growth and attainment

### Purpose

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To ensure there are consistent school-wide practices for assessment, that are used to monitor, plan and report on student learning across the curriculum, with a focus on reading and numeracy.

### Initiatives

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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.

- Reading - Monitor and support student progress and achievement
- Numeracy - Monitor and support student progress and achievement
- Attendance - Monitor and support student progress and achievement

### Resources allocated to this strategic direction

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**SSP supplementary funding:** \$117,996.75

**AP Curriculum & Instruction:** \$30,114.00

**QTSS release:** \$575.00

**Professional learning:** \$5,796.00

**Socio-economic background:** \$19,844.45

**Aboriginal background:** \$79,603.00

### Summary of progress

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#### Literacy and Numeracy

New enrollments are assessed accordingly. Bench marking testing are completed for both Literacy (Running Records) and Numeracy (Schedule for Early Number and Interview for Student Reasoning) ) for all students. Personal Learning Pathway's/Individualised Learning Pathways are created in consultation with families.

#### *Development of an English/Literacy short course for year 9/10 students at BLC.*

Gender specific classes were trialed in Literacy and Numeracy with separate teachers accountable for each key learning area.

Students individual interests were also catered for during a partnership developed with Flat Tracks and Yinarr Ma. The change in student dynamics allowed for greater engagement and improved results for both boys and girls. This also resulted in the decrease of critical incidents. Student engagement was higher on day when there was full attendance. Continuity of attendance of both staff and students due to the impact of COVID, flu, flooding during 2022 and staff turnover has impacted on teaching and learning.

#### Attendance

Provision of breakfast and nutrition programs to support general health and engagement in learning supported the development of positive staff/student relationships, as well as the development of both social and life skills.. Parents/carers are actively involved in school/classroom activities (such as Breakfast Program, Yarning Circle, Bush Tucker Garden, excursions). High impact individual learning plans based on individual student interests, strengths and learning styles were delivered.

Barwon Learning Centre utilised DoEd attendance personnel as part of a coordinated team approach to positive school attendance. The school also leased a bus to ensure students have transport to and from school, and for involvement in Cultural activities and excursions. The impact of leasing a bus is that overtime consistent routines with families were developed and students are now beginning to be ready on time for school bus pick up. For the majority of students there was a significant improvement in attendance compared to that at their base schools.. Bus maintenance and having enough staff to have a bus licence. seem to be a challenge to be solve. Also, students on occasion not meeting the required bus pick up time impacted on the timing of our learning sessions.

### Next Steps

#### Reading and Numeracy

Delivery of Year 9 Literacy program will be dependent on student placements in 2023. A focus on consistent assessment

to monitor student progress and make necessary adjustments. Continue to program for different interest of new cohort.

### Attendance

A focus on communication with families to have students ready for pick up. Identify and increase the number of staff with bus license.

### Progress towards achieving improvement measures

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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>Reading</b> <ul style="list-style-type: none"><li>• Every student achieves expected growth over baseline assessment data throughout their placement at BLC.</li></ul>	<ul style="list-style-type: none"><li>• 100% of students with regular attendance have shown an increase in achieving their Literacy Personalised Learning Plan goals.</li></ul>
<b>Numeracy</b> <ul style="list-style-type: none"><li>• Every student achieves expected growth over baseline assessment data throughout their placement at BLC</li></ul>	<ul style="list-style-type: none"><li>• 100% of students with regular attendance have shown an increase in achieving their Literacy Personalised Learning Plan goals.</li></ul>
<b>Attendance</b> <ul style="list-style-type: none"><li>• 90% of students attend 85% of the time</li></ul>	Data indicated that half of the student cohort achieve attendance greater than 80%. COVID impacted on the attendance of both staff and students.



## Strategic Direction 2: Connect/belong, succeed, thrive and learn.

### Purpose

To build individual and collective wellbeing for all students, staff and families through integrating, embedding and valuing cultural identity and safety in a climate of care, respect and inclusivity.

### 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.

- Cultural Connections
- Advocacy for Student Success

### Resources allocated to this strategic direction

**Aboriginal background:** \$2,200.00

**SSP supplementary funding:** \$72,402.25

### Summary of progress

#### Community Connections

Integration of the school Acknowledgement of Country and Yarning Circle pedagogy as the key ethos and moral barometer for what we do at BLC. Integration of various "Communities of Care and Practice" that embed Kamilaroi cultural voices and Non-Indigenous voices that support and forge learning pathways of our students. Introduction and delivery of Dhuuwarri Language and Gadji Gadji Garden Projects and "On Country Excursions" facilitated by Kamilaroi educators to enhance students' cultural connections and well-being. Development and delivery of agreements (school expectations) within the school and the broader community for the purpose of supporting a culture of care through a range of reparative strategies at BLC.. These initiatives increased engagement and connections as students developed a deeper understanding of local Kamilaroi Culture. At the start of Term 4 an unexpected health crisis with the Culture and Language Teacher halted the program. Permanent Barwon staff attempted to continue the program but were not speakers of Kamilaroi language. Inquiries are being made to connect First Nations staff at BLC with an accredited language course.

#### Transitions

Regular meetings were attended where exchange of pertinent information between schools on student learning and well-being took place. Outcomes from this transition meetings included BLC students being included in both the transition programs with base schools and transition programs for individual students. Transitioned students feedback reflected the positive benefit of having Barwon staff at Moree Secondary College (Carol Avenue). Attending planned transition meeting due to staff shortages on both sites has posed a barrier at times.. This year (2023), MSC and BLC have committed to jointly funding a School Learning Support Officer specifically to target supporting transition programs and building staff understanding between schools.

### 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
Data analysis continues to show evidence of a high level of Community engagement.	At every BLC event, parent/caregiver were in attendance, as well as 'Friends of Barwon' and other community members. Some First Nations staff from key organisations joined our school's weekly Cultural Yarning Circle.
Data analysis against the 'Well-being Framework' continues to indicate improvement from baseline data.	2022 saw a significant increase in the number of organisations actively involved in BLC.





## Strategic Direction 3: Effective classroom and collaborative leadership practice

### Purpose

To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods.

### 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.

- Data skills and use.
- Collaborative practice
- Trauma informed practice

### Resources allocated to this strategic direction

**SSP supplementary funding:** \$20,000.00

**Location:** \$12,790.00

**Professional learning:** \$5,000.00

**SSP quality teaching support:** \$21,788.00

### Summary of progress

All staff had professional learning on data skills and their effective use in evaluating progress. Teachers are developing a sound understanding of assessment strategies in determining teaching directions, student progress and achievement.

Staff changes mid-term has resulted in the need for further whole school professional development in data skills and use. SSP supplementary staffing has been targeted for the employment of additional executives to prioritise this area for development.

Teachers collaboratively reviewed students' learning both in the classroom and on work submitted, ensuring that all students have a clear understanding of how to improve. At BLC, student feedback informs teaching and learning so students' learning misconceptions are addressed in a timely manner.. All staff Performance and Development Plan (PDP) explicitly demonstrate a focus on genuine improvement and teacher practice and data literacy skills. This year (2023), with new staff Departmental Personnel will be engaged to support both curriculum implementation and wellbeing.

### 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
All teachers complete the listed Professional Development relative to BLC's school vision statement.  School leadership ensures that teaching and learning programs are guided by the principles of the Quality Teaching Instructional Rounds and Enhancing Assessment Practices to ensure differentiation and individualised learning.	BLC has mandated that all new staff be trained in the Quality Teaching Instructional Rounds. This was a whole school initiative aimed at ensuring quality teaching is taking place across all classrooms, as well as to nurture teacher efficacy.
<ul style="list-style-type: none"><li>• All staff have participated QT coding of lesson extracts</li><li>• All teachers collaboratively develop teaching and learning programs using the QT&amp;L Framework</li><li>• QTR fidelity checklist shows improvement on 2021 data</li></ul>	Due to teacher mobility and impact of COVID on courses this progress will be a priority in 2023.

Trauma Informed Professional Learning and collaboration meets the social and emotional needs of students to improve school engagement

Trauma informed practices in 2022 has resulted in a 29.95% engagement improvement in schooling when comparing census and non census school attendance rates.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$19,844.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barwon Learning Centre 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>• Attendance - Monitor and support student progress and achievement</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>• Breakfast and nutrition program to ensure students are ready to learn.</li> <li>• Supplementation of extra-curricular activities.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Nutrition program has supported students and ensured basic needs were met to support learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To maintain the nutrition program and appropriate supports for all students.</p>
<p>Aboriginal background</p> <p>\$81,803.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barwon Learning Centre. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Cultural Connections</li> <li>• Attendance - Monitor and support student progress and achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff to support Aboriginal students around a program based on Language and Culture.</li> <li>• Employment of Deputy Curriculum and Assistant Principal - Wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have developed an interest in learning Gomeri language and are at various stages of proficiency. The Bush Tucker garden was established and proved to be highly engaging to students. Staff in consultation with the executives developed and improved operational procedures. Also, there was increased community consultation in an endeavour to improve communities of care..</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the focus on the development of Communities of Care and Practice, as well as ensuring the structures and procedures remain in place and strengthened.</p>
<p>Location</p> <p>\$12,790.00</p>	<p>The location funding allocation is provided to Barwon Learning Centre 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>• Collaborative practice</li> </ul>

<p>Location</p> <p>\$12,790.00</p>	<p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• excursion expenses.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Specific cultural excursions were evaluated highly by staff, students and families, who expressed that these excursions affirm cultural identity and pride.</p> <p><b>After evaluation, the next steps to support our students will be:</b> BLC will investigate appropriate excursions to give students opportunities to see the world outside Moree.</p>
<p>Professional learning</p> <p>\$10,796.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Barwon Learning Centre.</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>• Attendance - Monitor and support student progress and achievement</li> <li>• Collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Trauma informed professional learning resulted in collaboration between teaching and support staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff report that the social and emotional needs of students were better met.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning on intergenerational trauma since invasion will remain a focus at BLC, so new staff are supported to take a trauma informed approach.</p>
<p>QTSS release</p> <p>\$575.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barwon Learning Centre.</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>• Reading - Monitor and support student progress and achievement</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>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff new to Barwon were able to participate in Quality Teaching Rounds.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure that staff apply and implement new learning from targeted professional learning.</p>
<p>SSP supplementary funding</p> <p>\$210,399.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Barwon Learning Centre</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>• Reading - Monitor and support student progress and achievement</li> <li>• Cultural Connections</li> <li>• Collaborative practice</li> </ul>

<p>SSP supplementary funding</p> <p>\$210,399.00</p>	<p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for staff to support teacher mentoring</li> <li>• employment of staff to improve the communication between the school and external stakeholders</li> <li>• additional staffing to improve curriculum implementation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There has been a focus on professional learning on Aboriginal pedagogy, Trauma Informed Practice, Brain Function in children impacted by Trauma.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure the professional learning is embedded to our classrooms to continue the focus on improved learning and behaviour for all students.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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>• Due to the inability to engage suitable staff the money was returned.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to the inability to engage suitable staff the money was returned.</p> <p><b>After evaluation, the next steps to support our students will be:</b> An attempt will be made to employ appropriate personnel.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	4	7	7	5
Girls	1	1	4	7

Enrolment data is collected at the start of each year and is what is shown in the student information profile.

However, new students are often placed after the Regional Placement panel meets at various times throughout the year and some students are transitioned back to their base school after twenty weeks.

Placements must have written approval of parents and caregivers.

Supporting students to attend school regularly is a major focus of Barwon Learning Centre's endeavours.

An analysis of attendance data indicates that the average increase in attendance at Barwon Learning Centre compared to each student's census school is 29.9%.

This figure would be higher if three students who moved from Moree had enrolled at school in their new area and been able to be taken off Barwon's rolls.

A student who improved her attendance by 62% to 96.2% once placed at BLC was the recipient of a Director of Educational Leadership's Attendance award

## 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 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.

## Management of non-attendance

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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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.2
Classroom Teacher(s)	2.43
Teacher Librarian	0.17
School Administration and Support Staff	5.41
Other Positions	0.2

\*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 Actual (\$)
<b>Opening Balance</b>	834,981
<b>Revenue</b>	1,316,843
Appropriation	1,316,324
Investment income	520
<b>Expenses</b>	-1,425,660
Employee related	-1,189,297
Operating expenses	-236,364
<b>Surplus / deficit for the year</b>	-108,817
<b>Closing Balance</b>	726,164

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>	0
<b>Equity Total</b>	101,647
Equity - Aboriginal	81,803
Equity - Socio-economic	19,844
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	1,113,236
Base - Per Capita	10,143
Base - Location	12,790
Base - Other	1,090,304
<b>Other Total</b>	290,346
<b>Grand Total</b>	1,505,229

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.



## Parent/caregiver, student, teacher satisfaction

In 2022 Barwon Learning Centre sought the opinions of parents/ caregivers, students and teachers about the school. The school again used a survey instrument that was developed internally giving parents / caregivers and students the opportunity to list what they perceived to be the strengths of the school and to comment on the areas they would like to be targeted for improvement.

Of the 10 parents / caregivers surveyed, all reported feeling comfortable contacting the school.

All 10 parents / caregivers indicated they valued being involved in the development and ongoing review of their child's personalised learning plan.

90% of parents reported that their child's learning had improved while placed at BLC.

100% of parents welcomed the lease of the Barwon school bus indicating it made getting their child to and from school much easier.

All parent/ caregivers reported favourably on their child taking home each Wednesday food they had cooked at school.

All parents / caregivers reported that they attended the annual Presentation Assembly as well as other school functions.

All parents commented positively on the introduction of the Thursday Culture and Language day with Elder, Aunt Bernadette Duncan.

Suggestions for improvement were ;

More playground space

More inclusion in base school's athletic and swimming carnivals.

Students report that their learning improved at BLC

All students reported that Friday ' "Fun, safety and respect " days are enjoyable and they particularly like excursions to other towns.

All students reported that they value having breakfast and lunch provided as part of our healthy eating nutrition programme..

100% of students said that their Aboriginality was valued and respected at BLC.

100% of students reported that they liked having local community people join Thursday morning's Cultural yarning circle.

All current staff agreed that they have been actively involved in the development and review of the school's Strategic Improvement Plan.

100% of staff have indicated that they want to continue the focus on understanding trauma theory and embedding trauma informed strategies into BLC.

All staff evaluated highly the professional development presented by Emeritus Professor Judy Atkinson and the We Ali Foundation.

All staff reported value in the monthly visits from Dr Ngiare Brown and her TARROT team members in assessing students and working to support parents and families .



At BLC we value the involvement of parents and caregivers at our school functions.

# 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.