

2023 Annual Report

Barwon Learning Centre



5762

Introduction

The Annual Report for 2023 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

Barwon Learning Centre

Carol Ave

Moree, 2400

<https://barwonlc-s.schools.nsw.gov.au>

Barwonlc-s.school@det.nsw.edu.au

6751 1573

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 2024 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, School Support Officer and a General Assistant. School funding provides for additional School Learning Support Officers, to support key intervention programs.

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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Socio-economic background

Professional learning

Location

SSP supplementary funding

Summary of progress

READING

Reading levels of 2023 enrolments were assessed using the PM Benchmark Reading assessment. 67% of students were able to be assessed. For students who are not yet reading at an independent or instructional level, sight word and phonics assessments were administered both formally and informally. This data, along with daily observations and informal assessments informed planning for each student at an individual level, and was reflecting in students' Personalised Learning Pathways (PLPs) and Individual Education Plans (IEPs). These plans included student and family input and were reviewed every 5 weeks or more frequently if necessary.

Explicit teaching practices in Literacy were adopted to support each students' individual needs in reading following the 30-40-30 rule. Daily anecdotal notes were recorded by the classroom teacher to continually reflect and improve practice, as well as inform teaching and planning. Students progress in reading was monitored against the National Literacy Learning Progression sub-elements of *Fluency* and *Understanding Texts*. Mapping against the progressions, as well as frequent informal assessment of students reading indicates that enrolments who attended school frequently have demonstrated growth in reading. Cohort size does not allow the publication of percentages in reading, however individual student progress is reported directly to parents and carers throughout the year. Moving into 2024, we will continue to build teacher capacity in explicit teaching of reading across multiple stage classrooms through professional learning.

NUMERACY

Mathematics levels of 2023 student enrolments were assessed informally as staffing did not allow for Plan 2 Assessment professional learning to occur. Students were assessed via one-to-one teacher and student informal interviews, as well as daily observations and informal assessments recorded by anecdotal notes. These demonstrated that students required strengthening and learning in *Number and Algebra* to gain the foundational mathematical skills necessary to progress their skills. This informed teacher planning and students individual numeracy goals that were included in their PLPs and IEPs.

Having only one class all year with students from students from year 5 - year 9, the teacher moved from past school practices of inquiry-based learning and adopted explicit teaching practices following the 30-40-30 rule. Student Learning Support Officers (SLSOs) supported the range of students learning by facilitating one-to-one or small group learning planned for by the teacher. Cohort size does not allow the publication of percentages in numeracy; however, student individualised learning plans indicate that students who attended school consistently demonstrated growth in their respective numeracy goals.

Having one classroom teacher who was the assistant principal this year was a barrier in all areas of optimum school operations; however, we found that less transitions and remaining in the same classroom for Literacy and Numeracy supported the strong routines our students required to focus on their learning. This also impacted the outcome of professional learning initiatives. In 2024, we will aim to establish and deliver formal mathematics assessments that are

accessible to our students.

ATTENDANCE- MONITOR AND SUPPORT STUDENTS

For all students in 2023, there was a significant improvement in attendance compared to that at their base schools. A class lunch was held at the beginning of each term where students would share the things they would like to learn about. This increased student voice, ownership, and engagement in their learning at school. With ongoing communication and support from the Aboriginal education officer and assistant principal, most families were able to have their students ready on time for the school bus pick up, however on occasion, some students did not meet the required bus pick up time, impacting their attendance during their morning learning sessions. Explicit use of human resources was used strategically to ensure students were supported by Student Learning Support Officers (SLSOs). SLSOs were assigned to individual students or small groups to support based on their strengths and the relationship they established with those students.

In Term 1, all staff attended and completed the *Management of Actual or Potential Aggression* (MAPA) verbal crisis intervention training. This resulted in a more consistent approach to how staff responded to actual or potential crises. In Term 2, the assistant principal and Aboriginal education officer attended a Berry Street Education Model masterclass on understanding and responding to adverse behaviours. Key learning from this masterclass was delivered to all staff members to ensure a shared understanding and consistent approach. This led to the establishment of consistent boundaries and reinforced routines essential for students impacted by trauma, and all staff members embraced this initiative. In 2024 we will build upon the establishment of consistent boundaries and reinforced routines essential for students impacted by trauma through professional learning and explore additional opportunities to empower students to play an active role in shaping their educational experiences.

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 students engage in and co-develop behavioural agreements to support improved behavioural outcomes for all students resulting in a reduction of incidences when compared to pre transition.	71% of students have co-developed individual behavioural agreements demonstrating movement toward this school-based progress measure.
70% of students attend >90% of the time during placement.	The number of students attending greater than 90% of the time or more has decreased.

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
Student Support Officer
SSP supplementary funding
Location

Summary of progress

CULTURAL CONNECTIONS

Barwon Learning Centre (BLC) has maintained strong Cultural connections with the Moree Kamilaroi community. 100% of families were involved in the development of their students PLPs, IEPs and behaviour support plans. This year, a Cultural goal was added to the PLPs for students to reflect on who they are, what they know, and what they want to know about their Culture. Additionally, a social-emotional section was added into students personalised plans as means to track, assess, and set goals within this area. This resulted in an improved understanding of student learning and strengthened their social-emotional outcomes. The school held a family day each term this year that was attended by most parents and carers to allow them to see what their children have been doing at school.

Within the classroom, the *8 Ways Teaching and Learning* pedagogy was implemented in cross-curriculum learning areas and involved on Country trips, as well as the teaching and learning of Gamilaraay language. Our school has continued the daily morning *Yarning Circle* in the Aunt Von Duncan Culture room which saw a reduction in adverse behaviours from students. The Yarning Circle allowed students to identify how they are feeling that day, as well as learn to be empathetic to how others are feeling. This year, we established new connections with community stakeholders and strengthened our existing connections in order to work collaboratively and support our students holistically. This resulted in stronger inter-agency partnerships and provided additional supports for identified students beyond the school context. Going into 2024, we will collaborate closely with local organisations and service providers to access resources, expertise, and opportunities that enhance student's educational experiences and overall well-being. BLC will continue to expand partnerships with community stakeholders to provide holistic support for students.

ADVOCACY FOR STUDENT SUCCESS

The shared funding of a Student Learning Support Officer (SLSO) support officer between BLC and Moree Secondary College (MSC) Carol Avenue continued this year. Student and staff feedback from both schools indicated that having a familiar support person at the students' base school made the transition process smoother, resulting in less anxiety in students. Members of the executive and learning support teams from BLC and MSC established fortnightly meetings to plan effectively for students transitioning back to their base schools. This resulted in a stronger partnership between the schools and enhanced clarity for staff and students around the processes of transitioning. As a result, 100% of BLC students have engaged in transition programs with their base school and will be formally re-engaged with them on the first school day of 2024.

Inductions for new students at BLC were organised and facilitated by the Aboriginal education officer, principal, and assistant principal. The inductions were attended by students, parents and carers. Feedback indicated that the induction was well-received and allowed for a better understanding of why their child has been referred to our school, and what we do to support them for the duration of their enrolment. Some families shared the feedback that they needed to know more information about how BLC operates and what our expectations are of students.

Alternative pathways for students were also explored and shared with families for students who showed interest in them or would benefit from them. This included Vocational Education and Training, TAFE, Flat Tracks and Hands and Feet. The principal and assistant principal were able to attend some NSW Aboriginal Education Consultative Group (AECG) meetings that were held out of school hours. Due to staff restraints, BLC staff were no longer able attend these meetings when they were rescheduled to occur during school hours. In 2024 we will advocate for continued collaboration between BLC and MSC to support the successful transition of students. To support our student's families and provide clarity around their child's enrolment at BLC and school expectations, we will need to create an information booklet provided at inductions.

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.	School Excellence Framework assessment of the elements 'Learning Culture' and 'Data skills and Use' indicates that we are Sustaining and Growing. 100% of parents, carers and required community members engaged in all meetings and events at Barwon Learning Centre.
Data analysis against the 'Well-being Framework' continues to indicate improvement from baseline data.	Qualitative data on students has informed and guided school planning for well-being.

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

Resources allocated to this strategic direction

Professional learning QTSS release

Summary of progress

DATA SKILLS AND USE

Assessment practices adopted this year were according to students' levels and accessibility based on academic and cognitive capabilities. Not all students were able to participate equitably in independent assessments. As such, data-informed practices included ongoing informal assessments, daily reflections, alternative assessments and observation notes on students to evaluate their learning. This led to timely feedback to students and their families, as well as informing differentiated instruction reflected in teacher planning and students individualised plans. In term 3, the executive team developed a new report template to be used at the end of each semester in response to family feedback. The adjusted template reflected authentic reporting, making them more meaningful and accessible to parents, carers, and students. In 2024, BLC will explore accessible and equitable assessment options for our students.

COLLABORATIVE PRACTICE

Having one teacher and one class this year was a barrier to the collaborative practice initiative of engaging in Quality Teaching Rounds. However, this strengthened the collegial collaboration between the classroom teacher and student learning support officers. The teacher and support staff reflected daily on student learning, and planned collaboratively based on students needs and interests. This indicated stronger, more effective classroom practices than in 2022.

The principal and assistant principal participated the ongoing delivery of the NSW Department of Education's *Leading Evaluation and Evidence Data* (LEED) program modules in Terms 2 - 3. Workshops were online with other participating schools and fostered collaborative inquiry and reflection on our current data skills and use. Participation in the LEED program enabled the executive team to look critically at what data we have, challenges within our specialist context in acquiring data, and ways to overcome these challenges. The LEED program continues in 2024 and will support and guide the BLC's future school improvement plan.

In Term 2, all school staff participated in the *Aboriginal Education Focused Staff Development Day*. One module focused on creating purposeful PLPs for our students, emphasising an ongoing, dynamic implementation process to document starting points, objectives, and address individual student requirements. This resulted in teaching and support staff collaborating on PLPs more effectively and creating a new PLP template that embedded explicit features and new learning from the workshop. This included adding review dates, additional goal areas and more explicit identification of student baseline data. The new template was created with feedback and input from our students, amplifying student voice. Our students wanted a format that was more child-friendly and visually appealing that they could understand. This resulted in the students taking increased ownership of their PLPs, expressing pride in them, and being more receptive to working on them collaboratively with staff and their families. Moving into 2024, BLC will Provide support and resources to ensure that collaborative practices remain a priority and that effective classroom practices continue to improve. We will also continue to participate in professional development opportunities such as the Leading Evaluation and Evidence Data (LEED) program when the school is adequately staffed.

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
<ul style="list-style-type: none"> • Students benefit from the practical application of the <i>High Potential and Gifted Education Policy (DoE: 2020)</i> • Students benefit from the effective use of data analyses in planning, interventions and modified teaching practice • Data analysis shows improvement in differentiated instruction for literacy and numeracy • Teachers use practical resources and strategies to assess, evaluate, prevent and respond to challenging behaviours 	<ul style="list-style-type: none"> • Some staff are familiar with the <i>High Potential and Gifted Education Policy (DOE: 2020)</i>. • In response to the individualised learning plans created based on observations, formal and informal assessment data, students exhibited higher engagement and a greater sense of ownership in their learning. Interventions, and adapted teaching practices significantly enhanced students educational outcomes for those attending frequently. • Analysis of daily observation data, and student work samples indicate enhanced differentiation in literacy and numeracy instruction, reflecting improvement in teaching strategies. • Teachers used their knowledge of trauma-aware education strategies and students individual circumstances to create, review and improve behaviour plans, and crisis management and support plans that address challenging behaviours, ensuring a safe and respectful response to them.
<p>Teaching and learning programs are collaboratively developed and all elements of the quality teaching framework are incorporated.</p> <p>Integrated unit on Indigenous Cultures was developed, taught and evaluated 2021 and will continue to be a part of the teaching and learning program in 2022 and 2023.</p>	<p>Barwon Learning Centre is working towards the collaborative development of teaching and learning programs in 2024, as there has been only one teacher this year. Indigenous Cultures can be seen in teacher planning and has been taught throughout the year.</p>
<p>All staff will clearly demonstrate their ability to use a range of trauma informed strategies to support student learning and engagement leading to calmer classrooms and improved outcomes.</p>	<p>The teaching assistant principal is completing a Master of Trauma-Aware Education and has shared her experience and learning with student learning support officers. This has led to clearer expectations and consistent practices crucial for the positive outcomes of trauma-impacted students. This effort has also contributed to fostering a safe and nurturing classroom environment.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$39,247.59</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>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"> • Reading - Monitor and support student progress and achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: Funding allocation allowed for the school to purchase new, age-appropriate levelled readers, as well as provide a breakfast and lunch program. The school also provided uniforms to students who were transitioning back to their base school.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide health-promoting food programs and support students with uniforms and educational materials to support a successful transition.</p>
<p>Aboriginal background</p> <p>\$84,391.00</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>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"> • Cultural Connections <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 <p>The allocation of this funding has resulted in the following impact: Increased family and student engagement in the development personalised learning pathways, as well as increased family in-school activities that showcased students learning.</p> <p>After evaluation, the next steps to support our students will be: Develop a parent and student information booklet to deepen and support understanding of Barwon Learning Centre values, expectations and provide more information on transition processes.</p>
<p>Location</p> <p>\$12,789.94</p>	<p>The location funding allocation is provided to Barwon Learning Centre 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"> • Numeracy - Monitor and support student progress and achievement • Advocacy for Student Success <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses

<p>Location</p> <p>\$12,789.94</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Students were provided access to incursions and excursions, as well as transport to and from school on the school's leased bus.</p> <p>After evaluation, the next steps to support our students will be: Advanced planning and allocation of funds for school camps. Investigate funding allocations to purchase a smaller bus that can be driven without a heavy vehicle licence.</p>
<p>Professional learning</p> <p>\$9,485.59</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>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"> • Reading - Monitor and support student progress and achievement • Numeracy - Monitor and support student progress and achievement • Attendance - Monitor and support student progress and achievement • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: One Berry Street Educational Model masterclass was attended by two staff members. Their learning was shared among the staff and implemented, fostering staff collaboration, and predictability and consistency for our students.</p> <p>After evaluation, the next steps to support our students will be: Review the allocated funding and professional learning focus for 2024.</p>
<p>QTSS release</p> <p>\$2,959.20</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>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"> • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • N/A <p>The allocation of this funding has resulted in the following impact: Due to staff shortages, Barwon Learning Centre was not able to engage in Quality Teaching Rounds.</p> <p>After evaluation, the next steps to support our students will be: Develop whole-school approaches that are relevant to trauma-impacted students.</p>
<p>Per capita</p> <p>\$6,964.56</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Barwon Learning Centre</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student breakfast program, lunches and health-promoting activities.

<p>Per capita \$6,964.56</p>	<p>The allocation of this funding has resulted in the following impact: Funding allocation allowed for the school to provide a breakfast and lunch program and attend swimming sessions.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop health-promoting programs such as swimming and external sport provider incursions.</p>
<p>SSP supplementary funding \$210,399.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Barwon Learning Centre</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"> • Numeracy - Monitor and support student progress and achievement • Advocacy for Student Success • Attendance - Monitor and support student progress and achievement <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: This funding enabled Barwon Learning Centre to provided a higher level of support for our students in numeracy. As a result we were able to run small group and one-to-one numeracy groups. This was especially beneficial as we had only one class with students from Years 4 - 9.</p> <p>After evaluation, the next steps to support our students will be: Allocate funding for casual relief to allow teachers to participate in professional learning and collaborative planning around equitable numeracy assessments for our diverse learner needs.</p>
<p>AP Curriculum & Instruction \$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • N/A - No applicants for the Assistant Principal Curriculum and Instruction role. <p>The allocation of this funding has resulted in the following impact: N/A</p> <p>After evaluation, the next steps to support our students will be: Re-advertise the position.</p>
<p>Student Support Officer \$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Barwon Learning Centre</p> <p>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"> • Cultural Connections • Advocacy for Student Success <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Establish referral pathways to appropriate local services through community partnerships.

Student Support Officer

\$99,516.00

The allocation of this funding has resulted in the following impact:

The allocation for this funding has allowed for new partnerships with some external service providers. As our students do not access service programs out of the school environment, the School Support Officer has planned for a service provider to come into the school and collaboratively deliver two programs in 2024.

After evaluation, the next steps to support our students will be:

Implement plans and programs consistently during 2024 and continue to review and develop them based on student needs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	7	7	5	2
Girls	1	4	7	8

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.2
Classroom Teacher(s)	2.45
Teacher Librarian	0.17
School Administration and Support Staff	6.41
Other Positions	0.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	726,164.10
Revenue	1,687,277.09
Appropriation	1,685,795.08
Sale of Goods and Services	-50.00
Investment income	1,532.01
Expenses	-1,141,697.80
Employee related	-1,036,241.46
Operating expenses	-105,456.34
Surplus / deficit for the year	545,579.29
Closing Balance	1,271,743.39

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	123,639
Equity - Aboriginal	84,391
Equity - Socio-economic	39,248
Equity - Language	0
Equity - Disability	0
Base Total	1,142,949
Base - Per Capita	6,965
Base - Location	12,790
Base - Other	1,123,194
Other Total	390,509
Grand Total	1,657,096

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

Parent and caregiver feedback finds that:

- Families valued being involved in the development and ongoing review of their child's *Personalised Learning Plan*.
- Learning and attendance had improved while placed at Barwon Learning Centre (BLC).
- Regular Family Days where parents and carers were invited into the classroom to view student work and projects were well received. 100% of parents told us this was the first time they have been invited to do this, and would like them to continue.
- More clarity around the referral process from the child's base school was a suggested area of improvement.

Students shared that authentic learning tasks relevant to their community, Culture and lives were enjoyable and made learning more relevant and engaging. 100% of students said that their Aboriginality was valued and respected at BLC, and they enjoyed learning about their personal histories as well as First Nations Cultures.

All current staff agreed that the school's Strategic Improvement Plan needs review in 2024 to reflect staffing numbers, new roles, and changes within the student community.

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.