

# 2020 Annual Report

## Baradine Central School



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# Introduction

The Annual Report for 2020 is provided to the community of Baradine Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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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Baradine Central School

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## Message from the principal

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### Message from Principal

2020 - the year the COVID-19 pandemic struck and school operations changed forever.

Amazingly, during a very slim window of opportunity in early February, our long planned for international excursion to Canada was able to proceed. Consequently, BCS has become very well known for its remarkable success in getting 25 students and 5 staff in and out of Canada just as COVID-19 pandemic was taking hold around the world last February. No doubt the participants will carry those memories and new friendships with them for a lifetime. A huge acknowledgement to Mr Matt Edwards and organised and led this event.

When COVID impacted our school, parents and carers found yourselves suddenly responsible for facilitating daily lessons for all their school age children at the kitchen table. The staff scrambled to deliver the lessons both in digital form through Google classrooms and in paper packs to those households without internet or computers. It was a mammoth task all round but was very successful despite the school reduced to opening with a skeleton staff of COVID teams.

Semester Two was a real 'all systems go' call in our classrooms for our teachers to power through delivering the required hours of each curriculum. Most students completed their requirements, some will need a bit longer with targeted support in 2021.

This year we welcomed and said farewell to Mr Robert Weatherby on a 4 term rural experience program from Liverpool Girls HS in Sydney. Mrs Melissa Leistra , Miss Monique Baird, Dr Joshua Amiel, Mrs Breanna Amiel and Mr Marty Naughton also joined the staff. We said farewell and thanked Ms Rachel Gardner and Mr Ben Baker for their dedicated service at BCS.

Our gallant Year 12 students, along with all Year 12 across the state, had the toughest year of any HSC candidates. in history. Their resilience and fortitude through the COVID learning from home period was remarkable and their rewards lay ahead. Then there's Kindergarten - in their first year of schooling, it was very challenging for them to achieve necessary traction with their learning due to COVID interruptions. The Kinder students will receive continuous intensive support to ensure they are not left behind.

The rest of the student body survived a year like no other with the focus on academic and classroom and minimal opportunities for sporting trips and competitions, excursions or cultural activities.

In the primary faculty, our teachers are now all trained in L3 led by district EA4S Instructional Leader Mrs McGlashan. The primary team's experience and consistency bodes well for learning growth and attainment K-6. The Education Department has guaranteed BCS will hold three classes for the next couple of years due to drought supplementation.

In the secondary faculty, the big three academic subject areas of English Maths and Science now have the strongest staff team of the last 10 years. For the first time, we have classes running for chemistry, physics.. Mr Naughton is rejuvenating our timber and metal courses, Mrs Leistra enriching the cooking and textiles courses and Mrs Wright returning to promote the livestock showing team. I know many students are excited about the digital media course (or photography) being offered next year.

Christine Clarke

Principal

2010-2020

## School vision

Baradine Central School will provide inclusive and quality 21st century learning experiences in a safe and respectful environment. Students and staff will be encouraged and supported to achieve success through attaining educational outcomes.

## School context

Baradine Central School is a small inclusive K-12 school in a rural setting that is integral to the local community. The school features diverse educational opportunities, outstanding resources and integrated technology with very dedicated and caring staff and supportive P&C. There are approximately 120 students from Kindergarten to Year 12 with 40% primary students and 60% secondary students and 61% identifying as Aboriginal. The school's motto is 'We do not learn for school but for life', emphasising and valuing life-long learning. There is strong support from the community and a focus on improving the learning outcomes and well-being of all students and the development of the whole child or young person. Positive wellbeing for all is central to the school's functioning with the belief that there is a strong relationship between the academic, physical, mental and socio-cultural needs of students, and that they are of equal importance in ensuring successful educational outcomes. The core pillars of Baradine Central School's culture are respect, quality, participation and safety.

The school's unique context attracts additional needs-based funding that allows the school to implement programs to address needs and support equity for all. The school is on a path of continuous improvement linked to the School Excellence Framework, The Wellbeing Framework, The Australian Professional Standards for Teachers. Continuing programs supporting the development of every learner, include Early Action for Success, Quality Teaching Supported Students, Positive Behaviour for Learning, and learning cohorts for Junior, Middle and Senior schools.

The school has effective transition to school and middle years programs. VET courses along with School Based Apprenticeships and Traineeships in Stages 5 and 6 are priorities for some senior students. Personalised learning is supported by continuous feedback, assessment for learning and reporting to parents through student reports and the Annual Report.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

## Strategic Direction 1

### Quality Learning

#### Purpose

Build a culture of learning where reading is a valuable learning tool and life skill.

#### Improvement Measures

Increase the proportion of students K-10 demonstrating growth in reading.

Increase the proportion of all students in top two bands for NAPLAN reading and numeracy.

Increase the proportion of students who read for pleasure.

#### Progress towards achieving improvement measures

##### Process 1: 1. Learning to read, reading to learn

Collaboratively develop and implement evidenced based practices that focus on reading across the whole school.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure</p> <p><b><i>Increase the proportion of students K-10 demonstrating growth in reading.</i></b></p> <p>The focus on reading has resulted in systemic improvements across the school. Teachers are aware of the stages of reading development growth from <i>Learning to Read to Reading to Learn</i>. Students are supported K-12 through various strategies related to specific needs. The progressions will be a focus in 2021 for secondary.</p> <p>2017 NAPLAN baseline data for <b>Year 5 reading growth</b> was 44% of participants achieved at or above expected growth. With no NAPLAN in 2020, the exit data was taken from 2019 where 66% of participants achieved at or above expected growth. This is an obvious higher level but it must be noted that results tend to fluctuate due to our small cohorts.</p> <p>2017 NAPLAN baseline data for <b>Year 7 reading growth</b> was 64% of participants achieved at or above expected growth. With no NAPLAN in 2020, the exit data was taken from 2019 where 36% of participants achieved at or above expected growth. This is an obvious lower level but it must be noted that results tend to fluctuate due to our small cohorts.</p> <p>2017 NAPLAN baseline data for <b>Year 9 reading growth</b> was 20% of participants achieved at or above expected growth. With no NAPLAN in 2020, the exit data was taken from 2019 where 50% of participants achieved at or above expected growth. This is an obvious higher level but it must be noted that results tend to fluctuate due to our small cohorts.</p> <p>Improvement Measure</p> <p><b><i>Increase the proportion of all students in top two bands for NAPLAN reading.</i></b></p> <p>Primary cohorts are very small resulting inadmissible and fluctuating data..</p> <p>The Early Action for Success program L3 has resulted in the Value added data for K-3 being determined as sustaining &amp; growing from 2018-2019.</p> <p>A slight improvement in the percentage of secondary students achieving top two bands 2018-2019, can be attributed to a rigorous curriculum focus, with</p>	<p><b>Equity</b> - FTE 1.0 primary therapy aide \$66,442 + secondary SLSO \$66,442.</p> <p><b>Equity</b> - Homework centre \$5,000.</p> <p><b>Literacy Strategy</b> - \$2,500.</p> <p><b>TPL</b> - equitable proportion of \$30,186</p>

## Progress towards achieving improvement measures

high expectations.  
Improvement Measure  
**Increase the proportion of students who read for pleasure.**  
A cultural change is evident in the secondary school where most students are developing an appreciation of the lifelong benefits of reading to learn and how reading can also be a pleasurable leisure activity. The library is seen as a reading hub however the next step is to action the plan to develop online library by the school having a cyber account for students to utilise..

### Process 2: 2. Numeracy

Build staff's capacity to understand and explicitly teach numeracy to students at all levels of achievement, in all learning areas.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure</p> <p><b>Increase the proportion of all students in top two bands for NAPLAN numeracy.</b></p> <p>The baseline data for primary students achieving in the top two bands for numeracy was taken from the 2017 NAPLAN and was 13%. However, the final data was taken from 2019 NAPLAN 0%. The data analysis is inconclusive due to small cohorts.</p> <p>The baseline data for secondary students achieving in the top two bands for numeracy was taken from the 2017 NAPLAN and was 0%. However, the final data was taken from 2019 NAPLAN 16.7%. The data analysis is inconclusive due to small cohorts.</p>	<p>TPL - equitable proportion of \$30,186.</p> <p>Numeracy strategy - \$2,500</p>

### Process 3: 3. Engaging Parents in the teaching and learning cycle

Investigate and implement strategies to inform parents' understanding of how students learn and how they can continue to best support their progress.

Evaluation	Funds Expended (Resources)
<p>Teachers self-assessed on 22/10/19 against <b>Teaching Standard 3.7</b>. The results indicated:</p> <ul style="list-style-type: none"> <li>• <b>42%</b> met Standard 3.7.1 <b>Describe a broad range of strategies for involving parents/ carers in the educative process;</b></li> <li>• <b>25%</b> met Standard 3.7.2 <b>Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning;</b> and</li> <li>• <b>33%</b> met Standard 3.7.3 <b>Work with colleagues to provide appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.</b></li> </ul> <p>The literacy/numeracy team compiled a large list of ways we engage with parents about student learning including Kindergarten transition Term 4, Year 7 transition Term 4, Subject selection Year 10 into 11, Parent Teacher Interviews Term 1 and 3, SBAT parent sessions, and the introduction to Skoolbag communication app. Other interactions with parents included Baradine Town service on ANZAC Day, Australia Day awards, Education week open classrooms, sports afternoon and assembly where staff/ students and community were recognised, State Election Day stall staff and student volunteers, Federal Election Day stall staff and student volunteers, consistent support of the CWA and their country of study every year, NAIDOC Day celebrations at Dandry George, continued support of the Moorambilla Voices (this year we had seven students attend, this in turn engaged their families with the school and community), parent and community helpers at the primary zone carnival, attendance at parent meetings about the secondary's</p>	<p>Literacy/Numeracy Strategy - \$500</p>

## Progress towards achieving improvement measures

overseas excursion to Canada in Term 1 2020, community member volunteering one morning per week in primary. As a result it was concluded that Baradine Central School continues to be supported by parents and the community where activities, events or learning experiences are valued by both the parents and their children.

During 2020 and COVID -19 restrictions to normal school operations, most parents had access to student google classrooms and were able to see feedback from teachers on their child's work.

Parents have been receptive to the changes in communication due to COVID -19.



## Strategic Direction 2

### Quality Teaching

#### Purpose

To build capacity of teachers to work collaboratively to embed best practice in teaching and learning strategies for a diverse range of learners in a 21st century context.

#### Improvement Measures

Increase the capacity of staff to embed best practice into their teaching and learning to every student's point of need.

Increase the capacity of staff to use digital technologies and ICT capabilities as teaching tools.

Expected progress toward accreditation maintenance.

#### Progress towards achieving improvement measures

##### Process 1: 1. 21st Century Learners

Investigate and implement current research based and innovative practices on technological applications, learning environments and cross-curricula competencies.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure: <b><i>Increase the capacity of staff to use digital technologies and ICT capabilities as teaching tools.</i></b></p> <p>Over the past three years the school aimed to increase the capacity of staff to use ICT in their teaching and learning. In order to achieve this the school implemented timetabled STEM lessons, that were team-taught by teachers from different KLAs. The school employed a teacher to run technology classes, implement new technologies in the school and deliver professional learning for staff. The school purchased additional laptops and provided a laptop for every student and staff member, aimed at encouraging teachers to go paperless, and provide more ICT based learning to their students. The school also participated in the Technology for Learning program to introduce students to a variety of new technologies.</p> <p>As a result of these actions, students engaged in their STEM lessons, using the technologies such as 3D printing, and virtual reality borrowed from the Technology for Learning program. While students enjoyed using these technologies in STEM, these classes lacked direction and no tangible end result was seen from students being exposed to these technologies.</p> <p>The result of the roll out of laptops and Ipads saw students engaging with technology more regularly. This was boosted during the COVID-19 shutdown, where teachers and students were forced into online learning. Since the return of the students, digital learning have continued. Students have been constantly immersed in Google Classroom, Docs and shared drives. This has seen an increase in students' skills and confidence using technology. There have been some difficulties in implementing the Ipads, with a lot of minor technological issues that will need to continue to be sorted. Some students didn't have access to internet, which was found out by conducting a survey of all parents about what technology and internet access they have. To ensure equity, the school provided laptops and internet dongles to families who didn't have access to technology.</p> <p>With the push in ICT over the past three years, the school has seen 60% of teachers noting a significant increase in their ICT use, and 30% who have somewhat increased their use. This has not fully transferred into their teaching programs, with only 50% of staff noting that more ICT is embedded their teaching programs. While staff are using more technology, only 50%</p>	<p><b>Equity</b> - Ipads support \$20,000</p> <p>TPL - equitable proportion of \$30,186</p>

## Progress towards achieving improvement measures

reported higher confidence levels in using technology in the classroom. 70% of staff noted that they received adequate training in ICT use over the past three years, and all staff reported that they often share ideas and resources with their colleagues.

Moving forward for the school, programs such as the Google products need to continue to be used. These are immersing students in technology, and providing access to their learning from home. It allows teachers to communicate more consistently with students, and provide help to them while they are at home.

More professional learning around ICT resources and use for staff is needed to boost staff confidence, as only 50% of staff feel confident using technology in the classroom. Staff have noted that they appreciate learning new technology skills from the colleagues, so the school needs to look to an in-school approach to technology professional learning. Time at faculty meetings should be dedicated to this.

STEM classes will continue to run, but it needs to be ensured that teachers are following a more structured program for these classes. There needs to be more measuring of student progress to track effectiveness of STEM activities. The current approach has been too open, and no way of telling how much students got out of them.

Staff also need to ensure that their ICT use is being reflected in their teaching programs. While there has been a big increase in staff technology use, this hasn't been documented in their teaching programs.

### Process 2: 2. Diverse Learners

Collaboratively develop teachers' capacity to use evidence based practices to meet the specific learning needs of students across the full range of abilities.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure: <b><i>Increase the capacity of staff to embed best practice into their teaching and learning to every student's point of need.</i></b></p> <p>Throughout 2020, BCS has continued to implement a variety of programs to improve all staff in their ability to cater for the diverse needs of all students. We have employed new staff members in secondary during Term 4 that have been specifically aimed at pushing some of our more academic students in mathematics classes. We are also utilising these new teachers to help current teachers who take the general classes to differentiate and collaborate to plan new learning activities in a team teaching setting.</p> <p>The LaST role has been changing throughout 2020 with a focus on utilising LaST skills in the classroom. This has ranged from classroom observations, team teaching and explicit literacy and numeracy group work for below minimum standards students. It is hoped that the LaST role will continue to change so that we see more involvement in the classroom and improved direct support for staff and students. Further, the LaST is working closely with SLSO's on a weekly basis, looking at their support for funded students. BCS currently employs six full time SLSO's and one on a casual basis. This provides an array of support for all students across the school.</p> <p>Professional development and collaboration has been a focus this year. We have encouraged staff to complete training that aligns with their PDP and the school plan. Executive staff, with this in mind, have organised opportunities for staff to develop skills in differentiation at Staff Development Sessions. Such examples include; collaboration on writing improvement, sessions with the LaST and explicit training on literacy and numeracy progressions (including how these can be used to track the progress of all learners).</p>	<p><b>Equity</b> - FTE 0.7 LAST.</p> <p><b>Integration</b> - SLSOs fulltime x 2 \$132,884, SLSO casual \$9,000+</p>

## Progress towards achieving improvement measures

However, there is still room for improvement. A recent survey on differentiation suggests that although all teaching staff are incorporating differentiation into their teaching practice, many feel that more collaboration, planning time and support would benefit in this area. This is something that, looking forward, we will consider a focus.

Supervisors are continuing to provide meaningful feedback to all staff on termly teaching programs with regard to their implementation of differentiation.

The COVID restrictions in schools in Term 1 & 2 this year, really encouraged staff to cater for diverse learners in a new way. It allowed us to look at the way we as a school implement technology and allowed those students who have a proclivity for using technology to shine. It also helped those who may lack some of those skills to develop these which we will continue to do moving into the future. Diverse learners was a focus during this and teachers had to be agile and adapt to online strategies for differentiation. Some of these included the use of programs like education perfect, teaching time through zoom, teaching videos uploaded to google classrooms for students to utilise and providing students feedback through different means.

Overall learning to confidently differentiate teaching programs in order to cater for the diverse learning needs of BCS students, has been a consistent focus 2018-2020. Teachers have increased their capacity to do this, as evidenced in teaching programs and feedback from their Performance Development team leaders. Small group collaboration proved to be the most effective strategy utilising staff expertise and knowledge of Disability Standards. The school still has a long way to go to achieve improved learning outcomes for high needs students but prides itself on the achievements over the last three years with inclusive education.

Improvement Measure: ***Expected progress toward accreditation maintenance.***

Teachers have routinely completed their accreditation processes successfully and within time constraints. However, the next focus is for teachers to develop in-depth understanding of the maintenance cycle and the importance of monitoring and accruing their individual professional learning hours. To assist with this focus, the school is rewriting its Professional learning policy in 2020 for actioning by start of 2021.

## Strategic Direction 3

### WELLBEING

#### Purpose

To foster a supportive environment that promotes positive wellbeing through active participation in school and community educational opportunities.

#### Improvement Measures

Increase the percentage of students with a positive sense of wellbeing.

Increase the proportion of students engaging in extra-curricula activities.

#### Progress towards achieving improvement measures

##### Process 1: 1. Resilience

Implement a whole school strategic approach to support student attendance, wellbeing and resilience to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure: <b><i>Increase the percentage of students with a positive sense of wellbeing.</i></b></p> <p><b>RESILIENCE</b> Baseline data was taken from Tell Them From Me survey report. Students' sense of positive wellbeing was measured over three years. Analysis indicates the wellbeing of BCS students fluctuates depending on feedback from our small cohorts. More telling evidence is the cultural change in the school setting where senior secondary cohort has increased levels of maturity being positive and supportive role models to the junior school. Depression, grief and loss have all been addressed collectively. Mental health issues are acknowledged as a source of great concern in today's society. BCS has implemented a K-8 program <b>PROJECT 11</b>, sourced from its Canadian partnership, to drive its wellbeing target through the next four years.</p> <p><b>ATTENDANCE</b> An increase in the 2020 staffing entitlement allowed for an opportunity to employ an attendance officer for the first time. The impact of the work of the AO has been a significant rise in the absence explanations. Since the necessary 'learning from home' period ceased in Term 2, data indicates a higher proportion of students continuing to have unsatisfactory attendance levels below 85%. This will be managed with continued support and consultation with families.</p> <p><b>GENERAL WELLBEING</b> 2020 was the year of the COVID-19 pandemic. Strategies to allay student anxieties related to COVID-19 included regular communication at morning lines, access to school counsellor, maintaining school hygiene supplies for classrooms and toilets. Staff practiced social distancing for and rigid infection controls. We also introduced fitness training two afternoons per week with COVID controls in place. This had a positive impact on staff morale.</p>	<p><b>Staffing:</b> FTE 0.081 counsellor entitlement, FTE 0.4 increase in SAO entitlement.</p>

##### Process 2: 2. Participation

Strengthen and develop structures to support students to engage in a wider range of valued, significant, extra-curricula activities.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

### Improvement Measure

#### ***Increase the proportion of students engaging in extra-curricula activities.***

BCS has excelled at providing a range of extra-curricula activities 2018-2020 for its students, recognising disadvantage from rural, remote and low SES context. The school achieved very high levels of participation 2018/2019 however, due to the COVID-19 pandemic in 2020, all excursions ceased along with most planned extra-curricula activities.

Two excursions were conducted in February. The international excursion to Canada was a massive planning effort and unequivocal success for all involved. Our school's connections with the our sister schools in Winnipeg are thriving after a six year relationship.. Year 7 students participated in an orientation camp at attended Lake Keepit Camp that built friendships and rapport.

**Equity** \$33,937 + \$20,000.

**Secondary fundraising 2019**  
\$25,000.

**Student contribution Canada 2019**  
\$20,000.

**Location 2019** \$10,000.

**Location 2020** \$51,000.

**School & Community Funds**  
\$20,000.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$193,468 - SLSO \$66,442; 0.2 SLSO \$13,288; Aboriginal cultural programs \$5,000; Integration support \$24,000; Casual teacher days \$45,000; unassigned \$39,738	The SLSOs provided significant support to targeted programs and individual students. The impact was improved retention and engagement for majority of ATSI students.
<b>Low level adjustment for disability</b>	0.6 FTE L&ST \$65,630; Flexible funding \$31,021 Therapy aide K-12	LST allocated flexible resources for direct short term support to identified students. The therapy aide provided tuition for speech therapy, occupational therapy and multi-lit. The impact of this intervention was student growth evidenced in assessment tasks.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing entitlement FTE 0.08 = 2 hours 49 mins	The impact of QTSS has been real growth in the teachers capacity for quality teaching as evidenced in their teaching and learning cycle and associated documented evaluations.
<b>Socio-economic background</b>	0.3 staffing \$32,815; flexible funding <b>\$246,082</b> staffing above entitlement (teachers and SLSOs) + resources	COVID impacted the utilisation of Equity funds as some programs were unable to be delivered in the COVID environment. These unspent funds will be projected into the new School Improvement Plan.  The impact of the additional HT was a supported faculty shift to curriculum focus utilising 21st century technology.
<b>Support for beginning teachers</b>		Not applicable

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	61	60	56	58
Girls	48	47	64	68

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.4	76.6	86.7	86.5
1	89	93.3	78.7	82.8
2	79.8	84.8	86.6	85.7
3	92.3	91.8	91.5	87.8
4	93.2	95.8	84.8	88.1
5	90.9	90.8	94.4	80.7
6	84.5	92.2	85.9	91.9
7	95.4	87.3	92.9	88.7
8	91.6	92.1	90.5	88.8
9	87.3	83.9	86.3	90.2
10	87.8	67.4	81	73.6
11	80.7	76.8	68.8	74.5
12	89	82.4	85.9	83.2
All Years	89.2	86.3	86.2	84.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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. 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.

## Management of non-attendance



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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	6	0	50
Employment	0	0	25
TAFE entry	6	0	0
University Entry	0	0	25
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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16.67% of Year 12 students at Baradine Central School undertook vocational education and training in 2020.

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

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80% of all Year 12 students at Baradine Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	9.27
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.57
School Administration and Support Staff	5.38
Other Positions	0.1

\*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	487,053
<b>Revenue</b>	3,343,671
Appropriation	3,319,312
Sale of Goods and Services	6,519
Grants and contributions	15,250
Investment income	1,147
Other revenue	1,443
<b>Expenses</b>	-3,091,782
Employee related	-2,700,667
Operating expenses	-391,115
<b>Surplus / deficit for the year</b>	251,889
<b>Closing Balance</b>	738,942

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	142,552
<b>Equity Total</b>	569,017
Equity - Aboriginal	193,468
Equity - Socio-economic	278,898
Equity - Language	0
Equity - Disability	96,651
<b>Base Total</b>	2,230,507
Base - Per Capita	28,860
Base - Location	61,658
Base - Other	2,139,989
<b>Other Total</b>	327,192
<b>Grand Total</b>	3,269,268

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## School performance - HSC

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

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

# Parent/caregiver, student, teacher satisfaction

Baradine Central School stakeholders participated in the online survey **Tell Them From Me** during 2020. Reports were generated on the survey data and these will be utilised to inform planning for 2021.

## Parents and Carers (12 parents did the survey)

Each theme of the survey questions has been scored and the school has identified the lowest scoring question as an area to respond to in 2021 planning.

7.1 **Parents feel welcome:** school will consider and address - *Parent activities are scheduled at times when I can attend. (6.0)*

7.0 **Parents support learning at home:** school will consider and address - *Talk about how important school work is. (5.8)*

6.9 **Safety at school:** school will consider and address - *Behaviour issues are dealt with in a timely manner (5.9)*

6.7 **School supports learning:** school will consider and address - *Teachers have high expectations for my child to succeed (6.0)*

6.5 **Inclusive school:** school will consider and address - *Teachers help students who need extra support (5.9) & School staff create opportunities for students who are learning at a slower pace. (5.9)*

6.3 **School supports positive behaviour:** school will consider and address - *Teachers maintain control of their classes (5.2)*

Other information included:

- 57% parents said the subjects their child wants to study are not available at the school.
- 29% parents strongly disagreed that the general communication from the high school is satisfactory - newsletters, emails, website, school app, social media
- Parents said the most useful communication was school reports (36% agreed) followed by formal interviews at 27%.
- Parents said the most useful school news communication tool -45% newsletter, 36% FaceBook, 36% email
- School facilities - 82% said well maintained,
- 73% said welcoming environment,
- 64% easy access/move around site
- 18% said their child has disability or special needs
- 42% said their child's performance in math not important

Parents aspirations for their child:

- 18% want their child to go to university
- 82% want their child to complete Y12
- 45% want their child to attend TAFE

## Teachers (18 teachers did the survey)

- 89% accredited as proficient and 11% conditional approval to teach.
- 92% agree/strongly agree morale amongst staff at my school is good. 8% disagree.
- 88% agree/strongly school leaders in my school are leading improvement and change and communicate their strategic vision and values for the school.
- 61% disagree student learning - experience of learning from home

Each theme of the survey questions has been scored and the school has identified the lowest scoring question as an area to respond to in 2021 planning.

- **8.3 Inclusive school** : school will consider and address - *Teachers use of IEPs to set goals for students with special learning needs. (7.3)*
- **7.8 Learning culture:** school will consider and address- *Teachers facilitate students to become fully engaged in class activities (7.1)*
- **7.7 Data informs practice:** school will consider and address -*Teachers provide examples of work that would receive an A, B or C. (6.3)*
- **7.7 Teaching strategies:** school will consider and address -*Teachers provide students with written feedback on their work at least once every week. (5.2)*

- **7.4 Leadership:** school will consider and address - *School leaders help teachers establish challenging and visible learning goals for students (6.7)*
- **7.3 Collaboration:** school will consider and address - *Teachers I work with other teachers in developing cross-curricular or common learning opportunities (6.4)*
- **6.9 Technology:** school will consider and address - *Teachers organise students use computers or other interactive technology to track progress towards their goals (5.0)*
- **6.3 Parent involvement:** school will consider and address- *Teachers ask parents to review and comment on student work. (5.0)*

#### **Four dimensions of classroom and school practices**

- **7.3 Challenging and visible goals:** school will consider and address- *Teachers help students set goals for learning new technology skills (5.9)*
- **7.6 Overcoming obstacles to learning:** school will consider and address- *Students use computers or other interactive technology to track progress towards their goals (5.0)*
- **7.3 Quality feedback:** school will consider and address - *Teachers ask parents to review and comment on students' work (5.0)*
- **7.6 Planned learning opportunities:** school will consider and address - *Teachers use strategies to engage parents in their child's learning (5.7)*

#### **Primary Faculty ( 14 students in Years 4-6 did the survey)**

- 75% Students with a positive sense of belonging
- 67% Students with positive behaviour at school
- 94% Students are interested and motivated
- 7 % Students who are subjected to moderate to severe physical, social or verbal bullying or are bullied over the internet.
- 79% Students identified as Aboriginal or Torres Strait Islander origin and 91% of these feel good about their culture when at school.

Remote learning experiences - the extent to which students agreed about the quality of their experience when learning from home.

- 86% agreed well resourced
- 53% agreed clear instructions provided
- 82% agreed student leaning progressed
- 86% agreed they received feedback from their teacher
- 65% agreed they felt connected

Other

- 36% did not agree that the primary toilets are clean and well looked after.
- 62% students know where to seek help if bullied.

#### **Secondary Faculty (43 students in Years 7-12 did the survey - only 1 Year 11)**

- 70% Students with a positive sense of belonging
- 89% Students with positive behaviour at school
- 34% Students are intellectually engaged and find learning interesting, enjoyable and relevant
- 20% Students are interested and motivated
- 34% Students who are subjected to moderate to severe physical, social or verbal bullying or are bullied over the internet.
- 57% Students plan to finish Year 12
- 61% Students planning to do an apprenticeship or VET/TAFE course
- 45% Students planning to go to university
- 43% Students identified as Aboriginal or Torres Strait Islander origin and 95% of these felt good about their culture when at school.
- 59% Students set challenging goals for themselves in their schoolwork and aim to their best.

Remote learning experiences - the extent to which students agreed about the quality of their experience when learning from home.

- 61% agreed well resourced
- 53% agreed they were provided with clear instructions
- 49% agreed student leaning progressed
- 68% agreed they received feedback from their teacher
- 35% agreed they felt connected



## Other

- 43% did not agree that the secondary toilets are clean and well looked after.
- 77% students know where to seek help if bullied.

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

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.