

2020 Annual Report

Barellan Central School



1131

Introduction

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

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

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School vision

Barellan Central School is an inclusive learning community where all students are known, valued and cared for. We foster engaged and connected learners who embody respect, responsibility, resilience, and excellence.

Our collaborative school staff work with our broader partnerships to build students' literacy and numeracy, and educational aspirations in order to develop students as active and involved citizens.

School context

Barellan is located on the lands of the Wiradjuri people in the northern Riverina, 55 km east of Griffith. Barellan Central School was first established as a subsidised school in 1910 by the community, and formally became a provisional school in 1911 under the auspices of the Council of Education.

In 2020, the total school enrolment K-12 is 99 students, including 14 Aboriginal students. Due to a gradual shift in the employment market, there has been a steady decline in enrolment over the last decade. The school's staffing entitlement in 2020 includes 14 teachers and 6 non-teaching staff.

Parental aspirations emphasise intellectual, skill and social development. Parents are strongly supportive of a broad curriculum with opportunities to engage with the local community. Many parents are keen to play roles as mentors for our students in the future.

The school has well-resourced physical spaces including a Trade Training Centre, poultry operation and recently renovated classrooms. The Learning and Wellbeing Centre supports the coordination of complex case management, and assists to manage the multi-categorical class which caters for a range of students with specific support needs including mental health and autism.

Barellan Central School is part of the Riverina Access Partnership (RAP), one of five Access Programs that run in NSW. RAP provides a dynamic, blended online, shared curriculum for senior secondary students across six central schools. The cohorts of students interact with each other and their co-ordinating teachers through online platforms and collaborative technologies, while being supported in their home schools by co-teachers. This enables rural students to complete their secondary education at their local school with the support of their community without having to live away from home.

Current extra-curricular activities include sport at a range of venues, RAP sporting competitions, leadership opportunities, breakfast and lunch club, Hands on Learning, poultry club, annual major enrichment excursions and homework club.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To create a dynamic and engaging learning environment underpinned by high expectations and quality teaching practices which are evidence based and data driven, while being differentiated according to the needs of individual students allowing for the development of self-directed learners.

Improvement Measures

School programs show evidence of teacher reflection, differentiation, deep learning, formative assessment, explicit behaviour instruction and PBL values and expectations.

Value added growth meets or exceeds state expectations across all cohorts.

Progress towards achieving improvement measures

Process 1: Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning and assessment practices for all students. Put in place structures and processes for the collection, analysis and use of data across the school.

Evaluation	Funds Expended (Resources)
<p>In lieu of NAPLAN data, check in data sets were analysed to identify cohort targets through faculty meetings</p> <p>Check-in data identified as an effective platform to support future planning for cohort and individual learning targets</p> <p>Through the Situational Analysis, we evaluated staff understanding and capability to use data to inform practice, and established a timeframe for the development of comprehensive data sets to inform learning and evaluate impact through the 2021-2024 Strategic Improvement Plan.</p>	

Process 2: Formative Assessment

Develop staff knowledge through professional learning around the key components of Formative Assessment. Develop processes and structures for the implementation of Formative Assessment strategies across the school including learning intentions and success criteria, discussions and tasks that elicit evidence of learning, effective feedback, and activating students as learning resources and owners of their own learning.

Evaluation	Funds Expended (Resources)
<p>In the shift towards online learning platforms to support student learning through the learning from home period, our lens on formative assessment shifted to include the use of online learning platforms to support formative assessment. This included:</p> <ul style="list-style-type: none">• developing knowledge of a range of platforms to prepare and deliver age appropriate learning experience with tailored feedback (Class Dojo, Google Classroom and Microsoft Teams)• development of a RAP based Teams network to lead the integration of a formative assessment through the use of Forms.	<ul style="list-style-type: none">• Time through Riverina Access Partnership Cluster Management meetings• RAP principal meetings• Professional learning run through Teams groups and collaboration with Microsoft Educators.

Process 3: Evidence Based Pedagogy

Review, evaluate and implement evidence based programs, assessments and strategies through professional learning and classroom practice to increase student achievement in literacy and numeracy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Through the implementation of the check-in assessment, Best Start (Kindergarten and Year 7), minimum HSC standards and miniLit testing (K-1) learning targets have been identified and professional learning has been undertaken in broad literacy and numeracy targets, with particular emphasis on:</p> <ul style="list-style-type: none">• A series of professional learning workshops for executive staff on reading comprehension• Faculty-based planning on teaching strategies identified through Best Start and the check-in assessment• Open-ended tasks and differentiation in numeracy through formative assessment• Use of picture books in early literacy acquisition (K-2)• Support strategies for HSC minimum standards (with 100% students meeting targets) <p>Initial stages in the use of data sets with specific learning strategies explored, has established the foundation for deeper implementation in the 2021-2024 Strategic Improvement Plan (SIP).</p>	<ul style="list-style-type: none">• Professional learning - Picture books in literacy (K-2)• Training in administration and use of Best Start Year 7 (two staff members)• Faculty-based professional learning• Professional learning on additive strategies for executive teaching staff• Professional learning on HSC Minimum Standards

Strategic Direction 2

Wellbeing and Community Partnerships

Purpose

To create a safe, inclusive and effective learning environment where all members of the school community work together to build a culture of high expectations to develop positive, respectful relationships enabling students to connect, succeed and thrive, ensuring Barellan Central School is seen as a leader in educating our students.

Improvement Measures

Improve student engagement data shown by Tell Them From Me surveys in the areas of positive relationships, positive sense of belonging and positive learning climate to meet or exceed NSW Government Norm values.

100% of the elements from the Positive Behaviour for Learning (PBL) Self Assessment Survey (SAS) for Non-classroom settings (NCSS) and School Wide Systems (SWS) demonstrate evidence of being in place.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Implementation and embedding of Positive Behaviour for Learning processes across the school.

Evaluation	Funds Expended (Resources)
<p>Upon evaluating the effectiveness of the PBL team as a separate entity, we adjusted the approach to lead the implementation of PBL through whole staff meetings and faculty meetings. Explicit lessons for teaching behaviour were developed and distributed to staff targeting identified behaviours based on the data analysis.</p> <p>Positive Behaviour for Learning targets for student rewards have been reviewed and modified for a new approach to be implemented in 2021 with greater student agency.</p>	

Process 2: Wellbeing Framework

Develop staff and community understanding around aspects of the Wellbeing Framework. Evaluate current policies and practices using the Wellbeing Self Assessment Tool and update and develop policies using the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>Interagency support through formal and informal links to deliver wellbeing curriculum, including collaboration and program delivery with:</p> <ul style="list-style-type: none">• Batyr• Together for Humanity• Youth Aware Mental Health• Police Youth Liaisons Officers• the Dramatic Minds festival• NAIDOC Public Speaking <p>Professional learning on Aboriginal Education and links to curriculum with local knowledge through the Aboriginal Education Team with the Teaching Quality and Impact Directorate.</p> <p>Development of the Yarn Time program for Aboriginal students to acquire cultural knowledge and share that knowledge with the broader student community.</p>	

Strategic Direction 3

Quality Systems that Support High Expectations

Purpose

To provide consistent and sustainable processes and systems that will underpin and enhance the efficient delivery of high -quality teaching and learning in order to maximise student outcomes through ongoing school improvement and professional effectiveness of all school members.

Improvement Measures

Increase positive Sentral entries by 20%, and decrease negative Sentral entries by 20%.

Tell Them From Me surveys for staff, parents and students reflect increased satisfaction with school and work life.

Progress towards achieving improvement measures

Process 1: Educational

Develop staff knowledge around DoE and NESAs requirements regarding education policies, processes and practices. Review current policies, practices and processes and update to ensure compliance.

Evaluation	Funds Expended (Resources)
Review student leadership policy has identified pathways for improvement in 2021. Assessment and reporting policy refined and implemented throughout 2020. In spite of particular challenges for the sequencing and summative assessment of learning, significant progress aligning planning for learning, learning and evaluation of impact of learning. Development of HSC monitoring process incorporating SharePoint and Teams	Professional learning in the use of technology to support excellence in administration (Teams, VC platforms to collaborate with peers, SharePoint) Executive and faculty annual conferences Funding Sources: • Professional learning (\$2000.00)

Process 2: Professional Learning

Evaluate current leadership capacity and develop necessary skills and practices through targeted professional learning and mentoring/ coaching to effectively monitor, develop and maintain quality systems and processes.

Evaluation	Funds Expended (Resources)
Creation of additional time for instructional leadership through the Assistant Principal role with a significant reduction in face to face teaching responsibilities (50%).	Reduction in face-face teaching time for Assistant principal (50%) Professional learning collaboration period included for all teaching staff

Process 3: Management / Administrative

Review current administrative practices and systems, making informed choices based on cost-effectiveness, evidence, and in response to the local context and need.

(whole school communication strategy, Budgeting, finance systems)

Evaluation	Funds Expended (Resources)
Comprehensive review of WHS led to the establishment of a WHS team including review of processes for WWCC compliance with parent helpers and volunteers. Risk assessment processes has been further streamlined to	

Progress towards achieving improvement measures

enhance the quality of the assessment process and reduce administrative burden on staff.

Development and implementation of comprehensive processes to support learning through the lease and use of a school bus.

With significant turnover in executive staff, both substantive executive teacher roles (Assistant Principal and Head Teacher Secondary Studies) are new to the school in 2020, a review of the procedures identified opportunities such as developing a school-wide Team with all school based procedures readily available for all staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$3 000.00) 	NAIDOC week - whole school Sista speak and Yarn time scoping PL
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$400.00) 	Additional curriculum offers are made for all students to ensure relevant and challenging curriculum is available. Learning resources purchased to support accessing written text with the English language proficiency funding.
Low level adjustment for disability	Employment of School Learning Support Officer Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$28 244.00) 	The employment of additional School Learning Support Officers continues to be an important area for providing direct support for students with a disability. Targeted support takes place in class, as well as through the provision of specialist programs such as MiniLit and the Hands on Learning program. The effectiveness of MiniLit has been monitored through additional data in class, and will be further expanded in 2021. The Hands on Learning program has been consistently identified by students and their families as an important platform to build student confidence and engagement with their learning, and will continue in the foreseeable future.
Quality Teaching, Successful Students (QTSS)		QTSS funding has supported the release for the Assistant Principal to work directly with primary teaching staff.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$61 820.00) 	Socio-economic background funding has been allocated to support all students to engage in a broad curriculum free from obstacles, including: <ul style="list-style-type: none"> running a breakfast and lunch program for all students, run with the assistance of student leaders and school learning support staff providing student assistance in the form of uniform and subject consumables developing the physical environment in key learning spaces for enhanced 1-1 support for all students supplementing the Positive Behaviour for Learning program, including rewards (extra-curricular experiences) providing physical resources for the Hands on Learning program
Support for beginning teachers		Beginning teachers have an additional release time built into their teaching loads, and access additional curriculum specific professional learning. All beginning teachers have the opportunity to access a subject specialist mentor, as well as general support through their respective executive staff.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	61	54	58	52
Girls	64	54	42	38

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.1	90	92	92.7
1	94.4	93.9	93	94.2
2	92.8	91.9	90.9	92.8
3	94.3	89.9	88	91.5
4	94.7	90.5	88.9	97.3
5	93.8	89.3	95	90.6
6	92.6	94.8	92.1	95.2
7	94.7	94.5	90	82.4
8	83.5	94.9	90.9	92.9
9	90.7	87.2	85.3	90
10	80.8	93.1	88.2	82.4
11	95.4	96.4	81.8	92
12	87.1	87.9	86.9	89
All Years	92.5	91.9	89.4	91.3
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	0	0	0
Employment	0	0	33
TAFE entry	0	25	0
University Entry	0	0	67
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

40.00% of Year 12 students at Barellan Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Barellan 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)	1
Classroom Teacher(s)	10.27
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
School Administration and Support Staff	6.39
Other Positions	0.1

*Full Time Equivalent

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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	351,513
Revenue	2,727,916
Appropriation	2,701,991
Sale of Goods and Services	540
Grants and contributions	24,621
Investment income	764
Expenses	-2,635,874
Employee related	-2,065,863
Operating expenses	-570,011
Surplus / deficit for the year	92,042
Closing Balance	443,555

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.

	2020 Approved SBA (\$)
Targeted Total	33,221
Equity Total	152,680
Equity - Aboriginal	7,524
Equity - Socio-economic	61,820
Equity - Language	400
Equity - Disability	82,936
Base Total	2,131,135
Base - Per Capita	24,050
Base - Location	39,039
Base - Other	2,068,045
Other Total	348,131
Grand Total	2,665,167

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

The school conducted a comprehensive situational analysis in preparation for the Strategic Improvement Plan (SIP) for 2021-2024 where numerous surveys were conducted. Some highlights of the analyses are presented below.

Student Survey Results

- Students in both primary and secondary indicated a lower level of interest and motivation in learning than state-wide norms.
- Secondary students in years 7-10 have very unclear aspirations, with low aspirations for tertiary studies. Senior secondary students, however have far superior aspirations for tertiary studies.
- Secondary students indicated a lower sense of advocacy for their wellbeing both within and outside the school than state-wide norms, highlighting the future directions for the school to foster positive connections for all students.
- During the learning from home period, students reported a decline in effort to their studies.
- Aboriginal students in primary school indicated overwhelmingly that they feel good about their culture and feel that their teachers understand their culture, whereas secondary students were far less positive, with 40% disagreeing that they felt positive about their culture and that teachers understood their culture.

Parent Survey Results

- The findings of these surveys indicated that parents are generally very satisfied with the school overall. 50% of parents surveys indicated that their level of satisfaction was rated on a scale from 1-10 of a 9/10 or a 10/10, and less than 5% of parents rated their satisfaction below 5/10.
- Through the parent surveys, parents indicated their strongest agreement with questions related to the approachability of the school leadership team and the importance of supporting students with a disability. In terms of the parents' perception of the school values, 92% of parents indicated that the school values are important to them.
- Parents are pleased with the curriculum choice and indicated that students enjoy the subjects that they are studying. Students indicated however that they are less interested and motivated across secondary school than compared across NSW government school norms.

Teaching Staff

- Almost all staff indicated that they enjoy working at BCS and were proud of the school. All but one staff member surveyed felt that they had the support of a trusted colleague and that they treat their colleagues with respect.

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 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

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.