**School context statement**

Barellan Central School was a National Partnerships Quality Teaching NSW Centre for Excellence from 2011 – 2013 and received additional funding under the Low SES National Partnerships from 2010 – 2013. The staff and students have benefitted from the focus on Quality Teaching and 21st Century pedagogy.

Barellan Central School is a K-12 school with an enrolment of just over 100 students located in the Northern Riverina of NSW approximately 50 km from the regional centres of Griffith and Leeton. The school aims to develop positive, caring students who set high expectations and persevere to achieve their potential in all areas. The holistic philosophy at Barellan Central School recognises and supports the individual academic needs of each student whilst also focusing on the development of creative, cultural and sporting pursuits.

Barellan Central School has developed an outstanding technology platform to integrate technology into teaching and learning and has an intense focus on the delivery of a high quality curriculum to meet the needs of all students. The focus is reflected in our school plan through an emphasis on Quality Teaching and the effective integration of technology into teaching and learning via our 21st Century Pedagogy for E-Learning action research project. Our school utilises a Modular Object Oriented Dynamic Learning Environment (MOODLE) to coordinate learning programs that can be accessed by our learning community at all times. Our focus on 21st Century pedagogy also calls for a focus on digital citizenship which is a major focus on our student wellbeing program.

Our School is also a member of the highly successful Riverina Access Partnership (RAP) which utilises video conferencing technology to deliver the Higher School Certificate curriculum across six schools.

Barellan Central School has a highly professional and dedicated staff that utilise their strengths to provide outstanding opportunities and support for all students. There is an established culture of continuous improvement and ongoing professional learning with significant investment in staff training and ongoing, strategic professional learning in school priority areas.

Our school provides highly successful Vocational Education and Training programs and prides itself on providing pathways that meet the individual needs of students. Students are also accelerated from stage 5 into stage 6 Vocational Education and Training Programs.

Our School provides a wide range of successful Literacy and Numeracy programs to support student learning across all key learning areas. The student learning support model utilises the expertise of teachers and school administration and support staff to support students with learning difficulties and identified learning support needs.

Barellan Central School provides a wide range of highly successful sporting programs and a high proportion of students represent the school at Regional and State Level.

**Year 9 Textiles Tie-Dye Fabric and Bag Design**

**Principal’s Message**

There is a great deal that I love about my work at Barellan Central School (BCS), but often, it is the small things that bring a smile to my face and make my work so rewarding. I love it when the bell rings and I see our children running enthusiastically to their class lines ready to start learning. I love it when I see our children running enthusiastically to their class lines ready to start learning. I love it when I walk into classrooms and see children all engaged in their learning activities and trying their best. I love it when I walk into a staffroom full of laughter. I love seeing the changes in our gardens throughout the seasons. I love taking time to work with groups of students.
throughout the school and reflect on how much they have grown and how much they have learned throughout the year. I love hearing about the somewhat small successes of each student as they achieve improved results in a certain area of their learning. I love seeing students being brave enough to try something for the first time – seeing them have a go. I love hearing the students playing at recess and lunch, enjoying each other’s company. I also love watching each staff member grow and develop strengths as they continue in their careers. I have the best job, in the best school.

As we all ponder another year gone, I reflect on another busy year we have all had at BCS. There have been multitudes of learning opportunities for both students and staff across the school. These have curriculum based and extra-curricular. Staff worked tirelessly to provide these opportunities to our students and I know that the students have taken advantage of them all.

Students have participated in several academic competitions and many achieved Credit and Distinction levels; it is pleasing to see that students will participate in these competitions, and especially pleasing to see students from our small school achieve great results.

Many of our students have exercised their musical talents throughout the year either within the school choir, guitar lessons, piano lessons, or even drum lessons! I have heard these students practising with their tutors, Glenn, Ruth and Phil and they are all developing into excellent musicians. Of particular note is Jessie McDermott’s selection in the School’s Spectacular Central Choir and the State Choir after her attendance at Choral Camp earlier this year.

Whether it is sporting, cultural or academic, our students continue to strive to achieve their best in all that they do. Completion of assignments, set classwork, behaviour in the playground, representing the school in the community near or far, our students are great ambassadors for our school.

Between the sporting, cultural and academic activities, BCS had several students represent the school at the State level this year, including Max Findlay, Kokulan Kandeepan, Lisa Ohlsen, Jessie McDermott and the Girl’s Netball team. This is a fantastic result and we are all proud of your efforts!

Our staff are a group of dedicated people who work tirelessly for the benefit of our students and the community. They are supportive of one another and the students and take pleasure in helping everyone at Barellan Central School achieve their best.

BCS enjoyed continuing to host Stefanie Koegler for the first half of this year and I know that she formed long lasting bonds with the students and community of Barellan. It was a sad farewell when it was time for her to go back to her family in Germany but many of us are still in touch. This was a fantastic experience for all of us. Stefanie shared the differences in schooling and growing up that she experienced in Germany with us, giving a new perspective on life here in Barellan.

We are fortunate enough to have received some upgrades to our buildings this year. We will have a science lab upgrade and also the Trade Training Centre will begin construction early next year. The lab upgrade will improve the layout of the room and will allow for a better and safer space for completing practical work. The Trade Training Centre will allow us to run VET courses in Metals and Construction from 2016. Exciting times ahead!

In previous years, students have taken up apprenticeships after completing work placement as part of their VET courses and we trust that having the newly built Trade Training Centre will assist students even more to gain the experience and skills that employers are looking for.

Our P&C have once again been outstanding supporters of our school this year. A handful of extremely dedicated members have worked industriously throughout the year to ensure that students have as many opportunities as possible.
They have been generous both with financial donations and donations of time to ensure that many special events ran this year, including reducing the costs of excursions such as the Secondary excursion to Melbourne and the visit from the Flying Fruit Fly Circus just to name two. Working through the uniform changes has been well supported by the P&C and I thank them, especially Jeanette Brumby, for their assistance in making it happen – the Secondary students’ uniform looks outstanding.

With lots of learning also came lots of fun in the form of school sporting events and carnivals, excursions-a-plenty, Easter hat parade, whole school activities, Glitterball, self-defense workshop, Flying Fruit Fly Circus, Children’s Week treasure hunt and many more! And we can’t forget that these activities happen because of our dedicated staff.

Our senior students worked hard to complete their HSC studies this year. Josh, Kurt and Sally have been outstanding ambassadors for our school and I feel confident that they leave our school as strong individuals. They have developed into mature, responsible young adults who have the world at their feet. They have acquired the core skills of a 21st Century Learner – communication, collaboration, critical thinking and creativity. These skills, along with the values of Barellan Central School will place them in an excellent position as they embrace their new challenges, whatever path they choose to follow.

2015 will be another fulfilling year at Barellan Central School and I look forward to sharing it with you once again or for the first time if you are new to our lovely school.

I have the best job, in the best school. There are so many things to be grateful for, and working at Barellan Central School is certainly one of them.

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile – Primary**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
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**Student enrolment profile – Secondary**

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**Student attendance profile**

Student attendance is monitored daily by classroom teachers in K-6 classes and each lesson by secondary teachers via Sentral. These are
centrally managed by a School Administration Officer. Executive teachers contact parents when student attendance causes concern, which is followed up by interviews with the principal and if unsatisfactory referred to the Home School Liaison Officer.

### Student attendance profile – Primary

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
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<tr>
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Note: Attendance rates for central schools are for K-6.

### Student attendance profile – Secondary

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<tr>
<td>12</td>
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<tr>
<td>Total</td>
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</table>

### Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>8.294</td>
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</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 there were zero Aboriginal employees at Barellan Central School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</table>

Professional learning and teacher accreditation

Professional learning takes a high priority at Barellan CS. Staff undertake a wide range of professional learning linked to the school plan as well as regional and state priorities.

100% of staff participated in professional learning.

The average expenditure per teacher was $904.85.

Total expenditure on teacher professional learning was $14477.59.

This year professional learning included;

- Mandatory training
- 21st Century teaching and learning
- Planning and evaluations
- Australian Curriculum implementation
- MOODLE
- Sentral
- 2LS Secondary Learning Strategy
- Combined Riverina Access Partnership SDDs
- Learning focused on School Leadership and Management

There were no new scheme teachers working towards accreditation.

Beginning Teachers

Beginning teachers at Barellan Central School were supported with provision of Professional Learning in several areas in 2014. These included:

- Beginning Teacher Workshops
- Board of Studies Workshops
- Student Wellbeing Conferences

Staff are also supported by the Virtual Faculty initiatives within the Riverina Access Partnership. This initiative aims to build the capacity of Beginning Teachers by new teachers working with highly experienced teachers within their faculty area from other schools in the Partnership.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Students at Barellan Central School complete Higher School Certificate Courses via the Riverina Access Partnership. In 2014, the Business Studies course was delivered from Barellan Central School and the results shown in the graph below show that our students achieved results higher than the state DEC average.

Other achievements

Barellan Central School was able to take part in many curricular and extra-curricular areas throughout 2014. Some of them are detailed below.

Debating

Four students from Years 7 and 8 made up our debating team in 2014. Ryan Findlay, Jessie McDermott, Kobiga Kandeepan and Sandy Flagg (pictured below) worked well together and won all of their debates to make it to the final with Deniliquin HS, including a unique debate which utilised our Video Conference facilities. Unfortunately we had to forfeit the final debate but we are very proud of our team for their hard work.
Premier’s Spelling Bee

Our Years 4, 5 and 6 students all participated in the Premier’s Spelling Bee in 2014. After eight tough rounds, our overall female champion was Charlotte Rainbird with Jane Haeusler being runner up, while the male champion was Kokulan Kandeepan with Norman Haeusler the runner up. All students did extremely well, maintaining their concentration to the end.

Spelling Bee - Lillian Rainbird, Mrs Luppi, Clancy Male

Kokulan, Norman, Charlotte and Jane represented Barellan Central School at the Regional final in Griffith. All students performed well, however, Kokulan was the strongest of our team and he booked himself a spot in the State Championships in Sydney. Here he made it to the fourth round – a job well done.

Community Involvement and Special Celebrations

As always, our school participated in our community where opportunities arose. This included participation in the ANZAC Day march, National Tree Planting Day, Clean Up Australia Day and our Principal participated in the Ice Bucket Challenge supporting Motor Neuron Disease (MND) awareness with our community having been touched by this disease and our SRC holding an awareness and fundraising day for MND.

Barellan Central School also hosted a combined schools Science Day for nearby small Primary schools. The day celebrated all things Science and was designed to increase student and teacher engagement and interest in the wonderful world of Science.

Excursions

Secondary students enjoyed a 4 day excursion to Melbourne this year to provide both curricular and cultural experiences for students. Experiences included visits to the Melbourne Cricket Ground, ScienceWorks, the Eureka Skydeck and the Melbourne Museum.

Years 6, 7 and 8 were invited by Goldenfields Water County Council in Temora to participate in the GW500 project. This project aims to build a wildlife corridor to connect 500km of land. Barellan students learned about bats and how to build bat boxes to hang back in Barellan. Students were treated to a talk by Costa Georgiadis from Gardening Australia on how to improve soil nutrition.

Students from Years 10, 11 and 12 travelled to Sydney for the Sydney Morning Herald Careers Expo to be inspired about their next important step in life. Students visited the University of New South Wales to gain a glimpse of university life. Moore Park was the venue for the Expo where more than 250 universities, private colleges, trade and professional associations were on hand to discuss career paths. Students returned with plenty of ideas and inspiration for their futures.

Year 6 students attended the National Young Leaders Conference in Sydney where they listened to inspiring leaders.
Kindergarten to Year 3 students had a day out at the theatre to see Mr McGee and the biting Flea performed live at the Griffith Regional Theatre. This gave students the opportunity to experience live theatre after reading the book by Pamela Allen. After the theatre, students spent the afternoon at the Pioneer Park Museum in Griffith where they learned about ‘how things worked in the old days’ (as quoted by several students who attended).

Years 3 to 12 attended a special excursion in Leeton, participating in the National Indigenous 3on3 Basketball and Hip Hop Challenge. Vibe 3on3 aims to promote healthy lifestyles, strengthen communities and boost self-esteem. The event brings together Indigenous and non-Indigenous people for a fun free day of basketball, dancing, music, health and culture. The event encourages sportmanship, teaches new skills and builds self-esteem, as well as promoting reconciliation at a grassroots level. The Vibe 3on3 provides a positive and engaging environment for local and community-based health providers, particularly Aboriginal Medical Services to interact with the Aboriginal and Torres Strait Islander community, especially the young.

National Competitions
Several students across Barellan Central School participated in the University of NSW Academic Competitions in 2014. Of these students, several achieved a Credit or Distinction level.

Distinctions were earned by Jessie McDermott (Year 8) for Mathematics, English and Computer Studies; Kobiga Kandeepan (Year 8) for Mathematics; Kokulan Kandeepan (Year 6) for Mathematics, Science and Computer Studies.

Significant programs and initiatives – Policy and equity funding
Riverina Access Partnership
The Riverina Access Partnership, is a state funded, dynamic, collaborative and challenging interactive learning environment which connects students and high quality teachers in Ardlethan, Ariah Park, Barellan, Hillston, Lockhart and Oaklands Central Schools.

The Riverina Access Partnership provides a shared curriculum for senior secondary students across schools linked via video and web conferencing technologies. This enables rural students to complete their secondary education at their local school with a greater choice of Stage 6 curriculum.

Now in its 25th year, 2014 saw quite a few changes across the Partnership. Head Teacher Access Jean Dyason returned from leave in a part time capacity, which has seen Mr Stuart Whytcross take up the role of Acting Head Teacher.

2014 also saw the purchase and initial setup of Sentral Student Management System, which aims to streamline administrative processes across the schools and also provide teaching, executive and admin staff with a range of student data that can be used to enhance teaching and learning across the partnership.
State Access Management Group (SAMG) funds of over $40,000 were also distributed to the 4 core schools for link room technology upgrades. This saw the introduction of large interactive panels, new video conferencing units and a range of furniture and cosmetic upgrades to the conferencing rooms in these schools.

Funding from the Rural and Remote Education Strategy provided opportunities for Mathematics teachers across the Partnership to establish a virtual faculty which involved nine teachers from across the six partnership schools.

Also as part of this funding the Partnership was able to develop a new website to promote and market the opportunity for students to access the Riverina Access Program’s curriculum, which saw students from Coolamon Central School and Leeton High School studying individual subjects through the Riverina Access Partnership in 2014.

2014 also saw the announcement of the Riverina Access Partnership Trade Skills Centre which will see $2.89 Million in funding distributed to Ardlethan, Ariah Park and Barellan Central schools for the construction of purpose built trade training facilities. These state of the art facilities will see the delivery of 4 VET subjects to train students in the fields of Hospitality, Construction, Primary Industries and Metals and Engineering.

RAP has continued to offer a deliver a range of curriculum to our rural students with 22 Preliminary courses and 22 HSC courses running across the Partnership which included Physics and Chemistry.

RAP combined sport continues to grow. In 2014 we had our largest student numbers on record participate in the summer trials at Barellan. RAP teams are becoming extremely competitive across the South Western Zone, demonstrated by our Netball and Touch Football teams making the semi-finals of their respective gala days in 2014.

Our preliminary induction camp help at the Murrumbidgee Agricultural College in Yanco, and study days held at Ardlethan, Lockhart, Ariah Park and Oakland’s were all well received by staff and students across RAP, allowing students opportunities to meet face to face with their teachers and classmates.

2015 is set to be another busy and successful year for the Riverina Access Partnership as we continue to implement and train staff in the effective use of Sentral, strive to provide unique learning opportunities for staff and students and continue to develop capacity in delivering high quality 21st century teaching and learning.

Mr Stuart Whytcross
Acting Head Teacher Access

Aboriginal education

Less than 10% of the school population identifies as being of Aboriginal background. The Acknowledgement of Country is spoken at all formal school assemblies and the Aboriginal flag is flown with the National flag as a symbol of respect.

The school formally recognises significant dates relating to Aboriginal culture and history. The school also has a biennial Aboriginal Cultural Celebration Day where all students participate in a wide range of activities with members of the local Aboriginal community.

In 2014 Aboriginal students gained access to additional support in their classes for literacy and numeracy with further iPad purchases enabling students to have technology access at school.

Mr Stuart Whytcross
Acting Head Teacher Access
Multicultural education and anti-racism

The school celebrates multiculturalism through a variety of formal and informal opportunities throughout the year.

Multicultural education and LOTE (Italian) form part of the teaching and learning program from Kindergarten to Year 8.

The school has nominated an Anti Racism Contact Officer.

Our school has many nationalities represented within the student and teaching body. These cultures are celebrated at various recognized times throughout the year.

Equity Funding

- Aboriginal background
- Socio-economic background
- Learning and Support

In addition to targeting improvements in these three areas, Equity Funding has ensured that all students have access to all essential resources and learning opportunities.

Our initiatives surrounding student wellbeing, targeting literacy and numeracy outcomes for all students and teacher quality have ensured that all students have been able to improve their outcomes. This ensures improved outcomes of programs and strategies designed to ensure Aboriginal students achieve educational outcomes that match or better the outcomes of ‘all students’.

Equity funding also strengthened support for all students, including Aboriginal students at key transition points (including for students’ readiness for transition from home to school, Year 6 to Year 7, Year 10 to Years 11 and 12 and from school to work or further study).

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Data analysis
- Consultation
- Surveys

School planning 2012-2014:

School priority 1

Quality Teaching, Leadership and Management

Outcomes from 2012–2014

Enhanced Quality Teaching, Leadership and Management as demonstrated by 100% of teachers demonstrating evidenced improvement on elements of the NSWIT Professional Teaching standards.

Evidence of achievement of outcomes in 2014:

- Completion of AITSL Self Reflection Tool by all staff
- Use of data from AITSL self reflection tool to complete and target Professional Learning Plans
- Incorporate use of the National Teaching and Principal/Leadership Standards with Executives/Aspiring Executives

Strategies to achieve these outcomes in 2014

- Completion of AITSL Self Reflection Tool by all staff
- Use of data from AITSL self reflection tool to complete and target Professional Learning Plans
- Incorporate use of the National Teaching and Principal/Leadership Standards with Executives/Aspiring Executives
School priority 2
Curriculum, Engagement and Retention

Outcomes from 2012–2014

Increased levels of student, parent and community engagement and increased student retention.

Evidence of progress towards outcomes in 2014:

- Aggregate apparent retention has grown to 91.7% (All students not reflected in aggregate apparent retention data have gained full time employment, apprenticeships or traineeships as a direct result of school based initiatives)
- School attendance data demonstrates the majority of students achieved the above 95% attendance. Individual students are on the HSLO caseload.

Strategies to achieve these outcomes in 2014:

- Increased aggregate apparent 3 year retention year 10 to year 12 from 27.5% (2006-2008) to 62.4% (2008-2010) to:
  - 65% by 2012
  - 70% by 2013
  - 75% by 2014.

Target will include students who have gained employment, full time apprenticeships and traineeships.

- Increase school engagement as measured by whole school attendance from 94.6% (2011) to above 96% by the end of 2014.
- Further invitations to parents and community members to information sessions relating to student engagement and learning.

School priority 3
Literacy and Numeracy

Outcomes from 2012–2014

Improve our Literacy performance as measured by the aggregated percentage of year 5,7,9 students achieving greater than or equal to expected growth in annual NAPLAN testing (Reading) from 56% in 2010/2011 to 65% in 2013, 70% in 2014.

Improve our Literacy performance as measured by an increased aggregated percentage of Stage 1 to Stage 4 students achieving the top two achievement grades on school reporting statistics in Literacy from 32% in 2011 to 40% by the end of 2013, 41% by end of 2014.

Improve our Numeracy performance as measured by the aggregated percentage of year 5,7,9 students achieving greater than or equal to expected growth in annual NAPLAN testing (Numeracy) from 66% in 2010/2011 to: 70% in 2012. 75% in 2013. 80% in 2014.

Improve our Numeracy performance as measured by an increased aggregated percentage of Stage 1 to Stage 4 students achieving the top two achievement grades on school reporting statistics in Numeracy from 42% in 2012 to 43% by the end of 2013, 45% by end of 2014.

Evidence of progress towards outcomes in 2014:

- NAPLAN Data demonstrates that in 2014 only 44% of students in years 5,7,9 achieved equal to or greater than expected growth in Reading. However in all Literacy strands combined, 76% of students in years 5,7,9 achieved equal to or greater than expected growth.
Accelerated Reading data demonstrates students in Years 1-8 achieved an average growth of 44 months in reading age over a 31 month period.

School reporting statistics demonstrate 61% of Stage 1 to Stage 4 students achieving the top 2 achievement grades in English and AR (Literacy) in Semester 2, 2014.

NAPLAN growth data in Numeracy indicates that 81% of students achieved the expected growth in 2014.

School reporting statistics demonstrate 39.6% of Stage 1 to Stage 4 students achieving the top 2 achievement grades in Numeracy in Semester 2, 2014.

Strategies to achieve these outcomes in 2014:

- Align the “2LS”, “How2Learn” and “Focus on Reading” strategies across the school.
- Continue with AR and AL initiatives. Continue to target Stage 1 students in AR.
- Further Teacher Professional Learning on data analysis and target setting via Regional Office staff.
- Incorporation of Reading Eggs and L3 literacy strategies in Primary.
- Continue applications with Mathletics and Maths Online programs.
- Incorporate further TEN and TOWN strategies in Stage 1.
- Further personalised learning in Stages 1-4 utilising LaST.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Surveys were conducted as part of the initial 2015 – 2017 School Planning process. Sentiment was generally positive about the school, although engaging the community was identified as an area for improvement.

Surveys also indicated that students were overwhelmingly positive about the majority of school aspects, although an area to monitor is ensuring continued student engagement.

The school P&C was active in being part of school processes, and also provided a forum for feedback to the school.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.
School Captains with Her Excellency Marie Bashir