Barellan Central School
Annual School Report 2013
School context

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.

The school also has highly successful music programs including a choir which has performed at the Sydney Opera House, the NSW School’s Spectacular and a range of Regional events. The school participates in the Regional KROP (Kids Rapt on Performing) Festival.

Principal’s message

This year at Barellan Central School we have enjoyed successes in and out of the classroom for staff and students alike. There have been countless memories made and highlights throughout the year. Watching our students develop, learn and mature is always high up on that list as Principal.

Our Primary excursion to Lake Burrendong gave me the opportunity to learn more about our students in Years 3-6. As always these students were excellent ambassadors for our school and community.
All staff at Barellan Central School have continued to demonstrate their commitment to the students and community of Barellan and as such, the students have reaped the rewards of this. Our staff are committed to seeing the students succeed in their chosen path and staff have continued to complete professional development to support students in in many areas.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Stacie Luppi

P & C message

The Barellan Central School P & C has continued to work extremely hard in 2013 and achieve great support for Barellan Central School students and staff.

The Executive committee for 2013 consisted of:

President : Tina Haeusler
Vice President : Joanne Ohlsen
Secretary : Sarah Lees
Treasurer : Tracey Gordon
Uniform Co-ordinator : Jeanette Brumby
Canteen Co-ordinator : Karen Smith
Catering Co-ordinator : Jane Snaith

The P & C had 23 financial members for 2013 with consistent numbers turning up at monthly meetings.

Helen Foy stepped down from her Treasurer role and we thank Helen for many committed years as part of the executive.

The P & C continued its various roles in Barellan Central School.

- We have input into the decision making, future direction and review of policies for the school. This year included Home/Street passes.
- We aim to raise money to spend on supporting students and staff. Raffles and catering functions contribute mostly to our funds. Jane Snaith led the catering team this year with Study Day, Staff Development Day, Barellan Show BBQ, Weethalle Show Ball and Year 12 Graduation Dinner. Thank you to the everyone who gave up time to cook / donate food, turned up and worked at any for these functions. Many volunteer hours go into catering for these functions and its essential good support from a wide range of parents occurs. Also to all students who worked at functions. You are a vital part of our team and always do an outstanding job.
- We co-ordinate the uniforms our students wear. We thank Jeanette Brumby who continued to fulfil this role. 2013 saw a major review of the uniform and changes made to the Secondary Uniform for beginning 2014.
- We run the school Canteen. It relies on the volunteer work of Karen Smith making sure orders are placed and roster put together. It also requires the support of parents each week to open the canteen. We thank Karen and all those parents who have donated time to allow the canteen to operate this year. 2013 saw a major review of the canteen and its ability to function in its current form. Less available volunteers have put pressure on our ability to open 3 days a week. A continuing review of this will continue in 2014. A “Special Day” Menu was successfully started.

2013 purchases and donations for Barellan Central School included –

Donation to Far West
Donation to support SRC

Musical Instruments

Donation towards travel expenses Primary Excursion $2500

Prizes for School Art section at Barellan Show

New Jumpers for each Secondary student to help assist new uniform commencement for 214 Year 6 Year Shirts

Year 11 Shirts

Donation to State Representatives

Presentation Night Citizenship Awards

Barellan P & C is a small but very hard working committee and are always looking for more active members so we can fulfil our role in BCS. We meet once a month on a Tuesday night or Friday afternoon. But any support throughout the year, of any capacity is most welcome.

A huge thank you everyone who has supported the P & C this year in a big or small way. Sadly we are losing staff in 2014 but the P & C thank all staff for their hard work and dedication to educating students of Barellan Central School.

Tina Haeusler – President

Student representative’s message


Throughout the year we have endeavoured to be the voice of the students in our small school. We have discussed a variety of issues and ideas brought to us by the students, staff and community of Barellan Central School. These included the uniform changes, canteen issues, positive and negative consequences of behaviour and many others. The opinions of the students have been heard this year and taken into account when decisions have been made.

Alice Kenny – SRC President

Throughout the year, with the strong support of staff, parents and students, the SRC were able to successfully run many fundraisers. The Years 3-12 Term 2 Disco was a great success with everyone coming dressed as their favourite movie character. We held a Footy Colours Day and sold Hot Dogs for lunch and made an impressive $400. The SRC also held both a Purple Day and the Jeans for Genes Day throughout the year, in support of Epilepsy Research and Genetic Disorder Research.

Alice Kenny – SRC President

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

![Student enrolment profile graph]
Student attendance profile

Primary

Year | 2008 | 2009 | 2010 | 2011 | 2012 | 2013
--- | --- | --- | --- | --- | --- | ---
K | 92.6 | 97.0 | 91.8 | 94.0 | 92.4 |
1 | 96.7 | 92.0 | 94.4 | 94.7 | 95.1 |
2 | 95.8 | 95.8 | 91.7 | 95.0 | 93.3 |
3 | 96.8 | 92.7 | 96.7 | 93.2 | 93.3 |
4 | 97.2 | 97.2 | 96.0 | 92.1 | 90.6 |
5 | 92.6 | 94.9 | 95.1 | 92.6 | 96.4 |
6 | 94.5 | 94.0 | 93.5 | 96.5 | 89.7 |
Total | 95.0 | 94.2 | 94.8 | 93.9 | 94.1 | 93.3

Secondary

Year | 2008 | 2009 | 2010 | 2011 | 2012 | 2013
--- | --- | --- | --- | --- | --- | ---
7 | 94.7 | 90.9 | 92.0 | 93.5 | 95.1 |
8 | 95.7 | 94.7 | 89.2 | 89.3 | 89.1 |
9 | 93.3 | 94.5 | 90.0 | 90.4 | 91.8 |
10 | 91.9 | 95.2 | 90.5 | 90.4 | 90.7 |
11 | 91.5 | 95.3 | 90.2 | 94.9 | 92.4 |
12 | 92.8 | 98.6 | 90.0 | 93.9 | 89.6 |
Total | 93.4 | 93.5 | 94.6 | 90.3 | 91.5 | 91.5

Management of non-attendance

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.

Post-school destinations

37% of students from Year 12, 2013 gained entry into university courses, 12% gained entry to TAFE, 12% gained employment and 12% an apprenticeship. 25% others are seeking employment.

Year 12 students undertaking vocational or trade training

44% of students undertook Vocational Training in 2013.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of students attained the Higher School Certificate in 2013.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10.49</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>19.79</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.
One Indigenous employee worked at Barellan Central School under the Norta Norta Program for approximately 14 weeks.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>58</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>42</td>
</tr>
</tbody>
</table>

**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>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>74543.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>144233.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>156299.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>51216.17</td>
</tr>
<tr>
<td>Interest</td>
<td>3191.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14018.88</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>443502.58</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning                         |            |
| Key learning areas                         | 23463.27   |
| Excursions                                 | 41868.79   |
| Extracurricular dissections                | 10088.65   |
| Library                                    | 2369.82    |
| Training & development                     | 3762.31    |
| Tied funds                                 | 163255.59  |
| Casual relief teachers                     | 32406.45   |
| Administration & office                    | 32926.08   |
| School-operated canteen                    | 0.00       |
| Utilities                                  | 29013.13   |
| Maintenance                                | 22699.60   |
| Trust accounts                             | 13575.00   |
| Capital programs                           | 0.00       |
| Total expenditure                          | 375428.69  |

**Balance carried forward**

| Balance carried forward                     | 68073.89   |

Our school is in a similar financial situation to 2012 with continued reductions in costs in consumables but higher costs associated with utilities.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

Our school seeks to maximize the opportunities available to students in a wide range of extra-curricular areas.

**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.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Due to the small numbers of students in Year 3, graphical information cannot be provided without enabling the results of individual students to be identified.

**NAPLAN Year 3 - Numeracy**

Due to the small numbers of students in Year 3, graphical information cannot be provided without enabling the results of individual students to be identified.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small numbers of students in Year 5, graphical information cannot be provided without enabling the results of individual students to be identified.

**NAPLAN Year 5 - Numeracy**

Due to the small numbers of students in Year 5, graphical information cannot be provided without enabling the results of individual students to be identified.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small numbers of students in Year 7, graphical information cannot be provided without enabling the results of individual students to be identified.

**NAPLAN Year 7 - Numeracy**

Due to the small numbers of students in Year 7, graphical information cannot be provided without enabling the results of individual students to be identified.

**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small numbers of students in Year 9, graphical information cannot be provided without enabling the results of individual students to be identified.

**NAPLAN Year 9 - Numeracy**

Due to the small numbers of students in Year 9, graphical information cannot be provided without enabling the results of individual students to be identified.

**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).

Due to the small number of students in Year 12 HSC subjects, graphical information cannot be provided for all subjects without enabling the results of individual students to be identified.

Our school provides Preliminary HSC and HSC subjects through our learning community, the Riverina Access Partnership (RAP). The partnership provides an extensive curriculum choice for students.

**Record of School Achievement (RoSA)**

It is inappropriate to comment on this area due to small numbers of students and the possibility of identification of individual students.

**Achievements in the Arts, Sport and other school programs**

**Arts**

**Year 7 & 8 Visual Arts**

Students in 7 & 8 throughout the year looked at the Principles of Design and related this to areas of their practical work. Students created sketches and drawings using the characteristics of shape, colour, line and repetition.

Looking at different cultures from the past such as the Aztecs and early Islam, students created sketches and paintings.

Students created a range of Lino prints inspired by famous artist Margaret Preston. They created prints on Australian birds and reptiles.

Students also experimented with Clay. They constructed pinch pots, beehive pots, and small sculptural teapots which were moulded using a range of techniques.
In addition they looked at the famous Australian Artist John Olsen who has been described as one of Australia’s living treasures. Students created artworks based on his semi-abstract map like paintings using blues, oranges, yellows and ochres.

**Year 9 & 10 Visual Arts**

Students in 9 & 10 Elective art in term one looked at the ‘The Golden Mean’. They related this to designs in nature. They created large scale acrylic canvas paintings based on this theory using abstract concepts. Students learnt a range of painting styles and techniques for applying the paint onto the canvases.

Surrealism and famous Surrealist artist Salvador Dali helped to inspire student’s drawings and sketches in their Visual Diaries in term 2.

Contemporary foam sculptures and the famous street artist Jean Dubuffet influenced students foam sculptures. Using positive and negative shapes and using a range of coloured texta pens students created contemporary sculptures.

Students looked at Asian inspired designs and the history of Chinese Lanterns. Students created a range of drawings and sketches based on Asian designs including Japanese Fans, Japanese Woodcut designs, Fish, Bamboo, Dragons, flowers and Buddha images.

**HSC Visual Arts**

Two Higher School Certificate students from Barellan, one student from Urana, and two students from Ardlethan created artworks for the Higher School Certificate across the Riverina Access Partnership in 2013. Markers arrived at the school to mark their work on Friday 25th of October.

Kira Braddock’s Indigenous family background was the inspiration for her acrylic canvases. The history and culture of her family inspired painting. Traditional & Contemporary colours, patterns, symbols and text helped to bring together a body of work that expressed her feelings and connection to her family and the Barellan area.

Jackson Bischard created a Body of Work using the expressive media of Printmaking. Jackson’s Lino prints were based on famous icons such as the Sydney Harbour Bridge, Opera House, Colosseum and the London Tower. Jackson created a range of prints in the traditional and realistic way and then was able to use abstraction to create contemporary black and white prints. Jackson used coloured pencil to highlight particular areas and create a focal point of interest in his prints. This enabled him to produce a contemporary set of Lino Prints.

**Music**

This year the focus for the music program was to prepare for the Variety Night held in Term 3. Who could forget the wonderful Opening Act by K/1/2 when their hand made fireflies lit up the stage, followed by their catchy song “Tadpole Blues” in full costume. Another highlight of the night was the Yr 3/4/5/6 “Three Little Pigs Rap.” A modern
take on the classic nursery rhyme told with
dance, drama and rap.

All of these Infants and Primary class acts were a
combined effort with Miss Tye, Mrs Prentice, Mrs
Whytcross, Mrs Moore, Mrs Kenny, Mrs Calabria,
Mrs Conlan and Mrs Binns. Mrs Binns in
particular created some great skits that kept the
audiences well entertained.

It’s amazing that such a small school produced 3
school bands this year.

The junior band “A Lucky Find” comprised of Yr
5/6 students not only performed at Variety Night
but also competed in the Leeton Eisteddfod
gaining “Highly Commended” against large
orchestral bands.

The Yr 7/8 band were an all girl band who wowed
everyone at Variety Night. The music program for
Yr 7/8 included learning to play Joni Mitchell’s
“Big Yellow Taxi” to perform at Variety Night
along with the advanced guitar students studying
with Glenn Lucas and the Yr 9/10 music elective
group providing vocals.

The Yr 9/10 Music Elective class not only focused
on vocal performances throughout the year in
the Leeton Eisteddfod, Variety Night and
Presentation Night but also learned a few songs
on the ukulele.

Our Senior Band made up of Yr 9 to 12 students
also performed several songs at Variety Night
showing their versatility by swapping instruments
between songs.

This year we had one student studying music in Yr
12. She gained more and more confidence as the
year progressed and she was able to perform one
of her HSC performances at Variety Night with
the help of Georgia from Yr 9 on bass, Glenn on
guitar and Ryan from Yr 6 on the drums. This was
a huge achievement for Niomi. We wish her all
the best for the future.

Congratulations must go to all the students who
performed solos and in the Choral groups at
Variety Night and in the Leeton Eisteddfod with a
lot of personal best results.

We had another great day this year at Tullibigeal
this year with students from Yr 5 to 8 enjoying
drama, dance, music and art activities producing
amazing artworks that I’m sure are proudly
placed on the wall at home by now.

Rock Camp again was a success with 6 students
from BCS attending. Their behaviour, attitude and
talents were all commented on by the staff and
we should be very proud of them.

Presentation Night is nearing and the K to 6
classes will once again wow their families with a
rendition of “Grandmas ‘Feather Bed” complete
with Yr K/1 playing their own handmade “junk
instruments,” Yr 1/ 2 providing the heel and toe
bush dance and Yr 3/ 4 and 5/6 singing and
playing various instruments as well. It’ll be
a hoot!

The Choir will be the last group to feature this
year at Presentation Night and will be a fitting
end to what will be my final year with BCS. I
thank all of the past and present staff for their
support and guidance and past and present
students who have allowed me to share my
enthusiasm and passion for music and drama
with them.

Sport

This year has once again seen more amazing
achievements on the sporting fields from
students at Barellan Central School.

Our students have participated and excelled in a
wide array of sports, including Netball, Australian
Rules, Touch Football, Tennis, Cricket, Rugby
League, Swimming, Athletics and Cross Country.

Many athletes, both Primary and Secondary, have
represented the school in the best ways possible
and win, lose or draw, everyone who competed
in 2013 should feel proud of their
accomplishments. We had many Zone and
Riverina competitors and several who made it all
the way to State carnivals, squads who were
successful at becoming Zone Champions and
several teams that excelled in Central School
competitions.
Barellan Central also had many students compete in the RAP teams, combining with students from Ariah Park, Ardlethan, Hillston, Urana, Lockhart and Oaklands for touch football, lawn bowls, tennis, rugby league, cricket and netball.

I would like to acknowledge all those who have participated in any of the carnivals or teams in 2013. I am immensely proud of the manner in which you competed and the way you have represented Barellan Central. I’m proud of each and every one of you and hope next year brings even greater success.

**John O’Brien Writing Competition**

Seven of our students placed 1st or 2nd in the 10 creative writing categories in the 2013 John O’Brien Festival Writing Competition, where students are required to write poetry or short stories based on a bush theme. Students were praised for the high standard of writing throughout the school.

**Significant programs and initiatives**

**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.

Through our Norta Norta tutor Aboriginal students gained access to additional support in their classes for literacy and numeracy. Students also participated in cultural activities and the painting of two small murals in our school playground.

**Multicultural education**

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

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

The school has nominated an Anti Racism Contact Officer.

In 2013 our school held a day to celebrate all of the cultures in our school. A special assembly was held and guests were invited to join us. Special guests included an Aboriginal Dance Group, a local Aboriginal Elder and a chef who demonstrated cooking of foods from different nationalities within the school and region. Students rotated through these activities and other knowledge gathering workshops throughout the afternoon.
National partnerships and significant Commonwealth initiatives (participating schools only)

Barellan Central School participated in two National Partnerships Programs:
- Teacher Quality: Low SES
- Teacher Quality: Smarter Schools Centre for Excellence

Our school has addressed the six reforms of the National Partnerships initiative by focusing on a range of Action Research Projects.

Action Research Projects include:

**Quality Teaching: 21st Century Teaching and Learning**

This project aims to improve teacher quality and enhance the use of authentic and effective integration of computer technology into quality teaching and learning programs.

- 100% of teachers agree: The professional learning in 21st Century Pedagogy around effective use of the tools has assisted me to effectively integrate technology into lessons.
- 100% of teachers have demonstrated growth in a range of measures of the Connected Learning Advisory Service (CLAS) survey relating to integrating technology into teaching and learning.
- 100% of teachers and executive has improved their understanding of data analysis to improve student outcomes.
- 100% of teachers have demonstrated growth against all NSWIT Professional Standards.

**Accelerated Literacy / Secondary Literacy Strategies**

This project aims to embed effective literacy strategies into teaching and learning programs and enhance literacy outcomes for all students.

- 100% of teachers involved in Accelerated Literacy agreed with the statement: Professional Learning in Accelerated Literacy and 2LS has improved my knowledge and understanding of effective literacy strategies.
- Explicit literacy strategies are evident throughout teaching and learning programs.
- All teachers have access to a range of materials to support the explicit teaching of these strategies on the school MOODLE.
- Additional Professional Learning for additional staff has provided extra support in the use of literacy strategies in all KLAs.

**Accelerated Reading**

This project aims to enhance reading in students from Year 2 to Year 8 by effectively linking texts to students and providing more effective feedback on reading.

- A large amount of anecdotal evidence from students, staff and parents indicates a large increase in engagement in reading.
- Students report reading more than ever before.
- 100% of students from Year 2 to Year 8 improved their reading age.
- The graph below shows the average reading age improvement for students in Year 2 to Year 8 in 2013.
Riverina Access Partnership (RAP)

The major component of our connected learning environment is the Riverina Access Partnership. Barellan Central School and 5 other schools successfully share staffing and students to establish a senior campus by using videoconferencing facilities to deliver our Preliminary and HSC curriculum.

Expansion of the RAP Connected Learning Community (extensively utilising videoconferencing technologies) to encompass the schools of Oaklands Central and Lockhart Central within the existing Partnership schools of Ardlethan Central, Ariah Park Central, Barellan Central and Hillston Central Schools.

Expansion has also involved the development of Stage 6 and Stage 5 faculties providing further professional learning opportunities, beginning teacher support, sharing of programs and quality teaching practices.

RAP Sport

In an extension of curriculum collaboration, RAP has established a similar program for representative sport. The Partnership enters CHS competitions in Boys and Girls Touch, Boys and Girls Tennis, Mixed Lawn Bowls, Boys and Girls Cricket, Girls Netball, AFL, Softball and Basketball. This has enabled the 5 partnership schools to develop student networks beginning in Year 7 and extending through to Year 12.

Junior RAP

Incorporation of the Primary departments in the Connected Learning Community, which created the opportunity for shared resourcing of Accelerated Literacy, Connected Outcome Groups and Mathematics Scope and Sequences across 4 of the 7 partnership schools.

VC Access Project

Staff from the Lachlan, Riverina and Western Access clusters worked together in Term Four, 2013, to share their expertise and knowledge about successfully delivering lessons via the Video Conference.

During the term they were able to produce a wide range of resources to assist teachers in planning and presenting lessons via the Video Conference and using other collaborative technologies.

The resources were developed, collated and presented by the teachers and are based around four areas identified during our first meeting as being the most critical in successful teaching via the Video Conference, these being; Communication, Planning, Programming and Technology.

The teachers have worked together in expert groups to produce resources, including Video Conferences, Wiki sites, word documents and school documentation based on these four areas.
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:

- Student performance data analysis from NAPLAN, HSC and internal sources
- Parent, student and staff surveys
- Attendance, engagement and retention data

School planning 2012—2014: progress in 2013

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 progress towards outcomes in 2013:
- Professional Learning plan evaluations using NSWIT standards demonstrate improvements in all elements.
- CLAS survey data demonstrates phase improvement for all teachers.

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 2013:
- Aggregate apparent retention has grown to 91% (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 2013:**

- NAPLAN Data demonstrates that in 2013 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.

- NAPLAN growth data indicates that 78.6% of students achieved the expected growth in 2013.

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

**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.

Professional learning

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 $1093.

Total expenditure on teacher professional learning was $16403.11.

This year professional learning included;

- Mandatory training
- 21st Century teaching and learning
- Planning and evaluations
- MOODLE
- Sentral
- 2LS Secondary Learning Strategy
- Combined Riverina Access Partnership SDDs
- Learning focused on School Leadership and Management
- Learning related to teacher Professional Learning Plans.

Three new scheme teachers worked towards accreditation.

One staff member was accredited for professional leadership.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

25% of our parent body responded to a survey.

The overwhelming majority of our parents agree or strongly agree that:

- our school encourages a sense of pride in achievement and a sense of self worth
- our school’s staff are approachable and willing to talk about their child’s progress
- their child enjoys being at school
- our school is secure and safe
- teachers at our school are professional, committed and enthusiastic
- the staff and students at our school respect each other
- teachers at our school treat students fairly
- teachers provide a stimulating learning environment and make school work interesting and enjoyable
- children are encouraged to achieve to the best of their ability
- our school is meeting the educational needs of their child
- at our school their child’s interests and talents are being developed

Our students in years 4 to 12 completed a survey. 59% of students completed the survey.

The overwhelming majority of our students agree or strongly agree that:

- Our teachers expect high standards of work
- They like to learn new things at school
- They try to do their best work at school
- They can see how to apply what they learn at school to real-life situations
- They feel proud to be a students at our school
- Teachers take an interest in helping them with their work
- They can talk to at least one teacher or other adult at school if they have a problem
- They feel safe at school
• Teachers treat them fairly
• They follow school and class rules
• Teachers praise me when they do well at school

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.

Stacie Luppi  Principal 2013
Jenny McDonnell  Head Teacher
Alice Kenny  School Captain
James McDermott  School Captain
Tina Haeusler  P&C President
Stuart Whytcross  Highly Accomplished Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: