Baradine Central School
Annual School Report
Our school at a glance

Students

The 2012 school year commenced with enrolment of 135 students. This was a significant increase from 105 students in 2011. Enrolments were evenly distributed between primary and secondary with 20% of total population represented in senior school (Stage 6) for the first time.

Staff

The school had an entitlement of 12 fulltime teacher positions & 5 support staff positions. The staff is a dedicated and caring team that continues to enjoy working with our students to see them achieve and grow.

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

Significant programs and initiatives

The school receives additional funding under National Partnerships Low Socio-Economic Status Program, Country Area Program, Priority Schools Program, Trade Training Centre’s Program, Stephanie Alexander Kitchen Garden Program and Active After School Program.

Student achievement in 2012

NAPLAN

Year 3 – trend data for Year 3 from 2008 to 2012 indicates significant closing of the gap between school performance and whole of state performance in numeracy and spelling. 23% of Year 3 achieved proficiency in reading and grammar & punctuation and 31% achieved proficiency in both spelling and writing. Year 3 achieved higher in numeracy than in reading.

The school’s Year 3 Aboriginal achievement indicates a very significant consistent improvement in numeracy from 2008 to 2012.

Year 5 - trend data for Year 5 from 2008 to 2012 indicates significant closing of the gap between school performance and whole of state performance in reading. Year 5 achieved higher in literacy than in numeracy.

The school’s Year 5 Aboriginal achievement was well above whole of state Aboriginal achievement for grammar & punctuation. Year 5 Aboriginal data also indicates a very significant and consistent improvement in spelling and reading from 2008 to 2012.

Year 7 - trend data for Year 7 from 2008 to 2012 indicates a slight closing of the gap between school performance and whole of state performance in grammar & punctuation, spelling and numeracy. 18% of Year 7 achieved proficiency in reading, spelling and grammar & punctuation. Overall, Year 7 achieved higher in numeracy than reading.

Year 7 Aboriginal performance data from 2008 to 2012 reflects some concerning trends that will need to be addressed.

Year 9 - trend data for Year 9 from 2008 to 2012 indicates very significant closing of the gap between school performance and whole of state performance in grammar and punctuation. 20% of Year 9 achieved proficiency in writing. 13% achieved proficiency in numeracy and 10% achieved proficiency in both Spelling and grammar & punctuation. Year 9 achieved higher in numeracy than in reading.

The school’s Year 9 Aboriginal achievement was well above whole of state Aboriginal achievement for grammar & punctuation.

ESSA - Essential Secondary Science Assessment for Year 8 students

66% of students achieved in the middle two bands and one student achieving a Level 5 result. 2 students were at a below benchmark level.

ROSA - Record of School Achievement

100% Year 10 students (8) successfully completed all subjects in Stage 5 with one student achieved at an A level in Science.

HSC

One student completed their HSC while another student completed Year 12 on a pathways course with VET subjects.
Messages

Principal’s message
2012 has been a busy and rewarding time for Baradine Central School.
Weekly routine for students from Kindergarten to Year 12 have included the following programs and routines: Quicksmart numeracy; volunteering; outdoor learning; vegetable gardening; Active After School; Home Work Centre; whole school weekly assembly; kitchen garden activities; Positive Behaviour for Learning; Ikifit; welding; farm activities; music lessons; Japanese language; science experiment; and use of a range of information technologies.

Throughout the year community joined the school for events such as NAIDOC, ANZAC; Remembrance; Public Speaking; Debating; Dance; and Moorambilla.

Student groups participated in excursions to Canberra, Lake Keepit, Scone and Lake Burrendong.

Individual students and teams participated in sporting opportunities including horse sports, footy, netball, cricket, soccer, swimming, athletics and cross country.

Our achievements included:
- improvement in NAPLAN results in some areas
- Year 9 student Sophie Horder gained selection in the virtual classroom program known as xsel.
- Year 10 student Amy Anderson was selected to sit on the national Youth Council as a rural representative.
- Year 10 student, Jokota Bowling, recognised by TAFE New England for his achievement in Metals & Engineering.
- a formal partnership with TAFE New England leading to the placement of a welding teacher at the school on one day per week
- commenced the year with a 25% increase in whole school enrolments that was largely represented in Years 11/12 ad in Kindergarten.
- fully functional Trade training Centres in operation for Hospitality, Metals & engineering and Primary industries
- Years 8/9 students mentored by professionals to develop skills in film making leading to the production of two feature films, one of which is to be shown on ABC television.
- the AECG was formed and conducted meeting throughout the year
- students enrolled in school based apprenticeships in automotive and meat retail careers.

Staffing the school continued to be a key challenge. Four teachers received permanent appointments - Miss Cassandra Stanford, agriculture, Mr Andrew Dunnin TAS, Miss Casey Birrell English and & Mrs Fiona Hensby, Learning & Support Teacher. TAFE New England Metals & Engineering teacher, Mr Greg Larkin, joined the staff on a regular part time basis. Long time school cleaner Mrs Val Harris retired and was replaced by Mr Peter McElhinney.

Staff who left Baradine Central school during 2012 and at the start of 2013 were Mrs Pip Kearney, Mr Andrew Dunnin, Miss Ariana Cormie, Mrs Trudi Roberts, Miss Cassandra Stanford and Mr Jack Ramage.

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.

Christine Clarke
Principal
P & C and/or School Council message
Baradine Central P&C is a small group of committed members who have given up their time throughout the year to help with various events and fundraisers. Some of the fundraisers this year have been, champagne tent at the Baradine show, election day BBQ, Moorambilla choir BBQ and canteen at the Baradine camp draft. Some up coming events we have planned are, local artist Taliah White is coming in to paint a mural around the canteen window and the champagne tent again at the show.

I would like to thank Josie Varley, Nikki Sutherland, Stacey Spence, Sue Stonham, Bronwyn Masman, Carol Hotchkiss and anyone else who may have helped throughout the year. I would also like to thank Mrs Chris Clarke, Miss Emma Rylie and Miss Christie Baker for attending our meetings and keeping us up to date with important issues in our school.

New members are always welcome. So if you have any issues, concerns or ideas please come along to our meetings. I look forward to seeing some new faces on our committee next year.

Sharon Wilson
President P&C

Student representative’s message
Secondary Captain’s Report
Baradine Central School has been close to our hearts for the last 13 years. Codie Bruce, Rene Ruttleay and myself all commenced our schooling here, enrolling in Kindy with Mrs Munns. In our time, we have seen many changes to Baradine Central school, including meeting new staff, losing some old favourites and transitioning from the primary school to secondary school.

2012, like all the other years, has been jammed full of action for our secondary students.

On the sporting front, the annual swimming carnival was a fantastic event, encouraging students of all ages to get in and get involved! I am proud to say that the students prevailed again, stealing the championship from the staff despite their best efforts.

We also participated in a range of sporting competitions including rugby league, lawn bowls, basketball, netball and cricket. Recently, we have been involved in a range of 7 aside competitions, with students from Binnaway, Gulargambone, Coolah and Dunedoo each hosting a round robin competition. This was a fantastic way for our students to form bonds with their peers in the other local schools.

As a school leader, I am proud to report that each year group has been involved in many extracurricular activities. The Year 7 went on an Orientation Camp at Lake Keepit with Miss Stanford. Year 8 travelled to Sydney as part of the ASPIRE team’s introduction to university program. Our students had a few days of sight seeing, university orientation and study skills seminars. They were encouraged to consider fulfilling their dreams of a tertiary education.

Year 9 students have taken on new leadership roles, forming the bulk of the Iki crew. They were responsible for the delivery of the martial-arts based welfare program to the younger primary peers and did a fantastic job.
With the School Certificate abolished this year, our Year 10 students have completed the first stage of their ROSA (record of school achievement). This is a new certificate that allows students who obtain employment to have their most recent qualifications recognised as partial completion of the HSC.

Our Year 11 students travelled to Lake Burendong Sport & Recreational Centre for the annual Western Access Program. This was an exciting experience that sealed new friendships that were previously known through video camera and TV screen on the virtual classrooms.

Finally Year 12 have had a huge year, completing assessments and the HSC exams.

On behalf of Codie, Rene and myself I would like to thank the students for electing us as the school leaders. I would like to also thank the teachers for trying to inspire us and for sharing their knowledge and patience with us.

Mark Martin, School Captain on behalf of Mark Martin, Codie Bruce (vice captain) and Rene Ruttley (captain).

Primary Captains

Thankyou for the honour and privilege of being the Baradine Central School primary captains for 2012. We have been fortunate enough to proudly represent BCS in many and varied duties. Some of these were the Young Leaders Conference in Sydney, the Anzac Day march and commemoration service, laying a wreath from the school at the Remembrance Day ceremony, the Easter Parade competition and leading whole school assemblies.

We also proudly represented our school on the bi-annual 5/6 class excursion to Canberra.

On occasions when the school had special visitors, we greeted and thanked these people, making them feel welcome and valued.

We have successfully lead teams in many and varied sporting events.

As school captains, we have grown in confidence and leadership from our duties and responsibilities.

We would like to thank all the staff and students for helping and supporting us throughout the year. Finally, we like to wish the new captains for 2013 all the best and know that they will do great job.

Shaun McNeilly & Kate Masman
School context

Student information

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

Student enrolment profile

This year there has been a large increase in the intake of Kindergarten students. We have ended the year with 18 Kindergarten students enrolled at Baradine Central School, 11 girls and 7 boys. The class is made up of roughly 60% of Aboriginal students.

Seventeen students returned to Year 11 with the leaving age now 17 years.

Student attendance profile

2012 saw amendments to the Attendance Exemptions policy at Baradine Central School to align the with DEC’s policy. The school successfully obtained and exceeded the planned target for secondary attendance of 87%. This has been achieved through a combination of period phone calls, letters home and the updated exemption policy.

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89.6</td>
<td>88.4</td>
<td>79.3</td>
<td>89.2</td>
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<tr>
<td>1</td>
<td>94.7</td>
<td>93.7</td>
<td>89.8</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.8</td>
<td>96.9</td>
<td>93.1</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
<td>92.5</td>
<td>85.7</td>
<td>94.2</td>
<td></td>
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<tr>
<td>4</td>
<td>91.7</td>
<td>91.8</td>
<td>92.7</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>81.6</td>
<td>93.2</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.3</td>
<td>93.9</td>
<td>93.8</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.4</td>
<td>89.3</td>
<td>91.4</td>
<td>90.6</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Overall K-6 attendance has continued to improve over recent years, although Kindergarten and Year 1 trends are of concern.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>7</td>
<td>87.0</td>
<td>90.8</td>
<td>89.7</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>85.4</td>
<td>87.1</td>
<td>92.1</td>
<td>86.5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>84.9</td>
<td>78.7</td>
<td>88.8</td>
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<tr>
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<tr>
<td>11</td>
<td>86.2</td>
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</tr>
<tr>
<td>12</td>
<td>0.0</td>
<td>88.4</td>
<td>97.7</td>
<td>81.7</td>
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<tr>
<td>Total</td>
<td>85.2</td>
<td>85.3</td>
<td>83.8</td>
<td>87.7</td>
<td>87.4</td>
</tr>
</tbody>
</table>

The school continues to have a focus on developing consistent attendance patterns for secondary students.

Management of non-attendance

Teachers monitor attendance daily and celebrate positive attendance outcomes at a weekly assembly. Student reports from the computer program indicate students K-12 falling below 85% attendance requirement. Communications between the school and families has had some success in resolving non-attendance. Individual attendance plans are written for unresolved absences and these students are then referred to the Home School Liaison officer.

Post-school destinations

Seven male Year 11 students left school to take up employment in the welding, hospitality and agricultural sectors. Four students left school at 17 without immediate employment.
Year 12 students undertaking vocational or trade training

Two Year 12 students completed Cert 11 in Metals & Engineering and Cert 11 in Construction.

Year 12 students attaining HSC or equivalent vocational educational qualification

One student sat the HSC.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>17.7</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Approximately 10% of the workforce identify as Aboriginal.

Staff retention

Five secondary staff continued from 2011 while four new staff were appointed into Agriculture, TAS, ESL and English.

In primary, Mrs Pip Kearney was seconded from Coonabarabran Public School to relieve as Assistant principal during Mrs Roberts maternity leave.

Casual teachers were a vital part of the staff, filling vacancies due to leave and staff undertaking professional learning.

Teacher qualifications

All teaching staff met 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>
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</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>163218</td>
</tr>
<tr>
<td>Tied funds</td>
<td>231728</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>54890</td>
</tr>
<tr>
<td>Interest</td>
<td>12760</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11447</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>474043</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 26502
- Excursions: 15322
- Extracurricular dissections: 17482

Library: 0.00

Training & development: 0.00

Tied funds: 313323

Casual relief teachers: 23599

Administration & office: 65058

School-operated canteen: 0.00

Utilities: 41838

Maintenance: 22740

Trust accounts: 12790

Capital programs: 20704

Total expenditure: 559357

Balance carried forward: 250913

A full copy of the school’s 2012 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 2012
Achievements

Arts

Dance Extravaganza
In Term 4, the whole school, including staff, presented an excellent “Dance Around The World" extravaganza. This was a most successful evening, students following the “Olympic year “scheme and performing dances from many countries. There were two well attended performances and the event was enjoyed by all.

Public Speaking
This year Baradine Central School conducted its own internal public speaking competition. Students from K-12 selected a poem that they recited in front of their class/stage/school. The aim of the competition was to develop student’s confidence in speaking in front of an audience for future events. The students competed in two rounds: the first being in their class groups and the second in combined stages. All students participated in the event with great success.

A group of Year 9 and 10 students also competed in the annual Combined High School Debating Challenge. This saw the students compete against other schools in the area debating issues on either politics, education or other such ideas. After receiving their topic students were given an hour to prepare for the debate. It challenged the students to think quick and ensure they could work productively as a team.

Cultural

Mufti Days
During the course of 2012 Baradine Central School run a variety of mufti days to support various events. We had a variety of themes such as favourite book character, animal day, state of origin day and plenty of others. Some of these events were to raise money for some very concerning issues; one in particular being cancer. The students greatly support these events and are actively involved in support not only serious issues, but the students of the school. Many times these events are run to help raise funds for extra-curricular activities such as: the year 5/6 excursion to Canberra or the end of year formal.

Film Making
Five of our Secondary girls were invited to assist in making a documentary with the ABC on the making of the fifth Sculpture in the Scrub. The girls worked intensively with the film maker for several sessions. The finished work was shown to the community at the Pilliga Discovery centre and shown on the ABC. This was a great opportunity for our girls and one they enjoyed thoroughly.

Easter Hat Parade
Once again, the Easter Hat Parade was one of the highlights of our year. There were three sections for Primary to enter – Easter Bunny, Easter hat and colourful clothes for Easter. The Easter Egg raffles were another highlight for everyone and many families were rewarded by their generous contributions.

We had a wonderful morning of fun and festive activities and enjoyed the preschoolers joining in with our celebrations. It was a great way to end the busy term and the help of students was a credit to them.

Everyone went home full of chocolate and ready for a Happy Easter and holiday.

HAMISI Visit – Outback Patrol
In March, Years 3-6 had a very exciting visitor fly in to Baradine. His name was Hamisi and he was a motivational speaker from the Belgian Congo region of Africa. He was part of the Les Draper Outback Patrol program. Our students were all engaged and curious about Hamisi’s background and culture. It was a privilege to be a part of his presentation and share his refugee experiences and knowledge. His message for the students was to be grateful for all of the wonderful opportunities they have.

**Seniors Week**

This year, the students of Baradine entered a photographic competition which required each student to take a photo of an elderly member of our community. These photos were then displayed at the Bowling Club during Seniors’ Week for patrons to vote for their favourite image. There were some lovely photos taken of grandparents, hospital patients and community members.

The students also sang two songs at the Seniors Week morning tea, held at the Bowling Club. This was very much enjoyed by our Senior Community members.

**Sport - Secondary**

**Swimming -Secondary**

This year we participated in both competitive and non-competitive aquatic activities. In secondary sport we did aquatics in the warmer months where we learned water polo and various diving games. Our annual swimming carnival was successful in getting a lot of student participation and great swim times. Several records fell on the day and everyone enjoyed themselves. In the end Wilga was the winning house. During the year we also had students represent us at the Zone Trials in Armidale. Three of these students qualified to represent the North West in the State Trials.

**Athletics**

This year we had fantastic participation from our Secondary students. Our annual athletics carnival ran very smoothly and all students had a great time. In a very close competition Wilga were the overall winning House on the day. From our carnival we had several students represent us at the Regional trials in Coonamble. Three of our senior students were successful in qualifying for the Regional team. They then travelled to Tamworth for the North West Zone Trials where they put in a huge effort and only just missed out on selection.

**Basketball**

This year we saw a rise in the enthusiasm of Basketball in our school. We practiced a lot during sport and organised a Gala Day with Gulargambone for both Primary and Secondary. We had both male and female students participating in our day. It was a fun day for our students and all the matches were played in good spirits. Gulargambone were the overall winners of the day. Our students are keen to host another Basketball day next year.
Cricket

This year we had increased cricket participation in sport and SLR. We played two matches against Gulargambone which for many of our students was the first game of cricket they have ever played. They are beginning to show great improvement and are keen to continue cricket at our school.

Cross Country

Our annual cross country was a huge success with all students participating. The students showed huge improvements in this event with several records being broken. Six students travelled to Coolah for the Zone Trials. They put in a huge effort against students from all over the North West on a very tough course. One student missed out on selection in the North West team by only one place.

Indoor Soccer

Our school held its first ever Indoor Soccer Gala Day this year at the Coonabarabran Youth Club. Our students travelled by bus into Coonabarabran and were split into teams to play a round robin competition. The teachers also entered a team in this competition. It was a thoroughly enjoyable day and the students liked the opportunity to play a sport they usually don’t get the chance to. In the end the teachers team came away with the win. We finished the day with lunch in the park.

Touch Football

This year we again participated in the Central Schools Touch Championships in Dubbo. We entered both a Secondary boys and girls team. There was a variety of schools present and about 16 teams involved in the competition. Our students enjoyed the chance to socialise with other schools and while they did not win the day, they had a great time.
Rugby League

Our students were given several opportunities throughout the year to participate in Rugby League. This began with the Zone trials where we had two students selected to play for the Zone team at the North West Trials. Next our students played in the Central Schools Championships where we were unable to make it to the next round. We then played in the Neville Thorne Shield in Walgett in which both our senior and junior team made the semi-finals. Finally we took students to Bourke for the Ronny Gibbs Championship where our students combined with Wilcannia to form a team. They played extremely well and went on to win the Championship.

Sport – Primary
Swimming

This year the primary students enjoyed swimming for school sport during the warmer parts of Term 1 and 4. Early in Term 1 all primary students participated in our annual school swimming carnival. Many of the students qualified to represent the school at the annual zone swimming carnival held in Coonamble. Our stronger swimmers then went on to represent the zone at the annual regional swimming carnival Tamworth.

For our weaker swimmers the school offered the two week intensive school swimming scheme program during Term 4. This year, more children were able to participate in this fabulous scheme due to additional members of staff being qualified to provide instruction.

Netball

In 2012 the primary netball team commenced its weekly training session, for girls in Years 3 – 6, during Term 1 / 2 with the assistance of the primary sports coordinator and two parent volunteers. This additional training enabled new players to experience the game in a non-competitive environment and more experienced players to perfect their skills. The girls represented the school for netball in two rounds of the PSSA knockout competition, North West Regional Trails and at the NSW netball gala day in Coonamble.
Cross Country

The primary students ran well in our Annual School Cross Country afternoon. All students showed improvement in their stamina and speed during their weekly training sessions prior to the event. A large number of students travelled to Quambone to represent the school in the Zone Cross Country Carnival. Many of them qualified to go to Coolah to represent the Zone at the Annual North West Regional Cross Country Carnival. All students attending the Zone and Regional Carnivals were given the opportunity for additional training by the primary sports coordinator.

Horse Sports

This year Baradine Central School conducted its second Annual Horse Sports Competition. The day was run as the first of 4 days of equine events, drawing 130 riders from schools around the region. Students participated in a range of events, from Hacking to Sporting and the finale event of the Team Barrel. Baradine Central School was proudly represented by 6 of our students, Claudia McConnaughty, Eden Allen, Harry Allen, Jazmine Smith, Shaun McNeilly and Zali Hyde.

The end of day presentation saw the Todd Family Perpetual Trophy for Most Successful School (judged on point average across all nominated riders) awarded by Dennis Todd to Quambone Public School for the second year running. The Overall Champion point score was presented to Reuben Gill of Narromine Public School for the most points accumulated across all competitors. A special mention to Eden Allen of Baradine Central School, who took out Reserve Champion point score for the Under 7s age group. Well done!

Rugby League

In 2012 the primary rugby league team commenced its weekly training session, for boys in Years 3 – 6, during Term 1 / 2 with the assistance of the primary sports coordinator and two staff volunteers. This additional training enabled new players to experience the game in a non-competitive environment and more experienced players to perfect their skills. The boys represented the school for rugby league in one round of the PSSA knockout competition, North West Regional Trails and in the Russel Richardson Cup and Peachy Shield.
**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

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).

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**Reading – NAPLAN Year 3**

![Percentage in bands: Year 3 Reading](chart)

**Numeracy – NAPLAN Year 3**

![Percentage in bands: Year 3 Numeracy](chart)
Percentage of students in bands:

Year 5 Reading

Percentage in bands:

Year 5 Numeracy

Percentage in bands:

Year 7 Reading

Percentage in bands:

Year 7 Numeracy
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.*

**ICAS 2012**

The ICAS suite is developed by Educational Assessment Australia (EAA) UNSW Global PTY LTD and has delivered for over thirty years to Australian students. ICAS are developed for students in years 3 – 12 and are sat annually. Each ICAS test is designed to assess students’ academic ability in aspects of Computer skills, English, Mathematics, Science, Spelling and Writing. Students achieved outstanding results when they participated in ICAS this year. Those students whose achievements were outstanding were rewarded with certificates of credit.
In 2012 Baradine Central School had 5 students participated. Sophie Horder, Year 9 received credit awards for computer, science and mathematics. Tameka McGlashan, Year 3, was awarded credits for spelling and writing.

**ESSA**

The Essential Secondary Science Assessment (ESSA) is a test for Year 8 students to measure their scientific and reasoning skills. Performance in ESSA was pleasing with 66% of students achieving in the middle two bands and one student achieving a Level 5 result. 2 students were at a below benchmark level.

ESSA is a state-wide Science assessment program based on the NSW Science Years 7-10 Syllabus, which mandates the teaching of science in contexts that assist students to see the relevance of science and to make meaning of scientific knowledge, understanding, skills, values and attitudes.

**RoSA**

In 2012 8 students completed their Record of School Achievement (ROSA). The ROSA has replaced the external assessment of the old School Certificate with a system based off internal assessment. Teachers did significant professional learning to enable them to be able to judge student achievement in Year 9 and 10 against state-wide standards. All students successfully completed all subjects in stage 5 while one student achieved at an A level in Science.

**Higher School Certificate**

Baradine Central School had one student complete their HSC this year. It also had one student on a pathways program who completed HSC levels in 3 subjects and 3 other Year 11 students who completed a subject at HSC level. Amongst these students TAFE qualifications were attained in Metals & Engineering, Construction and Automotive.

**Significant programs and initiatives**

**Aboriginal education**

Baradine Central School plans, programs and practices integrate strategies that promote Aboriginal perspectives and the Aboriginal Education policy across all KLAs.

BCS received funding from the Norta Norta program in 2012. The funding was used to employ class tutors to support Aboriginal students, with identified needs, who are working below the national minimum standards for reading and numeracy.

Individual Learning Plans were developed for all Aboriginals student, with Parent, Year advisor and Support teacher collaboration to address specific targets in Literacy and Numeracy.

**AECG**

A joint Baradine/Coonabarabran Aboriginal Education Consultative group was established this year. A number of community members, organisations, principals and school staff attended regular meetings, where issues, programs and strategies were discussed and shared.

A sub committee was formed to plan and organise the Connecting to Country Program for BCS staff in 2013.

**NAIDOC**

NAIDOC celebrations were held in Term 4, with a day of celebrations. Starting with an Aboriginal performance from Adam Mitchell Urban Aboriginal arts. Student thoroughly enjoyed the interactive performance.

After the performance a special flag raising ceremony was held and special guest Jillian Norton addressed students, staff and guests on the importance of NAIDOC day and what it represents, which was followed by cutting of a cake. The rest of the day was filled with activities including jewellery making, cooking damper, indigenous games and painting boomerangs for students, secondary students displayed great citizenship in supporting primary peers. A BBQ lunch was held in the playground with our local elders, parents and community members.
A kind donation from the Local Aboriginal Lands council contributed to the cost and running of the day, which, was greatly appreciated.

**Multicultural education**

This year, Baradine had a family of ESL students enrol which was a new concept for our staff and students. Prior to them commencing school, the staff attended a series of ESL workshops to develop skills and strategies to cater for the family. Teachers spoke to their students about the Russian culture of the new students and in primary, the students participated in craft activities linked to Russian culture.

An ESL teacher was employed to provide support three days a week and the family commenced school in Term 2. They had a day with their ESL teacher to learn basic English communication and they were integrated into classes for the remainder of the week. Over the year, the school has accepted the family as part of their community and the family has become much more engaged in various activities.

The Olympics games in London also provided a platform for Multicultural Education and this was the theme for the end of year concert. Each year group chose a country to represent and performed a dance based on the music and culture of that country. This was showcased at the end of the year and was a very successful evening.

**Other programs**

**Early Childhood – Preschool and Playgroup**

This year, we continued to build on the relationship between preschool and our school. Year 5 and 6 walked to the preschool once a fortnight and read to the preschoolers during their rest time. They then followed this up with a fun activity such as bubble blowing, playing with balloons or musical activities. This was always a positive afternoon and both the preschoolers and Stage 3 students, relished this time.

The local Connect 5 playgroup conducts a play session in Baradine once a fortnight and in Term 3, they scheduled their play session to be at Baradine Central School. The Kindergarten students joined in with the activities and the toddlers, preschoolers and students all spent two hours playing and learning together. This was a wonderful opportunity to engage community members in positive interactions in our school.

The preschool were regularly invited to participate in annual events such as our Easter Hat Parade and matinee concert performance.

**PBL**

Baradine Central School’s has completed it’s fourth year of the PBL journey. This year, the PBL system has been used to provide students with a systematic model for learning explicit behaviour. Students have been given direct instruction on the behaviour expectations outlined in PBL, teaching them about ‘Context Appropriate Behaviour’. The PBL team have participated in a range of additional training this year, particularly focused on the Function and Form of Behaviour and moving PBL into the classroom settings. Student have enjoyed the reward system associated with PBL, participating in No Blue Slip treats and receiving weekly rewards for reaching milestones within the program.

**Responsible Pet Ownership**

Early in the year, K/1/2 students attended a Responsible Pet Ownership Program. The focus of this session was to teach children about safety around dogs in aim to prevent dog attacks. The program was delivered by a Trained Pet Educator who brought along a dog for students to learn and practise their new skills on. Students were taught how to approach a dog who was with its owner – Walk up slowly, ask the owner, let the dog smell your hand and then stroke the dog gently from behind. Students also learnt how to minimise the risk of being bitten by a dog who was unrestrained – Stand still, hands down, quiet as a mouse and to look at the ground. Students
particularly enjoyed being able to use their skills on approaching a dog with its owner as they were able to pat the friendly Labrador that the Pet Educator had brought along.

**RYDA**

The Rotary Youth Driver Awareness day once again took place in Coonabarabran. This program is aimed at Year 11 students who are about to receive their P-Plates. During this day our students were spoken to by the Police, Rescue Squad and a crash survivor about what can happen if they are unsafe on the road. They also were taught about the costs of owning a vehicle. Finally they got into a car driven by a professional and get a first-hand look at the relationship between speed and stopping distances.

![Photo of students and car]

**LOTE**

During the year, the Year 7 class completed their 100 hour course for LOTE, via video conference. The broadcasts were from Camden Haven High School and delivered by Mrs. M. Berryman. The students enjoyed the lessons especially the interactive activities. Their final results were very pleasing.

**Homework Centre**

The Homework Centre, which was held in the Library every Wednesday afternoon, was mostly well attended and appreciated by the students. The children were assisted with their homework, and research projects using the computers. This was a useful and fun way to complete weekly tasks.

**Respect and Responsibility.**

The Positive Behaviour for Learning (PBL) program addresses the respect and responsibility values as part of the BCS discipline policy. Our rules are based on Respect, Participation, Quality and Safety. Students are also encouraged to participate in activities that incorporates respect and responsibility including: primary school leaders attending National Young Leaders conference in Sydney, ASPIRE program, involvement in Student Representation Council (SRC), student participating in and representing the school on days of significance including ANZAC Day, Remembrance Days and weekly school assemblies and presentation night and participation in the volunteering program.

**AAS**

Students in Primary school have been able to participate in the Active After School program 2 days a week again this year. Each session aims to engage students in sports and games and through this positive and fun experience it is hoped that students develop a love of sport that inspires them to join a local sports club. Currently there are two teachers who have been trained as Community Coaches who coordinate and deliver the Active After School program. This year there has been an increase in the number of children who have been attending Active After School with an average of about 20 students in every session. In Term 4 we were able to offer some water sessions at the pool. We were one of the first schools in our region to offer these which was very exciting.

**ASPIRE**

The ASPIRE team have conducted several visits to Baradine Central School this year, working with a range of students from Kinder to Year 12. The program has aims to familiarise students with the lifestyle and processes involved with University, to assist them in overcoming anxieties and to see tertiary education as a feasible option. This year,
Year 5/6 students visited the University of New South Wales while on their Sydney excursion, participating in some career and future planning. Our Year 8 students also visited the university as part of a 3 day camp, funded by the ASPIRE program.

**Ag Skills Day**

On the 21st of June, students travelled to Coonabarabran High School for their annual Ag Skills Day. At this event, there were a range of presenters who are experts in their various fields. Students attended a range of workshops and were exposed to various careers, demonstrations or safety talks relating to Agriculture. This is a very valuable tool aimed at supplementing classroom learning with practical knowledge.

**Cattle Showing**

Two Angus cattle, one for Primary and one for Secondary, and two tonne of feed were provided by the Upper Hunter Beef Bonanza at the end of June. The cattle were then cared for and fed on school grounds until the 1st of November, where they travelled to Scone to participate in the Upper Hunter Beef Bonanza. The event was carried out over 3 days, from the 2nd to 4th November. Four Secondary students and four Primary students participated in the event, which consisted of cattle judging, Junior Paraders and Junior Judging competitions. The cattle were then slaughtered and competed in a Hoof and Hook competition.

**Sheep Showing**

Twenty two Border Leicester sheep were donated by a local stud at the beginning of the school year and were then housed and fed on school grounds until May. Students helped prepare the animals and then attended several agricultural shows where they competed in sheep judging, Junior Handlers and Junior Judging competitions. Students attended Coonabarabran, Baradine, Mendooran, Dunedoo, Coonamble, and Gunnedah shows throughout the first half of the year.

**Year 7 Excursion Lake Keepit**

In the last week of Term 1, Year 7 went to Lake Keepit for an excursion of outdoor activities. This was the Year 7 orientation camp and was based around team building activities. Eight out of the 11 students enrolled in year 7 attended the overnight camp. These activities included Kayaking, Archery, Ropes Course, the Giant Swing and Rock Climbing, as well as a mini Olympics during the evening competing against other school students present.

**Beyond the Line**

In June this year, Baradine Central School hosted 3 pre-service teachers for 3 days. The students were all in their last year of University training and about to become fully qualified teachers. The aim of the program is to have pre-service teachers experience what it is like to teach in rural schools to encourage them to come out and teach ‘beyond the line’ or west of the mountains. All 3 of the teachers engaged fantastically well with Baradine Central School students and were involved in activities like Stephanie Alexander Kitchen Gardens, Western Access Program Video Conferences and sporting activities.

**Technology Camp – Primary**

Four students from Years 5/6 were selected to go to Lake Keepit to participate in the CAP...
Technology Camp. This year students learnt about the MovieMaker and Photoshop programs. Using MovieMaker the students created a short claymation film about the Olympic Games. They also took photos of each other in the Olympic theme and edited these in Photoshop using techniques such as scratch art. Students were also able to attend a session about iPods in which they learnt about some of the different applications and how to use them. This was a fantastic opportunity for these 5/6 students to learn a number of new skills and they have been able to utilise these back at school.

Technology

Baradine Central School continued to move forward with technology in 2012. We received a rollout of 12 new Technology 4 Learning computers. Our Year 9 received their Digital Education Revolution laptops. We also utilised the services of regional Connected Learning Coach, Peter Morrissey, who supported staff in developing their ICT skills as well as set up a shared drive where staff from around the region could access common resources and share materials. Stage 3 & 4 students also participated in regional technology camps to further extend their skills.

Transition – Year 6 to Year 7

During Term 4 all students in Year 6 from Baradine Central including one student from Gwabegar Public School participated in a transition to Year 7 Program. This involved students visiting the secondary school every Wednesday and being taught by secondary teachers. The students benefited greatly from this program by learning to follow a timetable, being introduced to a variety of subjects and becoming familiar with new teachers. This transition program was followed by a Year 7 Orientation information morning where all parents of students enrolling in Year 7 in 2013 were invited to the school. Students and parents were introduced to secondary teachers and shown a power point presentation of BCS secondary school. This was followed by a morning tea. Students were rewarded for excellent behaviour and participation in this program by participating in an excursion to Freckles cafe for lunch. The students are now all looking forward to secondary school with great anticipation.

VET

Vocational Education and Training has been a major focus in the Secondary department during 2012. All Stage 6 students this year have participated in a range of VET courses, including Construction, Metals and Engineering, Animal Care and Automotive. As we move into 2013, TVET has also been extended into Stage 5, with all students enrolled in either Animal Care, Hospitality, Hair Dressing, Primary Industries or Metals and Engineering. This is a fantastic move forward for the school, as we can provide the majority of these courses on site, making early completion of TAFE courses a feasible option for all students.

Premier’s Volunteering Challenge

This year is the second year that Baradine Central School’s students have had the opportunity to participate in the Premier’s Volunteering. We have had a very enthusiastic response to this program, as it formally recognises the contributions of young people to the wider community. This year has been another very successful year with several students accumulating 40, 60 and 80 hours of recognised volunteer work.
Western Access Program

In 2012 Baradine Central School continued as a member of the Western Access Program which links 15 schools across the region and has curriculum delivered via Video Conference and distance education style delivery. The aim of the program is to provide our stage 6 students with additional choices in their subjects beyond what can be offered at school. Baradine also provided 2 teachers to the program with Mr Lloyd teaching HSC Business Studies & Legal Studies and Miss Cormie teaching Preliminary Senior Science. Western Access allowed our stage 6 students to access subjects as diverse as Animal Care, Children’s Services, Hospitality and Construction.

CSIRO day

On Wednesday, 7th March the CSIRO Touring Science Education Program visited our school to present two exciting programs. A ‘Solids, Liquids and gases’ show featured spectacular demonstrations with ice, dry ice and liquid nitrogen.

A ‘simple machines’ workshop for students in Years 3-6 allowed students to explore the use of technology.

All of our students thoroughly enjoyed their workshops and new learning experiences

Environmental Education

In April, 5/6 travelled to Narrabri to participate in the Enviro-Beat Youth Conference. 220 students from across the Namoi catchment were involved in the two day camp.

The first day involved the students rotating in small groups to a variety of sessions presented by various schools about Environmental topics. Three students from Baradine presented a session on their field guide to small groups of students.

The students then released golden perch fingerlings into the Namoi and headed to the showground to participate in more activities. The highlight was the drumming circle where the students learnt some basic rhythms that they have continued to build on after each receiving their own drums.

The second day started with a hearty breakfast and a series of activities such as water testing, bird watching, bug catching, drawing and clay modeling. The day concluded with each school joining their two canvasses with every other school to complete a puzzle of the Namoi catchment.

It was a well organised and busy two days which left the students much more aware of relevant environmental issues.

Work Experience

As part of the Work Education Syllabus, our students have completed a wide variety of work place learning blocks, commonly known as Work Experience. This year, our Year 10 students approached local, regional and state wide businesses to complete their Work Experience with. Students received placements at a variety of businesses, including Balmain Veterinary Clinic, Kayes Electrical in Dubbo, National Parks and Wildlife, CRT Baradine and Freckles Coffee Shop. Many students also opted for trade-based learning, working with contractors and small business owners to observe the working of private enterprises.
Bush Tucker Garden

Environmental Education was extended within the school with the development of a Cultural Garden. This was in consultation with a local Aboriginal representative and the Warrumbungle Environmental Education Centre. A lot of research went into selecting suitable and relevant plants that would provide an opportunity for students to learn about local bush tucker and medicine. The students were involved in the preparation and planting of the garden.

Recycling has continued at Baradine Central School with the SRC responsible for taking out the bins each week. A chook bucket is used to collect all food scraps at recess and lunch for the chickens.

Engagement & Retention

Baradine Central School allocated a significant amount of resources to supporting stage 6 learners. Much of this was spent on employing Mr Craig McNaughton as a Study Centre coordinator. Mr McNaughton provided guidance, organisation and co-teacher support. Mr McNaughton along with Careers Advisor Miss Cormie excelled in linking students up with work opportunities and assisted many of our stage 6 students in the difficult transition from school to work with more than 90% of school leavers exiting directly into full time work.

ESL

This year, Baradine Central School offered an Intensive English Second Language (ESL) program to a group of students as part of the national New Arrivals Program. The students participating in this program had never learnt English before. Their time at school was divided between the Intensive English Course (2 days per week) and attending regular classes (3 days per week). The initial focus of the ESL program was on teaching the students “survival language” skills to enable them to cope not only in class, but also in the broader community. The focus then shifted to a more text type-based one and students were taught to read with understanding and write their own recounts, descriptions, procedures and expositions.

IKIFIT

This year our IKI crew which is made up of Secondary students ran lessons and mentoring sessions for our Primary students. These sessions involved teaching our younger students the school principals and encouraging them to be
physically active. Several training sessions were had for our IKI crew with Kim McCrae over the year. Throughout the year we also saw participation in IKI increase with several new students wishing to join the crew.

Progress on 2012 targets

Target 1

Decrease by 5% the percentage of students in Years 3, 5, 7 and 9 in the bottom two bands NAPLAN 2012 Reading:
Year 3 60% to 55%,
Year 5 75% to 70%,
Year 7 45% to 40%,
Year 9 29% to 24%
Our achievements included:
Year 3 – achieved target with 54% of students performing below or at NMS in reading, a reduction of 6% since 2011
Year 5 – achieved target with 29% of students performing below or at NMS in reading. Trend data for year 5 reading shows that the gap between school and state has been halved over the last 3 years.
Year 7 – 63% of students performing below or at NMS in reading. Proportion of students performing below NMS in Reading has decreased by 31%.
Year 9 – 80% of students performing below or at NMS in reading. 38% of these students enrolled at Baradine Central School in the last year. Although the Reading progress was poor the results in grammar and punctuation showed great progress for this cohort.

Target 2

Decrease by 5% the percentage of students in Years 3, 5, 7 and 9 in the bottom two bands NAPLAN 2012 Numeracy.
Year 3 60% to 55%,
Year 5 42% to 37%,
Year 7 45% to 40%,
Year 9 43% to 38%
Our achievements included:
Year 3 – achieved target with 31% of students performing below or at NMS in numeracy, a reduction of 29% since 2011
Year 5 – achieved target with 0% of students performing below NMS compared to 17% when they were last tested in Yr 3. Average growth in numeracy for 3-5 is above state average growth
Year 7 – 55% of students performing below or at NMS in numeracy. Average growth in numeracy for 5-7 is above state average growth.
Year 9 – 62% of students performing below or at NMS in numeracy.

Target 3

Increase attendance in K- 6 to 91% and Years 7-12 to 86% in Semester 1 2012

Our achievements included:
K-6 target achieved - Overall primary attendance for Semester 1 2012 was 92.4% with attendance of primary ATSI students at 90%
7-12 target achieved - Overall secondary attendance for Semester 1 2012 is 87% with attendance of secondary ATSI students at 84%.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the changes to school improvement from the National Partnerships Low SES and Literacy & Numeracy.
National partnership programs

Listed below are the key changes occurring as a consequence of the Partnership to date, and the Partnership reforms that the changes align with.

1. Change - Teacher capacity to mentor and lead innovation in classroom practice (Reform 1)

Changes in whole school processes & practices to support professional learning has enabled and supported the leadership team to lead strategic in-school professional learning to build teacher capacity to deliver effective teaching programs to a diverse range of students. Supporting the leadership team to develop their roles as Instructional Leaders has resulted in teachers having a greater awareness and understanding of the Quality Teaching Framework, the NSW Teachers’ Institute Framework for Professional Competence, the K-6 Literacy and K-10 Numeracy Continuums and other strategies for reading and numeracy. Teachers have been supported to develop their skills in the analysis of student performance data to inform the planning of teaching programs to best meet the needs of students. The establishment of teaching teams has facilitated a culture of sharing and reflection where team work, collaboration and recognition of expertise is now acknowledged.

2. Change - Partnerships with other schools, universities or community organisations around student learning (Reform 3, 6)

Over the course of the past 3 years partnerships with other schools have been strengthened, allowing greater support to single subject/stage teachers and teachers currently teaching outside of their area of expertise. This engagement in dialogue and professional learning with teachers who teach the same curriculum/stage has built the capacity of all teachers at Baradine CS. Sharing of resources and marking of common assessment tasks has resulting in enhanced curriculum knowledge and a clearer understanding of effective teaching which is more meaningful to our students. Our partnership with the University of NSW through the ASPIRE program has motivated the students at Baradine CS to view themselves as lifelong learners capable of achieving greater things. Students’ self-efficacy and the expectations of achievement from teachers, parents and students have all been raised significantly. Engagement with projects initiated by the Baradine Progress Association has given the students a greater sense of worth and connection to the community in which they live.

3. Change - empowering early career teachers to support student growth (Reform 2)

Revision of the school induction process for newly appointed probationary teachers, along with the strengthening of whole-school systems to support Early Career teachers through the accreditation process has resulted in a greater focus on, and valuing of the three domains; Professional Knowledge, Practice and Commitment. Implementation of the 26 modules to support probationary teachers has empowered staff with the confidence to build their craft as they move through their career. This focus on supporting teachers has also enhanced the contributions of all staff as effective and valued members of the team.

4. Change: Student Engagement & Retention (Reform/s 3,4,5,6)

In 2006 the school moved from being a K-10 school to a K-12 school. During this time the school has experienced significant change in the senior school as Stage 6 continues to develop. At the commencement of 2012, Stage 6 had grown to represent 20% of the student population. The school really needed to develop innovative options to support pathways for its 15-19 year old students. In order to attract and retain students, the school has provided a vibrant and enticing variety of subjects and pathways to both employment and tertiary education. A key feature has been the introduction of Trade Training Centres for VET subjects to cater for the school & community context. Partnerships with the local business and retail community has led to students embarking on school based apprenticeships and traineeships which has positively affected retention of these students in schooling. This has also provided the students with greater qualifications within their chosen fields while still completing stage 6.
**Literacy & Numeracy**

**Background**

Literacy and Numeracy has continued to be a focus as NAPLAN results indicate a gap between results for whole of state and the performance of Baradine Central School.

The staff have participated in a variety of Training Professional Learning Day plotting all of the Primary students on the continuum. This allowed them to identify exactly what each student could do and what needed to be done to move them to the next level.

R2L has been identified as the strategy best suited to our students and the PSP consultant supported our Primary staff to develop programs to use with their classes. One Primary staff member has been R2L accredited and is able to support the rest of the staff in using the strategies and teaching methods associated with R2L.

PLP’s were created for all of our Aboriginal students with targets set for Literacy and Numeracy. Each student set their own goals of moving up a RRL, learning their times tables, completing homework or improving their spelling results. This was supported with resources to send home with the child such as Times Tables CD’s and readers.

Quicksmart was used as an intervention strategy to target students at or just below the minimal standard, and they were tutored, three times a week for 30 minutes, on basic numeracy strategies to develop their automaticity and recall knowledge.

Primary staff were inserviced on the new literacy and numeracy continuums and spent in School Professional Learning sessions to develop and broaden their knowledge.

**Findings**

Refer to NAPLAN report in this document.

**Future directions**

The focus on reading and numeracy will continue with an emphasis on teacher professional learning to build capacity to generate improvement and growth in student learning outcomes.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Surveys were conducted on the topic of School Culture. A selection of their responses are presented below.

- 73% of the parent respondents to the survey and 40% of students, and 82% of staff, strongly agree that the school recognises and celebrates achievement.
- 64% of the parent respondents to the survey and 41% of students, and 27% of staff, strongly agree that the school encourages students to achieve their best.
- 59% of the parent respondents to the survey and 28% of students, and 45% of staff, strongly agree that meeting the needs of the students are the school’s main concern.
- 50% of the parent respondents to the survey, 24% of students, and 73% of staff agree that usually, the school community stakeholders support what is happening at the school.
- 55% of the parent respondents to the survey, 27% of students, and 18% of staff strongly agree that they are proud of their school.

**Professional learning**

A number of professional learning initiatives were implemented in accord with the school management plan. They included: secondary teachers participating in virtual faculties for support in English, Mathematics and Science curriculum training; Secondary teachers attending network curriculum days for HSE, art, music and VET
organised through the Centres for Excellence high schools; analysis of student NAPLAN data used to develop intensive individual programs to support identified areas need; support provided for teachers in the analysis and use of Best Start data to inform programming; in-school structure established to support a whole-school focus on basic number facts; professional learning provided to teachers in the effective use of data to inform teaching and learning programs; students reading levels continually assessed with each student being benchmarked at regular intervals and growth monitored to inform planning; R2L continued to implement in class programs with trained staff; Principal trained as a facilitator in Team Leadership for School Improvement; implementation of a whole-school structure where all members of the school engage in the School self-evaluation process; structures established where teachers reflect on a variety of data sources in order to evaluate the validity of their own judgements; join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks; and join with other schools to release a Connected Learning position at AP/HT level to facilitate professional learning focused on the effective integration of interactive technology into classroom practice.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

**School priority 1**

**Reading & Numeracy**

**Outcome for 2012–2014**

Strengthen teacher capacity in the explicit teaching of reading and numeracy.

**2013 Targets to achieve this outcome include:**

- Students achieve expected growth along the Numeracy continuum in the aspect of Early Arithmetical Strategies.
- Reduce the proportion of Year 7 students performing below or at NMS in Numeracy by 16% to 51% in 2013.
- Reduce the proportion of Year 9 students performing below or at NMS in Numeracy by 9% to 38% in 2013.
- Students achieve expected growth along the Literacy continuum in the key aspects of Reading Texts and Comprehension.
- Reduce the proportion of Year 5 cohort matched students performing below or at NMS in Reading by 10% to 50% in 2013.
- Reduce the proportion of Year 7 cohort matched students performing below or at NMS in Reading by 25% to 50% in 2013.
- Reduce the proportion of Year 9 cohort matched students performing below or at NMS in Reading by 5% to 40% in 2013.

**Strategies to achieve these targets include:**

- Focus on early years by training staff in the P-8 strategies of Reading to Learn, Multilit, L3, Best Start, Reading Recovery and a working knowledge of the literacy Continuum tool.
- Continue with the Numeracy intervention program Quicksmart for Stage 3 and 4 learners at or below NMS.
- Support individual learners by implementing Personalised Learning Plans and equitable allocation of school’s resources including SLSOs.

**School priority 2**

**Outcome for 2012–2014**

Strengthen teacher capacity to improve student learning outcomes through the implementation of effective curriculum and pedagogy.

Strengthen whole school systems, processes and policy to support professional growth of all key stakeholders.
2013 Targets to achieve this outcome include:
There are no specific targets as they are incorporated into the other priority areas.

Strategies to achieve these targets include:
- Strengthen whole school structures for professional learning that aligns with the school’s management plan.
- Strengthen systems and structures that foster a culture of reflection that builds on teamwork and quality improvement principles.
- Support early career teachers through enhanced TARS processes and participation in virtual faculties, to achieve their accreditation for professional competence with the NSW Institute Of Teachers.
- Employ a school improvement mentor.
- Employ a connected learning coach to foster teacher professional learning in ICT.

School priority 3

Outcome for 2012–2014
Improved social and emotional wellbeing and skills for life for every student.

2013 Targets to achieve this outcome include:
- Increase attendance by 0.5%: K-6 to 92.9% and Years 7-12 to 87.5%, in Semester 1 2013.
- Increase ATSI attendance by 1%: K-6 to 91% and Years 7-12 to 85%, in Semester 1 2013.

Strategies to achieve these targets include:
- Retention and career path planning involving access to VET subjects leading to apprenticeships, university and TAFE.
- Focus on attendance and welfare programs including PBL and IKI.
- Supporting Stage 6 learners with effective use of study skills time and centre.
- Continue with broadening the school community’s understanding low SES status and provide literacy and numeracy workshops for parents wanting to help their children with homework.
- Continue with environmental and outdoor learning initiatives including the kitchen garden program and connecting to country with the Aboriginal community.
- Provide opportunities for students to broaden their experiences by participating in excursions and visiting performances or shows.

School priority 4

Outcome for 2012–2014
Diminish the gap in numeracy and reading achievement between Aboriginal students and all students.

2013 Targets to achieve this outcome include:
- Increase the proportion of Year 5 Aboriginal students achieving expected growth in Numeracy.
- Increase the proportion of Year 5 Aboriginal students achieving expected growth in Reading.

Strategies to achieve these targets include:
- Further develop community partnerships through the AECG and Local Lands Council.
- Engage in a partnership with Aboriginal and Torres Strait Islander Education Action Plan and the National Alliance for Remote Indigenous Schools.
- Staff undertake professional learning to develop understandings of Aboriginal Education pedagogies and local community cultural awareness.
- All Aboriginal students are supported by family and school, to achieve the goals they have set in their Personalised Learning Plans.
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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: