Baradine Central School
Annual School Report 2014
**School context statement**

Baradine Central School is a proud PBL school with the core values being quality, participation, respect & safety.

The school's motto is 'We do not learn for school but for life', emphasising and valuing life-long learning. It is a small inclusive K-12 school in a rural setting situated 47kms North West of Coonabarabran between the Pilliga State Forest and the Warrumbungle National Park. The school is integral to the local community. Students are drawn from the town, surrounding farms, the villages of Kenebri and Gwabegar and the local catholic primary school (from Year 7). The school features diverse educational opportunities, outstanding resources and integrated technology with very dedicated and caring staff and supportive P&C. There were 120 students from Kindergarten to Year 12 at the start of the school year with 51% identifying as Indigenous. Enrolments were evenly distributed between primary and secondary with 20% of total population represented in senior school (Stage 6).

There is a focus on improving the learning outcomes and well-being of all students and the development of the whole child. We believe there is a strong relationship between the academic, physical, mental and socio-cultural needs of students, and that they are of equal importance in ensuring successful educational outcomes.

The school is supported by the community and also funding from Federal government to address equity and complexity of needs.

In school professional learning structures, L3, Reading to Learn and Positive Behaviour for Learning programs are implemented to improve literacy skills across the curriculum and student and staff well-being. The school has effective transition to school and middle years programs. VET courses in Stages 5 and 6 are offered as priorities for our senior students who have expanded curriculum opportunities through partnerships with the Western Access Program as well as TAFE and Distance Education. Processes for personalised learning include continuous feedback, assessment for learning and reporting to parents through student reports and the Annual School Report.

**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 enrolments are declining as a flow on effect from declining numbers at the local preschool and community birthrate.

Secondary enrolment remains steady but a decline is predicted when the smaller primary classes transition into secondary from 2017 onwards.
Student attendance profile

Primary

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Post-school destinations

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The school is considering post school support strategies for HSC students to transition confidently into tertiary studies and/or trades.

Year 12 students undertaking vocational or trade training

50% Year 12 students completed vocational or trade training in 2014 and two students in Year 11 completed their Cert 11 in Hospitality.

Year 12 students attaining HSC or equivalent Vocational educational qualification

2014 saw the biggest cohort of students completing their Year 12 studies since its inception in 2006 and achieving their HSC credential. This cohort set a high standard completing courses of a diverse range including Automotive, Animal Care, Hospitality, Biology and Visual Arts. One student completed their HSC simultaneously with a school based apprenticeship.

Workforce information

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

Baradine Central School has an executive entitlement of one non-teaching principal, one teaching Head Teacher and one teaching Assistant Principal. Due to the complexities of the school’s context and funding available, several staffing changes were created. The AP was released to support early career teachers with building their capacity for quality teaching and to successfully achieve their accreditation. The HT was given a Deputy Principal role and equivalent remuneration to lead aspects of the school plan including retention and engagement.
Workforce composition

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<td>Teacher of ESL</td>
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<tr>
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<td><strong>Total</strong></td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The Aboriginal composition of Baradine Central School’s workforce is 15%.

Teacher qualifications

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

<table>
<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Professional learning and teacher accreditation

Professional learning was structured to align with the School Plan priorities and targets. Teachers in Junior School participated in training to implement strategies associated with Early Action for Success including L3, TENS, Best Start and PLAN (literacy/numeral continuums).

Several teachers and support staff continued their training for the implementation of the Quicksmart numeracy program for Middle School.

Secondary teachers participated in Virtual Faculty meetings for training to implement the new Australian Curriculum in English, Mathematics, Science & Technology and History.

More than $1000 per teacher of the school’s resources was spent on professional learning.

23% of teachers are accredited at Professional Competency.

38% are working towards gaining accreditation for Professional Competency.

14% are ready to work towards Highly Accomplished.

46% have been teaching for 10 or more years and will need to also gain accreditation with Australian Professional Standards for teachers in 2016.

Beginning Teachers

There were no permanent beginning teachers appointed to Baradine Central School in 2014 however casual beginning teachers were supported through the school’s induction processes. These processes related to unpacking the complexities of student need including health care plans and curriculum modifications. Beginning casual teachers were also provided with training in risk management and work Health Safety induction.

Financial summary

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

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The substantial balance carried forward includes tied funding for special programs that will be utilized in 2015. The budgeted costs for staffing
supplementation component exceeded the actual expenses but this was not known until the end of the year. The excess has been designated for further supplementary staffing during a leadership transition period in Term 1 2015. The school was successful in obtaining a grant of $50,000 from the Cancer Council to construct shade shelters and this has been partially completed.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

Higher School Certificate (HSC)

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

Less than 10 students participated in the HSC at Baradine Central School in 2014 and it is not possible to report on their performance due to privacy and personal information policies.

However, the high achieving students exceeded expected growth in their progress from Year 9 NAPLAN in 2011 to HSC results in 2014, as displayed in the graph below.

Other achievements

Sport

Primary Sport

A large number of students participated in the annual swimming carnival and several records were broken on the day. Wilga House was overall winner of the pointscore. The Zone Carnival was hosted by Coonamble PS and Baradine Central School was well represented with students from Year 2 through to Year 6 competing. Many ribbons were won on the day. The Regional Carnival hosted by Armidale was the final swimming event for the year and a small group of dedicated Baradine swimmers braved the cold waters of Armidale to represent the Coonamble Zone at this event.
The annual Cross Country Event was held in early Term 2. The senior students competed over a 3km course, juniors over a 2km course and the sub-juniors over a 1km course. All students involved demonstrated great stamina. Quambone hosted the Zone Cross Country Event at their local race course. Baradine Central School was represented well at this event with many ribbons being won on the day. Coolah hosted the Regional Cross Country event in 2014. This course was quite different from our flat Baradine and Quambone courses with its undulating terrain around the local golf course. A small group of Baradine long distance runners got to wear the brand new zone singlets to represent the Coonamble Zone at this event.

The annual school athletics carnival at the town oval was a fantastic day with a large number of students participating in all of their events. Many records were broken on the day and primary really enjoyed cheering for the runners in the first ‘Gift’ event. Kurra house were the overall winners on the day. This year the annual Zone Athletics Carnival was held in Gulargambone at their town oval. Baradine Central School were represented by a large number of students competing in a wide variety of events. All students demonstrated good sportsmanship, speed, strength and stamina on the day. Tamworth hosted the Regional Athletics carnival at the large sporting complex near the entertainment centre. A small group of keen athletes travelled the distance to Tamworth to represent the Coonamble Zone at this sporting event. It was a great day of athletics.

The annual Zone Winter Trials for Netball and Football were held at Coonamble. A number of our netball and football players were selected to join the zone teams and progress to the regional trials later in the term. Baradine Central School also participated in the PSSA knock-out competition this year. Our football team combined with Gulargambone. They played against Coonamble in the first round and then Narrabri in the second round. Our netball team played against Coonamble in the first round of this knock out completion. Baradine Central School also took part in the annual netball and football gala day at Coonamble in Term 3. The football team combined with Gulargambone again and put a side in the 3/4 and 5/6 divisions. The netball team was entered in the 5/6 division. All students involved demonstrated great sportsmanship and fair play.
The netball team was donated a number of netball dresses and patches organised by Mrs Bronwyn Masman. A talented netball coach from ‘Netball NSW’ visited the school to deliver a number of skills workshops. This was a fabulous experience for all students involved. During our weekly sport session the students have had the opportunity to participate in a wide variety of skill based drills and both individual and team sports. These include, aquatics, athletics, cross country, summer team sports and winter team sports.

**Secondary Sport**

2014 has been an extremely busy year for Baradine Central sporting wise. Many new records were recorded at both swimming and athletics carnivals and the first winner of the annual school gift was decided. Another highlight was our netball opens team making the finals of the central schools knockout competition.

Participation at the carnival was extremely high and very pleasing to see. There were a few people lucky enough to break records on the day, including Stephanie Bowling and Daniel Siemsen. The eventual house winners for the day were Wilga!

All students participated well in the school’s cross country and some really fast times recorded.

This year’s Athletics Carnival was a real highlight on the school sports calendar with the inaugural school gift which was won by Tyrone Biles. The Gift will now be named after Tyrone.

A number of students broke records including Chontelle Vallette, Hayley Dunn, Tyrone Biles, Wyatte Andrews, Stephanie Bowling and Daniel Siemsen. The eventually House winner on the day were Kurra.

The open girls’ netball team was outstanding in its performance to reach the finals for the central schools netball knockout competition. Although the girls did not win any games in the finals, the experience this will provide them for next year’s competition will be extremely valuable.

Our under 14’s rugby league team travelled to Lightning Ridge for a seven aside rugby league tournament. The boys did extremely well winning a few of their games and playing in great spirit.

Our final trip for the year was our annual trip to Bourke for the Ronnie Gibbs Netball and Rugby League carnival. Our Netball girls played extremely well progressing through to the final of the day getting narrowly beat by Nyngan High.
School. Our Rugby League boys combined with Brewarrina Central School to play some entertaining football in an enjoyable day.

ARTS

Dance Extravaganza
The Haunted House was the title of this year’s annual dance extravaganza. It was extremely successful, with two performances on Thursday September 4th 2014, a matinee and an evening showing.

The plot involved four intrepid friends played by Sophie Horder, Victoria Gundry, Stephanie Bowling and Fox Jones, who stumbled upon a haunted theatre when looking for Scruffy their lost dog. Exploring the theatre they came across a ghastly group of ghouls and ghosts played by Stacey Tanner, Mikaiyla Currin and Samantha Owers.

Every door the friends opened allowed another rendition of musicals past and recent, to fill the stage with song, dance and laughter.

There were adorable orphans from K/1’s Annie and artfully dressed characters from Year 2’s Mary Poppins, including young gentlemen, chimney sweeps and elegant ladies.

The ¾ class was delightful Singing in the Rain and 5/6 rocked the house down with songs from Queen’s musical. Characters from the ABBA inspired Mamma Mia were brought to life by Year 7 and Year 8 looked cool as they shook their tail feathers accompanied by a ‘band’. Year 9 twirled through Grease with a T-bird inspired car under construction and Year 10 danced along the yellow brick road.

Year 11 and 12 danced through a cleverly choreographed mash up of High School Musical songs. Those that attended the evening performance were also lucky to witness the finale of the all-female teaching staff dance along in the Sound of Music’s So long, Farewell.

Overall, this performance showcased the wonderful talent, school spirit and participation by staff and students, onstage, back stage and behind the scenes.

Other

Quicksmart
The QuickSmart numeracy program continues to be a feature teaching and learning program at Baradine Central School. QuickSmart provides intensive learning support to students requiring a boost with numeracy. Students participating in this program are withdrawn from their class three times per week for a thirty minute lesson.

Students who participated in the program in 2013, based on pre and post assessment, experienced a higher gain in relation to their average-achieving peers in the comparison group (students that did not participate in QuickSmart). QuickSmart students demonstrated a gain of 8.116 whilst the comparison group showed a gain of 4.6.

In 2014, 14 students from Years 4 to 8 accessed the program. A total of 39 students have been involved in the QuickSmart program since it
began at the school in 2012. QuickSmart will continue to be a key support program in 2015.

Debating

Students from Years 9 and 10 entered the Premier’s Debating. Stacey Tanner, Lizzie King, Haylee Dunn, Stephanie Bowling and our reserve, Victoria Gundry, took on teams from Coonamble, Trangie and Broken Hill. The girls performed exceptionally well, working stronger as a team and making clear and precise arguments.

Public Speaking

The 2014 Public Speaking competition demonstrated the amazing talent that we have within our school. The primary students each selected a poem that they first had to recite in their stage groups, then, whoever was the winner from each year group had the big task of standing in front on the whole school to perform their poem. They had actions, were powerful speakers and engaged their audience with their amazing performances.

In secondary, students were asked to write a speech on someone who inspires them. They then had to present their speeches to their year groups where an overall winner was selected. The overall winner from each year group got the chance to present their speech to the whole school. In was very insightful and the students had identified some very interesting people who they find inspiring. Congratulations to our overall champions for this year, Sophie Horder, Fox Jones, Claudia Eastburn, Sandy Vallette and Molly Murray.

PBL

Positive Behaviour for Learning (PBL) is a proven behaviour management strategy implemented at Baradine Central School. Our school has four very simple behaviour expectations that are the keys to enable all to participate in a safe, respectful environment where we strive for quality behaviour and learning.

RESPECT
PARTICIPATION
QUALITY
SAFETY

Each week students from K – 12 are taught explicitly how to behave in regards to our specific fortnightly behaviour expectation. The students are then regularly rewarded for doing the right thing with a wide range of rewards including assembly awards, fun games, treats, positive letters home and acknowledgement in the school newsletter and local paper.

This year the school the school progressed to the next level of PBL, trialling the implementing small group interventions for students identified as requiring additional support to follow our school’s behaviour expectations. These programs include ‘Check-in, Checkout’, ‘Check & Connect’, social skills groups, and supported classroom problem solving. With the whole school community walking the PBL walk and talking the PBL talk, it is easy for all students to learn and play.

Anti-Bullying

The Baradine Central School’s new Anti-Bullying Plan was released to the community in November during the ‘Bullying No Way’ Day following extensive consultation with stakeholders. The document is a comprehensive plan for understanding and dealing with bullying in a school setting and supportive strategies for bullies, victims and bystanders.

The Bullying No Way Day was a special day held as the culmination of teaching and learning activities during 2014 on anti-bullying. Baradine Central School obtained the services of the youth motivational speaker Simon Clegg who delivered an inspirational address to both students and the community. Local police officer, Senior Constable Brenton Rosier, also actively participated in our day. Students K-12 participated in class presentations at the special assembly. Their poems, posters, films, song and powerpoints all
reinforced the Bullying No Way message. The school has now committed to implementing the Anti-Bullying Plan with the aim of eliminating any bullying behaviours. A survey was conducted to obtain baseline data for improvement to be measured against in the future.

_**Percentage of students Yr2-12 who said they have been bullied.**_

[Circle chart showing percentages of students who have been bullied.]

- 33% Never
- 40% Just Once
- 18% Sometimes
- 9% Often
- 0% Every Day

_**Types of bullying identified by the students.**_

[Circle chart showing frequencies of bullying types.]

- Physical: 17
- Excluded: 16
- Teasing: 25
- Gossip: 29
- Names: 42
- Extortion: 7
- Theft: 7

**Excursions**

**Year 5/6 Canberra Excursion**

Early in Term 3 the Baradine Central School 5/6 class joined students from Gwabegar Public School and Tooraweenah Public School for a three day/two night excursion to Canberra. The students also travelled to the snow at Perisher Ski Resort. In Canberra, they visited The Australian Institute of Sport, Canberra Museum, Questacon, The War Memorial, ANZAC Parade and Parliament House. This quality excursion cemented friendships between the students of the three different schools and brought to a close a term long unit of work on the Canberra and Australian Democracy.

[Photo of students on excursion to Canberra.]

**Year 10 Gold Coast Excursion**

Year 10 students, Miss Alix Talbot and Richie Milgate travelled to Gold Coast for their end of Year 10 excursion. Their action packed week included Surfers Paradise, the Sky Point Observation Deck, Walk around Cavill avenue, Aqua duck, the beach, Ripley’s Believe It or Not, Time Zone Amusement Arcade, Moreton Island for a one day eco systems and sandboarding tour, ice skating, Theme parks – Dreamworld and White Water World, Harbour Town Shopping Centre and a night at theMovies.

[Photo of students on Gold Coast excursion.]
**Significant programs and initiatives – policy**

**Aboriginal education**

Aboriginal Education is embedded in all key learning areas from Kindergarten to Year 12 at Baradine Central School. Teachers continue to enhance students understanding of Aboriginal history, culture and contemporary Australia with Aboriginal education incorporated into programming across all KLA’s. During 2014, the school continued to implement the Adopt Protocols developed in 2013 by the community and the recommendations from the Dare to lead review also conducted in 2013. A highlight of the year was the success of NAIDOC and the community’s feedback. Funding was sourced under the Indigenous Capability and Development programme for National Aborigines and Islanders Day Observance Committee (NAIDOC) activities. NAIDOC day was celebrated in Term 3, with the whole school, parents and special guests. ‘Serving Country – Centenary and Beyond’ - honouring all Aboriginal and Torres Strait Islander men and women who fought in defence of country. Presentations and flag raising ceremony were held before travelling to the ‘Sculptures in the Scrub ‘ at Dandry Gorge. Students discovered the various sculptures and their significance to the area. Every one enjoyed a BBQ lunch, which was provided by the P&C.

**Multicultural education and anti-racism**

The school has a member of staff trained as anti-racism officer to support other staff and students with resolving conflict following any reported incidents of racism or discrimination. No incidents were recorded for 2014.

Harmony Day acknowledgement is embedded as part of the annual school calendar with teachers undertaking appropriate activities with their K-12 students.

Each year, Baradine CWA Branch invites Baradine Central School to participate in their annual country of study. This year the country of study was ‘Botswana’. In the K-Yr2 competition we were asked to create an aspect of the country to present and display at the local CWA hall on A4 paper. Year 3-6 were asked to do a poster/project on cardboard to depict aspects about Botswana. All the students learnt many new interesting facts about the country of study for 2014.

Prizes and certificates were given to students who gained a place in the competition. Students were also invited back the following day to view all the other entries in the competition which were on display. The study of another culture is an important learning process for students in many ways and it is also a highlight for our students to work with community organisations like the CWA and share such a great experience together.
Significant programs and initiatives – equity funding

Aboriginal background
As part of the resource allocation model of funding for 2014, Baradine Central School received $84,006 targeted for programs to support students with an Aboriginal background. This was in addition to $17,610 of Norta Norta NAPLAN funding. The total loading was $101,616. Norta Norta funding supports Aboriginal students at Baradine Central School identified through NAPLAN as performing below the National Minimum Standards. This allows some much needed one on one or group work with these focus students to help bring them up to standard. These lessons are always a positive and the students are benefiting from the extra assistance. Data is collected on achievement of skills based tasks to inform individual student improvement plans. The other Aboriginal funding allowed for staffing supplementation to support Indigenous students K-12 both in the classroom and extra curricula activities. A process of advertising expression of interest for casual and part time School Learning Support Officers, resulted in extra support staff being given clearance for employment at Baradine Central School in the future.

Socio-economic background
An equity loading for socio-economic background amounted to $203,730. This was based on the Family Occupation and education Index (FOEI) and enrolment data and included related staff entitlements of 0.3 full time position or $29,758. Socio-economic background funding allowed for supplementary staffing to maintain small class sizes in primary and additional courses in secondary, particularly in senior school. These initiatives were determines as a result of needs analysis from the 2013 school self-evaluation.

English language proficiency
Not applicable

Learning and Support

A learning and support teacher entitlement of 0.7 allowed for the provision of intensive support to teachers for their students across the school by a specialist teacher.

Other significant programs and initiatives

LST
In 2014 The Learning and Support Team (LST) continued to work towards meeting the specific learning needs of students at Baradine Central School. The LST met every Friday to focus on catering for the academic, emotional and social needs of individual students. The LST worked closely with the School Counsellor and other agencies to achieve its outcomes. Sourcing funding through the departments referral process is of primary importance to the LST. These funds are used to support the learning and social needs of specific students. In 2014 the LST played a key role in the Health Checks for all students K-12 that were conducted by the Coonamble Aboriginal Health Service. The LST were also responsible for several primary students accessing weekly speech therapy and multilit lessons and in secondary the running of the Shine Program. A key focus is professional learning of staff and this year eight staff members participated in the Autism Spectrum Disorder online training that was conduct by the school’s learning and support teacher. A member of the LST along with a parent attended the Positive Partnerships training in Dubbo that was also based on students with autism. Another member of the LST attends the monthly interagency meetings held in Coonabarabran. A new initiative in 2014 was the involvement of two of the school’s students in the Riding For the Disabled program held weekly in Coonabarabran.

SRC
Baradine Central School Student Representative Council functioned as two committees this year, a Junior SRC Years 3-6 and a senior SRC Years 7-12. The commitment of most elected reps was commendable. Both committees met several times each term and worked together to solve school issues that they identified particularly
WHS concerns. Fundraising was a key task for SRC who organised fete activities and the discos and raised many dollars towards needy causes. Some representatives attended a district SRC day at Gilgandra HS where they participated in leadership workshops.

Education week
Baradine Central School celebrated Education Week – “Lighting the Way to a Better World” in July 2014, by taking our students out into the local community showcasing the school’s culture and values – Respect, Quality, Participation and Safety - through the sharing of learned skills and displays of their school work. Family members and the wider community were invited and encouraged to join with BCS students at the various activities that were organised. Activities included: Years 5/6 display of writing; Years 9 & 10 debating contest with Trangie CS via video conferencing; Years 3/4 a street stall featuring produce from the primary classes’ vegie garden program (Stephanie Alexander Kitchen Garden); K/1 reading stories to preschool; Years 7-12 operated a free breakfast BBQ for the community and also talked about their displays of the ASPIRE program, classwork & projects, sporting skills and maths quizzes; the food technology class delivered plates of complimentary morning tea to business houses; Year 2 Eastburn visited the long-stay residents at the hospital with handmade gifts; and a whole school assembly in school’s hall featured special guests from the NSW Rural Fire Service who presented the Fire Cadets with their graduation certificates.

Early Action For Success
The school received $10,055 for implement the initiative, Early Action To Success. EA4S involved strategies for K-2 classes including Transition to Kindergarten, Best Start, L3 (language, Learning & Literacy) and TENS (The Early Numeracy Strategy). K-2 teachers were supported by an Instructional Leader, Mrs Sharyn Cox and a support teacher, Mrs Fiona Hensby. Transition to Kindergarten is an important program for our Junior School. It involves preschool children experiencing elements of the Kindergarten routine over a term by attending one day each week. The teachers align activities with the policy Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF). The EYLF framework fits really well into the Kinder/Year 1 L3 designed classroom and works in conjunction with all outcomes and qualities that the children are accustomed with already from attending a high quality preschool in our town. Four students participated in Transition in 2014.

The Language, Learning and Literacy (L3) program was implemented in the K-2 classrooms in 2014. This program assists with closing the gap between high achieving literacy learners and students whose literacy is at risk in the first years of school, as to reduce the risk of students in low socio economic communities. It is but one component of the Best Start Initiative that aims to ensure that all students are on track in their literacy and numeracy learning by Year 3. It is a Kindergarten classroom intervention program which targets texts, reading and writing. Having the children engage in rich literacy activities that are at their individual level and in small groups. The L3 Program allows for each child to shine and have positive experiences within the classroom regardless of their individual abilities. L3 shows and acknowledges that each student is highly capable at independent, individual or group tasks. Our L3 environment is an area full of rich language opportunities, problem solving, independent learning and a strong sense of personal success. It provides multiple pathways for students to learn how to read and write. It celebrates the efforts of all students in the classroom at any given time, regardless of the level of literacy skills they possess. Students in a L3 classroom are given opportunities to express their ideas and learn about how print works. The Early Numeracy Strategy (TENS) is also an important feature of Early Action for Success. It encompasses short, focussed, frequent numeracy sessions (typically 10 minute blocks) along with strategically targeted activities focussing on addition and subtraction. It also involves monitoring of student progress and data analysis.
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:

- Surveys completed by all stakeholders and included SRC Insight instrument for school culture, DEC instruments for Learning and Quality School Life.
- Staff analysis of internal school data including enrolment, attendance, behaviour and student achievement tracking on literacy and numeracy continuums and student semester reports.
- Staff analysis of external data including student achievement in NAPLAN and HSC.

School planning 2012-2014:

School priority 1
Reading and Numeracy

Outcomes from 2012–2014
Teacher capacity in the explicit teaching of reading and numeracy was strengthened.

Evidence of achievement of outcomes in 2014:

NAPLAN expected growth results:

- 66% of Kindergarten students achieved reading texts at Reading Recovery Levels 9+ or above, exceeding the target of 50%.
- 67% of Kindergarten students achieved a writing vocabulary of 24+ words, exceeding the target of 50%.
- 50% of Year 5 cohort achieved expected growth in NAPLAN Reading, meeting target of 50%.
- 12.5% of Year 5 cohort achieved expected growth in NAPLAN Numeracy which was significantly less than the target of 50%.
- 33% Year 5 students achieved at or above Cluster 11 on Literacy Continuum in Reading texts. Our target was 50%
- 50% of 2014 Year 5 students achieved at or above MA2-6NA, MA3-6NA in Aspect 5 (Multiplication and Division) on Numeracy Continuum K-10 and exceeded the target of 40%
- 44.4% of Year 7 cohort achieved expected growth in NAPLAN reading which was just less than the 50% target.
- 44.4% of Year 7 cohort achieved expected growth in NAPLAN numeracy, which was just less than the 50% target.
- 60% of Year 9 cohort achieved expected growth in reading which was above the target of 50%
- 50% of Year 9 cohort achieved expected growth in NAPLAN numeracy which met the target.

Data on the secondary literacy and numeracy continuums was unavailable for this report.

Strategies to achieve these outcomes in 2014:

- The Early Action for Success initiative was implemented from 2013 for K-2 students using the L3 (Language, Learning and Literacy) and TEN (the early numeracy) strategies. Data was collated and analyzed routinely every five weeks. Intervention was provided for students who were not making the expected rate of growth.
- Students transitioning from Stage 3 to Stage 4 for supported with a basic skills program in 2014 to enhance confidence with literacy and numeracy.
- Senior students 2012 -2014 accessed small classes and face to face teaching with a differentiated curriculum addressing individual needs.
- Students identified as achieving below National minimum Standards in previous NAPLAN were supported by rigorous intervention programs 2012 -2014.
- The Quicksmart numeracy program was implemented from 2012 and targeted sixteen students each year from Year 4 -8 for an intensive 30 week program to boost confidence, knowledge and application of number skills. Pretests and post-tests determined the degree of improvement by each participant. A team of three support
offices and one teacher were professionally trained to deliver the program.

**School priority 2**
Leadership and Teacher Quality

**Outcomes from 2012–2014**
Teacher capacity was strengthened to improve student learning outcomes through the implementation of effective curriculum and pedagogy. Whole school systems, processes and policy were strengthened to support professional growth of all key stakeholders.

**Evidence of achievement of outcomes in 2014:**
- NAPLAN results as above.

**Strategies to achieve these outcomes in 2014:**
- A focus on retention & career path planning involved sourcing qualified teachers for Hospitality, Primary Industries and Metal Engineering for new Trade Training Centres through substantive appointment, Western Access, Distance Education and/or TAFE.
- Careers teachers develop their capacity to advise/inform senior students on careers and pathway choices and options of further study after leaving school.
- Strengthened collaborations and partnerships with local industry and TAFE through the utilisation of community speakers that enhanced career connectedness in stage 5 and 6. School based apprenticeships and traineeships were obtained locally for some students.
- Attendance & welfare strategies included a review of the Student Welfare policy and the inclusion of PBL program. Staff were trained continuously in PBL principles and processes by the PBL team. A whole-school system was established to recognise positive attendance of students and provide support for stakeholders at risk.
- Stage 6 learners were provided with a Senior study skills centre.

**School priority 3**
Engagement and Attainment

**Outcomes from 2012–2014**
Improved social and emotional wellbeing and skills for life for every student.

**Evidence of achievement of outcomes in 2014:**
The target of increasing attendance by 0.5% in Semester 1 2014:
- was not met by K-6 who aimed for 92.4% and achieved 90.9%; and
- was met by Y7-12 who aimed for 88% but achieved 90.1%

**Strategies to achieve these outcomes in 2014:**
- Teachers accessed professional learning both in school and through virtual faculties to develop deep understanding of the new Australian Curriculum and teaching standards.
- Teachers were supported in the development of individual professional learning plans that aligned with the direction of the school plan.
- Whole-school accountabilities structures including Teacher Assessment and Review Schedule strengthened providing quality feedback to staff.
- New Scheme Teachers were supported by the leadership team with time to facilitate processes and practices to achieve Professional Competence accreditation and maintenance levels. The AP was released off class 0.338 and HT provided DP allowance to mentor and support NST.

**School priority 4**
Aboriginal Education

**Outcomes from 2012–2014**
Diminish the gap in numeracy and reading achievement between Aboriginal students and all students.

**Evidence of achievement of outcomes in 2014**
NAPLAN expected growth results:
• 40% of ATSI students in Year 5 achieved
dexpected growth in Reading which was
less than the target of 50%.
• 20% of Aboriginal students in Year 5
achieved expected growth in Numeracy
which was less than the target of 50%
• 50% of 2014 Year 5 ATSI students by the
end of the year will achieve at or above
Cluster 10 on Literacy Continuum in
Reading texts. The target was Cluster 11.
• 14% of 2014 Year 5 ATSI students by the
end of the year will achieve at or above
MA2-6NA, MA3-6NA in Aspect 5 on
Numeracy Continuum. The target was
50%
• 40% of Year 7ATSI cohort achieved
expected growth in NAPLAN reading
which was less than the target of 50%.
• 20% of Year 7 ATSI cohort achieve
expected growth in NAPLAN numeracy
which was less than the target of 50%.
• 60% of Year 9 ATSI cohort achieved
expected growth in reading 60%
which exceeded the target of 50%.
• 20% of Year 9 ATSI cohort achieved
expected growth in NAPLAN numeracy
which was less than the target of 50%.

Parent/caregiver, student, and
teacher satisfaction

In 2014, the school sought the opinions of
parents, students and teachers about the school.
Their responses are presented below.

Quality of School Life

Students in primary and secondary completed a
survey about quality of school life.

Generally Students Years 2 -6 have responded
much more positively than their secondary peers.
There has been a significant positive shift in
responses from 2013 to 2014.

84% of primary have a sound level of satisfaction
with school compared to 54% of secondary. This
includes:

• Like to go to school each day
• Feel happy
• Feel proud to be a student at BCS
• Get enjoyment from being at BCS

20% of primary felt school can have a negative
effect on them compared to 19% of secondary.
This includes:

Attendance data:
The target was to increase ATSI attendance by 1% in
Semester 1 2014 to K-6 to 91.1% and Years 7 -
12 to 86.7%.

Overall, K-6 ATSI achieved 89.3% being
less than the targets, however, two
cohorts did achieve above the target –
K/1 class with 92.2% and 5/6 class with
93.2%.

Overall, the 7-12 ATSI attendance was
86.2% drawn down by just a few
students. Year 8 achieved 95.3% and
Year 9 achieved 92.1%.

Strategies to achieve these outcomes in 2014:

• Community engagement, collaboration
and consultation with the Local
Aboriginal Lands Council to facilitate
decision making for Aboriginal Education
initiatives such as NAIDOC.

• Continued implementation of the
recommendations from the Dare To Lead
school review of Aboriginal Education
processes and practices at the school.

• Teachers supported to implement the
Aboriginal pedagogies framework for
teaching practice and planning and
include Aboriginal perspectives is in
teaching.

• Adherence to the teachings from PaCE
Adopt (A shared cultural awareness
statement) led to an increased
understanding of Aboriginal protocols
and issues, as well as staff understanding
the difference between cultural
awareness, tolerance, sensitivity and
responsiveness.

• Parents, students and teachers worked
together to develop PLPs with literacy
and numeracy goals. Each stakeholder
determined their specific role in driving
goal achievement.

2014.

15
Feeling unhappy, lonely, worried, upset or restless.

91% of primary were satisfied with their achievements compared to 78% of secondary. This includes:

- Seeing themselves as a success and good at school work
- Knowing how to cope with the work and have fun

90% of primary students were positive towards the teachers compared to 72% of secondary. This includes:

- Feeling that the teachers help them to achieve their best and treat them fairly.

89% of primary saw the relevance of schooling compared to 74% of secondary. This includes:

- Understanding how school is preparation for the future and learning is useful for lots of reasons.

85% of primary enjoyed the social integration experiences at school.

57% of secondary students had positive self-esteem and status.

86% of primary saw school as an adventure and enjoyed learning because it was interesting and fun.

72% of secondary had a positive sense of identity among their peer groups.

Primary’s overall level of satisfaction of school life was 97% (91% in 2013) and secondary’s was 70% (66% in 2013).

Future Directions

2015-2017 School Plan

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

The 2015-17 plan features three strategic directions:

1. Supportive Culture
2. Partnerships
3. Quality Teaching

There will be an emphasis on further developing the capacity of early career teachers to maximise the learning outcomes of their students in a supportive culture. Baradine Central school also plans to strengthen its partnerships with the community through ‘Place Based Learning’ leading to improved post HSC prospects for school leavers.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: