“It is no longer enough to just have our children complete Year 12. What is the point if they don’t have pride in who they are as first nation’s people, or the skills & confidence to succeed beyond school”.

Aunty Doreen McHughes, Ngemba Elder
Vision Purpose

Students from Brewarrina Central School will have the core learning and adaptive skills, and pride in the strength of their culture, to thrive in a rapidly changing world. This will be achieved through focused and purposeful programs involving quality learning and teaching, robust systems and strategies and strong community partnerships.

School Context 2015

Brewarrina Central School, located 800kms north west of Sydney, caters for 172 students from Kindergarten to Year 12. Ninety-seven per cent of students identify as Aboriginal. There is a strengthening school / community partnership with a School Reference Group, a Leader Community Engagement Officer and working closely with the AECG.

Brewarrina is a predominantly rural area, with a large indigenous population. The main township is Brewarrina, with smaller population centres in outlying areas, for example, Gongolgon. It is widely acknowledged that Brewarrina is significantly impacted by a range of marginalising factors including remoteness, Aboriginality, poverty, chronic ill-health, welfare dependency and climatic conditions.

Brewarrina Shire has one of the lowest scoring communities on the Index of Relative Socio-Economic Disadvantage, with a rank of 746.6. Brewarrina’s ICSEA score shows 98% of parents in the bottom income percentile. As a result the Brewarrina community attracts a range of resources to address high levels of socio-economic disadvantage.

Strengths

- Needs based funding – The DEC Resource Allocation Model (RAM) is needs based funding. It enables the school to implement initiatives and strategic responses to the learning needs of students and the community.
- Community Support - The school is well supported by parents and the community. The plan aims to build capacity as parents, mentors and decision makers.
- Strong leadership – The school executive is cohesive, energetic and committed. It comprises two local Aboriginal staff members and five long term (>10 yrs) teachers. All are committed to personal learning and growth. This underpins the school philosophy of ongoing professional development and innovation.
- Aboriginal people on staff - Most work as Aboriginal educators in roles such as AEOs and School Learning Support Officers (one per class K-10). They are skilled in 1:1 mentoring and small group tutoring. They provide a critical connection to the community and culture.
- Robust, evidenced based programs – smart programs and systems are in place to drive innovation and improved learning. Early Action for Success K-2 builds foundation skills in literacy and numeracy. A Middle School program mirrors this. The Big Picture Learning Design in Yrs. 7-10 builds students’ motivation, engagement and self-reliance. It has changed the learning culture of the secondary school. Positive Behaviour for Learning (PBL) is the basis of our whole school behaviour and welfare strategy. It is enhanced by the Clontarf and Girlfit programs. Critical partnerships with external agencies supplement in-school action.

School Planning

Parents and community - the School Reference Group, AECG, parents, elders and community members were involved in a series of meetings around school strategic issues throughout 2014. From these yarns key areas of focus were identified around student learning, language and culture, school community relationships and community partnerships.

Students and teachers completed online surveys via DEC the Learningbar partnership.

Staff analysed internal data (Literacy and Numeracy benchmarking, attendance and retention; suspensions) and external data (PLAN, NAPLAN, ESSA and HSC). Teachers and Aboriginal staff workedshopped and distilled understandings to produce a draft plan for consideration and ratification by the School Reference Group.

School Reference Group Chair, AECG President:  
Date:
Purpose:
To ensure that classrooms are characterised by purposeful learning, evidence based & data informed teaching; increased personalisation & student empowerment in learning.

Purpose:
To constantly improve students’ achievement we must be a learning school. This will involve a systematic and strategic approach to teacher and executive learning, the development of our Aboriginal Educators (AEs) in learning support and culture; and empowering parents and the community.

Purpose:
To improve student learning by bringing the community into the school and taking learning into the community.
Focus area: Enduring personalised learning

**Purpose:** To ensure that classrooms are characterised by purposeful learning, evidence based & data informed teaching; increased personalisation & student empowerment in learning.

**Key Improvement Measures:**
1. *Early Action for Success (EAFs) & Middle School Action for Success (MAFS)* to deliver student achievement, measured by the Literacy and Numeracy Continuums, PLAN & NAPLAN.
2. Graduates from each stage of the secondary school have improved learning skills, better self-management and a future pathway connected to real world opportunities.
3. Students build positive social and emotional skills through PBL as measured by participation, attendance and suspension rates.
4. Students have a deeper knowledge and pride of who they are as developed by our Language and Culture Program.
5. All students have personalised, benchmarked learning plans in place.

### People (capacity)

**Students** will develop:
- The core skills required for future learning. These include literacy, numeracy, thinking, problem solving and teamwork.
- Adaptive expertise, the ability to apply knowledge and skills to new situations.
- Tools and language to reflect on and track their own learning trajectories, skills, capabilities and dispositions.
- A sense of their Aboriginal heritage, stories and culture.
- Personal qualities - compassion, resilience, confidence & adaptability.

**Teachers** will
- Have deep knowledge of each student, using programs, benchmarking tools, strong connections to families.
- Participate in professional learning to build personal & school capacity.
- Develop strong links to the community through family relationships and Connecting to Country.

**Executive** will:
- Lead learning, providing a strong narrative for learning supported by sustainable programs and systems.

**Aboriginal Educators(AEs)** will:
- Work in classrooms mentoring and tutoring our young learners to achieve their personal learning goals.

**Learning Partnerships will:**
- Support our school learning goals. e.g. Dept. Ed, Clontarf Foundation, Big Picture Education, local businesses and agencies.

**Parents will:**
- Engage with the school in their own child’s learning and progress through learning plans, exhibitions and in class interactions.

### Processes

<table>
<thead>
<tr>
<th>Early Action for Success (EAFs)</th>
<th>Middle School Action for Success (MAFS)</th>
<th>Positive Behaviour For Learning (PBL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality leadership; identifying student’s literacy and numeracy levels; personalised teaching; tiered interventions.</td>
<td>To sustain literacy development Yrs. 5-8.</td>
<td>Is an evidence-based whole school framework to support the wellbeing of ALL students.</td>
</tr>
</tbody>
</table>

**Big Picture** is a personalised, project based learning design to engage students in school & community.

**Language and Culture builds student’s understanding and pride of their Aboriginal heritage.**

**Purposeful programs** – goals, assessments, scope & sequences.

### Products and Practices

**Practice:** Explicit Literacy & Numeracy teaching though EAFs & MAFs.

**Product:** Quality leadership & purposeful programs ensure evidence based, data informed teaching strategies occur daily in all classrooms.

**Practice:** Using a range of student learning benchmarks to increase the learning trajectory of students.

**Product:** Every student K-10 plotted on the literacy and numeracy Continuum; Use of data tools and ICT in learning and learning management – PLAN electronic portfolios, data management; 80% of students achieve their Year benchmark in literacy and numeracy.

**Practice:** AEs play an active and critical role in the personalisation of student learning through tutoring and mentoring.

**Product:** AEs in every classroom 1:1 mentoring & small group tutoring.

**Practice:** Teachers develop their understanding of Ngemb language, culture and the history of Brewarrina.

**Product:** Language and culture taught K-12. Connecting to Country program conducted each year. AEs facilitate teacher - family links.

**Practice:** The Big Picture design is in place Years 7-10

**Product:** Dedicated Advisory time; student goal setting, learning plans, programs and exhibitions each term, internships in place from Yr 9; personalised flexible learning delivery across the curriculum.

**Practice:** PBL implemented K-12 in all school environments

**Product:** Signage in place; use of PBL language; lessons taught; reinforcement / feedback provided to students, ongoing data analysis.
## Focus area: Building School Capacity

**Purpose:** To constantly improve students’ achievement we must be a learning school. This will involve a systematic and strategic approach to teacher and executive learning, the development of our Aboriginal Educators (AEs) in learning support and culture; and empowering parents and the community.

### Key improvement measures

1. Visible, innovative, responsive and supportive leadership.
3. Implementation of Enduring Learning is evident in every program and classroom.
4. A systematic AE learning program is in place to strengthen their tutoring skills and cultural knowledge.
5. Parents are engaged in learning plans, exhibitions and home support.
6. Community and business have increased capacity to mentor and support students.

<table>
<thead>
<tr>
<th>People (capacity)</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong> will become more active participants in their own learning, setting goals, taking action, reflecting on their learning and developing a voice in their own learning.</td>
<td>Systematic PL for all staff.</td>
<td><strong>Practice:</strong> Systematic professional learning of teachers.</td>
</tr>
<tr>
<td><strong>Teaching staff:</strong> All staff will participate in sustained professional learning in the use of the school’s platforms, programs and student data analysis and management. Each teacher will be supported by an executive mentor and stage/KLA teams to trial, adapt and adopt quality programs.</td>
<td>Performance and Development Plans.</td>
<td><strong>Product:</strong> 1:1 teacher mentoring including classroom observation and reflection. Stage and KLA and Team meetings to specifically address shared learning and wellbeing issues. Whole school PL provides the overarching narrative for all PL and addresses whole school PL issues.</td>
</tr>
<tr>
<td><strong>Aboriginal Educators</strong> will undertake professional learning to understand and interpret data, tutor and mentor students and provide language and cultural support to teachers and students.</td>
<td>Meeting time focusing on the core work of improving student achievement and wellbeing.</td>
<td><strong>Practice:</strong> DEC Performance and Development Framework is in place. <strong>Product:</strong> There is evidence of individual career growth and accreditation against professional teaching standards.</td>
</tr>
<tr>
<td><strong>Executive staff:</strong> will be learning leaders, modelling, guiding and taking responsibility for professional learning and development.</td>
<td>An action research approach to change: consider, act, reflect, refine.</td>
<td><strong>Practice:</strong> PL ensuring adaptive &amp; enabling leadership. <strong>Product:</strong> Visible, cohesive leadership across the school &amp; community.</td>
</tr>
<tr>
<td><strong>Parents and carers:</strong> become more active participants in children’s learning, setting goals, supporting learning at home action, reflecting on their child’s learning, and developing voice in their learning.</td>
<td>Parent and community programs</td>
<td><strong>Practice:</strong> Ongoing learning of Aboriginal Educators. <strong>Product:</strong> Opportunities each term for AE learning as literacy, numeracy and learning tutors, and Language and Culture leaders.</td>
</tr>
</tbody>
</table>
| **Strategic partners** – provide enabling programs and designs to support student learning and wellbeing and staff professional learning. | STRATEGIC PARTNERS  
- DEC Learning Directorates  
- Businesses  
- Agencies e.g. NCWP, MPREC  
- Big Picture Education  
- Clontarf Foundation  
- Healing Foundation  
- Universities – Western Sydney and Newcastle | **Practice:** Support parents for authentic engagement in learning  **Product:** Parent literacy & numeracy support program; home learning packages; high quality PLP processes; exhibitions and goal setting. |

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School Plan 2015-2017

Brewarrina Central School
### Purpose:
To improve student learning by bringing the community into the school and taking learning into the community.

### Key improvement measures:
1. **Connected Communities Strategy in place** - School Reference Group and AECG effective in advising and guiding school policy.
2. **Language and Culture and Connecting to Country programs active.**
3. **All students from Years 9-12 have internships and can articulate a future pathway through strategic partnerships.**
4. **Businesses better equipped to mentor and engage students in meaningful workplace projects.**

### People (capacity)

| Teaching staff: Each teacher will be mentored by an AE to build relationships with families and community members. Secondary staff will develop skills in managing internships in Brewarrina and beyond. |
| AE staff: Provide the critical link between school, teachers, families and the community. |
| Executive staff: The Senior Leader Community Engagement will lead, with the principal, the engagement of parents and community in the school. DPs and APs will facilitate PLPs and community activities. HTs will facilitate student exhibitions, internships and stage activities. |
| School Reference Group (SRG): will lead policy development and ratification, set broad directions for the work of the school and advocate for the member constituencies. |
| AECG: will work with the SRG to ensure broad consultation across all groups in the Brewarrina community. |
| Elders and Leaders: as well as their work through the AECG and SRG will be central to our Language and Culture program and provide mentoring for internships. |
| Brewarrina Businesses: provide learning opportunities through internships and work placements. |
| Youth Agencies: provide links to employment opportunities for students and support for their general wellbeing. |
| Strategic partners: The school will continue to engage students by enriching learning in school, providing learning opportunities beyond the school, connecting each student to employment or future learning. They will also support the professional learning for staff. |

### Processes

- Systematic engagement of community and elders in school decision making through the School Reference Group (SRG) and AECG.
- Authentic parent and carer engagement in learning.
- Community and Business engagement in learning through internships and other specific programs.

### Products and Practices

**Practice:** Connected Communities Strategy  
*Product:* Effective SRG, strong consultation with AECG; effective Leader Community Engagement; Language and Culture Programs in place; Connecting to Country completed annually.

**Practice:** The AECG works as the peak consultative body.  
*Product:* AECG meets monthly for consultation on school policy. They represent the local Aboriginal community.

**Practice:** The SRG works collaboratively with the school developing, planning and evaluating the school’s Connected Communities strategy.  
*Product:* SRG meets monthly to set goals, guide implementation and review progress, including school data.

**Practice:** Authentic engagement of parents in learning.  
*Product:* Parent engagement and input into student learning, goal setting & reflection through PLPs, exhibitions and in class participation.

**Practice:** Internships from Year 9.  
*Product:* Students engaged in internships in the community, business & government in Brewarrina, & where required, other centres. e.g. Dubbo.

**Practice:** Strategic partners - Professional Learning support.  
*Product:* from the Literacy and Numeracy Directorate; PBL; Big Picture Education, Clontarf Foundation; Girlfit, UWS.

**Practice:** Strategic partners - student learning support.  
*Product:* Clontarf programs; UWS & UoN excursions and exchanges, Big Picture School Partnerships, youth agencies.

**Practice:** Strategic partners - student wellbeing.  
*Product:* Co-ordinating and co-operating with external agencies to provide for the wellbeing of all students.