School context

Brewarrina Central School is a Connected Communities, K – 12 school catering for students from the town of Brewarrina as well as nearby small communities. Brewarrina is located on the Barwon River, approximately 800 km northwest of Sydney.

40000 year old fish traps at Brewarrina

Given its remote location, high indigenous population and the socio-economic background of many of its students, the school accesses support from a variety of sources and programs including Low SES, PAS, PSP and CAP.

The school also draws on a range of community organisations to support the learning of its students. Key groups include the Aboriginal Education Consultative Group (AECG), Community Working Party (CWP), Brewarrina Shire Council and a variety of health services. The school worked closely with them to ensure that students’ needs are addressed and that the community’s priorities and objectives were aligned.

Major celebrations were held in the school for NAIDOC Week with St Patrick’s school and community members attending the Flag Raising celebrations. The highlights included our first Art Exhibition and a march down the main street of Brewarrina.

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.

Principal’s message

2013 saw the start of the Connected Communities program in Brewarrina. This program is a concerted effort by the government, DEC and the AECG to bridge the gap in student achievement and post school pathways.

The aim is to build stronger connections between our school and the community. However, the focus this year has been to get our own house in order.

It is no longer good enough to do what schools have always done in order to bridge the gap with Aboriginal students. While ensuring we do not throw out the things that are working, and there are many, we needed to think outside the square and foster creativity and initiative.

We have built on the great work the school has done in the primary years with literacy. Central to this is having an Aboriginal aide in every room, enabling small group and personalised learning. Likewise, the attendance strategy had been strengthened and enhanced.

An area for significant analysis was quality of learning in the secondary school. Retention and attendance had improved. This year 13 students completed the HSC. However, the achievement of students within the HSC was disappointing.

This required a rethink of what we do from 7-12 to improve the learning culture of the school. The aim was to increase engagement, pride and resilience through personalised learning, encourage deeper more rigorous learning and involve parents. Hence the successful pilot program using the Big Picture Learning design, in Years 7 & 8. This will be expanded in 2014 to Years 7-10.

The need for students to develop a better understanding of their pathway to the future was also explored. Work placements were re-established in Yrs. 9 & 10. Much more is planned for 2014.

The professional learning culture for teachers was also examined. Plans are in place for a restructured work environment for teachers where there will be ongoing 1:1 support, weekly Stage action teams and better use of school meetings to facilitate learning. A key strategy will be peer observation and dialogue.
The appointment of our new Senior Leader Community Engagement will strengthen community links. She will significantly enhance our capacity to build relationships and partnerships with parents, elders, business and the broader community.

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.

Peter Morgan

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 have hovered around the 110 mark for the past 7 years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>71</td>
<td>56</td>
<td>53</td>
<td>49</td>
<td>50</td>
<td>45</td>
<td>51</td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>55</td>
<td>52</td>
<td>48</td>
<td>64</td>
<td>57</td>
<td>55</td>
</tr>
</tbody>
</table>

Similarly, secondary enrolments have varied between 64 – 81 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21</td>
<td>31</td>
<td>40</td>
<td>35</td>
<td>36</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>50</td>
<td>36</td>
<td>37</td>
<td>43</td>
<td>36</td>
<td>42</td>
</tr>
</tbody>
</table>

Management of non-attendance

Evaluations show that the school’s work on attendance is seen as an area of significant success. The fact student attendance figures are increasing each year shows students want to be at Brewarrina Central. Students are catered for with personalised programs, small reading and maths groups, sporting opportunities and positive rewards for behaviour.

The data from 2010 to 2013 shows increasing attendance each year. This has resulted from a proactive program of persistent and consistent action by the school. A CLO was engaged for three years under National Partnerships. Working with a Deputy Principal, this role was instrumental in increasing attendance. It enabled the school to adopt a weekly program of data analysis, follow up and parent contact.

The school’s approach to managing attendance is structured and systematic. The key strategy is the home visit. These are carried out on a weekly basis by the CLO, the executive (usually a Deputy Principal) and the HSLO. Periodically we are supported by the police. This has made parents both aware and accountable.

Student attendance profile

Student attendance has been improving steadily for the past 5 years. 2013 was our best year by a significant margin.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>79.1</td>
<td>82.4</td>
<td>81.8</td>
<td>75.0</td>
<td>88.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>78.8</td>
<td>94.6</td>
<td>78.4</td>
<td>95.1</td>
<td>87.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>83.6</td>
<td>79.1</td>
<td>82.9</td>
<td>81.4</td>
<td>88.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>83.6</td>
<td>81.1</td>
<td>82.3</td>
<td>87.8</td>
<td>87.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>86.3</td>
<td>81.1</td>
<td>79.5</td>
<td>84.8</td>
<td>89.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>86.2</td>
<td>82.4</td>
<td>82.3</td>
<td>83.8</td>
<td>89.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>84.9</td>
<td>85.8</td>
<td>84.0</td>
<td>84.0</td>
<td>86.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79.1</td>
<td>82.3</td>
<td>81.4</td>
<td>82.9</td>
<td>88.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The improvement in secondary attendance was even more dramatic in 2013.

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>92.2</td>
<td>92.7</td>
<td>92.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
</tr>
</tbody>
</table>
While attendance has improved, the data is still affected by a few chronic non-attenders predominately in the secondary school. These are the very tough hard core cases. Partial attendance in secondary continues to be an issue. A systematic approach employing similar strategies is in place. As with the hard core non-attenders, it is the same few students doing it over and over.

Secondary retention has also improved in response to the schools attendance initiatives and improvements in the learning environment. Three years ago many had the expectation of leaving as soon as old enough. Now most students expect to complete Year 12. It is most important that we develop in our students a sense of direction and purpose so that getting to the HSC is not just the goal, but a means to an end beyond school. Constructing future pathways can start as early as Years 6 or 7 where students explore their passions and interest and try them out through class work. This can then be followed by internships, work placements and SBATs that enable them to explore and try possibilities.

Year 12 students undertaking vocational or trade training

In 2013, 92% (11 students) of students undertook VET courses. These included 17% (2 students) studying two VET courses. 58%(7 students) of students did Hospitality, 42%(5 students) did Indigenous Primary Health Care and 8% (1 student) studied Electrotechnology.

Post-school destinations

Of the 12 Year 12 students in 2013, 6 are employed. These are: a tennis coach with Yvonne Cawley in Melbourne; a Youth Centre worker in Brewarrina; hairdressing apprentice in Newcastle; apprentice butcher in Brewarrina; a traineeship on Brewarrina Shire Council and a part-time beautician while completing TAFE training in that field in Casino. One ex-student is doing TAFE full-time on the NSW north coast. Another has commenced iProwd. Four are seeking employment.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>47.6</td>
</tr>
</tbody>
</table>

The school employs Aboriginal staff as:

- 3 School Administrative Officers (SAOs)
- 2 Education Officers (AEOs)
- 1 Community Liaison Officer (CLO)
- 1 Community Engagement Officer (ACEO)
- 1 Teacher’s Aide Special (TAS) and
- 9 Tutors and School Learning Support Officers (SLSOs).

These people provide a vital connection between teachers, the school and the community. The Aboriginal SLSOs employed through National Partnerships have training as 1:1 and small group tutors. This is a key strategy to more personalised learning and enhanced literacy/numeracy.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>32</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>40</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>648300.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>307381.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1366267.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>49872.58</td>
</tr>
<tr>
<td>Interest</td>
<td>27820.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4638.47</td>
</tr>
<tr>
<td>Canteen</td>
<td>68774.41</td>
</tr>
<tr>
<td>Total income</td>
<td>2473055.62</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>69477.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>7000.04</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19201.18</td>
</tr>
<tr>
<td>Library</td>
<td>8964.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2241.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>709678.04</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>30848.95</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>93756.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>56445.31</td>
</tr>
<tr>
<td>Utilities</td>
<td>115095.05</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16765.91</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6706.82</td>
</tr>
<tr>
<td>Capital programs</td>
<td>74853.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1211035.12</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>1262020.50</td>
</tr>
</tbody>
</table>

The significant increase in Tied income and subsequently, the Balance Carried Forward, was due to the advance payment for the 2014 Investing in Focus Schools funding of approximately $480,000.

Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.

The National Partnership program has provided an additional teacher in the primary department and a number of teachers’ aides across the school. This allowed for smaller classes in the primary department. Along with the Learning and Support Teachers (LASTs), the school has targeted individual students and personalised their learning. We have been able to provide 1:1 and small group support to all students.

Explicit and specific strategies have been implemented across the primary school in both literacy and numeracy. This is evident in every class K-6, where blocks of time are allocated to intensive skill development. The school has built a rich resource base to support learning.
Internal and external data show improvements in student achievement in literacy and numeracy. Growth data in 2013 for our students in Years 5, 7 & 9 exceed the state average in 80% of the aspects.

**School Growth v State Growth**

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Growth Av</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>55</td>
<td>48</td>
</tr>
<tr>
<td>Writing</td>
<td>-51</td>
<td>25</td>
</tr>
<tr>
<td>Spelling</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Grammar</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Numeracy</td>
<td>59</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Growth Av</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>104</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>84</td>
<td>55</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>84</td>
</tr>
<tr>
<td>Grammar</td>
<td>102</td>
<td>78</td>
</tr>
<tr>
<td>Numeracy</td>
<td>69</td>
<td>89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Growth Av</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>Writing</td>
<td>68</td>
<td>25</td>
</tr>
<tr>
<td>Spelling</td>
<td>54</td>
<td>44</td>
</tr>
<tr>
<td>Grammar</td>
<td>64</td>
<td>40</td>
</tr>
<tr>
<td>Numeracy</td>
<td>46</td>
<td>44</td>
</tr>
</tbody>
</table>

The greatest growth is being achieved from Years 3-5. The school needs to examine the flattening of growth in years 5-9. A school evaluation indicates that the highly structured approach to writing used by the school may be limiting the ability of students to apply and respond to new contexts. Many students are reluctant to have a go for fear of making a mistake. We believe the low grammar growth in Year 7 is linked to the writing growth.

The primary department has improved student achievement through National Partnerships (NP). This is evident in the attendance, achievement and behaviour data.

An additional teacher was employed in Stage 1 to reduce class sizes. This, along with the personalised learning achieved through the use of aides and LASTs, has seen students’ learning outcomes improving, reduced behaviour issues and suspension rates decline.

The Aboriginal aides employed through NP have ongoing training as 1:1 and small group tutors.

**1:1 tutoring with an Aboriginal SLSO**

This has been a key strategy to achieving a more personalised learning, enhancing literacy/numeracy understanding. Volunteers have further enhanced this. Reading results continue to improve - most Yrs. 5 / 6 children are already at 30+. There has been an improvement in reading benchmarking generally over the three years. (See table page 12)

Having tutors and aides in rooms has improved the learning environment generally. The classrooms are more focused, the expectations higher and the support is greater.

Two Learning Assistance Teachers work K-6 using a model of both withdrawal and working with children in classes. Unfortunately this has been disrupted by staff turnover and absences.

Through the increased support, more students are succeeding, increasing their motivation and improving their disposition to learning. They are having success, are happy about their learning and want to be even better.

This also reduces behavioral issues. We have seen that through closer relationships, personalisation...
and engagement, students develop a better response to conflict. E.g., finding a book rather than mucking up. Those children whose behaviour is an issue can now receive time out support from aides. Issues are resolved more quickly, with less impact on the learning of others.

More effective use of staff K-6 has been achieved through whole school, block timetabling. This ensures literacy and numeracy are taught in prime times and that aides and LASTs are deployed to maximize their effectiveness.

From 2010 – 2013 there has been a consolidation of curriculum and learning in the junior secondary school. Two key strategies include:

- The establishment of a core learning program in Year 7 with a home base teacher and room. This has resulted in a more stable learning environment and reduced suspensions.
- The introduction of personalised project based learning in Years 7 & 8 employing Big Picture Education Australia’s systems, scaffolds and resources. This has increased engagement and raised expectations about rigour, as students are required to produce work and demonstrate learning throughout the term, rather than copy and recall. It has also provided for meaningful engagement of parents through the negotiation of learning plans and exhibitions.

However, improving student engagement and achievement requires a more personalised, culturally relevant and rigorous approach to learning. The school is therefore examining innovations to develop students’ competence and confidence as learners.

This is most evident in our NAPLAN writing data. Passive learning environments tend to produce students who can write, but not apply these skills to new contexts, such as the NAPLAN writing task.

The key is the active involvement in more relevant and deeper learning than is possible under the fragmented, disjointed, traditional approach to secondary education. Active classrooms are where students are deconstructing and reconstructing their learning as evidenced in the work and writing that they produce.

Other achievements

Sport

Sport is an important part of our community and our school. That enthusiasm was demonstrated at our extraordinary swimming carnival, with high participation rates and team spirit.

Fantastic school spirit on display

Students were provided with many opportunities to participate and compete in sport. Some of these included:

- A learn to swim program Term 3 for K and year 1 students. Results were dramatic improvement and awareness of water safety for students.
- Swimming representation at district and regional level. Outstanding achievers were Taylah Donnelly, Janalee Conroy, Kynan Heatherill and Xanthe Eyre
- Cross Country - a team of students competed at the district level and then qualified for regional cross country at Wellington. Janalee Conroy (Y6), Stella McHughes (Y10) and Dondre Murphy(Y7) qualified for state cross country.
- Athletics - students qualified for district (Brewarra hosted) and regional at Dubbo.
Outback Challenge Rugby League

- Rugby League - Boys played in David Peachy Shield in Cobar, then Coonamble and Walgett. A boys/girls team also played in the Outback Challenge in Bourke. A Brewarrina Gala day organised by NRL, with teams coming from Bourke, Walgett and other towns. The girls’ team again proved tough competition. NRL ran coaching in Brewarrina including a fun day in the local park for students in K-2.

- Students participated in Indigenous games in Goodooga.

- Netball carnivals were held here in Brewarrina, and also Coonamble and Cobar.

Creative Arts

Three key initiatives provided a boost to student’s creative experience at school.

The M4 studio was established as an extra-curricular activity. A space was refurbished and converted into a music room with a recording studio. Each lunch hour students are encouraged to participate in drum groups, a choir, rock bands and hip hop groups. A number of students recorded their work and musical performances became a much more important part of school celebrations and assemblies.

A major Art Exhibition was mounted as part of NAIDOC week. It successfully exhibited art from Kindergarten to Year 12. Community support was very strong. We hope to expand this event in 2014.

A small but talented group of students were selected to participate in the Moorambilla music festival following auditions at school. This involved music camps and a major performance in Coonamble with part of the Sydney Symphony orchestra and talented young musicians from Sydney and Newcastle.

Significant programs and initiatives

Aboriginal education

Brewarrina Central School has a fundamental focus on Aboriginal Education given that 97% of our student population is Aboriginal.

NAIDOC week March

A Connected Community (CC) School

Brewarrina Central School is a Connected Community school. The Connected Communities Strategy was developed by the Department of Education and Communities (DEC) in consultation with the Aboriginal Education Consultative Group (AECG) and local communities.

The strategy aims to position schools as community hubs, broadens the influence of the community and school leadership, to play a role in the delivery of key services and in supporting children and young people from birth through school into further study and/or employment.

The Connected Communities strategy is specific to each community based on community needs and aspirations.

During 2013 the ground was prepared for a more systematic and effective process to build a CC in Brewarrina. A Senior Leader Community
2013 NAIDOC WEEK
Engagement, Kimmy Hardy, was appointed. A process was in place for the work of the Reference group in 2014. Connections and understandings were built with external agencies. Initiatives such as Big Picture formalised parent engagement in learning and started the building of future pathways and work skills for students.

**Big Picture Learning**

*Why?*

A new approach to learning was needed for the secondary school. Learning in Term 1 2013 was characterised by:

- Low levels of engagement – students were at best compliant but too often disengaged.
- Student work was of a poor quality. They could copy but not produce or reconstruct to demonstrate understanding.
- Students lacked the confidence and competence to demonstrate their knowledge and skills, especially in new contexts. This was demonstrated in both within school and NAPLAN data.
- Teachers were finding it increasingly difficult to engage students in meaningful learning. There was an aversion to work of any rigour.

*What?*

A pilot program, involving Years 7 & 8 was initiated in Term 2, led by Head Teacher Sarah Trapman. It involved allocating six hours per week to Big Picture Learning. The features of Big Picture implementation included:

- Personalised learning plans with project based learning as a center piece.
- Future maps and pathways are constructed from Year 7 and reviewed regularly.
- High use of IT as students managed their own work with the support and supervision of the teacher and/or an Aboriginal SLSO.
- An exhibition was held at the end of each term. Parents and families came to the school to see their child’s work, discuss the learning demonstrated and set new learning goals for the student for the following term.
- High levels of parent involvement through classroom visitation and exhibitions. The relationships between staff & parents grew.

*What did we find?*

A range of outcomes were evident in the way in which the students worked and the qualities of their work. These included:

- Students became increasingly immersed in their tasks.
- Incidents of disengaged students declined dramatically.
- The qualities evident in student work improved exponentially as seen in their portfolios.
- Student confidence as researchers and writers grew. They wrote in greater depth and in their own words (deconstruct – reconstruct). The process of drafting, proofing and editing became embedded in their work.
- Students’ confidence as presenters and oral communicators grew as evidenced in their exhibitions.
- More motivation and independence in student learning.
- Parents were excited and more engaged in their children’s learning. In exhibitions they conveyed their excitement, disappointment and their aspirations for their children, both short and long term.
- Teacher conversations became increasingly focused on student work, learning
management, what constitutes quality and where to go next.

- Aboriginal SLSO’s were empowered as 1:1 and small group tutors and mentors.

**What next?**

The program will be expanded in 2014 to include students from Years 7 – 10. There will be a strong focus on establishing internships in the community for Year 9 students and workplace learning for Year 10.

The Academy members were all great participants in many of the activities, competitions and camps throughout the year. Highlights from the year included:

- The Bre. boy’s taking out the Ross Kelly Cup.
- Four boys were selected in the NSW Clontarf team.
- Growth in the number of Year 12 boys not only finishing their HSC but also finding employment within the local community and beyond, and some following on with study.
- Senior boys recognised at the school awards ceremony.
- The launching of our Academy, where our boys greatly impressed the NSW Minister for Aboriginal Victor Dominello, Minister for Western NSW, Kevin Humphries, Clontarf personnel and sponsors (Grain Corp).

**Clontarf Academy**

The Brewarrina Academy started the 2013 year well with a large majority of the senior school boys signing up to the program. Jason Bell (Director) and Charlie McHughes (Operations) worked closely with the boys on their attendance and participation at school. They have provided a strong framework for engagement and outstanding role models to the boys.

- The many games and competitions where our boys demonstrated sportsmanship and team spirit that was the admiration of other schools.
- A significant improvement in attendance and engagement by the boys in their school work.
The year ended with junior and senior members attending camps in Port Macquarie and Darwin. This was a great experience for all involved. It was a challenging and rewarding for the staff and boys but both will be ready for 2014 with a sense of excitement of what is to come.

Boys selected for the NSW Clontarf team

At the end of the year we farewelled our Director Jason Bell. His passion for Clontarf and love of our boys inspired many. He and Charley, ensured Clontarf was integral to our student’s learning and student wellbeing programs.

Transitional Equity Funding

These funds are used to address the issues of isolation. They are used to finance a school bus, which was used numerous times in 2013, for sporting, creative arts and cultural field trips.

A highlight of the year was the Year 5/6 Canberra visit. Funds were used to hire a bus for the trip.

National Partnerships (NP) and Investing in Focus Schools

The additional resources provided by NP and the Focus Schools programs have enabled the school to employ an additional teacher, SLSOs and an additional Head Teacher position.

The impact these have had on school culture and student learning include:

- A change in classroom dynamics. The emphasis is on 1:1 interaction focused on work and its quality; small group work facilitated by Aboriginal aides; different disciplinary issues - less peer conflict, a more healthy tension around student work quality.

- The NP funded executive position has been critical to the success of the Big Picture program’s success. She has researched the model; scaffolded the transition to the new methodology in such a way that it can be sustained even with a change in teacher; team taught sessions; co-ordinated exhibitions; and facilitated teacher dialogue, reflection and action.

- This has seen staff going outside their comfort zones to try new methods, engagement in weekly roundtable discussions about student learning and quality work, and establishing a more reflective learning environment.

- The facilitation of a systematic attendance strategy with high levels of parent involvement. (see pp 3,4)

- Parent engagement has been enhanced by all three strategies. The Aboriginal SLSOs provide a strong link between the school and the family. They are often related. The structured exhibitions in Big Picture involve parents in focused discussion about their child’s learning, building a more authentic learning relationship. The regular communication and home visits about attendance build the concept of shared responsibility and partnership.
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:

- Staff surveys
- Analysis of internal and external data
- A community feedback process.

School planning 2012—2014: progress in 2013

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

**Literacy & Numeracy**

**Outcomes for 2012—2014**

Increase by 10% each year the number of students reaching target benchmarks K – 2.

Student achievement of appropriate mathematics levels for their year increased to 90% by the end of 2014.

**Evidence of progress towards outcomes in 2013:**

The school has exceeded its targets in relation to the reading Benchmarks, as shown below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Achieved</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100%</td>
<td>13 students (60%) have exceeded the benchmark.</td>
</tr>
<tr>
<td>1</td>
<td>80%</td>
<td>30% exceeded; 50% have achieved. The remainder struggle even given a range of interventions: reading recovery, LAST, OT referrals, pediatrician intervention, 1:1, small groups.</td>
</tr>
<tr>
<td>2</td>
<td>88%</td>
<td>88% have achieved or exceeded the benchmark by the end of 2013.</td>
</tr>
</tbody>
</table>

- Achievement levels in Numeracy remain a concern and will be part of a significant focus for 2014. They are well below our achievement in literacy.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of students achieving at or above minimum standard in Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>56.3</td>
</tr>
<tr>
<td>5</td>
<td>56.3</td>
</tr>
<tr>
<td>7</td>
<td>61.5</td>
</tr>
<tr>
<td>9</td>
<td>57.1</td>
</tr>
</tbody>
</table>

It is unlikely we will achieve our target of 90% by the end of 2014.
Strategies to achieve these outcomes in 2014

K-2 Benchmarking
- To sustain the strategies employed K-2 – personalised and small group learning.
- Appoint an Instructional Leader Early Action for Success.
- L3 training for teachers

Implement a whole school writing strategy to build students skills and confidence with writing through
- Use of the literacy continuum to benchmark student writing.
- Regular creative, scaffolded, open ended writing tasks.
- Project based learning.
- Making the writing process explicit in classrooms and student books.
- Folio of student writing to be kept for each student.

Numeracy
- Deeper engagement in the numeracy to inform our scope and sequence.
- Increase in hands on, project based learning.
- Better use of data - pre-test / post-test
- Program/scope and sequence review – 8 Ways of Learning
- Review & investigate strategies, ICT, resources
- Professional Development

Outcomes
- Updated scope and sequence.
- Programs fine-tuned.
- Explicit processes displayed.
- Running records
- Post-test outcomes

School priority 2

Engagement and Attainment

Outcome for 2012–2014

Increase K – 6 attendance to 90% and 7 – 12 attendance to 85% by the end of 2014.

Strengthened learning culture reflected by quality of student work, commitment to task, reduced incidents and reduced fractional truancy.

2013 Targets to achieve this outcome include:
- K – 6 attendance exceeds 85% in 2013
- 7 – 12 attendance exceeds 75% in 2013

Evidence of progress towards outcomes in 2013:

The improvement in attendance is reported on pages 2 & 3 of this report
- K – 6 attendance was 88.2%
- 7-12 attendance was 83.9

Given the comprehensive strategy employed by the school, both targets were exceeded.

Strategies to achieve these outcomes in 2014:
- Sustain the systematic, weekly follow up on student absences with high levels of family communication.
- Acknowledge and recognize good attendance.
- Apply a similar approach to partial truancy in the secondary school.
- Expand the Big Picture Learning design from Years 7 -10, to engage students in their learning.
- Expand the internship and workplace learning started in 2013, making stronger connections between school, work and the world.
- Strengthen the links between the Clontarf program and learning.
School priority 3

Connecting with Community

Outcome for 2012–2014

This is a key outcome of the Connected Communities program. The aim is to build stronger relationships with families, the community and business to support learning and to increase the participation of the community in school decisions.

Evidence of progress towards outcomes in 2013:

- The appointment of Senior Leader Community Engagement to facilitate relationships and opportunities
- Greater parent involvement in Big Picture learning through student exhibitions
- Increased events and celebrations involving parents
- Working together to reduce student absences.

Strategies to achieve these outcomes in 2014:

- Together with the school executive, the Senior Leader will facilitate a range of initiatives including:
  - A School Reference Group
  - Connecting to Country
  - Stronger parent involvement in PLPs and students exhibitions
  - Internships for students
  - Work placements through better links with business.
  - Stronger connections with government agencies.

Professional learning

While staff has been involved in professional learning throughout 2013, an external review initiated by the school involving a leading primary school principal indicated within school, professional learning was not systematic or embedded.

The school plan for 2014 addresses this with:

- An increase in RFF for teachers to enable small Stage meetings, with an executive mentor, to focus on teacher learning linked directly to day to day teaching. This involves the sharing of issues and ideas to enrich every classroom.
- Better use of school and team meetings.
- A strengthening of the TARs process using protocols to build the relationship between the teacher and the executive mentor to enable rich conversations and support.
- More systematic links to BOSTES and teacher accreditation.

Program evaluations

Writing K-6

Background

Writing is the weak link in our school literacy achievement. It is an issue of both building skills and the confidence to apply the skills to unfamiliar contexts.

Findings and conclusions

Analysis of writing results indicated students were partly familiar with a variety of text types however needed further development in writing skills.

Future directions

Primary staff focused on developing a writing continuum. A writing continuum sets out the specific skills needed to write independently in each stage of Primary schooling- Early Stage 1 for Kindergarten up to Stage 3 for Years 5-6.

The continuum includes all areas of writing such as sentence structure, spelling, paragraphing, grammar, audience, vocabulary and ideas. It also links the key marking criteria used in testing and examining writing skills. Text types will be used as examples of various forms of writing.

It is envisaged this shift will improve student writing at Brewarrina Central and show greater individual planning for student development.
Deeper engagement in the Literacy Continuum will be a key strategy.

**Secondary Learning Culture**

**Background**

The learning culture of the secondary school was evaluated given disappointing achievement and growth and poor levels of engagement.

**Findings and conclusions**

A review was conducted in Term 1. This was evident in a range of indicators including NAPLAN data, attendance data, the qualities seen in student work, and structured observation of classrooms.

The learning culture was passive and minimalist. Students were at best compliant, listening, discussing and copying. They were at worst disengaged and disruptive. There was very little rigour or accountability for learning.

Following some reading and research the executive decided that a Trial of Big Picture Learning be conducted.

**Future directions**

The Trial proved successful (See Big Picture Learning pp 9,10). It will be expanded into Yrs. 7-10 in 2014 as staff knowledge and expertise grows. The plan is for internships in the community to start in Term 3.

**Partial Truancy**

**Background**

Partial truancy was an indicator of the poor learning culture in the secondary school. Students were often late to class or missed whole lessons.

**Findings and conclusions**

Partial attendance data was examined in Term 3. This showed critical times and students who were chronic truants. It was determined that a systematic approach to truancy similar to the whole school attendance program would be adopted and led by the secondary Head Teacher Sarah Trapman.

**Future directions**

Partial attendance is monitored closely every day by the executive. Parents are called when students are not in class.

Data is analysed weekly to identify appropriate action including phone calls home, letters to carers and home visits. The HSLO is also involved in extreme cases.

**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.

Peter Morgan Principal
Cathy Clark Deputy Principal Primary
Tony Rossi Deputy Principal
Tonya Kellett Assistant Principal
Sarah Trapman Head Teacher

[Enter team member and position.]

[Enter team member and position.]

[Enter team member and position.]

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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:
