Messages

Principal's message

Barwon Learning Centre is located in Carol Avenue, Moree. The school has twenty-one places and was specifically established to cater for students with behaviour disorders (BD), although students with other disorders are capable of accessing the facility if behaviour warrants. The Moree District Placement Panel determines Barwon Learning Centre placements and can draw students from as far as Boggabilla, Pilliga, Warialda or Bingara, if required.

Barwon Learning Centre continues to focus on providing students with an environment that supports their growth with improved behaviour and academic performance.

During the middle of 2009 Barwon Learning Centre staff were involved in establishing a number of Connected Outcome Group (COG) programs aimed at further engaging students with their learning and improving academic performance.

Further to supporting opportunities for students and improving curriculum choice and performance Barwon Learning Centre has undertaken steps to acquire additional physical resources through the Federal Government Building Education Revolution and National School Pride Funding.

Work commenced on a new classroom during Term 4, 2009, with an expected completion date at the end of Term 1, 2010. Additionally, work commenced on a new multi-purpose shed at the same time and is expected to be operational during Term 1, 2010.

The acquisition of these new physical resources will provide Barwon Learning Centre with the opportunity to further expand the COGs based programs currently available to students and should further provide improved opportunities for students to be engaged in quality learning.

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.

Rod Lang

Our school at a glance

Barwon Learning Centre is one of eight new schools established with the primary aim of catering for students who exhibit disruptive behaviours.

Barwon Learning Centre has a student enrolment range of Year 5 to Year 10 and is an alternative Department of Education and Training setting designed to cater for the needs of students who experience issues with their behaviour, which prevents them from being maintained in a regular school setting.

Students

The Barwon Learning Centre has a maximum placement/enrolment capacity for 21 students. The school commenced and ended the year with 9 shared enrolments despite additional students being offered placement.

A total of six students were returned to mainstream settings for the beginning of 2010. This includes: three students aiming to complete Year 10, one of which completed a transition period; and three students have commenced their first year of high school, two of which completed a transition period.

Two more students were returned to mainstream settings through the 2009 school year.

Eight students successfully participated in TAFE related activities.

One ex-student completed their preliminary year for the HSC at a local high school.

One ex-student completed their school certificate at a local high school with the aim of furthering their education.

During 2009 over 85 percent of students who attended the school were boys and over 50 percent of student enrolments were of indigenous backgrounds.

Staff

Staffing at Barwon Learning Centre has been relatively stable across the year an aspect that has been consistent since the school was established at the beginning of the 2007 school year.

At the beginning of 2009 a new Assistant Principal was assigned to the school through the Departments merit selection process to replace the former Assistant Principal whom had been seconded to Collarenabri Central School at the end of 2008.

Barwon Learning Centre is fortunate to still have a constructive mix of both experienced and younger teachers. We were also fortunate to have a full compliment of School Learning Support Officers to assist both teachers and students in classrooms.

The school's Aboriginal Education Officer successfully completed their teacher training and subsequently received a permanent placement as
a teacher at the end of 2009. This vacant position will be filled through the Department’s Merit Selection processes early in 2010.

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

Significant programs and initiatives

The school ran a number of programs to give students extra educational support throughout 2009 including continued programs:

Environmental Education
Boyz/Girlz Group and Men’s/Women’s Group
Coastal Curriculum Excursion
ADF Careers Day
Connected Outcomes Group activities
Younger Elders
Circle of Trust
Behaviour Management
Student of the Week / Student of the Term

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>6</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance at Barwon Learning Centre has ebbed and flowed throughout the year. This has resulted in some student’s attendance rates increasing and some student’s attendance reducing. A contributing factor to this result has been the practice of students or families leaving the town or district for periods and then returning.

Student attendance reviews have been performed throughout the year and those student’s who have not regularly attended Barwon Learning Centre have been referred to the Department’s Home School Liaison Officer. Other students have had their attendance monitored on request from the Home School Liaison Officer.

Barwon Learning Centre supports the monitoring process by operating a daily contact log through the front office.

Additionally, Barwon Learning Centre utilises its Younger Elders – breakfast program as one avenue to encourage improved attendance patterns for all students.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>.252</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.168</td>
</tr>
<tr>
<td>Executive Release</td>
<td>.084</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>.2</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>.168</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>.976</td>
</tr>
<tr>
<td>General Assistant</td>
<td>.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.8</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>New and Developing Schools</td>
<td>.15</td>
</tr>
<tr>
<td>Total</td>
<td>9.198</td>
</tr>
</tbody>
</table>

Of the 9.198 staff allocated to Barwon Learning Centre 43 percent of the staff identify as Indigenous.
**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>66</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>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>245 389.21</td>
</tr>
<tr>
<td>Global funds</td>
<td>52 141.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>23 627.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>652.00</td>
</tr>
<tr>
<td>Interest</td>
<td>8 015.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>180.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>330 005.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9 118.20</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 087.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6 297.96</td>
</tr>
<tr>
<td>Library</td>
<td>115.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 961.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>67 213.36</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3 368.49</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15 999.80</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 733.17</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 627.92</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>180.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>120 703.74</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>209 301.55</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009**

It is an expectation that all students attending Barwon Learning Centre will actively participate in a variety of programs essentially aimed at improving them socially, emotionally, physically and academically to further prepare them for the challenges when returning to their base school and adulthood.

**Achievements**

**Arts**

In previous years Barwon Learning Centre students had joined forces with the Indigenous Art group from TAFE.

This year it was decided to attempt to establish an art program internally. There was still a focus on indigenous art techniques with modern equipment and practices. There was also a focus on introducing students to different forms of art – self expression.

Students responded enthusiastically to this afternoon activity with all students participating in variety of artistic mediums from traditional dot painting to sculpting to movement.

**Sport**

The Barwon Learning Centre recognises that Sport is an essential and valuable component in fostering positive social, emotional and physical development with students. This recognition has seen the establishment of structured sports programs at both Recess and Lunch times for students. Regular sport is also undertaken on a Tuesday afternoon.

These approaches have resulted in positive interactive relationships being established between students and staff as well as improved levels of student activity and participation.
Despite the limited space available to Barwon Learning Centre to conduct sport or physical activities there have been a number of sports utilised in the structured breaks and include: half-court basketball, 21, Round the World, Five, handball and hoops. Sports undertaken as part of regular weekly sport have included touch football, cricket, tennis and soccer.

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

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

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

and/or

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

Literacy – NAPLAN Year 5
In 2009 one student was eligible to undertake the Year 5 NAPLAN Literacy assessments. Minimum Band ranking were recorded with the four assessable areas.

Numeracy – NAPLAN Year 5
In 2009 one student was eligible to undertake the Year 5 NAPLAN Numeracy assessments. A Band 3 ranking was recorded in this assessable area.

Literacy – NAPLAN Year 9
In 2009 four students were eligible to undertake the Year 9 NAPLAN Literacy assessments. Three students undertook the assessments with one student recording a Band 7 ranking, one student recording a Band 6 ranking and one student recording a minimum Band ranking.

Numeracy – NAPLAN Year 9
In 2009 four students were eligible to undertake the Year 9 NAPLAN Numeracy assessment. Only one student completed the assessment and recorded a minimum Band ranking.

Significant programs and initiatives
Country Areas Program (CAP)

During 2009 Barwon Learning Centre was included in the Country Areas Program (CAP) for the first time.

CAP provides funding allocated by the Federal Government with the aim of assisting schools and their community to enhance the learning outcomes for students in geographically isolated areas.

Following an examination of the schools focus areas for 2009 and with support from CAP personnel, CAP funding was utilised to undertake the following:

- Improving teacher capacity in Mathematics via professional learning – Open Ended Enquiry In Maths and Technology In Maths workshops.
- Improving capacity of school support staff and community awareness in English and Mathematics through professional learning – Literacy and Numeracy for Parents workshops.
- Improving teacher capacity in technology via professional learning – 23 Things to Learn in Technology workshop.
Subsidising excursions to minimise cost and encourage greater engagement of students in learning.

Establish a Mentor program utilising a local elder to act as support for students and first point of contact for community.

Environmental Education

Barwon Learning Centre’s environmental program is in its third year. This year’s program saw the completion of the Bio-park site with final plantings occurring and seating installed.

Students have also been actively involved in establishing a vegetable garden on site and the production of seedlings for transplanting into the garden and the Bio-park.

Additionally, students have been actively involved in an environmental literacy project developed by Barwon Learning Centre. This project involves digitally recording local elders and stories of the local environment.

This approach has since been adopted by Indigenous Film Services, Australia to establish a record of Aboriginal History and connections with the environment and this land.

In 2009, Barwon Learning Centre’s approach to environmental education, establishing working relations with external parties and establishing close working relations with local elders and community was formally recognised with the following awards from Landcare & Border Rivers-Gwydir CMA:

- 2009 Indigenous Community Champion
- 2009 Young Landcare Leader Champion
- 2009 Landcare Education – Runner up

Australian Defence Force Careers Day

In 2009, the Principal and Careers Advisor worked closely with local elder and former ADF member Mr Les Lang to secure some one-on-one time with the ADF Officers for Barwon Learning Centre students.

The day had been organised to provide students with alternative options to entering the work force and a first-hand look at Defence Force equipment that might be available to them.

Students responded enthusiastically to this activity with all students engaging in open conversation with the officers and demonstrated respect for the equipment which they interacted.

Boyz/Girlz Group and Men’s/Women’s Group

Staff and students participated in a professional development activity aimed at addressing the following areas for students:

Self Esteem & Self Concept;
Puberty!
Personal hygiene;
Communication: ‘How do we as young men/women communicate?’
Talking about ‘feelings’;
Anger awareness and personal strategy planning;
What gets us boys/girls into trouble?
Peer group pressure;
Who’s the Man/Woman? ‘What does it mean to be a man/woman?’ ‘Who are our role-models?’
Body Image, Media Stereotypes, etc
How to help a mate / ourselves;
Where to find help;
Goal Setting: Planning ahead for our future.
Aboriginal education

The Barwon Learning Centre takes pride in the fact that it is able to assist Indigenous students to continue their education. To strengthening this approach the Barwon Learning Centre has undertaken a number of programs aimed at embedding cultural activities into its daily operations.

The Younger Elders program is designed to provide students with an opportunity to become active leaders within our school setting and eventually the wider community. Students are provided with opportunities to assist younger students if and when required. The interaction also assists to establish working relations amongst students.

The Circle of Trust program was specifically designed to engage students in conversation on issues they were experiencing and seek support for a suitable resolution.

The Your Past My History program was literacy based and focused on establishing a connection with local elders and their knowledge of the local environment. Students were involved in recording video footage of elders and the environment. This project was supported and funded by the local Catchment Management Authority.

Barwon Learning Centre’s communal gathering approach promotes open conversation and interaction between staff and students and has aided in establishing strong working relations staff and students also. The program is underpinned by the values of Respect, Responsibility, Tolerance, Inclusion, Honesty and Trustworthiness.

During 2009 Barwon Learning Centre students also participated in an indigenous art program at TAFE. Students and staff worked along side local elders. Students were treated to local history lessons with some of the details being recorded as artworks.

Multicultural education

Barwon Learning Centre actively promotes all Department of Education and Training values with particular emphasis on Respect, Tolerance, Acceptance and Responsibility. These values are developed within students through our whole school programs.

During 2009 there were no reports of racism to the school's Anti-racism officer from any students or staff.

Also, staff cater for all student backgrounds and cultures within everything that is undertaken in both, the classroom and playground.

This very positive result is on the back of no reports of racism during 2008 and clearly emphasises the success of the holistic approach that has been adopted by Barwon Learning Centre.

Respect and responsibility

Respect and responsibility are essential to students succeeding at Barwon Learning Centre. Barwon Learning Centre promotes respect and responsibility through a very successful Student Welfare - Social/Behaviour program.

On entry to the centre students are made aware of the role they play in controlling situations and the outcomes of the situation. Following the guidelines for respect and responsibility affords each student the opportunity to experience success in managing their own behaviour and accessing the various rewards available.
Students displaying considerable awareness and control of their behaviour, when working with others in academic and social environments, are recognised through Barwon Learning Centre’s Student of the Week and Student of the Term awards.

Staff established an agreed Code of Practice to further assist students with their endeavours of displaying respect and responsibility. This code supports the Departments code of conduct and charter for dignity and respect and provides for consistency in role-modelling and guidance for all students.

Other programs

Individualised Educational Programs

One of the primary factors of concern for students attending Barwon Learning Centre is academic deficits. Student behaviour can often be connected to a lack of knowledge or skills in one or many academic or social areas.

Each student that attends Barwon Learning Centre has an Independent Educational Plan (IEP) established via the school’s Learning Support Team (LST). In 2009, the Assistant Principal overseeing the LST operations assisted staff in establishing an IEP for each student. The outcomes for these plans were established from rigorous assessment. These plans are designed to assist students in both academic and social/behavioural goals.

Progress on 2009 targets

Target 1

Literacy

Students achieve significant Literacy gains during their time at Barwon Learning Centre.

Strategies to achieve this target include:

- Establishment of a precise pre-entry Literacy Assessment task
- Individualised reading program established for each student from Literacy Assessment task
- Students withdrawn for Literacy support with STLA

Our achievements include:

- The Learning Support Team (LST) examined a series of reading programs before electing to utilise the highly recognised Multi-Lit program developed by Macquarie University
- The assessment activities associated with the reading program enabled the STLA to establish an individualised reading program for each student and this was incorporated into time devoted to the teaching of English
- Students identified through assessment as requiring additional support were withdrawn for one-on-one assistance with the STLA resulting in noticeable improvements, especially those students whom attended the sessions regularly.

Target 2

Attendance

Students achieve significant gains in their pattern of attendance during their time at Barwon Learning Centre.

Strategies to achieve this target include:

- Provide relevant and sustainable innovative programs
- Expand the younger elders program to include parent/carer participation
- Pre-entry assessment task information included in IEP for student centred approach

Our achievements include:

- Staff undertook the development of a series of Connected Outcome Group (COG) units to be delivered during the
middle and afternoon sessions for a minimum three days per week.

- Some students responded to this approach initially.
- The approaches utilised will require further analysis and refinement before trialling again.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Planning and Mathematics.

Educational and management practice

Planning

Background

Barwon Learning Centre was in its third year of operation and not only was it timely to check if staff, students and parents identified areas of planning across the school that needed to be revisited, it formed part of the school's established evaluation cycle.

In addition to the above, this evaluation has been undertaken to research the following questions:

- Does the school involve all parties in the decision making process regarding the schools purpose?
- Does the school effectively plan evaluations to establish school priorities and targets?
- Are the processes utilised by the school to effectively allocate resources for established priorities and targets open and understood by all parties?

Findings and conclusions

As a result of the guidelines that govern schools like Barwon Learning Centre the school has a reduced staff, student and parent base from which to draw findings. An analysis of the results collected, together with informal responses, highlighted the following:

All respondents expressed satisfaction with the approaches utilised to include all parties in decision making processes within the school.

All respondents clearly indicated that the school's current practice for evaluating school priorities and targets, whilst appropriate, was not entirely clear to all parties involved and needed further clarification for improved participation and collection of data or information.

The responses from all parties clearly identified a reduced understanding of what processes are actually undertaken/involved in the allocation of resources within the school.

From these results it is clear to say that whilst Barwon Learning Centre has an inclusive approach to decision making, the processes that establish the need for any decision is not clearly understood at all levels.

Future directions

In 2010 it is anticipated that the Principal will develop, in consultation with the Assistant Principal, a processes that clearly addresses improved understanding of all parties for the decision making processes involved at all levels of the schools operations.

Curriculum

Mathematics

Background

The major identified focus areas for improvement in the Barwon Learning Centre School Plan for 2009 – 2011 included Mathematics. The Mathematics area is identified on the school’s established evaluation cycle.

In addition to the above, this evaluation will address the following questions:

- How is Mathematics taught across the school?
- Is there consistency with the approaches being utilised by Teachers?
- Are the approaches supportive of student learning styles?

Findings and conclusions

In observing and analysing the data – behavioural and social, attendance and abilities of students and teaching programs it was concluded that:

- Students displayed considerable reluctance to engage in Mathematical situations and increased avoidance behaviour was displayed;
- Resources available for the teaching of Mathematics, whilst acceptable, could be improved;
- Teacher understanding and capacity directly impacted on student engagement with activities and subsequent success with outcomes;
Teacher knowledge of learning styles and subsequent application required attention and;

There was not a standardised approach to the delivery of Mathematics or programming across classrooms.

Future directions

During 2010 it will be necessary to engage staff in professional development activities to strengthen their knowledge and understanding of learning styles and application to differentiating Mathematics.

The establishment of an agreed approach to Mathematics for all classes

Additionally, the school will need to source resources to support student success with differentiated math lessons

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. These opinions were collected over the course of the year.

Their responses are presented below.

Satisfaction with the school was expressed by all staff, students and parents/carers.

Parents/carers were appreciative of the daily contact approach in regards to attendance for our students. Parents/carers acknowledged that Barwon Learning Centre had made positive attempts to provide a variety of activities to engage students.

Student satisfaction was mixed with students who had been at the school longer than expected indicating less satisfaction. On the whole student opinions indicated that the Barwon Learning Centre is a school where:

- staff have a go and are comfortable even when they make a mistake - I feel normal when I do knowing others make mistakes;
- because there aren’t so many people you get to know what others do and don’t like;
- I know that staff really do treat me fairly and with respect;
- staff care what happens to me; and
- staff actually get involved with you in the classroom and playground.

Students also indicated satisfaction with the variety of sporting and hands-on learning opportunities available at the Barwon Learning Centre.

Professional learning

All staff of the Barwon Learning Centre are encouraged to participate in professional learning activities linked to their personal goals and school targets.

In 2009 professional learning funds were expended on the following professional development activities:

- 2009 Bi-Annual Behaviour Schools Conference
- Student Welfare – Mens/Womens Group and Boyz/Girlz Group workshops by Schools Out
- Smartboard Training
- Code of Conduct
- Literacy
- Numeracy
- Challenges for Public Educators
- Quality Teaching Elements
- Computer/Technology skills

School development 2009 – 2011

The school plan is designed to improve educational outcomes including those that contribute to well being and life long learning. It provides opportunities for principals to collaborate with their staff and communities to set priorities, identify outcomes and targets, develop strategies and allocate resources for improvement. The school plan will reflect State and Regional priorities within a contextual basis of the school community and provide for local needs.

Targets for 2010

Target 1

*Decrease identified student behaviour incidents by a minimum 15% during the student’s time with Barwon Learning Centre*

Strategies to achieve this target include:

- Development of more detailed information gathering techniques about individual student behaviour backgrounds;
- Baseline current behaviour for each student;
- Refine Individual Behaviour Management Plan (IBMP) processes undertaken by the
LST to enable plans to better reflect current school approaches;
- Evaluate and adjust the current approaches to managing behaviour, where appropriate;
- Introduction of Anger Management and Conflict Resolution strategies via Men’s Group and Women’s Group welfare meetings and;
- Evaluate and adjust the current Behaviour Matrix utilised by students, where appropriate.

Our success will be measured by:
- The process for collecting student behaviour information is clear, established and undertaken at all levels of the schools operations;
- The LST has refined the proforma utilised in establishing a student's IBMP;
- Each IBMP reflects current approaches employed at Barwon Learning Centre in supporting improved student behaviour and welfare;
- Student behaviour data clearly indicates a reduction in the occurrence of behaviour incidents across all settings within the school and;
- Student suspension data for students clearly indicates a reducing trend.

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.
Mr Rod Lang, Principal
Mrs Kathleen Brennan, Teacher
Mrs Jane Humphries, Assistant Principal

School contact information
Barwon Learning Centre
Lot 269 Carol Avenue, Moree, NSW 2400
Ph: 02-67511573
Fax: 02-67511569
Email: barwonlc-s.school@det.nsw.edu.au
School Code: 5762
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: