Our school at a glance

Students

Barwon Learning Centre is a school established with the primary aim of catering for students who exhibit disruptive behaviors. Barwon Learning Centre (BLC) has a student enrolment range from Year 2 to Year 8 and is an alternative Department of Education and Communities setting. The school caters for students who experience issues with their behavior, which prevents them from accessing the curriculum. A primary goal of the setting is for students to develop the skills necessary to transition back to a regular school setting.

Staff

In 2011 our staff included a Principal, Assistant Principal, 3 classroom teachers, 3 School Learning Support Officers, 1 Aboriginal Education Officer and one Aboriginal School learning Support Officer and a School Administrative Manager. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Barwon Learning Centre participated in a range of educational activities in 2011.

The school continued to access the Country Areas Program. Funding was allocated for professional learning in the areas of behavior management, curriculum development and adjustment and cultural activities. A whole school social skill teaching matrix was developed and is currently being implemented.

The school introduced a number of initiatives in 2011. These include, Aboriginal art and language classes, welding and construction and vocational training. These programs were in conjunction with Moree TAFE. Sport at the centre has been enhanced by the addition of boxercise and the purchase of training equipment. Drum beat was also introduced in 2011.

BLC underwent a significant structural change to cater for younger students using an early intervention model.

Messages

Principal’s Message.

Barwon Learning Centre is located in Carol Avenue, Moree. The school has places for twenty one students and was specifically established to cater for students with behavior disorders. The Regional Placement Panel determines the placement of students at Barwon Learning Centre.

Barwon Learning Centre continues to focus on teaching students within an environment that supports their growth in improved behavior and academic performance.

We specifically cater for students from year two to year eight.

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 achievement and areas for development.

Richard O’Connor

Relieving Principal (2012)

Student achievement in 2011

Students at Barwon Learning Centre had significant improvement in terms of literacy and numeracy. This is indicated by pre and post testing. When students enter BLC testing occurs to form a baseline from which to measure progress. On average testing indicates an average of 20 percent improvement across all indicators. Measurement is difficult because of the varied amount of time students attend BLC.

Structure of classes

BLC consists of two primary classes and one high school class. However, students move easily between classes and stages to take advantage of a flexible curriculum model.

Retention to Year 12

The school caters for students Year2 to Year 8 with students transitioning back to their census school for senior study.

Post-school destinations

In 2011 all students in Year 8 transitioned successfully back to their census schools. All
students continue to access the curriculum. Year 9 students are accessing TAFE or currently attending Moree Secondary College Albert Street campus.

**Student Information**

**Student enrolment profile.**

In 2011 students were organized into three classes based on their ages and needs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Aboriginal Education Officers and School Learning Support Officers visit families to discuss issues affecting attendance.

**Class sizes.**

Barwon Learning Centre has a maximum placement/enrolment capacity of twenty one students. Each class has a maximum of seven students.

**Staff information**

BLC has a mix of experienced staff and early career teachers. All teachers continue to meet the professional standards of the NSW Institute of Teachers and the professional requirements of the Department of Education and communities.

In addition to teaching staff BLC employs experienced Aboriginal Education Officers and volunteer Aboriginal mentors. In 2011 an Artist in residence was employed to encourage children to develop literacy skills through art.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.252</td>
</tr>
</tbody>
</table>

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

We have four aboriginal personnel employed at the school in a full time capacity. In addition an Aboriginal Learning support officer is employed for two days a week.

**Staff retention**

The principal position is currently being filled through merit selection. An expression of interest was created in November 2011 for a relieving Assistant Principal. Miss Amber Lucas was successful in gaining the position replacing Mrs Janet Green. All existing teacher and support staff have been maintained.

**Teacher qualifications**

All teaching staff meets 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>0</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.
### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$171,580.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>$51,39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$23,468.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$1,53</td>
</tr>
<tr>
<td>Interest</td>
<td>$8,604.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$84,987.25</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$5,667.56</td>
</tr>
<tr>
<td>Excursions</td>
<td>$785.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$14,773.81</td>
</tr>
<tr>
<td>Library</td>
<td>$0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$4,022.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$30,815.76</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$2,183.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$16,264.34</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$9,570.78</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$3,985.82</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$88,069.77</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$168,497.70</strong></td>
</tr>
</tbody>
</table>

### Date of financial summary: 30/11/2011

A full copy of the school’s 2011 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 2011

BLC focused on improving the literacy and numeracy skills of students in 2011 as well as better equipping students to access the curriculum in a mainstream school environment.

#### Achievements

##### Arts

BLC introduced the concept of an Artist in residence in 2011. Students have completed beautification projects both in the school and the Moree Community. Strong linkages with TAFE art programs have also been maintained and enhanced.

##### Sport

Boxing has been introduced to the school in conjunction with the Moree Boxing Academy. This is has resulted in several students joining the academy for after school activities. Continued linkages with the Moree Police Boys Club have allowed our students to continue to access sporting venues and lessons.

##### Other

#### Environment Education

Students continued to be involved in environmental education projects both in the school and the community. Students completed a school calm garden in 2011 and continued to be involved with community projects.

#### Academic

Due to the small cohort of students at Barwon Learning Centre privacy protocols prevent disclosure of specific student data from the Naplan Tests. Parents have been informed of student results.

##### Progress in literacy

National Partnership funding has allowed the Assistant Principal to be released from teaching. This will allow intensive remedial programs to be introduced. Data will be available in 2012.

##### Progress in numeracy

National Partnership funding has allowed the Assistant Principal to be released from teaching. This will allow intensive remedial programs to be introduced. Data will be available in 2012.

##### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.
Due to the small cohort of students at Barwon Learning Centre privacy protocols prevent the disclosure of specific student data.

**Significant programs and initiatives**

**Aboriginal education**

Students are involved in learning about local indigenous history with elders from the community. Currently BLC is offering Aboriginal Language instruction.

Students commemorate National Sorry Day and take part in Aboriginal Cultural excursions.

In 2011 parent morning teas and other functions were introduced to improve links with the community.

**Multicultural education**

The school has maintained a focus on multicultural education in the curriculum, particularly in the Key Learning Area of Human Society and its Environment.

**National partnership programs**

In 2012 BLC successfully gained National partnership funding. The school is focusing on the whole six areas with particular emphasis of enhancement of community participation and improvement of literacy and numeracy standards.

**Other programs**

**Country Areas Program**

BLC is supported by a significant allocation of funds from the Country Areas Program (CAP). The objective of CAP is to help school communities improve the educational outcomes of geographically isolated children.

**In 2011 initiatives included:**

- Excursions subsidies
- Nutrition and physical activity
- Professional development of staff
- Introduction of Aboriginal Art & Language.

**In 2012 CAP funding will be used to enhance all aspects of the school curriculum.**

**Examples include:**

- Aboriginal language education.
- The Thinking Brain.

**Progress on 2011 targets**

**Target 1**

*Increase student literacy and numeracy achievement by a minimum of 20 percent during their time at BLC.*

Due to the length of time students attend BLC the target is difficult to measure. However, staff has reported a significant increase in student engagement with text during 2011.

**Target 2**

*Increase student attendance rates from approximately 53 % to 70 %.*

This target has not been achieved. However, significant progress has been made with attendance rates term one increasing to 67.35 percent. Several strategies are continuing to be implemented such as the phone home program, home visits and student reward systems.

**Target 3**

*Increase the subjects available at Barwon Learning Centre by a minimum of 20%*

This target has been achieved with an expansion of the curriculum. This is especially in the LOTE and PDHPE areas.

**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 2011 our school carried out evaluations of culture, ethos and curriculum.

**Educational and management practice**

**Background**

Each year the school completes an evaluation of educational practice in one of the following:
learning, teaching, planning, management, leadership and culture.

In 2011 a review of school culture especially in terms of how the school creates an environment where students can modify their behavior was undertaken. This involved the employment of an external consultant and the development of a school plan and sequence in terms of social and school skill development.

Findings and conclusions
Staff comments, student and community feedback indicated that the concept of students as continuous learners is well established in the community. Achievement was recognized and celebrated and the school curriculum catered for the learning needs of students. The deficit identified was a set scope and sequence for the explicit teaching of social skills and school survival skills.

Future directions
An external consultant was employed to develop a social skills package to be taught each day the children attend the centre.

Curriculum
Background
In 2011, the centre evaluated the curriculum as a holistic package rather than in Key learning Areas.

Findings and conclusions
Feedback from students and the wider school community indicates that the broadening of the curriculum has had positive results in terms of student engagement and retention.

Student feedback shows that the school is meeting their needs but they feel the transition process needs to be formalized and a set sequence and outcomes developed.

Future directions
Continue to expand the curriculum and implement extra curricula activities to more reflect a mainstream environment.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2011 students expressed a positive response to their time at the school and they felt happy and contented.

Staff believed that students were the main priority of the school and they were devoted to the students achieving their goals.

Community projects and practices were accessed to further benefit students’ achievements.

Several leadership changes inhibited the continued development of staff and this had an impact on teacher satisfaction.

In 2012, staff morale will be a focus to ensure that all staff are working together and feel valued. Community relationships will be further developed and strengthened.

Professional learning
All staff were involved in professional learning in 2011. Course attended included:

- Principal’s meetings and Regional Principal’s conference.
- Staff meetings
- Annual Financial Statement/Rollover Training
- CAP Development Day
- Curriculum differentiation and classroom management
- Redbank Behaviour Conference
- Behaviour School Conference

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Literacy and Numeracy
2012 Targets to achieve this outcome include:

- Pre and post assessment will reveal an increase in Literacy and Numeracy outcomes.
- Increased level of parent participation in supporting the education of their children.
- Enhanced Quality Teaching practices to improve student learning outcomes.

**Strategies to achieve these targets include:**

- Provide in class mentoring to teachers.
- Increase use of interactive whiteboards
- Introduce literacy programs to assist with the teaching of literacy.

School Priority 2

Outcome for 2012–2014

Engagement and Attainment

2012 Targets to achieve this outcome include:

- Increase the use if ICT across Key Learning Areas
- Increase the amount of on task learning time.
- Increase attendance and punctuality of students.

**Strategies to achieve these targets include:**

- Review the student reward system to focus on positive behavior.
- Provide students with stimulating and active learning experiences.
- Develop strategic and systematic sharing of data between shared schools, on all students attending Barwon.

School Priority 3

Aboriginal Education

2012 Targets to achieve this outcome

- Increase in Aboriginal Community Involvement
- Increase parent participation in supporting the education of their child.
- Diminish the gap in performance of Aboriginal students.

**Strategies to achieve these targets**

- Involve parents and guardians in development of Personalised Education Plans.
- Utilise a component of part time staffing allocation to provide tailored literacy and numeracy programs reflecting an indigenous cultural perspective.

School Priority 4

Leadership and Teacher Quality

2012 Targets to achieve this outcome.

Develop a testing and reporting program to provide literacy and numeracy data for each student entering and leaving Barwon Learning Centre.

**Strategies to achieve targets**

- Support early career teachers through links with mainstream Head Teacher Mentors.
- Develop units of work that implement aspects of the “hidden curriculum” to promote formal curriculum outcomes.

School Priority 5

Student Attendance

**Targets to achieve this outcome**

Increase student attendance rates from approximately 53% to 70% by November, 2012.

**Strategies to achieve these targets**

- Phone intervention program
- Consistently timely follow-up of student absences
- Review of school practices and procedures and staff training on the encouragement of attendance.
- Improved links with the Home School Liaison program.

**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.

Richard O’Connor, relieving Principal
Amber Lucas, relieving Assistant Principal
Abby White, classroom teacher
Libby Murdoch, classroom teacher

**School contact information**

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Web: www.barwonlc-s.schools.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: