Our school at a glance

Students
Barwon Learning Centre is one of eight 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. The school caters for the needs of students who experience issues with their behaviour, which prevents them from being maintained in a regular school setting.

Staff
In 2010 our staff included a Principal, Assistant Principal, 2 classroom teachers, 3 School Learning Support Officers and 1 Aboriginal Education Officer. There was one part time teacher for RFF.

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 programs in 2010.

We received funding through the Building the Education Revolution (BER) for a new school classroom. This was completed in late 2010.

We continued to participate in the Country Areas Program (CAP).

The school ran a number of initiatives, including a Breakfast Program and Art activities with Moree TAFE to give students extra educational support throughout 2010.

Student achievement in 2010
Year 5, 7 and 9 students completed the NAPLAN tests in 2010.

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

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 behaviour disorders. The Moree Regional 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 behaviour and academic performance.

The new classroom was completed and is ready to be used in 2011. This building was funded through the Building the Education Revolution.

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.

Di Gibson
Relieving Principal (2011)

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
In 2010 students were organised into 3 classes, based on their ages and needs.

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

Student attendance profile
Student attendance data is provided for Primary students only.

Due to the nature of the school and the short term placement of students attendance is difficult to monitor.
Management of non-attendance

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

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

Barwon Learning Centre has a maximum placement / enrolment capacity of 21 students. Enrolment figures fluctuate depending on placement of students and their transition to their home school.

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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Librarian /RFF/STLA</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>10.2</td>
</tr>
</tbody>
</table>

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

Approximately twenty five percent of the staff members employed at the school identify as Indigenous.

Staff retention

There have been significant changes to the staff in 2010 due to a variety of factors.

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>10</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: 30/11/2010</th>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>209301.55</td>
<td></td>
</tr>
<tr>
<td>Global funds</td>
<td>47347.16</td>
<td></td>
</tr>
<tr>
<td>Tied funds</td>
<td>23209.72</td>
<td></td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>855.00</td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>9355.19</td>
<td></td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total income</td>
<td>290068.62</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>Key learning areas</td>
<td>16160.08</td>
</tr>
<tr>
<td></td>
<td>Excursions</td>
<td>826.73</td>
</tr>
<tr>
<td></td>
<td>Extracurricular dissections</td>
<td>8860.39</td>
</tr>
<tr>
<td>Library</td>
<td>221.78</td>
<td></td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1491.79</td>
<td></td>
</tr>
<tr>
<td>Tied funds</td>
<td>42805.93</td>
<td></td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4106.04</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19160.91</td>
<td></td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>7473.83</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>5448.94</td>
<td></td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Capital programs</td>
<td>11931.98</td>
<td></td>
</tr>
<tr>
<td>Total expenditure</td>
<td>118488.40</td>
<td></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>171580.22</td>
<td></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Sport

Barwon Learning Centre recognises that sport is an essential and invaluable component in fostering positive social, emotional and physical development of students. This recognition has seen the establishment of structured sports programs at both recess and lunch. Regular organised sport is also undertaken on Thursday mornings.

These approaches have resulted in positive relationships between students and staff as well as improved levels of student activity and participation.

Other

Environmental Education

Students were involved in creating a garden at the Local Botanical Gardens. They were also involved in tree planting activities within Moree and assisted in installing an irrigation system at local government offices.

Academic

Literacy – NAPLAN Year 5

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

Numeracy – NAPLAN Year 5

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

Literacy – NAPLAN Year 7

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

Numeracy – NAPLAN Year 7

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

Other

Environmental Education

Students were involved in creating a garden at the Local Botanical Gardens. They were also involved in tree planting activities within Moree and assisted in installing an irrigation system at local government offices.

Academic

Literacy – NAPLAN Year 5

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

Numeracy – NAPLAN Year 5

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

Literacy – NAPLAN Year 7

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

Numeracy – NAPLAN Year 7

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

Minimum standards

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

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

Significant programs and initiatives

Aboriginal education

Students were involved in learning more about the local Indigenous history with an Elder from the community. This was part of the ANZAC Day commemorations at the school.

Students celebrated National Sorry Day and discussed the importance of this to their community, and in particular to the school. This led to the establishment of an area of the school designated as a ‘calm garden’.

Multicultural education

The school has maintained a focus on multicultural education in the curriculum, particularly in Human Society and its Environment (HSIE) by providing learning
programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Respect and responsibility
Students are taught respect and responsibility through specific programs such as: personal development and health units of work, our student welfare and discipline policy, and through the care, respect, dedication and behaviour of staff and parents.

Respect among students, staff, parents and community members is mutual, with all working together to ensure a quality learning environment for the students of Baron Learning Centre.

Connected learning
Barwon Learning Centre received a Connected Classroom Suite in 2010. This consisted of a Smart board and video conferencing facilities.

Staff received training in the new software associated with the suite.

Other programs
Country Areas Program
Barwon Learning Centre 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 and opportunities of students who are geographically isolated.

Initiatives during 2010 included:

- Excursion Subsidies
- Nutrition and Physical Activity
- Professional Development of all staff

CAP funding for 2011 will provide programs to enhance student learning across all aspects of the curriculum, such as:

- Boys on the Move
- The Thinking Brain

Progress on 2010 targets
Target 1
*Decrease identified student behaviour incidents by a minimum of 15% during the student’s time with Barwon Learning Centre*

Due to the significant changes in executive staff during 2010 this target was difficult to measure. This target will be a continued focus in 2011.

Target 2
*Increase the reading age of 75% of students attending Barwon Learning Centre by six months.*

Due to the significant changes in executive staff during 2010 this target was difficult to measure. This target will be a continued focus in 2011.

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 2010 our school carried out evaluations of culture and teaching.

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 2010, due to significant changes to leadership roles within the school a formal evaluation was not undertaken. However, anecdotal evidence on culture was collected.

Findings and conclusions
Staff comments and feedback showed that the school encouraged students and staff to be continuous learners and to achieve their best. Achievement was recognised and celebrated and the school’s curriculum caters for the learning needs of the students.

Student feedback shows that they feel valued by staff and they are proud of their school. Their achievements were always recognised by the school. All students believed that they were encouraged to achieve their best.
Future directions
Due to the increasing and changing student population of the school it is important for the school to make changes as required and to ensure that the culture of the school remains positive and that community involvement is valued.

Celebration of students’ success and achievements will continue to be a major focus of the school and how we celebrate will continue to evolve.

Curriculum
Background
In 2010, we evaluated the curriculum as a whole rather than a specific key learning area. Again, due to the significant changes to leadership anecdotal evidence was collected.

Findings and conclusions
Feedback from staff shows that they felt they provided students with a relevant curriculum which responded to students’ interests, needs and abilities. Assessment and reporting practices within the school provide information on student strengths and areas for further development.

Student feedback shows that they feel their teachers know what they can do and what they need to learn. They also said that their teachers provide them with interesting learning experiences.

Future directions
The school will endeavour to involve parents in the development of personalised learning plans to identify curriculum needs to facilitate a successful transition into the school. Assessment and reporting practices will continue to be utilised and strengthened throughout the school in order to refine teaching and learning programs.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Student comments showed that they were extremely happy with the school and enjoyed learning.

Staff believed that students were the main priority of the school, despite disruptions and staff changes.

Community projects and services were accessed to further benefit student development and learning.

Communication procedures and practices between staff need to be improved so that positive relationships will continue to be developed.

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

In 2011, staff morale will be a focus to ensure that all staff are working together and feel valued. Community relationships will be encouraged and strengthened in a variety of ways.

Professional learning
All staff were involved in professional learning in 2010. 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
- Behaviour conference

School development 2009 – 2011

Targets for 2011

Target 1

*Improve the attendance rates of all students by 20 percent over 2011*

Strategies to achieve this target include:

- Ensure classroom programs are relevant and engaging
- Provide support to families in getting their children to school
• Recognising progress and achievement through positive acknowledgement

Our success will be measured by:
• Attendance rates of all students increases
• Students are engaged in learning and participating in co-operative learning
• Students demonstrate improved attendance and participation in transition programs with their home school

**Target 2**

*Increase student competence and confidence in the Working Mathematically Strand of the Mathematics Syllabus*

Strategies to achieve this target include:
• Using technology to improve student engagement in lessons
• Provide feedback to students on their progress and celebrate success
• Staff will attend appropriate professional learning activities on teaching problem solving

Our success will be measured by:
• Students are engaged in learning and are working co-operatively with others
• Students are achieving at stage appropriate outcomes

**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.

Dianne Gibson, relieving Principal
Janet Green, relieving Assistant Principal
Abby White, classroom teacher
Libby Murdoch, classroom teacher

**School contact information**

Barwon Learning Centre
Lot 269, Carol Avenue, Moree NSW 2400
Ph: (02) 6751 1573
Fax: (02) 6751 1569
Email: barwonlc-s.school@det.nsw.edu.au
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:

School Code: 5762