

Balgownie Public School

Annual Report



2016



1106

Introduction

The Annual Report for 2016 is provided to the community of Balgownie Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sarah Steele

Relieving Principal 2016

School contact details

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School background

School vision statement

Balgownie Public School

- makes students, as learners and people, the central focus of the school.
- makes teaching and learning the central purpose of the school.
- ensures that student welfare policies and programs are integrated with and underpin academic achievement.
- continually seeks to improve the quality of teaching in our school.
- see our school as being accountable for student achievement.

Dinham 2008

By doing this, all students are successful learners, confident and creative individuals and active and informed citizens through partnerships with families and by the quality of our teaching and leadership in education. Balgownie Public School promotes excellence and has a culture of challenging learners to explore their talents and meet their potential. Balgownie Public School – focusing on providing the highest quality teaching and learning, a full and balanced curriculum and great care for the wellbeing of children.

School context

Balgownie is an inclusive, community oriented school with a motto of 'living and learning.' The school has 14 classes with a significant student population that identifies as having English as a Second Language. We are proud to provide an education that is diverse and rich, while focusing on the core business of teaching and learning. Dedicated staff ensure that every student reaches their learning potential through a balance of traditional and innovative approaches. Quality programs are implemented catering for student strengths and needs using contemporary methodology that links to the Australian Curriculum. The strong partnership between home and school results in high academic standards and high expectations of our students. The school community values the provision of a wide variety of learning opportunities at the school – academic, cultural, environmental and sporting. We actively promote the core values of Respect, Responsibility and Real Learning which guide all of our school welfare and practices. Our school was built in 1889, and there is a strong link with our local village and local heritage. This is evident with a comprehensive local history museum being located on the site.

Balgownie Public School –The best public education has to offer.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Balgownie Public School undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

On the basis of evidence collated by the school in 2016, the school continues to self–assess in the following elements of the School Excellence Framework:

The Learning Domain of:

- Sustaining and growing for the elements: learning culture; wellbeing; curriculum and learning; and student performance measures
- Delivering for the element: assessment and reporting.

The Teaching Domain of:

- Sustaining and growing for the elements: effective classroom practice; collaborative practice; and learning and development.
- Delivering for the elements: data skills and use; and professional standards .

The Leadership Domain of:

- Sustaining and growing for the elements: leadership; school planning, implementation and reporting; school

resources; and management practices and processes.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Teaching and Learning: Excellent lessons every day for every student.

Purpose

Students are at the centre of what we do as learners and as people. An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

Student learning is underpinned by high quality teaching. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including analysis of student learning, to plan for the ongoing growth of each student.

Consistent, school-wide practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning across the curriculum.

Overall summary of progress

Collaborative planning and consistent teacher judgement in all stages is a strength in our school and results in a positive learning culture. Curriculum planning and teaching is constantly revised and remodelled to meet NSW syllabus requirements and provide engaging, integrated learning for all our students. What students are to learn is evident in whole school scope and sequences, stage planning and class programs. Curriculum delivery is evidenced based and becoming more innovative through the use of technology to deliver quality learning experiences. Classrooms are well managed and well planned with minimal disruptions allowing for maximum learning time. Teachers use performance data and feedback to evaluate the effectiveness of their own practice. We are focusing on 'Assessment For Learning' strategies that will make our class pedagogy more effective in providing feedback to students and each other to improve student achievement. 'Learning Intentions and Success Criteria' are features in each classroom and they are part of the project to make learning more visible for students. Strong school-wide support systems ensure that the needs of specific students are addressed. Individual student needs are differentiated through lesson planning and Individual Learning Plans, which are consultative and constantly revised. Detailed reports and comprehensive parent teacher interviews ensure communication about student progress is discussed with parents in a timely manner.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students will achieve their year appropriate standard in literacy and numeracy.	<p>Yr 3 NAPLAN shows excellent above minimum standards results and strong growth into the top two bands.</p> <p>Yr 5 NAPLAN shows excellent above minimum standards results and some strong growth into the top two bands.</p> <p>Growth data from Yr 3 to Yr 5 has improved in grammar, but is not at our expected levels.</p> <p>Growth data from Yr 5 to Yr 7 has improved in all areas from 2015.</p> <p>Reading Benchmark data shows students tracking above 2014 data.</p> <p>Collated report data shows 88% students are at or above expected level in literacy with 30% above expected level and 83% students are at or above expected level in numeracy with 35% above expected level.</p>	<p>\$8 200 Literacy and numeracy funds \$50 572 EALD funding</p> <p>\$4 029 Low SES funds</p> <p>\$18 067 Low level disability funding</p> <p>\$21 000 school funds</p>
All classrooms will reflect an assessment for learning approach to teaching and	'Assessment for Learning' strategies evident in all classrooms as demonstrated in collated lesson observations, programming, and surveys.	\$6 000 from Literacy and Numeracy funds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
learning.	Metalanguage of 'Assessment for Learning' is embedded in school dialogue and more students are taking responsibility for learning.	\$6 000 from Literacy and Numeracy funds.

Next Steps

Refine targets set for individual students so more explicit and continuously based on data.

Improve student performance in all internal and external measures, including more students into proficiency bands in NAPLAN and increased student growth.

Whole school focus on writing in a variety of contexts including improved vocabulary usage.

Assessment for learning project impact to be more detailed and specific across the school.

Provide better communication about student in-class learning programs including support and extension provisions.

New syllabus being effectively and consistently implemented, and common understanding of requirements is developed using the skills of each KLA to ensure that teaching is meaningful and connected through integrated rich tasks.

Strategic Direction 2

Learning for the Future: Collaborate, create, critically analyse, communicate.

Purpose

Our students live in a fast changing world where they will need to be critical and creative thinkers, who can communicate and collaborate with others. Successful learners are innovative, resourceful problem solvers. Successful learners are also creative and productive users of technology, and can think deeply and logically, evaluating evidence in a disciplined way.

Our school supports the cognitive, emotional, social, and physical wellbeing of students to be respectful, honest, resilient, ethical, and take responsibility for their words and actions.

Developing strong partnerships with families and community supports quality teaching, and maximises student engagement to achieve their full potential.

Our school is committed to meaningful partnerships with our Aboriginal families and AECG.

Overall summary of progress

Curriculum delivery is more innovative through the use of technology to deliver quality learning experiences including robotics in all Stage Three classes, coding for all classes, innovative use of iPads and laptops. There is a strong focus on higher order thinking and intellectual quality.

Student wellbeing is sustaining and growing as evidenced by Positive Behaviour for Success, whole school initiatives, student /staff interactions, discipline and suspension data, demonstrating productive learning environments and strong student identities. Parent survey results show strong satisfaction for student wellbeing at school. The Release from Face to Face program has included mindfulness, yoga, environmental education and performing arts.

The school community is positive about educational provision as shown in parent satisfaction survey. School has productive relationships with the RSL, Rotary, university, local sporting groups, sponsorship by companies for fund raising, local MP, preschools, other schools, which improve educational opportunities for students. Our parents and community, led by the P and C continue to offer support for our students, including a successful school fete.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of hours that students are using technology in an effective way for quality teaching and learning is evident.	Technology continues to grow with continual upgrading of technology resources, complimenting existing technology. Training for staff included coding and robotics and all students engaged with ScopeIT for ten lessons on introductory coding. Increased number of hours that students are using technology in an effective way for quality teaching and learning is evident.	\$17 500 school funds \$9 314 Computer coordinator funds \$10 900 Low SES \$5 000 P&C
Tell Them from Me survey indicates continued growth on social/emotional outcomes.	PDHPE linked to Wellbeing being delivered by all classes with a strong focus on social skills, and antibullying. Parenting Ideas and LST also support school in working with parents for student wellbeing. Our RFF program focused on student mindfulness, resilience and self regulation. Workshops were also held for parents and staff. Tell Them from Me survey is being conducted every second year to be able to measure impact and was not conducted in 2016.	\$9 500 school funds \$1 326 Premiers Sporting Challenge \$1 700 Sporting Schools Grant

Next Steps

Revise Wellbeing in our school through PBS, PDHPE syllabus, Wellbeing Framework, Sport and Physical Activity Policy, and build sustainability into our proactive programs such as resilience and mindfulness. Discuss adding 'resilience' to our three core values.

Plan STEM activities for all stages including robotics and coding. Discuss extending robotics with Spheros and Bee Bots in the younger grades. Ensure the programming of these elements into current syllabus outcomes.

Use support material from Community survey to plan direction and further improve parent partnership and consultation in school. Focus on communicating learning happening in classrooms.

Strategic Direction 3

Leadership and Learning: Promoting excellence so teachers and leaders have maximum impact.

Purpose

Staff will build their capacity through focused professional learning and development that creates a culture where every staff member is engaged in and responsible for, ongoing, relevant and evidence– based learning and practice at an individual and collective level.

Strong, strategic and effective leadership is the cornerstone of school excellence. Leaders have a commitment to fostering a school–wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."

Dylan Wiliam

Overall summary of progress

Collaborative practice is evidenced by teachers working together to improve teaching and learning through designing and using school wide programs and planning linked to changes required in classroom practice. This has occurred through 'assessment for learning', Australian curriculum implementation and differentiated learning for students.

Teachers involved in planning their own development through their PDPs and self–generated learning. Teachers provide and receive planned constructive feedback from colleagues and leaders through professional meetings, goal setting, lesson observations, team planning, to improve practice. Teachers are developing understanding of the standards as shown in professional plans and are committed to their ongoing development as members of the teaching profession.

Excellent leaders are fostering a school–wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success through improved knowledge of the School Excellence Framework and evaluation processes. Leadership capacity is developed through leaders working together on whole school directions, with their teams and individually with staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sustained, evidence based professional development in a collaborative learning community is directly linked to changes required in classroom practice and in raising student learning outcomes.	Professional learning is linked to the school plan and its impact on the quality of teaching and student learning is evaluated. Strategic formal and informal professional learning, mostly on site, building teacher knowledge and understanding through sharing practices, observation, discussion, mentoring, collaboration and use of student data.	\$18 190 TPL \$17 458 Beginning Teachers \$10 500 Literacy and Numeracy
100% staff and leaders reflecting and reporting on the achievement of their own learning and leadership goals against the Teaching Standards framework	Staff identified greater knowledge of Teaching Standards through professional plans and a collaborative learning community is evident. All staff have written, reflected on and received feedback on their own goals to improve teaching practice. There is alignment between teacher goals, school plan and teaching standards.	\$6 000 QTSS funding

Next Steps

Staff will continue to build their capacity through focused professional learning and development that creates a culture where every staff member is engaged in and responsible for, ongoing, relevant and evidence– based learning and practice at an individual and collective level.

2017 Teacher Professional Learning is linked to both school plan and own PDP with strong focus on improving knowledge of professional standards.

Specific training in giving feedback to peers and improving reflective conversation following lesson observation.

Evaluative thinking and evidence of impact training for Executive teachers.

Please note. As the school changed financial reporting systems part way through the year, funding reported is planned expenditure and is as accurate as possible given the complexities of 2016.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 1 and 2</p> <p>Five students in 2016 whose needs were catered for in other programs eg TEN, Robotics, Reading groups. and LIPA. Support given in classrooms.</p> <p>All students have access to guided reading material which is culturally appropriate.</p>	\$2 279
English language proficiency	<p>Strategic Direction 1 and 3</p> <p>Provided additional reading and writing support to students across K–6, to improve skills and enhance overall literacy achievement. As 25% of students are EALD support is mostly in classrooms.</p> <p>Staff met with experienced EALD for Professional Learning</p> <p>LAST/ESL support in classes two days per week in Guided Reading Groups.</p> <p>SLSO 7 hrs per week –1 hr per class focus on writing support in classes. Each class had one semester support. (20 sessions)</p>	<p>(\$53 234 = \$50 572 + \$2 662 leftover 2015)</p> <p>\$40 808 Teacher</p> <p>\$12 425 SLSO</p>
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>12½ hours per week SLSO.</p> <p>Needs and allocation determined by Learning Support Team</p>	\$18 067
Quality Teaching, Successful Students (QTSS)	<p>Strategic direction 1 and 3</p> <p>Lesson observations and debriefing in pairs conducted with all staff based on learning intentions and success criteria.</p>	<p>\$6 000</p> <p>(0.12 = 6 days per term = 12 days for the semester.)</p>
Socio–economic background	<p>Strategic direction 1 and 2</p> <p>Coding lessons provided to all students and funded through Low SES money and P and C contributions.</p> <p>The rest of the funds expended on reading material.</p>	<p>\$15 182</p> <p>\$10 900 Coding for all students paid by school 2016 together with funding from P&C.</p> <p>\$4 029 English resources for all students</p>
Support for beginning teachers	<p>Strategic Direction 1, 2 and 3</p> <p>Staff released to attend ongoing professional learning, in house mentoring and coaching, and other time for professional growth.</p> <p>Funding also used for a few temporary teachers who required beginning teacher support.</p>	\$17 458
Literacy and Numeracy	<p>Strategic Direction 1</p> <p>Used for individual learning plans, writing mentor, maths resources, moderation day.</p>	\$11 341

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	153	148	168	171
Girls	162	167	171	178

Balgownie Public School continues to maintain its student enrolment profile, with an active base of 14 classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	97.3	95.9	96
1	96.7	96.2	93.1	95.2
2	96	96.9	95.1	95.4
3	97.5	96.8	94.9	95.4
4	96.4	97.5	97	95
5	96.5	95.8	94.8	96.5
6	95.4	97	95.4	95.5
All Years	96.5	96.8	95.2	95.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Our attendance rates are high and we are above State average. This is an excellent achievement that has been sustained over a number of years.

Expectation about attendance is promoted. The school sends regular letters home and has updates in the newsletters about attendance. Booklets of notes are given to all families to improve unexplained absence rates and weekly monitoring of absences occurs by the principal.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	2.92
Other Positions	1.12

*Full Time Equivalent

Balgownie Public School is fortunate to have a team of dedicated teachers who are committed professionals. We have some teachers who are part time or job share. We have no Indigenous members of staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

Professional learning is embedded in classroom practice with a strong focus on improving student achievement and engagement. School based funds together with funds provided by the Department of Education are combined to ensure that our staff access current educational thinking and have time for professional dialogue, reflection and inter-class visits.

In 2016, considerable funding has been used for Teacher Professional Learning focused on quality teaching. This was resourced by both 'tied' and school based sources.

School professional learning focused on quality teaching. The focuses included Literacy, Numeracy, Assessment for Learning, Australian Curriculum, Professional Learning Plans, Mindfulness and Wellbeing, and Coding.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	137 066.76
Global funds	215 595.00
Tied funds	212 347.00
School & community sources	98 781.00
Interest	3 195.00
Trust receipts	9 905.00
Canteen	0.00
Total income	676 889.76
Expenditure	
Teaching & learning	
Key learning areas	23 353.00
Excursions	5 337.00
Extracurricular dissections	40 915.00
Library	4 117.00
Training & development	0.00
Tied funds	143 583.00
Short term relief	60 651.00
Administration & office	59 651.00
School-operated canteen	0.00
Utilities	31 234.00
Maintenance	32 324.00
Trust accounts	24 784.00
Capital programs	10 695.00
Total expenditure	436 644.00
Balance carried forward	240 245.76

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	252 446.49
(2a) Appropriation	240 246.47
(2b) Sale of Goods and Services	40.00
(2c) Grants and Contributions	11 998.79
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	161.23
Expenses	-128 166.55
Recurrent Expenses	-128 166.55
(3a) Employee Related	-62 583.98
(3b) Operating Expenses	-65 582.57
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	124 279.94
Balance Carried Forward	124 279.94

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and minor maintenance. The school has been allocating funds to facilitate the replacement of aging interactive whiteboards and air conditioners. In 2017, the school has allocated \$25,000 towards interactive whiteboards and \$30,000 towards air conditioning in classrooms. The school works collaboratively with the P and C to fund educational programs such as ScopeIT delivering Coding K–6 and Life Education.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 279 647.74
Base Per Capita	18 207.53
Base Location	0.00
Other Base	2 261 440.21
Equity Total	147 358.77
Equity Aboriginal	2 325.16
Equity Socio economic	15 182.13
Equity Language	50 571.95
Equity Disability	79 279.53
Targeted Total	45 120.01
Other Total	115 756.39
Grand Total	2 587 882.90

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

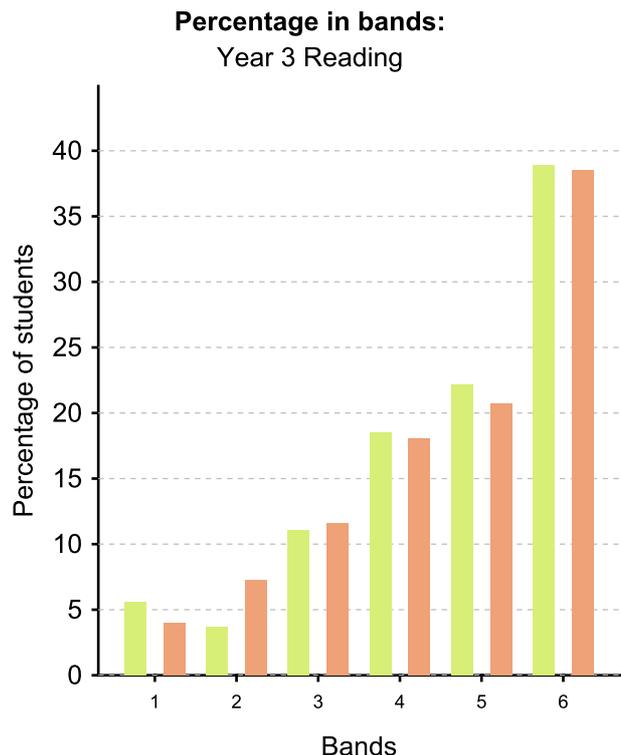
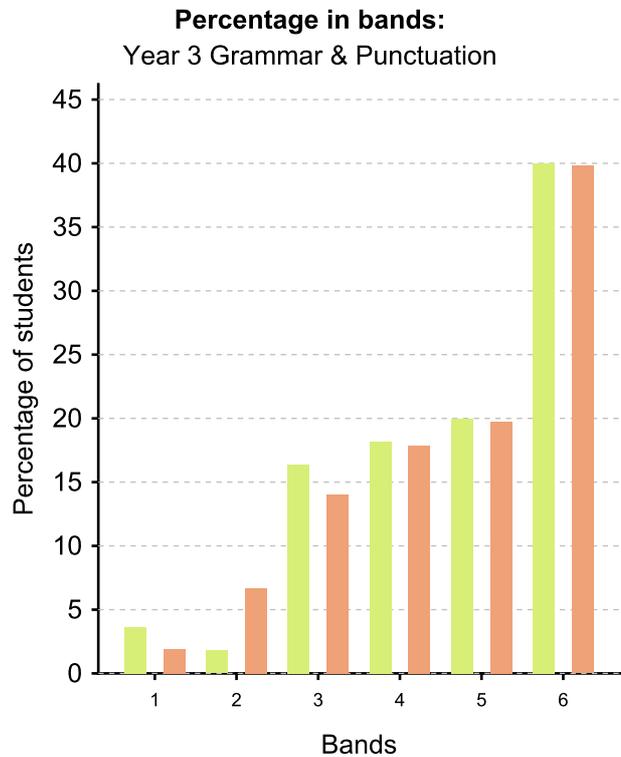
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 NAPLAN shows excellent above minimum standards results and strong growth into top two bands.

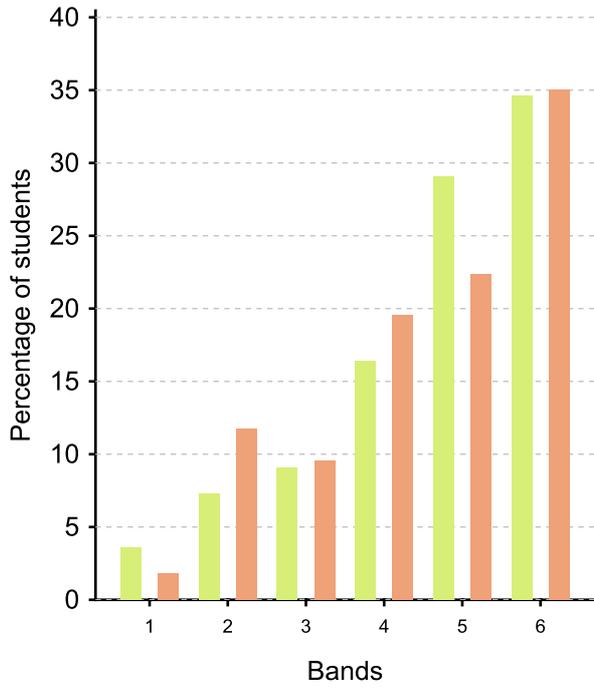
Year 5 NAPLAN shows excellent above minimum standards results and some strong growth into top two bands.

Growth data from Yr 3 to Yr 5 has improved in grammar, but is not at our expected levels.

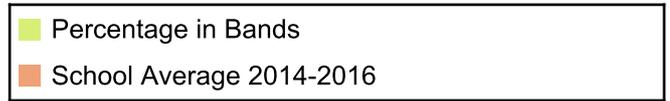
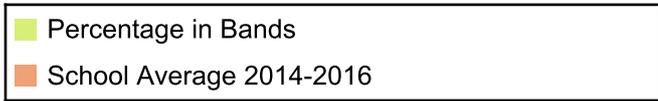
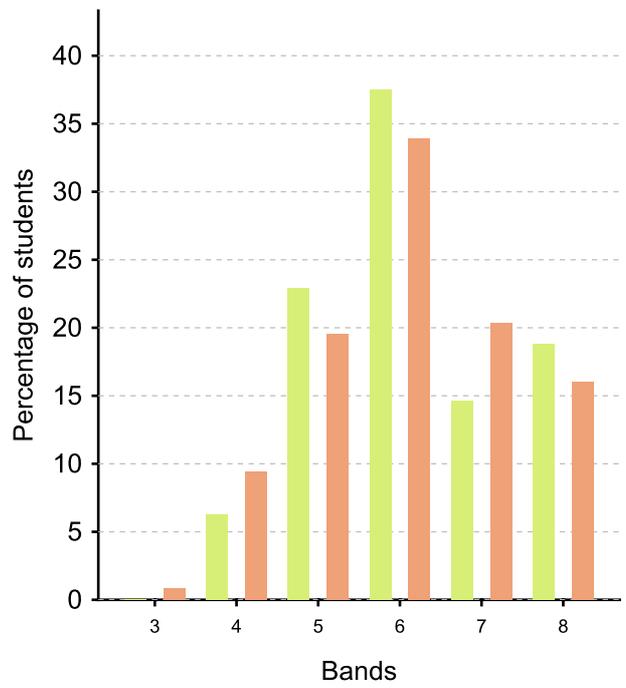
Growth data from Yr 5 to Yr 7 has improved in all areas from 2015.



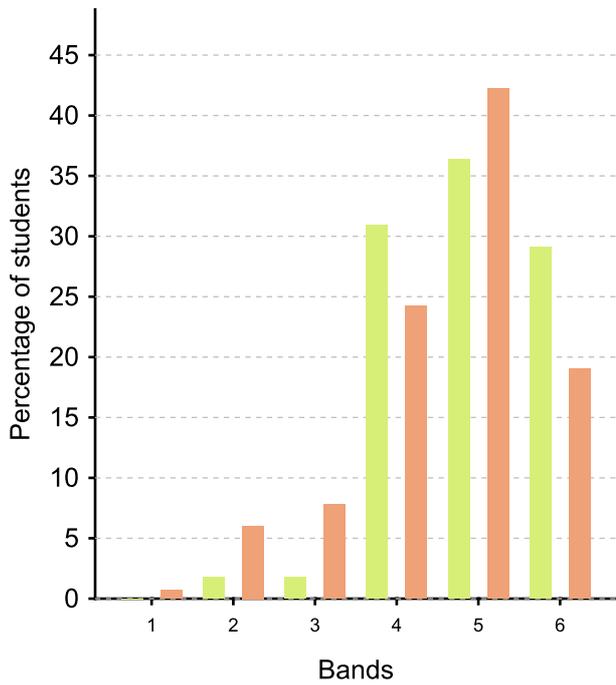
Percentage in bands:
Year 3 Spelling



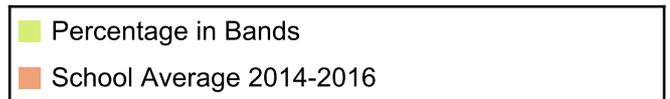
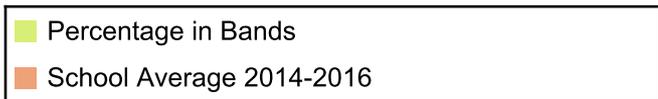
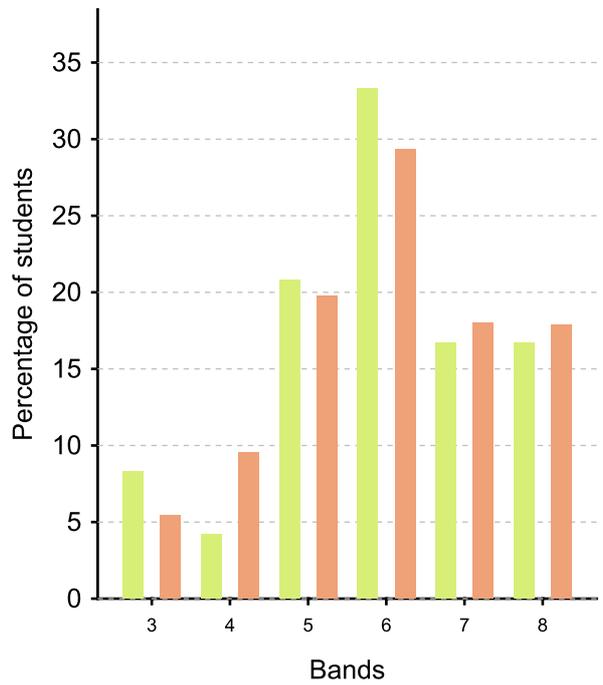
Percentage in bands:
Year 5 Grammar & Punctuation



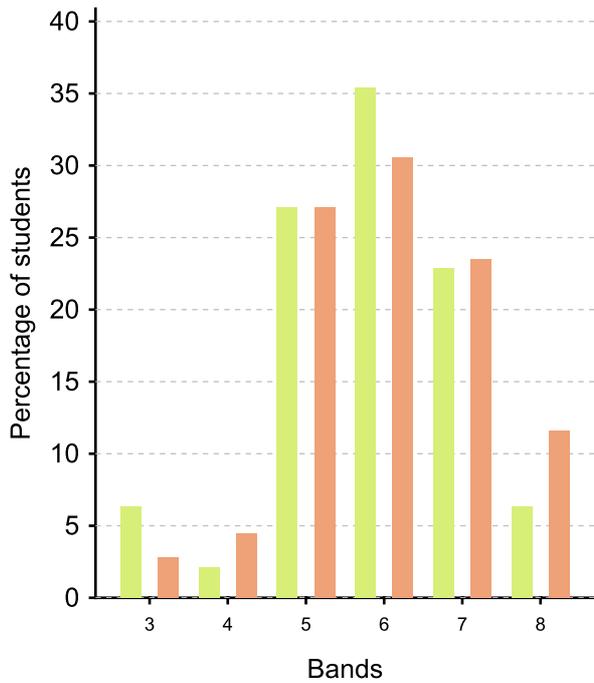
Percentage in bands:
Year 3 Writing



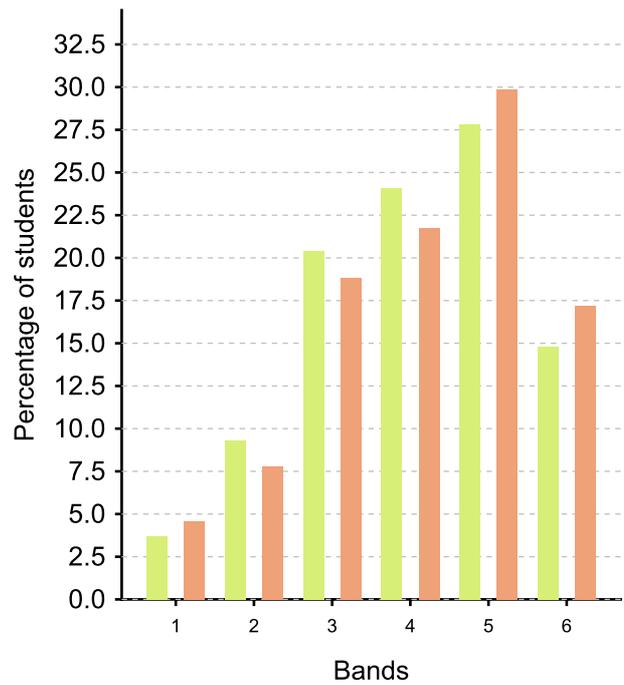
Percentage in bands:
Year 5 Reading



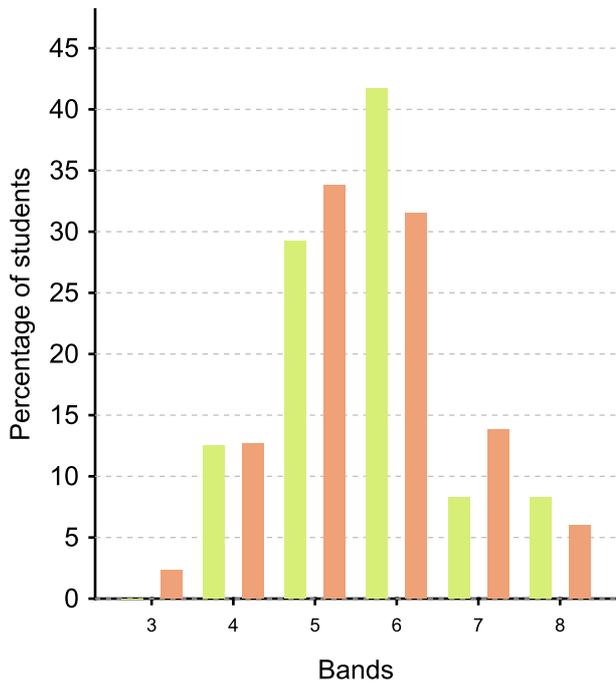
Percentage in bands:
Year 5 Spelling



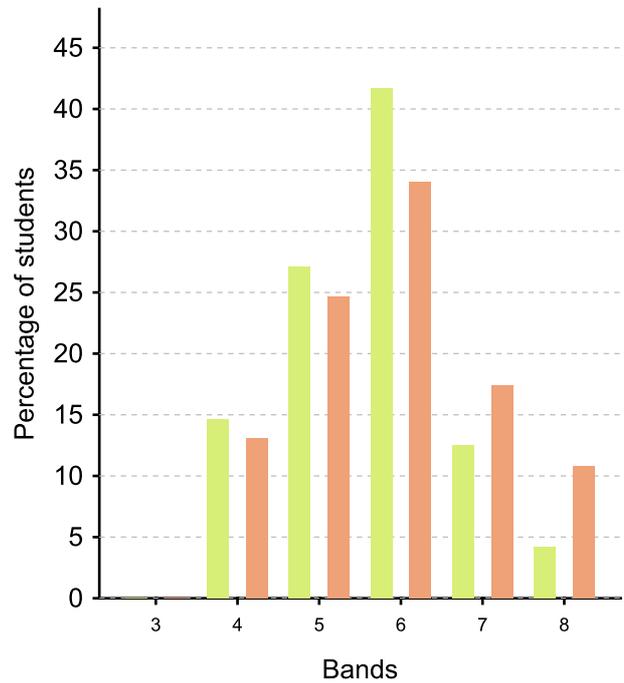
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents to assess the effectiveness of current school practices in working collaboratively with the community to improve learning outcomes. Their responses are presented below. Overall parents are satisfied with our school and what we offer.

There were positive responses from parents for teaching and learning, assessment, sport, wellbeing of students and communication. Parents were extremely pleased with the Mindfulness and Wellbeing initiative being delivered for the first time this year at the school.

"Overall the school is doing a fantastic job teaching the students well. It is great to see new initiatives like mindfulness sessions and new technologies e.g. robotics and coding, being introduced."

"I have been very happy with our experiences at Balgownie Public School. Our child feels safe, happy and challenged in their learning."

"I love how the older children have been so inclusive, caring and great role models for the younger children – including them in games and generally just looking out for them."

"Beautiful school, very happy and can't wait for some great years ahead."

"Bally is a great school, so I find it hard not to tick all the boxes!"

"The teachers are very helpful with resources for kids that need that extra bit of help."

Some suggestions for improvement included; more support for gifted and talented students.

Policy requirements

Aboriginal education

The school continues to provide support for our Aboriginal students and to implement programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

A Dharawal story of reconciliation and peace is taught to all students in NAIDOC week. It links with our reconciliation garden, and the symbols of peace within it. The Dharawal student's welcome and a plaque with part of the apology keep the messages of respect and reconciliation strong and are a permanent reminder of our local stories and values that we teach at Balgownie Public School. The frog pond and garden, combined with the values poles and mural make this a lovely reflective space.

Balgownie Public School ensures that multicultural perspectives are embedded into our daily teaching and learning. Students develop knowledge, skills, values and attitudes to truly appreciate and understand our culturally diverse society. Primarily this is delivered through exploring the history and culture that has become Australia's diverse population.

Our team of staff enthusiastically ensure they foster an inclusive school community and provide an anti-discriminative environment. This year we again participated in Harmony Day. Students came to school dressed in the colour orange and participated in classroom Harmony Day activities.

This school continues to employ a staff member for ESL (English as a Second Language) education. This position supported a number of identified students to improve their learning outcomes therefore providing an inclusive and non-discriminative curriculum at Balgownie Public School.

To ensure multicultural perspectives are considered in the school, a member of our staff is a qualified Anti-Racism Contact Officer. This supports the school in monitoring that multiculturalism remains a priority in our curriculum and that any form of discrimination can be dealt with in a concise manner.

Other school programs

Environmental Education

Our established Kitchen Garden has been maintained by students during RFF and break times. Students engaged in environmental lessons in garden, through experiential learning of composting, worm farms, waste management, life cycles and garden care. They enjoyed maintaining the garden, growing fresh produce, harvesting and cooking. Classes continue to compost their fruit and vegetable scraps in their class compost, with Environmental Leaders collecting these to add to the compost bins along with other organic matter. Parents with knowledge in this area have worked hard to maintain the compost, worm farms and garden. They have also offered their expertise and time to lead and assist with lessons for students, creating a real buzz of excitement about environmental education.

An Outdoor Kitchen Committee has been established, including both teachers and P and C members, to plan and build an outdoor kitchen learning space. The kitchen will be used in conjunction with the garden to follow the process of seed to plate. It has many other uses also including school events, P and C, community events, class lessons, playgroup and more. The kitchen is currently in the planning phase and is to be funded by the P and C and hopefully a community grant.

Students have continued to enjoy playing on our critters, in our café, our giant chess space, the cubbies, sand pits, play equipment and climbing wall. It is an absolute joy to see these spaces being utilised both in break times and as part of student learning experiences.

These initiatives form part of the wider Environmental Education play which was developed through school-wide consultation. Thanks to the community for supporting us to provide these spaces for our children to learn.

Mindfulness and Emotional Intelligences

During RFF this year students engaged in a Mindfulness program. They experienced yoga as a way of focusing their mind before a guided mindfulness practice. This practice was supported by the online program *Smiling Mind*. Along with mindfulness students discussed emotions, thoughts and feelings to assist in developing their emotional intelligences and improve wellbeing. Students also participated in a whole school yoga session as part of World Yoga Day.

Mindfulness has been proven to:

- aid in stress management,
- increase resilience,
- increase creativity,
- inform better decision making, and
- bring about a sense of calm, clarity and

contentment.

Smiling Mind research supports these findings:

'In a 2015 study, we surveyed 12 schools, 104 teachers and 1,853 students to assess the impact of the *Smiling Mind* mindfulness program. We monitored subjects' stress, sleep and wellbeing over five weeks and found that those who participated in our program reported significant improvements in sleep and emotional wellbeing and marked reductions in psychological distress.'

Stage 3 children were invited to be part of a research project in conjunction with the University of Wollongong. Participants were asked to complete a survey about their social behaviour, along with their parents and teachers. A follow up survey will then be completed next year after the Mindfulness program continues to run.

The goal for next year is to have mindfulness integrated into the classroom setting to develop a holistic approach where mindfulness underpins everything we do to support wellbeing.

Information Technology

2016 saw the introduction of a coding program provided by ScopeIT and delivered to all students K-6 in the library. The reasoning behind introducing this learning activity revolves around students having an understanding of how computer programs are written and to read and write the codes required to do this. Previously, the vast majority of work the students have done with computers has been data entry and retrieval. The coding program involved the students writing code which makes small images (or avatars) move, following the coded instructions the students have written.

The program was fully funded \$15 000 by school funds and the P&C.

Following the delivery of the ten lessons provided, a survey was distributed to students(40), parents (20), and the teachers who participated (7). The following data was compiled:

95% of students and 100% of parents and teachers could see real world applications for coding.

100% of all three groups supported further coding programs to be provided.

75% of students had accessed coding programs at home after using them at school.

100% of parents and teachers believed that the funds provided were well spent.

100%of teachers could see benefits carried over to other KLAS.

Stage 3 students were able to easily relate the coding programs to the coding required in Lego Robotics. The

younger students will benefit from their knowledge of coding when they begin their work in robotics in Stage 3.

A Federal Government grant application has been lodged to hopefully reimburse the funds spent. Regardless of the outcome, all parties involved agree that the next phase of the coding program should be provided to students in 2017.

Other expenditure on ICT was chiefly on more laptop computers. 28 were purchased with school funds (approx. \$15 000), a further 13 were obtained through our T4L allocation. These were distributed to classrooms, giving each teacher a bank of 6 or 7.

As previously mentioned, the issues around iPads (brought about by the fact that the DoE does not support these devices) have resulted in a staff decision to continue purchasing laptops rather than more tablets. Additionally, laptops are also more practical for typing and are generally more versatile.

To support more student involvement in programming and robotics, we will purchase a set of spheros. These are more sophisticated than the Bee-bots used by K-2 but are not as demanding as Lego Robotics in the software department.

2016 School Sports Report

The provision of quality programs in Sport, Fitness and Physical Education is an integral part of student life at Balgownie Public School. Regular participation in sport and physical activity is associated with a range of physical and mental health benefits both in childhood and adulthood, and is a fundamental component of a child's development. Students in Years K-6 participate in a minimum of 150 minutes of planned physical activity across the school week.

Balgownie Public School actively promotes the health and fitness development of our students at a number of levels. All students from Kindergarten to Year 6 participate in our whole school fitness program each Monday and Tuesday morning before lessons start. These sessions feature a rotational activity program that includes: vigorous games; obstacle course; power walk/run; and dance. All fitness sessions are led by our Year 6 sports leaders who undertake a training program to maximise their ability to lead this valuable learning program for their peers. Our school is also a foundation member of the NSW Premier's Primary School Sport Challenge and participates each year in a ten week sport and physical activity challenge that encourages all our young people to commit to a healthy and active lifestyle. School programs in Personal Development and Health provide all students with a comprehensive foundation that provides them with the knowledge, skills and social learning necessary to live and value healthy living. Balgownie Public School is also a "Crunch & Sip®" school and promotes the eating of healthy foods as a key to healthy living.

In school sport our prime concern is to give all students

the opportunity for participation, enjoyment and skills development. Each stage group at Balgownie Public School provides their students with a comprehensive sports program that employs elements of the Fundamental Movement Program as a vehicle to achieving genuine skill development.

Quality sporting opportunities are provided through our strong ongoing association with the Primary Schools Sports Association (PSSA). Balgownie Public School is an active member of Brokers District PSSA which strives to provide our 7 member schools with a wide variety of inter-school sporting opportunities. During the 2016 school year, our involvement in PSSA sport saw all primary students participate in social competitions in Australian Rules Football, Cricket, Netball and Dragon Tag, through the Brokers District Gala Day program.

Elite level sporting opportunities were provided for our students through District to State level pathways in swimming, athletics, cross country and a wide variety of representative sports. Balgownie Public School also entered teams in 7 NSW PSSA State Knockout competitions in football, touch football, basketball and netball. Our most successful representative teams were the girls' basketball team which reached round 4 of the state knockout and the boys' basketball and soccer teams which reached round 3.

Balgownie Public School held three major sports carnivals during 2016, including swimming at the University of Wollongong, athletics at Beaton Park and cross country at Judy Masters Oval, Balgownie. These carnivals provide a valuable opportunity to promote fitness through participation and allow our school community the opportunity to encourage and recognise the efforts of all participants. The carnivals also provide a pathway to further representative opportunities for our more elite level competitors via the NSW PSSA carnival progression of District, Regional and State carnivals.

The Balgownie Public School 'Sportsperson of the Year' for 2016 was Emma Lowe who finished the year with the outstanding record of having represented Balgownie Public School in the school's netball, soccer, touch football, basketball, cross country, swimming and athletics teams, and Brokers District PSSA at South Coast regional carnivals and representative trials in netball, swimming and athletics. Emma also represented the South Coast PSSA at the NSW State Championships in swimming and netball. The 'NSW Premier's Sporting Challenge Medal' for sports leadership was well earned by Angus Kettley, whose high standard of sportsmanship and positive contribution to our school sports programs has made him a respected leader in sport at Balgownie Public School and a worthy ambassador of our proud sports heritage. Angus represented his school proudly in soccer, basketball, touch football, swimming and cross country, and was a Brokers District trialist in tennis.

During 2016, all students from K-6 also received specialist gymnastics training through our participation in the 'Gym Sports' program. Stage 2 students were also involved in cricket clinics provided by Cricket NSW, while Stage 3 students were introduced to the

world of surfing through an innovative 'Surf Groms' program. Surf Safety lectures by the Wollongong City Council Lifeguards and participation in the 'Learn to Swim' program continue to provide our students with a valuable foundation in water safety.

Balgownie Public School's proud sporting heritage and inclusive culture of participation continues to grow.

Creative and Practical Arts

The creative and practical arts (CAPA) are vital to the quality and whole education of students at Balgownie Public School and continues to be an integral part of the curriculum.

Some of the highlights of our CAPA program this year were:

Keirabald

Keirabald is an art initiative run by Keira High School to encourage portraiture in their community of schools. This means that the feeder primary schools of Keira High School (Balgownie, Mount Ousley, Pleasant Heights, Fairy Meadow, Wollongong and Coniston Public) work to produce artworks throughout Term 1. Each primary school then chooses ten Year 5 and ten Year 6 students to represent their school. They each have their artworks framed and hung at the Wollongong Art Gallery for judging and display.

Keirabald gets its name from the Archibald Portrait Prize and is designed to present all students with a series of structured art lessons allowing them to experience a variety of media and artistic styles. This year's theme was Australian Story and students had to create their portrait based on someone who has had some connection to Australia's identity.

Year 6 student Kelly Zhao was awarded a highly commended for her entry.

Southern Stars

Southern Stars 2016 was titled "Ignite". The show was designed to ignite people's emotions, memories and dreams. Students in Stage 3 participated in this year's production as part of the dance ensemble. They danced in 3 items, including the finale. Six of our girls demonstrated exceptional talent and were chosen as soloists in our main item, "Bad Habits". All students enjoyed the experience and represented our school with pride.

K-2 CAPA Performances

K-2 students were involved in a number of (CAPA) performances throughout the year. They delighted audiences with beautiful singing at the Easter Hat Parade, Grandparents Day and Education Week assemblies. The end of year K-2 Christmas Concert was especially entertaining. Students recited poetry, performed dances, played musical instruments and sang a range of songs, highlighting the many talents of

students within our school.

Choral Festival

Once again, Stage 2 students were involved with the local public schools singing spectacular. The choir performed at the Northern Illawarra Choral Festival which was held at Wollongong Town Hall. The students joined in singing with a massed choir as well as showcasing their talents in a solo performance.

School Starters' Playgroup

This extremely positive parent initiative has continued for its sixth year and builds on our Kindergarten Orientation program. The parents, carers and children who are beginning school in 2017 have met at the local park in term 2 and in the school hall for terms 3 and 4, to have fun and make new friends. Up to 40 participants have been there weekly and we have a confident, happy group of students ready to begin their new adventure.

Other Achievements

The school ran a number of programs to provide all students with a rich and diverse curriculum. These included:

Leadership opportunities for senior students in SRC, sport, ICT and the environment with whole school responsibilities.

Peacekeepers program which is run by the SRC in the playground.

A strong sport program including both in-school and inter-school sport opportunities.

Gym Sport program for all students.

Coding Program for all students K-6.

Performing arts involving the Keirabald Art Exhibition, Southern Stars, drumming and choir.

Participation in the Premier's Spelling Challenge, Reading Challenge and Sporting Challenge.

Education Week, Book Week and other times when parents and community were invited to share our students' learning.

Formal commemorative ceremonies for Anzac Day and Remembrance Day chaired by the school leaders.

External music tutors' program.