

# Ballimore Public School Annual Report



2016



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## Introduction

The annual report for 2016 is provided to the community of Ballimore 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 each and every child 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.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Melinda Suttor

Relieving Principal

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## Message from the Principal

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Ballimore Public School continues to provide a dynamic and inclusive learning environment focusing on quality teaching and student achievement. Our school's success is underpinned by three key elements that promote quality teaching and learning programs for students.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to do their personal best in all they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the wide range of educational opportunities provided for them. Thirdly, Ballimore Public School is strongly supported by a proactive Parents & Citizens Association (P&C). Joint consultation and open communication means that we are all travelling along the same path together. In 2016 the P&C contributed \$10000 towards school initiatives and resources. These included the purchase of ICT resources, theatre performances, the Life Education Program, Musica Viva performances and subsidised student excursions to Lake Burrendong, Western Plains Zoo and Hill End.

Ballimore Public School offers all students a broad range of educational opportunities. The small student population ensures each student receives a high degree of individual attention. School program initiatives have resulted in commendable student outcomes in reading, writing, Creative and Performing Arts, Physical Education and Student Leadership.

The Student Representative Council (SRC) Executive participated in the Dubbo Wellington Small Schools' Leadership Camp at Lake Burrendong and regular SRC Video Conferences. Throughout the year the SRC raised \$1370 for various charities including the Bandaged Bear Appeal, Cancer Council's Biggest Morning Tea, Stewart House, Jump Rope for Heart and CanTeen Bandanna Day.

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. *'Together we care, share and learn.'*

Melinda Suttor

Relieving Principal

## School background

### School vision statement

Ballimore Public School is committed to creating a harmonious, positive environment which is inclusive, engaging and supportive. The school's staff is committed to developing individual strengths, a love of learning and the capacity to achieve by catering for each child's emotional, social and academic needs and development.

### School context

Ballimore Public School is located 32km north east of Dubbo and belongs to the Macquarie Network of Schools. The school, with an enrolment of 14 students, 14% indigenous, is a small rural school with a committed staff and rigorous curriculum programs focused on academic growth and development. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School. The majority of students live in the outlying district surrounding Ballimore and travel to and from school by bus.

The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Ballimore Public School is an inclusive school that nurtures the success of each individual by fostering a positive and caring learning environment.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

During 2016 staff at Ballimore Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence as a tool to inform, monitor and evaluate our teaching practice. Time was dedicated in Term 3 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed.

### Learning

In the domain of Learning, our school has primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The results have been evident in the positive way students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been an integral component of our progress throughout the year with parents increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

### Teaching

In the domain of Teaching, our focus has been on the collection of data to inform best practice and ensure the best possible outcomes for students. As a whole school we have selected internal and external data collection tools such as standardised assessments, including NAPLAN, to determine goals for achievement. The use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement.

### Leading

In the domain of Leading, our school has focused on our partnerships with parents, the community and the Dubbo and Wellington Small Schools' network. Our method of planning and assessing our school achievements has had a positive impact on our school. Details of our achievements in 2016 and our next steps in accordance with our School Plan 2015–2017 are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

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

## Strategic Direction 1

### Student Learning and Engagement

#### Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities which develop them as both learners and leaders, instils the values of respectful and responsible citizenship and promotes student intellectual, physical, social, emotional and moral wellbeing.

#### Overall summary of progress

During 2016, the school focused on whole-school improvement in literacy and numeracy. Initiatives that were implemented included employment of a teacher to teach K/1/2 students for 2 days a week and employment of a part time Student Learning Support Officer to support targeted students in Literacy and Numeracy. This enabled the school to split the multi-stage class into a Junior group and a Primary group for 2 days per week enabling stage specific lesson delivery and improved student outcomes. The development of deeper understanding and appreciation of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the school and wider community, as well as contributing stronger involvement of Aboriginal parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student growth in NAPLAN between Years 3 and 5 as measured by three year Trend Data average.	Growth in all areas of NAPLAN continues to be above state average.	\$22,000 Global
Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums.	Teacher employed for 1.5 days per week to supplement Learning and Support Teacher (LAST) allocation of 3 hours per week to split class 2 days each week. 80% of students achieved expected growth on the Literacy and Numeracy Continuums.	\$3657 RAM (Aboriginal funding) \$9322 RAM (Socio-Economic funding)
Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of 100%.	Student Learning Support Officer employed to support targeted students in Literacy. Reading Benchmark Levels: Kinder – 100%; Year 1 – 100%; Year 2 – 100%.	\$5900 RAM (Location Loading) \$982 (per capita funding)
Maintain 100% student participation in extra curricula activities.	Implementation of extra curricula activities in Creative & Performing Arts, Personal Development Health and Physical Education, Science and Technology and SRC resulted in increased student participation across all areas.	\$3100 Global (Student Wellbeing)

#### Next Steps

- The school will continue to engage part time teachers and a part time Student Learning Support Officer to sustain and grow best teaching practices.
- Engage the whole staff in data collection and tracking systems (PLAN) to enhance our focus on impact and to better plan ongoing student learning growth.
- Continued administration of Standardised Assessments for all students will be used to track growth and plan progression.
- Through the Aboriginal Education Wiradjuri Languages Program, embed high quality practices for Aboriginal students.

## Strategic Direction 2

### Professional Practice

#### Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

#### Overall summary of progress

##### Curriculum

Staff reviewed the new syllabus documents for English, Mathematics, History, Geography and Science and Technology. Professional learning will be aligned to our school plan and future directions.

##### Professional Practice

During 2016 the school focused on professional learning around the Teacher Performance and Development Framework. Teachers negotiated professional learning goals with their supervisor which supported ongoing school improvement, the School Plan and their individual needs. Teachers reviewed best practice and aligned this to the Professional Standards for Teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and Principal Standards.	Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers.	\$3100 Teacher PL
Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	All teaching staff completed and implemented Personalised Development Plans.  Staff attended PL which was identified as having the strongest impact on student progress. The Principal attended Professional Learning which focused on school leadership and management.	\$4210 Global Funds

#### Next Steps

##### Curriculum

- The future directions for 2017 include sustained focus on building staff capacity in the implementation of NSW Australian Curriculum in Science and Technology, History and Geography.
- The school will embed explicit systems for collaboration, classroom observation and modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- The Student Report format will be reviewed and updated to incorporate correct terminology in accordance with new syllabus documents.

##### Professional Practice

- Professional Learning that is determined to have strongest impact on student achievement will be accessed. Areas for focus will include all Mandatory Training and strategies to assist students with specific academic and social needs. Principal Professional Learning focusing on Leading and Managing the School will be a priority for the Relieving Principal. This ensures the School Plan remains on track to provide quality educational outcomes.



## Strategic Direction 3

Inclusive, Respectful, Partnerships

### Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business which has student engagement, learning and wellbeing as a central focus, and builds relevant knowledge and skills which are contextual and reflective of local priorities.

### Overall summary of progress

The school was successful in providing a variety of events and activities which enabled parents to attend and support their children and the school. Term Assemblies and special events were well attended by parents and members of the local community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation in the P&C and school-home partnerships.	100% of students and families participated in the school's Home Reading program.  Parents were invited to attend various school functions including Term Assemblies, information sessions, end of year functions and special events throughout the year. At each of these functions most students had a family member in attendance.  All families supported P&C fund raising events.  Transport for excursions was provided by parents.	\$10,700 (P&C)  \$370 (School Contributions)  \$558 (SRC)  \$3800 (Community Donations)
Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.	Students participated in a variety of quality and innovative classroom and extra-curricula activities including theatre performances, Creative and Performing Art workshops and competitions, Eisteddfod and public performances, video conferences, themed KLA days, SRC Leadership Camp, and excursions with overnight stays to Western Plains Zoo and Hill End.  ICT resources were purchased to support student learning at school and at home.	\$580 (PSC funding)  \$3600 (Sporting Schools funding)
Welfare Policy and Procedures reflect a positive school culture	Daily inclusion of the Schools' Values' are used to create and reinforce positive behaviours for learning within the school and wider community.  Minimal behaviour issues have been reported this year, reflecting the positive culture of the school.	\$0

### Next Steps

The future directions for the school will continue to encourage the involvement of our parents in school events, extra curricula activities and excursions. Maintenance of our strong and supportive P&C and endeavours to broaden P&C membership for new families. We will continue to have a strong focus on our Kindergarten, Year 2 to 3 and Year 6 to 7 Transition programs. Our involvement in the Dubbo and Wellington Small Schools' Network will continue with interschool visits, shared performances, sporting activities, excursions and staff professional learning.

Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background loading</b></p>	<p>All students have an Individual Learning Plan (ILP) and are making progress across the literacy and numeracy continuums.</p> <p>Cultural significance is included in all ILPs in consultation with parents.</p> <p>Students are engaged in Aboriginal dance, languages and art workshops to encourage a greater appreciation of Aboriginal culture.</p>	<p>\$3657.24</p> <p>Strategic Direction 1</p>
<p><b>Low level adjustment for disability</b></p>	<p>The school's learning and support processes have been enhanced with a focus on supporting teachers in personalising learning and support.</p> <p>Partnership with paraprofessional services (OT) to screen and implement a Fine Motor Program K–2.</p> <p>The school used the nationally Consistent Collection of Data (NCDD) to engage teachers in meaningful professional dialogue about how to cater for the needs of students and the Learning and Support Teacher facilitated classroom teacher discussions about adjustments to support individual student learning.</p>	<p>\$733</p> <p>Strategic Direction 1</p>
<p><b>Socio–economic background</b></p>	<p>100% of K/1/2 students achieved Reading Benchmark targets.</p> <p>80% of primary students achieved reading and writing stage outcomes.</p> <p>All feedback from community, staff and students (surveys, regular feedback) attests to the positive relationships between staff, students, parents and the wider community.</p>	<p>\$9322.38</p> <p>Strategic direction 1</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	4	8	4
Girls	11	9	10	10

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.4	97.8	98.6	96
1	97.8	97.8	100	98.9
2	98.7	97.8	98.5	100
3	98.9	97.3		96.8
4	99.3	98.9	97.3	88.4
5	96.6	98.9	100	97.3
6	93.6	95.7	98.1	100
All Years	98	97.8	98.5	97.1
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		94.2
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

### Class sizes

Class	Total
BALLIMORE2	14

### Structure of classes

The school has one multi-stage K–6 class.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.02
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff at Ballimore Public School identify as Aboriginal or Torres Strait Islanders.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	1
Postgraduate degree	1

### Professional learning and teacher accreditation

All teaching and non-teaching staff received training in all the mandatory areas required by the Department of Education. This training included Child Protection, Work Health and Safety awareness, Emergency Care, Code of Conduct, Anaphylaxis Training and Cardiopulmonary Resuscitation (CPR).

In addition to the three staff development days conducted at the beginning of Terms 1, 2 and 3, staff accessed a range of professional learning opportunities consistent with the school plan for improvement. This included attending Professional Learning in Jolly Phonics, developing a deeper understanding of the new English, Mathematics and Geography Syllabii, OLIVER Library system, entering data in PLAN, and professional development around the new School Planning and Reporting process implemented this year.

The Principal attended district and regional Principal Conferences and meetings focusing on leadership and

management skills, as well as Department of Education and Federal programs and initiatives.

The two professional learning days at the end of Term Four were used for forward planning and focused on the School Management Plan for 2017.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary covers funds for operating costs 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>49 543.43</b>
Global funds	49 203.49
Tied funds	26 493.41
School & community sources	17 390.68
Interest	1 018.33
Trust receipts	2 256.30
Canteen	0.00
Total income	145 905.64
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	24 945.59
Excursions	5 660.08
Extracurricular dissections	3 897.06
Library	2 013.95
Training & development	4 210.52
Tied funds	28 466.82
Short term relief	3 268.97
Administration & office	10 459.14
School-operated canteen	0.00
Utilities	5 564.99
Maintenance	4 610.12
Trust accounts	2 246.64
Capital programs	0.00
Total expenditure	95 343.88
<b>Balance carried forward</b>	<b>50 561.76</b>

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.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Literacy test in 2016, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Numeracy test in 2016, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

The My School website provides detailed information and data for national literacy and numeracy testing.

The percentage of Year 3 students in the top two bands has increased in spelling and reading and has slightly decreased in the area of Numeracy.

The NAPLAN results for Year 5 show above average growth in writing, grammar and punctuation.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

There is regular communication between the school and parents via the weekly newsletter, school website, scheduled interviews, telephone, email and monthly P&C Meetings.

The Literacy & Numeracy Enrichment Program for K/1/2 students which is implemented two days each week is beneficial and should continue in 2017.

The Student Anthology program brings together all English strands and the end product is treasured and enjoyed by students and families.

The Creative and Performing Arts Program is proactive and students have enjoyed success in competitions. Classrooms are vibrant with displays of student art

works and opportunities for students to enjoy live theatre productions and participate in drama workshops, bring to life related literacy studies in the classroom.

Primary students actively participated in Aboriginal dance, languages and art workshops.

The Choir and Verse Speaking performances at the *City of Dubbo Eisteddfod* provided opportunity for all students to perform confidently and with success.

The opportunity for Primary students to participate in the 3 day Western Choral Workshop with guest conductor, Paul Jarman, was wonderful and should be promoted in 2017.

Term Assemblies are well attended by families and community members showcasing student and school achievements across Key Learning Areas with entertaining delivery and performances.

Primary students were proud ambassadors when they flew to Sydney to receive awards for their successful writing entry's in the 2016 Reconciliation Challenge and the BOSTES Write On Competition.

The Small Schools SRC Leadership Camp held at Lake Burrendong Sport and Recreation Centre was a worthwhile experience for Stage 3 students.

The two day overnight excursion for Years K–6 to the Taronga Western Plains Zoo and the two day overnight excursion for Years K–6 to the Hill End Holiday Ranch were educational, social and enjoyable experiences for students and parents.

## Policy requirements

### Aboriginal education

Aboriginal students comprised 14% of our student enrolment. The school maintains close partnerships with parents. There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Our school initiatives and programs are inclusive of all students. Aboriginal perspectives are incorporated in teaching programs. RAM equity funding was utilized to support targeted students to help develop their literacy and numeracy skills.

As a result of the initiative, Year 3 and Year 5 students working with the teacher showed significant improvements in their class assessments across the board. The most significant impact was weekly spelling where all students were achieving consistent scores and growth on a regular basis.

All students engaged in a dedicated week of learning and celebration for NAIDOC and in Term 4, Primary students participated in an Aboriginal Dance workshop with well known Aboriginal choreographers.

Proud Aboriginal student Kayla Chatfield was elected School Captain 2017.

### Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

During Term 1 students celebrated Chinese New Year with a Chinese banquet. Students also engaged in a unit of study about Mongolia. This unit investigated the geography, flora and fauna of Mongolia and considered traditional and modern lifestyle and culture.

Students participated in a proactive Harmony Day program which included activities focused on empathy, fairness, acceptance and tolerance of all people from different cultural backgrounds. Kite making and poster designs consolidated the program.

Students participated in a Say NO to Bullying Day of Action, collaboratively writing a school action plan and Anti-Bullying pledge.

The anti-racism contact officer held focus groups with students and staff during the year to build understanding of cultural diversity in the school community.

### Other school programs

During 2016 the school continued to provide a range of significant learning opportunities for our students to extend their skills and talents in Creative and Performing Arts.

- Ballimore Public School was the winner of the two dimensional school section in the *Dubbo Waste to Art Competition*.
- Students participated in the *Harmony Day Poster Competition* and the *Say 'NO' to Bullying Poster Competition*; Jacob Stiff was a winner in the Junior section.
- Students participated successfully in the Small Schools Choral and Verse Speaking (first place) in the *City of Dubbo Eisteddfod*.
- Students enjoyed the 2016 Musica Viva program; attending two performances by musical ensembles, *Teranga and Pastance*.
- Primary students performed in the Western Choral Workshop with guest conductor, Paul Jarman.
- The artwork of Henry Martel was selected in the *2016 Operation Art competition* for display at the Children's Hospital at Westmead.
- Gemma Mills was a winner in the Primary section of the *2016 Reconciliation Writing Challenge* and Clair Stiff was a winner in the Primary section of the *2016 Write On BOSTES Writing Competition*.