

# Bangalow Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Bangalow 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.

Larissa Polak

Principal (R)

### School contact details

Bangalow Public School

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### Message from the Principal

2016 was the second year of our three year plan for school improvement focusing on three strategic directions 'Successful Learners', 'Leaders in Learning' and 'Collaborative Communities'. I would like to congratulate our students, staff and parents for their efforts in creating a school community that constantly strives for improvement.

Our students continue to participate enthusiastically in all aspects of school life. Our priority is to promote the core values of respect, responsibility and personal best. Students are inspired to be happy, healthy and resilient life long learners. Students are encouraged to do their best, reach their learning potential and become engaged citizens in our local and global community. Every day we see our students growing as learners, being creative, innovative, critical thinkers and resourceful problem solvers. I am proud to see our students taking responsibility for their own learning. Staff actively support, guide and ensure that all students are given opportunities to connect, succeed and thrive.

Our teaching staff demonstrate a high level of professionalism, expertise and commitment to providing quality learning experiences for all students. We are well supported by an equally committed team of administrative and support staff. There has been genuine intent in creating a strong school vision and shared beliefs. Staff have taken shared responsibility for contributing to a school wide culture of learning, engagement, improvement and success.

I am very proud of the learning and success that has taken place throughout 2016. Our school is committed to providing challenging and future-focused learning opportunities. Our school maintains a strong focus on literacy and numeracy, quality teaching practices and social and emotional wellbeing. Our other school priorities are providing a dynamic Creative and Performing Arts program, a relevant Environmental Sustainability program and integrating the use of technology as a purposeful tool for learning.

Bangalow Public School enjoys tremendous support from a dedicated parent body. Fostering collaborative and purposeful partnerships within our community is important to our core business of supporting learning and maintaining a positive school culture. Parent helpers are actively involved in class programs and are keen to support student learning. The P&C maintains an excellent partnership with the school and financially provides resources that ensure we can maintain a dynamic and innovative school environment.

We celebrate a successful year across academic, cultural and sporting endeavours and have enjoyed the support of a very positive and connected school community. 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.

Larissa Polak

Principal (R)

## Message from the school community

In summary of the 2016 school year, I would like to take this opportunity to express my appreciation and admiration for the many people who play their part in helping our school community thrive and support of students to succeed. The tireless work of a dedicated P&C team has allowed us to support provide quality resources for all students. We have made a significant impact on the key learning areas, the Creative and Performing Arts, sports activities and additional programs that our children have enjoyed and greatly benefited from.

The P&C is well positioned financially. Fundraising, financial and school community and administration support have been significant, as follows:

- Trivia Night
- Cookbook sales – finalising sales
- Mad Hatters raffle – major fundraiser
- Mad Hatters event – major fundraiser
- Sports carnival canteen – both school and district
- Bangalow Bluegrass festival stalls
- School musical café and raffle
- Regular Bangalow Bowling Club raffles
- School canteen
- School uniform shop

In 2016 the P&C has contributed significant funds to provide quality resources for all classes covering maths, literacy and coding/robotics, as well as supporting the school's Technology Plan and ongoing replacement and upgrade of hardware. Additionally, the P&C have supplied air conditioning, specialised classroom furniture and a furniture fund has been allocated to explore flexible learning spaces and make greater use of outdoor learning zones. Significant funding has been allocated to the garden club, infrastructure support and playground improvements, including an activity play zone incorporating sensory and nature play.

The P&C have been active in providing school and community support for the Kindy Orientation program, the school musical, Christmas giving tree and participation in the Bangalow Master Planning sub-committee. The P&C successfully runs monthly meetings, the Canteen and Uniform Shop and has been involved in consultative school planning committees and projects. Thank you to the entire P&C team for your support throughout the year.

Rebecca Sargeant

2016 P&C President

## Message from the students

The Student Representative Council at Bangalow Public School consists of ten elected members from Years 3–6 in addition to the School House Captains and Vice Captains. In 2016 the SRC's main focus was to make a difference to the wider community by fundraising for significant community organisations as well as our school. This was achieved through theme days which required a gold coin donation. These days raised money for a number of charities, including Clown Doctors and Byron Community Centre. We were also able to purchase new sports equipment for the playground and equipment for our lunchtime quiet play zone by organising a 'Bullying No Way' day and a Sports Day.

The Y5/Y6 SRC representatives also attended the Halogen Young Leaders Conference in Brisbane in March where we learnt about the important qualities of a leader and that it is the little things we do every day that counts the most. The SRC representatives are involved in ongoing leadership throughout the year including running the weekly school assembly and also conducting special assemblies such as ANZAC Day and the Presentation Day Assembly. On behalf of the SRC we would like to thank Miss Reynaud for her support and assistance throughout 2016.

# School background

## School vision statement

Providing high quality inclusive education based on respectful relationships in a positive, dynamic and nurturing learning environment that equips students to be successful future focused learners and global digital citizens.

## School context

Bangalow Public School, with an enrolment of 291 students, is part of an active, supportive community that makes up the historic village of Bangalow. The school provides a friendly, welcoming environment in which parents and staff work together in a strong, collaborative partnership for the benefit of all students. Parents and carers are encouraged to be actively involved in class and whole school programs to support the learning of our children.

Our school seeks to provide an academic yet creative and engaging curriculum focusing on continual improvement in student learning. Our mission is to provide quality teaching for the 21st century and foster a lifelong love of learning through developing confident and articulate creative and critical thinkers. The core values of our school 'Respect, Responsibility and Personal Best' underpin our student wellbeing and learning programs. Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation and is a member of the Lighthouse Valley Learning Community.

# 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, school achievements and the next steps to be pursued. This year, our 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.

**In the domain of Learning**, the school's focus has been on wellbeing, curriculum and learning. Staff reviewed their whole-of-school approach to student wellbeing and the You Can Do It (YCDI) program. Students have shown greater awareness of how to care for self and contribute to the wellbeing of others. The school has developed a 'Window of Success' that shares the common core beliefs, procedures and expectations that support productive and respectful relationships between staff, students and the community. Consistent expectations for classroom and playground behaviour has been positively reinforced. Sentral was used to track student behaviour and welfare data. In the area of curriculum and learning, the focus was on improving writing through the implementation of the Seven Steps to Successful Writing Program Y3–Y6 and ongoing implementation of L3 in K–2 classes. Assessment and reporting processes were reviewed and an implementation plan developed. During staff, stage and executive meetings staff reviewed strategic directions, curriculum implementation, wellbeing (YCDI programs), whole school behaviour expectations, differentiation, learning adjustments and teaching and learning programs.

**In the domain of Teaching** the school's focus has been on data skills and use, collaborative practices and learning and development. In the area of data skills and use, staff have analysed student data, identifying learning needs and programming accordingly. In K–2, staff are committed to the L3 program and student progress is monitored on PLAN (Planning, Literacy & Numeracy) with data entered and analysed every 5 weeks. Stage teams have used the Literacy and Numeracy Continuums and school-based data to track student growth and for reporting purposes. Executive teachers have lead stage teams and utilised regular collaborative planning time to improve teaching and learning. There has been greater collaboration to develop future-focused units and shared programming. In the area of learning and development, staff have developed a common scaffold to engage in lesson observations and engaged in the process of lesson observations and receiving quality feedback from their peers. Teachers have shared learning from targeted professional development and worked collaboratively to support their professional needs. Teachers have developed personal professional learning goals aligned to the school's strategic direction and teaching standards.

**In the domain of Leading** the school's focus has been on management practices, processes and leadership. The executive team is committed to building the capacity of staff, distributed leadership, promoting positive working relationships and parent partnerships and establishing organisational best practice. All teachers are encouraged to learn, build and improve their leadership skills by taking on active roles across the school based on areas of expertise and interest. The school executive team and teachers are involved in regular professional development through our

Community of Schools BOMBB network which includes Bangalow, Ocean Shores, Mullumbimby and Byron Bay Public Schools. Some of our staff have shared their skills and expertise to the wider teaching community. Executive staff have focused their efforts on school planning and implementation to ensure that all staff, were able to articulate the school plan and directions. The staff are committed to each strategic direction in the school plan and regularly engage in collaborative planning, processes and review. The school values strong community and parental partnerships to strengthen student learning and engagement. The school community is involved with and informed of the focus and directions of the school strategic directions. The P&C works together with staff and students to prioritise and provide quality resources to support teaching and learning. The community and parents have joined together to celebrate student learning through weekly assemblies, special activity days, the biennial school musical and learning conventions. The school has productive relationships with local schools, community organisations, local businesses, universities and external agencies.

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

### SUCCESSFUL LEARNERS

#### Purpose

**Inspired, creative, resilient and successful learners.** We will ensure success for all students in a rapidly changing world, through:

- Students engaged in dynamic learning that will both inspire life-long learning and develop the 21st century skills, fluencies and knowledge to be successful future-focused learners and global digital citizens.
- Student wellbeing and resilience will be improved through explicit teaching of social-emotional intelligence skills and a focus on positive self-regulation of behaviour.

#### Overall summary of progress

All teachers have planned and implemented units of work using the 6Ds Solution Fluency model. The Solution Fluency model has provided students with a clear scaffold to guide the inquiry process. Students have been actively engaged in their own learning through authentic projects and collaborative work with their peers. Staff have developed a greater understanding that the process is far more important than the end product.

All classes have focused on improving student engagement in the writing process and lifting the general standard of writing. Student progress has been tracked against the Literacy Continuum and data used to inform teaching practice and learning programs.

In the area of wellbeing, the school has developed shared common core beliefs, procedures and expectations that support productive and respectful relationships between staff, students, and the community. Staff have undertaken a review of the whole school approach to student wellbeing and the You Can Do It program (YCDI). Students have shown greater awareness of how to care for self and contribute to the wellbeing of others. Staff have established consistent classroom and playground expectations and positive behaviour strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student engage in Project Based Learning tasks and can explain task expectations and stages in their learning. Students in years 3–6 complete the Fluency snapshot self-evaluation during a project.	Teachers provided with further professional learning to support the teaching of solution & information fluencies. Students communicated the steps in the learning process with peers, teachers and parents. Stage 2 & 3 students showcased their learning to parents at Learning Conventions.	Stage level collaborative planning, executive staff leading BOMBB Professional Learning \$1600
The school achieves strong 'value added results' in writing. Data shows 80% of students are at/above expected growth on internal school performance measures – Writing in Literacy Continuum.	Staff use and update PLAN data to track and monitor student progress. Student confidence and engagement in writing is high and students are proud to share their learning. NAPLAN results indicate growth in the higher bands for writing.	Ongoing year L3 training for K–2 staff. Kinder x 2, second year PL project for Yr 1–Y2 teachers x 4. Professional learning 7 Steps to Writing (Yrs 3–6) x 10 staff – Term 1 \$20 000
All students can identify strategies to improve their wellbeing. Students requiring behavioural support have a 50% reduction in repeat incidents of the same nature by using the Positive Outcome Process (POP).	Consistent YCDI expectations set in the school setting. Classes engage in YCDI lessons and incidental learning opportunities to discuss emotional intelligence. The executive team use the Positive Outcome Process (POP) and Rethink Plan for ongoing behaviour /social mediation issues with students. Improved student behaviour as measured by a reduction in referrals to the executive team.	Art of leadership PL executive staff leaders (2015 ongoing in 2016) and stage planning \$2400

#### Next Steps

- Integrated class programs include project-based learning and a greater focus on developing collaboration skills.
- An integrated RFF / Library program implemented that provides further project-based learning opportunities.
- Effective use of feedback and collaboration strategies embedded in all class programs.
- Enable greater self-reflection and self-regulation for students about their learning.
- Consistent use of learning intentions and success criteria in writing to articulate writing goals for students.
- Students analysing their learning progress and performance in writing using 'I can' statements.
- Staff reviewing intrinsic vs extrinsic rewards, the Positive Outcome Process and strategies for developing resilience as a learner.
- Parent seminars to support the whole school wellbeing program.

## Strategic Direction 2

### LEADERS IN LEARNING

#### Purpose

**Staff provide a vibrant and dynamic future-focused learning environment.** We will ensure success for all students in a rapidly changing world, through:

- Staff and leaders are supported and committed to providing a vibrant and dynamic learning environment that nurtures and empowers successful future focused learners. Staff are innovative, reflective and responsive in their teaching and learning.
- Leadership capabilities of staff are extended through engagement in ongoing high quality professional learning.

#### Overall summary of progress

Staff have revised teaching and learning programs to carefully align with the Australian Curriculum. All stages have continued to refine assessment and reporting practices. Teachers have systematically used the Literacy Continuum to track student progress and analyse assessment data. Teachers have used Sentral to track student wellbeing data and for reporting to parents.

Early Stage 1 and Stage 1 teams continued extensive training in the Language, Learning and Literacy (L3) model. Stage 2 and 3 teams worked collaboratively to plan and implement Project-based learning, as well as weekly lessons in robotics, coding and technology design challenges. Innovative technology programs have been used that support feedback, collaboration and assessment in the classroom.

The executive team worked with the wider Community of Schools BOMBB network, leading teacher professional learning in future-focused pedagogy. The implementation of the Performance and Development framework has allowed staff to engage in collegial conversations about best practice. Staff have shown a commitment to lesson observations as part of their Performance Development Plan (PDP) with shared protocols developed to support providing quality feedback to colleagues. Teachers have engaged in identifying and planning their own professional development.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs and practice demonstrate excellence in 21st century pedagogy and assessment.	L3 model used to teach literacy in all K–2 classes. PLAN data tracks and monitors student progress. All staff developing their confidence in using innovative technologies that support collaboration, feedback and assessment practices. Stage 2 and 3 staff have continued to develop their skills in teaching coding and robotics.	\$5 600
Increased leadership capacity/mentoring-coaching utilising skills to support/ensure staff set and maintain meaningful Professional Development goals. All teachers collaboratively plan & support each other.	The executive team participated in monthly conversations about their professional development goals as part of a Southern Cross University research project. All staff have a performance and development plan and have developed a stronger understanding of how to formulate meaningful goals that drive their own professional growth. All staff have participated in peer lesson observations.	\$500
The BPS Window of Success is embedded into school culture and used as a reference point by all staff, students & parents to guide all decisions and future directions.	Staff revisited the Window of Success and milestones to guide stage planning and whole school professional development. The implementation of the school's Wellbeing and Discipline Policy was aligned to the school's Window of Success.	
All aspiring and current leaders are an integral part of the BOMBB leadership support	The BOMBB Assistant Principals meet each term to support their role as an executive, as well as plan professional learning for staff across the network of	\$1 600



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
network.	schools. Executive staff also attended the Lismore AP Collegiate Leadership days.	

## Next Steps

- Stage 2 and 3 team develop their understanding of STEAM pedagogy.
- Shared assessment practices inform ongoing planning and teaching and ensure consistent teacher judgement with school reporting.
- Staff mentoring in the teaching of music across all stages.
- Professional learning, writing and teaching of Geography and History units of work with a local Aboriginal perspective.
- Structured collaboration time for whole school and stage team milestone planning. Using data as evidence to inform key school decisions.
- Effective monitoring processes developed to discuss progress, support and to plan for growth. Regular shared staff reflections on teaching and learning practices, collection of evidence and professional development plans.
- Art of Leadership professional learning for executive staff and ongoing development of the school's Window of Success.
- Quality mentoring opportunities for aspiring leaders and early career teachers.

## Strategic Direction 3

### COLLABORATIVE COMMUNITIES

#### Purpose

**Fostering collaborative and purposeful partnerships within our community.** We will ensure success for all students in a rapidly changing world, through:

- Strengthened, purposeful, collaborative and inclusive community engagement and learning partnerships.
- Commitment to improving future-focused student learning and associated 21st-century skills and fluencies.

#### Overall summary of progress

As Partners in Learning, parents were introduced to the 'Window of Success' ensuring all stakeholders are committed to our shared values and future directions. Parents were kept informed of strategic directions, school programs and curriculum through the weekly school newsletter, School Stream, the school website as well as monthly P&C meetings and stage based information sessions.

As a school we have shown commitment to developing positive, collaborative and connected working relationships in our community. Working with local groups such as the RSL, the Lions Club, the Bangalow Heartbeat and the Northern Star have helped promote learning within the community. The community has sponsored many worthwhile school programs including the environmental program, school welfare programs and the Story Dogs literacy program. As part of our efforts to improve links within Bangalow, we participate in many local community events and promote community calendar events in our school newsletter.

Many talented and creative parents have enriched the learning experiences of our students. The school musical is a strong partnership with parents sharing their expertise in the production team and working closely with staff and students. Our students were also involved in creating the collaborative community mosaic mural for Bangalow's main street and worked alongside local artists.

A passionate parent committee supported classes working on environmental education projects throughout the year. All classes established an outdoor vegetable garden to learn about planting, looking after and harvesting vegetable crops. As a result of the program, many parents were actively involved in school activities and supporting learning. Positive weekly interaction in outdoor learning and engagement in learning more about sustainability has lead to trialling an Environmental Education program with a specialist teacher in 2017.

Teachers have participated in quality professional learning opportunities through their involvement in the Community of Schools BOMBB network. These schools meet regularly to strengthen a culture of collaboration, promote shared skill development, improved teaching practice and build leadership capacity.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved school communication by establishing shared electronic calendars with BOMBB schools and parents.	Increased parent engagement with the school and its priorities has been evidenced through better use of digital communication tools. Staff have shared calendars across the BOMBB school network to coordinate and manage events and professional learning.	School Stream \$695 Website \$3 166
Improved parent engagement and partnerships within our school programs.	The school has promoted programs with stronger parent partnerships. This included sharing expertise and supporting the school musical, Mindfulness lessons and the school garden program. Planning committees established for playground beautification and the school garden program. Current school welfare practices promoted through the school newsletter and stage information sessions. A funded community playgroup initiative was regularly attended and supported by school staff and student leaders.	Community Consultation Grant \$4 965

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student engagement in Bangalow community events.	The school has promoted and participated in a variety of Bangalow's calendar events strengthening our community links. Students see staff, parents and local community working together and valuing each other's contribution. Staff continue to look for new ways to engage community members that will help enrich student learning opportunities at school..	

## Next Steps

- Digital communication will continue to be a focus, improving the digital newsletter and use of School Stream updates linked with events.
- Trial of school interviews online bookings as a fairer and faster process for all families.
- Establish positive parent partnership database for staff and P&C. Opportunities for parent and community participation promoted through the newsletter.
- Further consultation, planning and expansion of the school ground facilities, focusing on play areas and environmental education with parent committees.
- Training and administering LMBR – a new school administration platform and processes in 2017 and keeping parents informed of administration changes.
- School Promotions Team using regular media stories to encourage community support of our school and greater student participation in relevant community events.
- A structured outdoor education program will operate as the 2017 RFF program with the support of parent volunteers and community members.
- Participation in the Tell Them from Me survey in 2017. Data used to inform and drive school planning. School community self-evaluation and planning leading to the creation of the 2018–20 School Plan.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The funding allows the school to offer increased cultural and academic support for our Aboriginal children. All Aboriginal students have a Personalised Learning Plan (PLP), developed in consultation with their parents and are reviewed throughout the year. Funding was also used to promote and increase awareness Aboriginal culture through NAIDOC celebrations. Extra SLSO support time allowed Aboriginal students group time to work on their goals and special interest projects. Aboriginal students also participated in a special sports day in the region.	\$2 876
<b>English language proficiency</b>	Five students received explicit interventions to enhance their English language proficiency and made excellent progress in this area. Funds also provided 1:1 and small group assistance in Literacy for six students. It also allowed teachers time with the LaST to differentiate their learning programs and monitor students.	\$3 330
<b>Low level adjustment for disability</b>	The Learning and Support teacher (LaST) is employed for three days per week and provided explicit interventions to support groups of students across the school. Additional School Learning Support Officer (SLSO) time also enhanced opportunities for extra 1:1 programs to improve student learning outcomes. Students requiring additional support were identified and case managed through the Learning Support team. Programs included: small group and individual literacy and numeracy assistance, language programs in small groups, social skills support lessons, individualised social stories and support for ASD students and collaboration time with class teachers to ensure learning adjustments and Individual Learning Plans are in place for students with significant learning needs.	Learning and Support Flexible Funding \$13 480  Equity Loading Staffing \$51 010
<b>Socio-economic background</b>	This funding was used for equity purposes to assist students who may not otherwise be able to participate fully in all aspects of school life, such as support with the school uniforms, book packs and excursions.	\$4 831
<b>Support for beginning teachers</b>	One beginning teacher was identified in 2016. Time was provided to work with peer mentors to support classroom practice, programming and accreditation. The beginning teacher undertook additional professional learning to enhance their knowledge of teaching.	\$4 080
<b>Targeted student support for refugees and new arrivals</b>	We did not have any refugee or new arrival students in 2016.	

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	109	127	133	145
Girls	140	147	148	146

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

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	93.3	94.9	93.9
1	93.5	94.6	93.2	91
2	94.1	95.2	93	93.2
3	95.7	95.2	93.2	93
4	94.9	93.6	94.2	92.9
5	93.7	94.9	92.2	95.6
6	96.4	95.3	94.5	92.5
All Years	94.5	94.5	93.5	93.1
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	94.1	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

### Class sizes

Class	Total
KT	19
KD	18
1H	18
1P	23
2T	23
2M	18
3G	30
3S	25
4P	26
4/5R	27
5/6MK	30
5/6B	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.62
Other Positions	1

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. The indigenous composition of the staff in 2016 was 0%

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. In 2016 Bangalow Public School the teaching staff allocation included 3 executive staff, 10 classroom teachers and 2 specialist support staff. Two classes had shared teaching arrangements. The teaching staff was supported by a School Administration Manager, 2 School Administration Officers, 2 School Learning Support Officers and a General Assistant.

## 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	

## Professional learning and teacher accreditation

Staff undertook a range of professional learning opportunities that were aligned to our strategic directions, stage specific targets, mandatory training and individual professional development plans. Staff participated in combined Community of Schools professional learning, whole school staff development days, regular stage and staff meetings, network meetings and professional learning delivered by external providers. All staff completed an individualised Professional Learning Plan and through targeted professional learning, observations and collegial conversations were supported to achieve their professional learning goals. Executive staff worked collaboratively with the BOMBB schools to plan and lead whole school professional learning activities on future-focused pedagogy.

Significant professional learning included:

**Leadership** – BOMBB network professional planning, Professional Development Framework, Network Meetings, Stronger, Smarter Training, Enhancing the Leadership of Aboriginal and Torres Strait Islander Education, Lesson Observations and Quality Feedback, Business Intelligence for Schools, Self Assessment and Evaluative Thinking, BOSTES Teacher Accreditation and Maintenance of Accreditation.

**Literacy & Numeracy** – Language, Learning and Literacy (L3) ongoing training for ES1 and Stage 1 team, Seven Steps to Writing, ongoing Reading Recovery Training, Learning and Support Teacher Network Day and Mathematics Building Blocks.

**Student Engagement** – The Wellbeing Framework, Autism, SAO and SLSO training, School Sports Unit – School Athletics Officiating & Re-Accreditation, Edutech Future Library Congress and the Beginning Teachers Conference.

Any teacher who commenced or returned to teaching with the NSW Department of Education after 2004 needs to gain accreditation with the NSW Institute of Teachers. Five of our teaching staff have maintained their accreditation. One teacher in their second year of the Beginning Teachers Initiative received additional professional learning and release time to improve their knowledge of the profession.

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

### Financial information

This summary financial information covers funds for operating costs from 01 January to 31 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>85 268.68</b>
Global funds	282 891.99
Tied funds	127 896.18
School & community sources	202 722.78
Interest	2 615.08
Trust receipts	13 015.40
Canteen	0.00
Total income	714 410.11
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	72 783.48
Excursions	62 725.19
Extracurricular dissections	79 515.62
Library	7 817.88
Training & development	12 066.03
Tied funds	141 083.87
Short term relief	102 754.98
Administration & office	74 547.93
School-operated canteen	0.00
Utilities	37 698.11
Maintenance	13 729.67
Trust accounts	12 171.11
Capital programs	0.00
Total expenditure	616 893.87
<b>Balance carried forward</b>	<b>97 516.24</b>

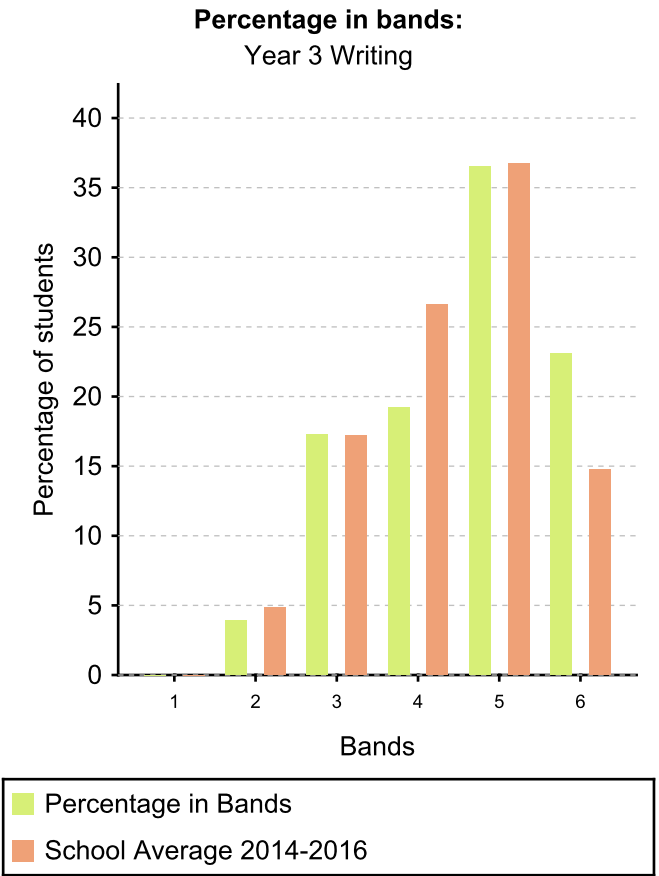
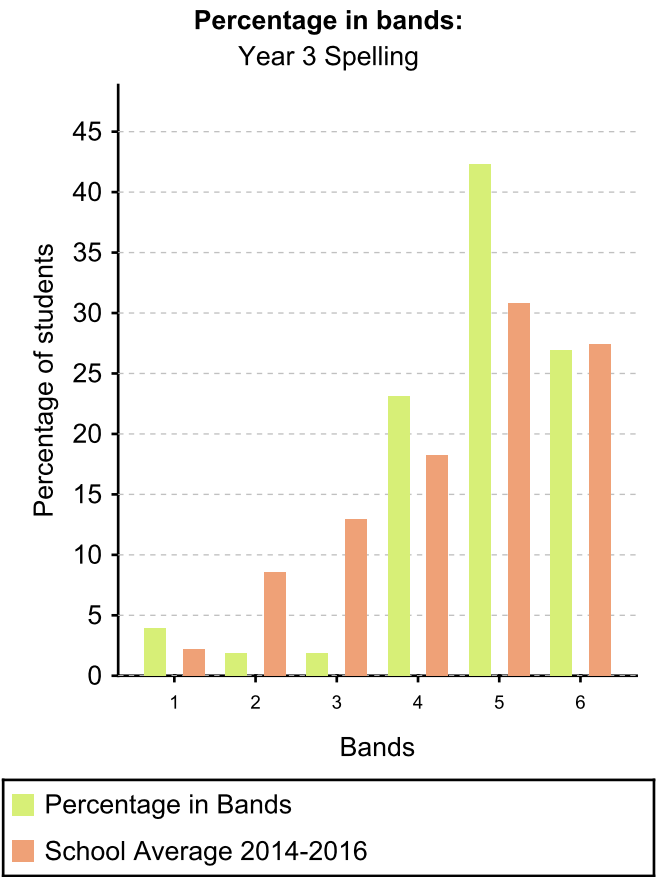
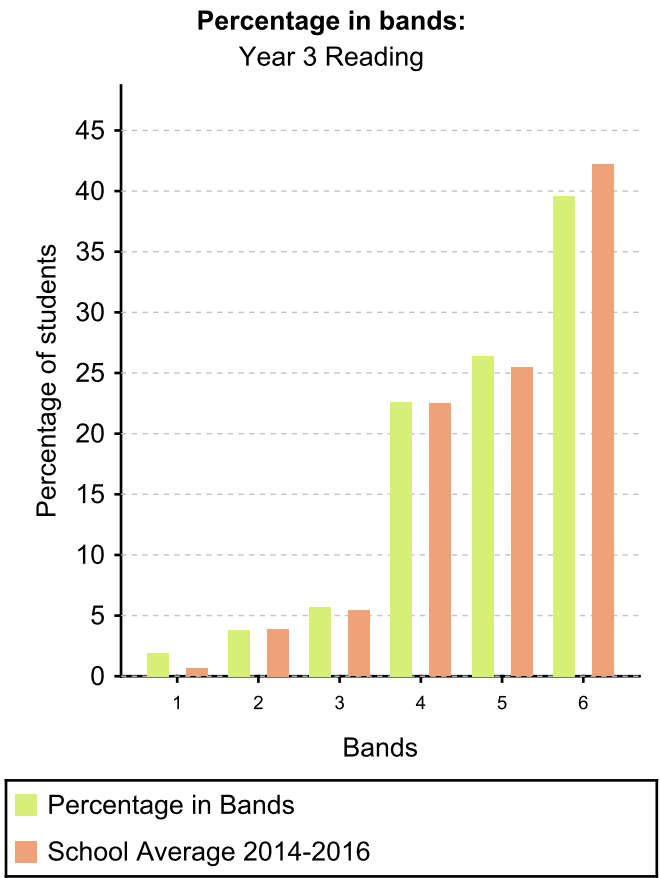
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



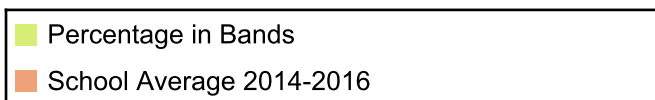
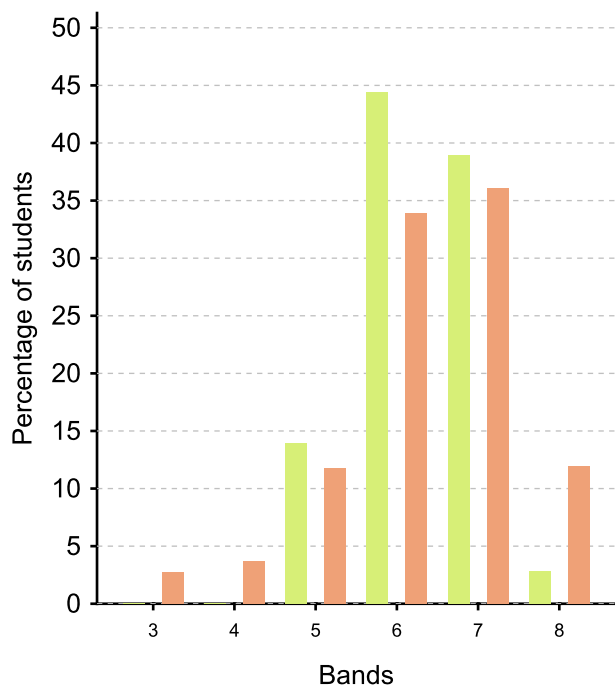
# School performance

## NAPLAN

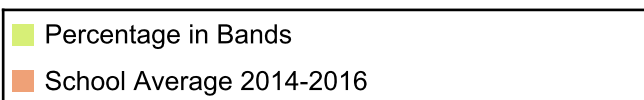
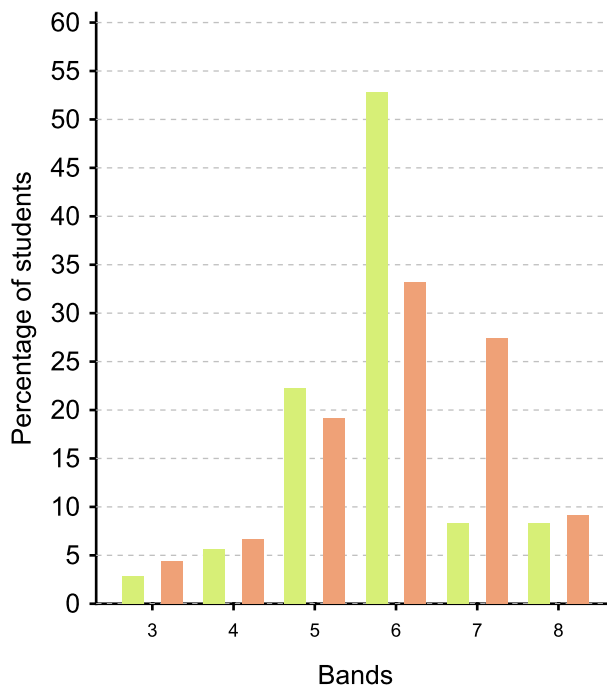
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



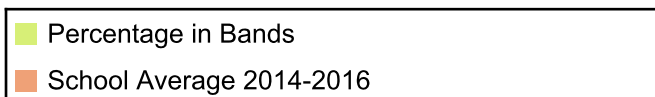
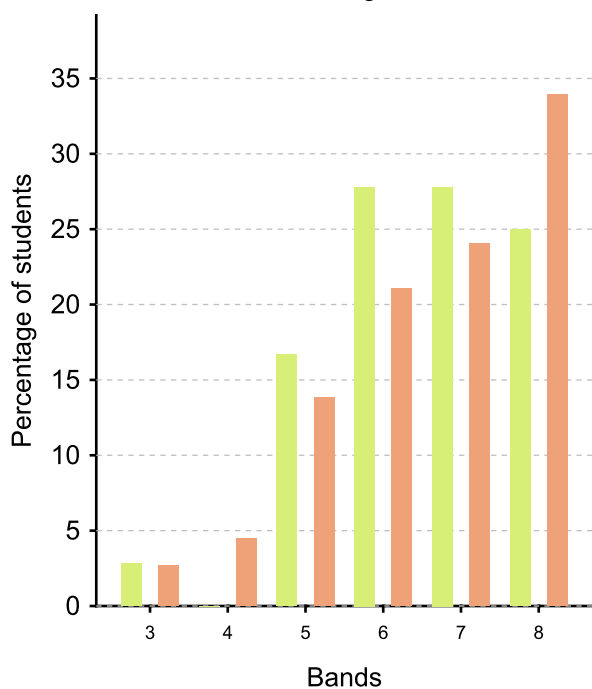
**Percentage in bands:**  
Year 5 Grammar & Punctuation



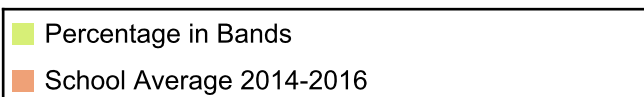
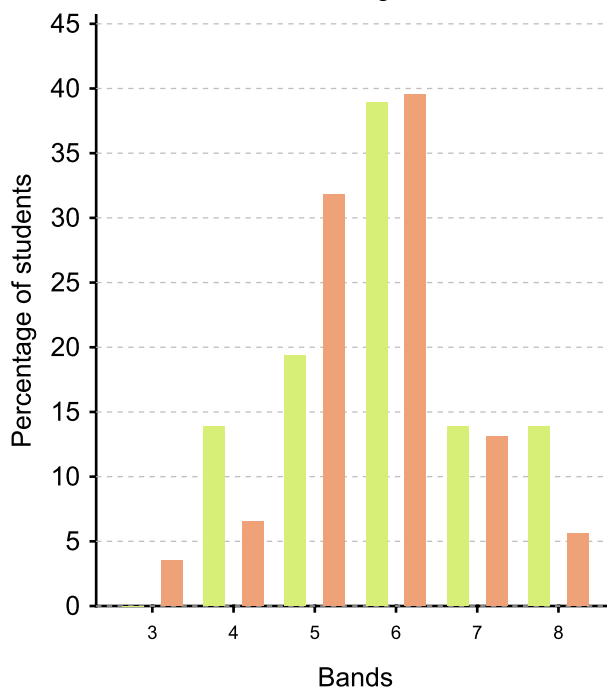
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. In 2016 we sought information about school communication and reporting about student learning. Parent responses from the online survey are presented below.

### Communication

Parents rated the school newsletter and School Stream app as the most useful forms of communication for keeping up to date with school news. 86% of parents read the newsletter each week to keep informed about school events. Most parents strongly agree that information written about the school is in clear plain language. 89% of parents access the school newsletter each week from an email link while 14% read directly from the School Stream app. 69% of parents surveyed have School Stream loaded on a device or phone and use push notifications to receive regular school updates.

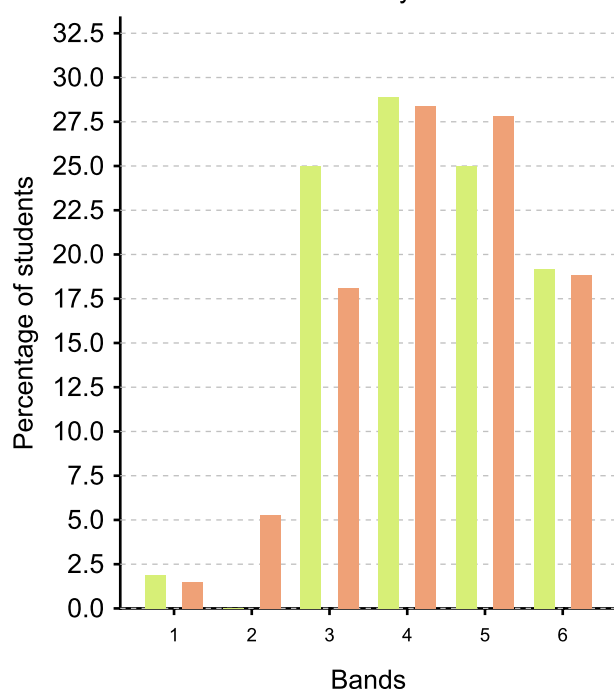
84% of parents surveyed feel welcome when they visit the school. They highly valued planned face to face meetings with teachers and executive staff when discussing important issues. Most parents agree that the school administration are helpful when they have a problem or question and the majority of parents feel that they can speak readily with the school principal to address important issues. The majority of parents agree that staff will listen and consider the concerns of parents regarding learning. Additionally, they mostly feel well informed about behaviour concerns if they arise.

Half the parents surveyed feel that information sessions are not always scheduled when they can attend. Parents have also indicated that the school can improve communication of information about how to access specialised assistance and learning support. These will be areas to look at further in 2017.

### Reporting

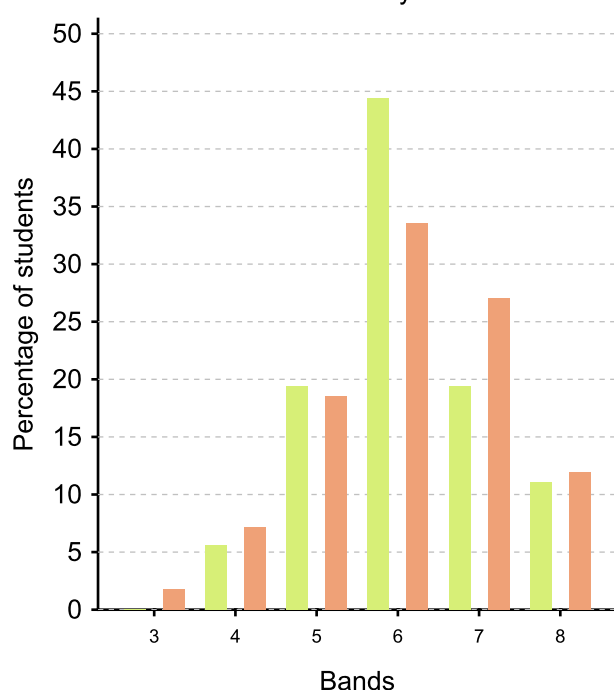
The majority of parents surveyed agreed that their child's school report was written in terms that they understand and felt well informed through the regular reporting schedule and planned parent interview. They also felt confident that they would be kept informed if their child was not making adequate progress, about behaviour concerns, as well as social and emotional wellbeing.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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.

## Policy requirements

### Aboriginal education

Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation. Respect for the role Aboriginal culture plays in our country is strongly reflected in school activities. Developing a wider understanding and appreciation of Aboriginal culture in our students remains an important focus area.

Achievements in 2016 included:

Consistent acknowledgement of country at school assemblies and recognition of the Arakwal people as traditional custodians of country.

Whole school NAIDOC day activities provided an opportunity for all students to celebrate the history, culture and achievements of our local Aboriginal and Torres Strait Islander community. Students participated in a range of activities including Dreamtime stories, traditional dance, weaving, painting and artefacts, traditional games with important cultural information being passed on by local Aboriginal presenters.

In keeping with Departmental guidelines and our commitment to improving and enhancing the learning opportunities of our Aboriginal students, a Personalised Learning Plan (PLP) is devised for each Aboriginal student in consultation with family members. All students worked on their goals with the support of their teacher, parents and a School Learning Support Officer (SLSO). Students also attended an Indigenous Sports Day.

Acknowledging, embracing and developing a positive sense of Aboriginal and Torres Strait Islander identity in our school through professional staff development. One staff member attended the 'Stronger Smarter Leadership Program' and another staff member attended the 'Enhancing the Leadership of your school's Aboriginal and Torres Strait Islander Education' 2 day course in 2016.

Supporting the teaching of Aboriginal perspectives across curriculum areas, including the new History and English syllabus with the purchase of appropriate resources.

### Multicultural and anti-racism education

Bangalow Public School strongly promotes inclusiveness, racial harmony and cultural diversity through curriculum delivery, special celebration days, visiting presentations, workshops and hosting tour group student visits. We recognise and value the backgrounds and cultures of all our students and promote an open and tolerant attitude towards different cultures and beliefs.

Students in Year 3–6 participate in weekly Japanese lessons with our own Japanese teacher Andrea Plooy. We continue to host visiting Japanese students through the Byron Bay English Language School and Byron

Bay High School to enrich the learning experience for our students.

In 2016 our student population included 24 students from nine different language backgrounds. There are eight students that use a home language other than English. New students with English as their second language received both intensive small group work and in-class support in English language.

Tolerance and respect are core expectations for our school community and is communicated in our Bangalow PS Window To Success – School Vision, Beliefs, Values and Parent Code of Cooperation statements. The school has an anti-racism contact officer who is trained in methods to address discrimination.

### Other school programs

#### You Can Do It

Bangalow Public School is a proud You Can Do It (YCDI) school. The program identifies the social and emotional capabilities that all children need to acquire in order to be successful. Weekly class lessons focus on the YCDI keys which include Getting Along, Confidence, Persistence, Organisation and Resilience. The program promotes wellbeing, a growth mindset and encourages students to have positive relationships including making contributions to others and the community. The YCDI qualities are reinforced at school through positive interactions, feedback and encouragement offered to our students, as well as recognised within the school merit awards.

#### Environmental Education and Sustainability

Every class was involved in actively caring for their own vegetable garden plot in 2016. The program covered a range of sustainability topics including recycling, composting, being water wise, getting out in nature, energy use and the life cycle of plants. Thanks to a strong parent committee for driving the initiatives in 2016 and gathering sponsorships. A highlight of the year was the creation of a new outdoor learning space and a visit from ABC Dirt Girl and Scrap Boy.

#### Creative Arts

Our school continued to deliver quality Creative Arts programs throughout 2016. Our biennial school musical is highly valued by all and is an inspiring example of genuine collaboration within our school community.

Staff, parents and community members worked together with the united purpose of showcasing each and every student. With three performances held over two days at Byron Bay High School Hall, the production of Disney's Alice in Wonderland Jr was an outstanding success featuring our all-school cast of 294 children. Around 750 parents, grandparents and extended family members came along to show their

support for our children. A huge thank you to all parents who contributed to musical preparations and willingly offered their time, dedication and expertise.

activity days and Orientation days at Byron Bay High School.

The Release from Face to Face program focused on Visual Art and Music in 2016 with specialist teachers working with every class. Forty-five students participated in the Music in School weekly instrumental tuition program offered through the Lismore Conservatorium of Music. Various incursions e.g. Japanese Taiko Drumming, Alpha Shows and Brainstorm Productions enrich our student's learning. Our school dance troupe also performed at the Far North Coast Dance Festival on the Gold Coast and for school assemblies.

### **Sporting Achievements**

K–2 students participated in an intensive Learn to Swim program in Term 3 and Years 3–6 students completed the Surf Awareness program and Swim School during Term 1. In Years 5–6 students participated in PSSA sporting teams including cricket, rugby, basketball, netball and soccer. A number of students were selected at representative level.

### **Extra–Curricular**

Students participated in international academic competitions, Debating, NSW Spelling Bees and Multicultural Public Speaking competitions throughout the year, providing positive experiences and explicit learning for our talented students.

### **Student Leadership**

The student leadership culture within the school is strong and positive. The Student Representative Council (SRC) consists of ten elected members from Years 3–6 in addition to the Sports House Captains and Vice Captains. Students are elected by their peers to be on the SRC each semester. The SRC meet regularly to plan fundraising, organise school activities and run the weekly school assembly. Year 6 students also take responsibility for making our school a safe and happy place for everyone through their organisation and participation in the Cultural Ministry, Environment Ministry, Technology Ministry and Sports Ministry. Students are encouraged to set a good example at all times and be positive role models.

### **Transition Programs**

Kindergarten students commence the school year supported by a Year 6 buddy. A comprehensive transition program allows students to become extremely familiar with the school environment.

Buddies meet during the Kinder Orientation sessions in the previous year and the older student buddies also visit the local preschool. The preschool attends a Buddy Olympics sports day in Term 4 and is invited to performances and school events throughout the school year. Year 6 students transitioning to high school also have numerous opportunities throughout the year to attend special