

# Bargo Public School Annual Report



2016



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## Introduction

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

Mrs Anne Bunga

Principal

### School contact details

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# School background

## School vision statement

Bargo Public School staff and community work towards every child becoming a highly skilled, educated, vibrant and inclusive 21st Century learner.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote a love of life–long learning where students can take their place in the wider community as happy, independent and successful citizens.

We provide an environment where students can:

- achieve their potential,
- learn to build social and economic prosperity,
- engage in activities that promote well–being,
- contribute as informed citizens to our society.

We encourage our students to be Safe, Respectful Learners who are capable of:

- building positive problem solving strategies as well as developing levels of resilience for use now and in the future,
- developing positive and connected relationships with all,
- building positive problem solving strategies as well as developing levels of resilience for use now and in the future,
- developing positive and connected relationships with all,
- taking responsibility for their own learning while being inquisitive, risk takers with a focus and on achieving personal success.

## School context

Bargo Public School is in a semi–rural township located in the lower plains of the Southern Highlands of NSW, serving a varied socio–economic context.

There are approximately 370 students with a small percentage of students of Aboriginal and Torres Strait Islander backgrounds (8%) and students from language backgrounds other than English (2.5%). The school consists of 15 classes, including one class for students with Autism.

Staff and parents have high expectations of excellence for students across academic, cultural, social and sporting programs. Parents are active participants in the classroom supporting reading, mathematics, creative and performing arts and sporting programs. Parents show an interest in their children’s learning. This strong parental commitment is also reflected by a very active P & C which supports students, learning programs, as well as the school’s plan and all consultative processes.

The school has a proud history of strong engagement with all levels of community. We are a professional and energetic staff who embrace a positive relationship with parents and caregivers.

Our school plays an important role within the local community.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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.

During 2016, all staff have discussed, reviewed and revisited the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was regularly dedicated at our staff meetings to examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school. This ensured that our improvement efforts align with these high level expectations.

In the domain of **Learning**, our efforts have primarily focused on well–being, curriculum and learning. The strong performance of the staff in creating a positive and productive learning culture has been a feature of our progress. The fundamental importance of well–being is providing an outstanding way to build a culture of resilience, respect and valuing of each other. The results have been evident in the way students are relating to one and other and importantly the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress this year.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to develop their planning, teaching and growth as collaborative stage teams. Changes in teaching practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge, have resulted in increased student learning and engagement.

In the domain **Leading**, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of the implementation of our key strategy directions throughout the year has been enhanced by the appointment of our two new Assistant Principals. The executive team have worked together to build leadership capacity within the executive team, while building the capabilities of staff to create a dynamic school learning culture.

The achievements and identification of the next steps are outlined in the following pages of this report.

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

Making a difference for students we teach

### Purpose

Bargo Public School staff aim to make a positive difference for the students we are teaching. Using shared professional practices, we will strive to develop, support and sustain quality teaching and learning programs based on DEC requirements.

We aim to create an environment where students can strive to become highly literate, numerate, creative and confident, through a challenging, engaging and inclusive curriculum. This will result in clear, concise, accurate communication and reporting of student achievement to our school community.

### Overall summary of progress

Almost of our RAM funding has been used in Strategic Direction 1 'Making a difference for the students we teach.'

Our major achievements are reflected through our continued school and community focus on Positive Behaviour for Learning which has enabled us to achieve significant progress through student well-being and learning culture. There have been significant observer changes in behaviour featuring more positive and respectful relationships throughout the school.

Learning and support team processes have been enhanced to monitor and plan students progress in literacy and numeracy. This has provided stronger and more focused support to identified 'amber students', who have been nurtured and guided through targeted programs by the School Learning Support Officers.

The development of deeper understanding of traditional and modern Aboriginal culture for aboriginal students, has been achieved. This is having a very positive impact on the culture of the school, as well as contributing to involvement of Aboriginal elders.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Culture classes occurring weekly	Perfect performance by Aboriginal students.  Proud family members in attendance at assemblies where ATSI students present Welcome to Country, singing in language, leading the assembly.	RAM– <b>Aboriginal Funding</b> \$13 126
School stream delivering: –invitations,  – last minute changes to events	482 family and community members have signed up to SchoolStream out of 283 school based families  Messages home to families about changes, have reduced the number of phone calls made by families about events due to weather.	RAM – <b>Low – Socio Economic</b> \$1500
PBL strategies in place: – reduction of green slips from 20/month  – addressing students needs	Green slips have reduced to 10 per month.  Staff undertook training and development in classroom management strategies.  Timeline created and work commenced on refining Positive Behaviour for learning Policy.	Cost <b>Neutral</b> – personal time  RAM – <b>English as another Language</b> \$4000  RAM – <b>Low Socio Economic</b> \$8000 for teacher release to attend Tier PBL training

## Next Steps

At the end of 2016 we were pleased with achievements across strategy direction 1. In 2017 we will focus on embedding and consolidating staff community :

1. Phase 1 PBL
2. Phase 2 PBL
3. SLSO literacy and numeracy programs for 'amber students'

## Strategic Direction 2

### 21st Century Learners

#### Purpose

Bargo Public School staff aim to create *21st Century Learners*. We will constantly adapt teaching and learning to new technologies and the demands of the global environment, where knowledge and skills are the new global currency.

This will be achieved by providing quality teaching and learning practices where current technology is embedded across all curriculum areas. This will result in students who are literate, numerate, creative and confident through a challenging, stimulating, engaging and inclusive curriculum.

#### Overall summary of progress

In Strategic Direction 2 Implement quality teaching and learning while exploring qualities required for 'Students of 21 Century' we have in-serviced all staff in developing their professional understanding and application of Consistent Teacher Judgement skills, comparing student work to syllabus and continuum literacy and numeracy accurately and with confidence.

Staff are involved in using a variety of online programs to assess literacy and numeracy in particular Lexile which helps them to measure and analyse students' reading skills and levels of comprehension.

Students were also involved in Genius Hour, band, Wakkakirri and STEM projects

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual Education Plans developed with parent, written and implemented by staff and school learning support officer with students making progress	100% of Individual Education plans are collaboratively prepared and implemented between teachers, Learning and Support team and parents	Cost neutral

#### Next Steps

Professional learning programs for staff in:

- Mathematics Building Blocks for Numeracy
- SENA assessments and analysis to drive teaching and PLAN data
- TEN training
- Implementation of Teaching Number through Movement training
- Writing in the Middle Years
- Learning, Language and Literacy (L3)

### Strategic Direction 3

'Beyond the classroom'

#### Purpose

Bargo Public School staff offer a range of opportunities beyond the classroom. We will build on supportive community spirit and strong personal and social relationships, so that people feel valued and empowered to participate in activities, events and decisions.

We will form strong partnerships with others, including parents and families, to ensure all students get the teaching and support they need to learn, achieve and progress. This will result in inclusivity, harmony and a celebration of belonging and diversity for all.

#### Overall summary of progress

'Beyond the Classroom' our third Strategic Direction for 2016 purpose is to give students a variety of options to develop their life long love of learning.

During 2016 students were offered opportunities to broaden their understanding of numerous learning styles and 21st Century learning skills. Staff organised, coordinated and facilitated Green Flag (an environmental program with a focus on recycling); Science Technology and Engineering Mathematics (STEM projects); Band; Student lead charity events (student created their business plan and actions for their initiative) and Genius Hour (students independently researched a passion area and presented their findings).

All health care plan processes; procedures and long term management are embedded in school practice and procedures.

Wi-Fi installed in all teaching spaces.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Asthma plans prepared and implemented for students resulting in no asthma related issues	100% of students carry their asthma plan and medication on their person and use it correctly	Cost neutral
Increase in parent & community participation in events	15% increase on 2015 attendance at events	Cost neutral
Increase use of and demand for ITC within classrooms	Online booking sheet indicates that all technology is booked out by teachers.	Cost neutral – personal time
Every student, an engaged learner	96% of all students are on task 100% of the learning day	Cost neutral – school survey Cost neutral – Tell Them From Me survey
Every teacher, a responsive and caring educator. Every parent, a supportive school partner	75% of staff indicate that they believe they are a responsive and caring educator	Cost neutral – completed and submitted staff survey Cost neutral – Tell Them From Me survey

#### Next Steps

Technology –

- need to purchase secure cases, which house, synchronise and power up iPad, Chromebook and laptops

- upgrade computer lab
- train teachers in version 10

#### Community involvement, participation and learning

- Parents and Citizens Association activities
- Staff lead learning opportunities in literacy, numeracy, safe technology usage and school's discipline policy Positive Behaviour for Learning.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Cultural Classes establishes with Indigenous teacher released from class  Teacher parent meetings to establish, implement and review each Aboriginal students Personal Learning Plans for 2016	RAM – <b>Aboriginal Funding</b> \$14 000  Cost neutral, now embedded in practice
<b>English language proficiency</b>	Through the engagement of two SLSO to implement Chin Chen comprehension program with students from years 3 to 6 with weaknesses in comprehension.	RAM – <b>English Language</b> \$10 036
<b>Low level adjustment for disability</b>	Refer to Low socio–economic funding comments	RAM – <b>Low Level</b> \$25 768
<b>Quality Teaching, Successful Students (QTSS)</b>	All available time utilized. All 2016 PDP submitted on maintained in a confidential file	RAM – <b>QTSS</b> \$1483  • Quality Teaching, Successful Students (QTSS) (\$2 000.00)
<b>Socio–economic background</b>	Many identified students made very pleasing progress while on Learning and Support team programs.	RAM – <b>Socio Economic</b> \$30 463  • Socio–economic background (\$1 000.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	179	187	183	186
Girls	166	171	179	173

The student population has remained stable during 2016.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	94.9	94.5	94.9
1	96.1	96.3	93.7	94.4
2	92.1	95.8	94.4	94.4
3	94.5	93.2	92.8	95.4
4	95.4	95.8	92.7	94.8
5	93.2	95	93.4	94.2
6	92.6	93.9	92.6	94
All Years	94.4	94.9	93.4	94.6
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

Bargo Public School continues to have better than State average results in attendance.

## Class sizes

Class	Total
KH	17
KC	20
KS	19
12R	19
1K	21
1C	22
2K	22
2H	23
3R	29
34G	27
4J	28
45D	26
56H	31
5A	28
6G	31

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.27
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	3.92
Other Positions	0.14

\*Full Time Equivalent

Three staff members identify as Aboriginal descendants.

### Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

## Professional learning and teacher accreditation

Extensive training and development opportunities are offered to staff during the year and staff elect to participate in opportunities which meet school strategic direction or address goals in their Professional Development Plan.

- Mathematics Building Blocks for Numeracy ( all on class teaching staff)
- Tier 2 – Positive Behaviour for Learning ( PBL team of 8)
- Numeracy in the younger years ( two staff new to stage 1)
- Principal Leadership Course ( one Aspiring Assistant Principal)

We also had

- one staff member complete their validation of proficiency (round 2)
- three long term temporary staff submit their accreditation paperwork for proficiency and successful qualify for proficiency
- while another nine staff continue to work on accumulating their 100 hours towards maintaining their accreditation level

## 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.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>0.00</b>
Global funds	259 832.46
Tied funds	199 179.28
School & community sources	136 605.62
Interest	4 720.89
Trust receipts	2 839.00
Canteen	0.00
<b>Total income</b>	<b>727 772.53</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10 359.42
Excursions	27 729.11
Extracurricular dissections	76 083.40
Library	1 374.94
Training & development	0.00
Tied funds	148 558.26
Short term relief	98 644.37
Administration & office	45 128.43
School-operated canteen	0.00
Utilities	61 916.70
Maintenance	22 591.04
Trust accounts	5 411.00
Capital programs	0.00
<b>Total expenditure</b>	<b>531 562.66</b>
<b>Balance carried forward</b>	<b>196 209.87</b>

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	253 870.86
(2a) Appropriation	232 798.57
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	20 953.83
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	118.46
<b>Expenses</b>	-211 625.39
Recurrent Expenses	-211 625.39
(3a) Employee Related	-123 707.02
(3b) Operating Expenses	-87 918.37
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>42 245.47</b>
<b>Balance Carried Forward</b>	<b>42 245.47</b>

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.

### Financial summary equity funding

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

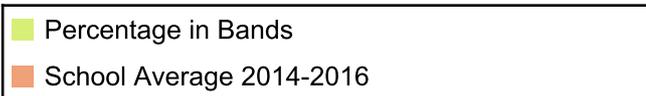
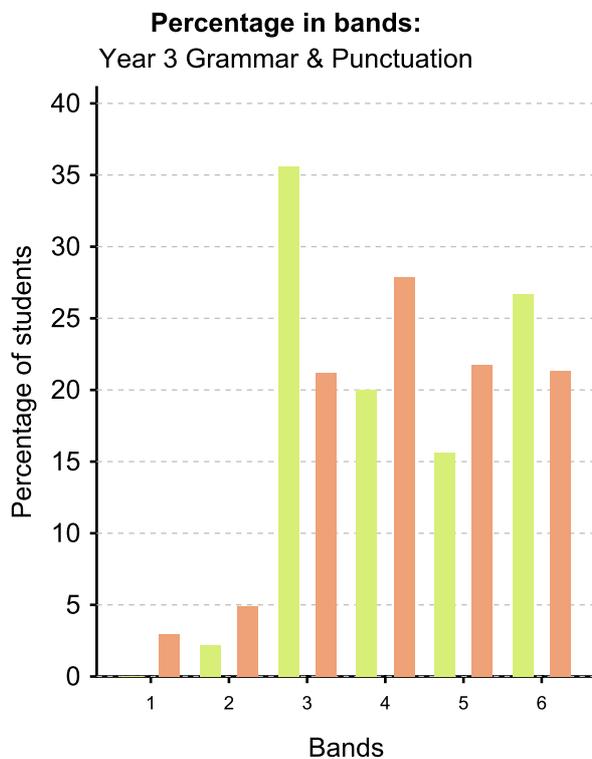
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 294 001.20
Base Per Capita	19 702.49
Base Location	5 790.85
Other Base	2 268 507.86
<b>Equity Total</b>	177 390.34
Equity Aboriginal	13 125.60
Equity Socio economic	30 462.84
Equity Language	17 034.10
Equity Disability	116 767.79
<b>Targeted Total</b>	215 527.11
<b>Other Total</b>	172 778.77
<b>Grand Total</b>	2 859 697.42

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.

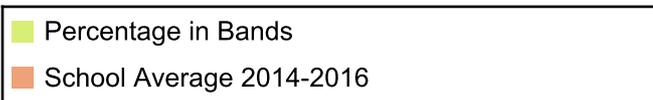
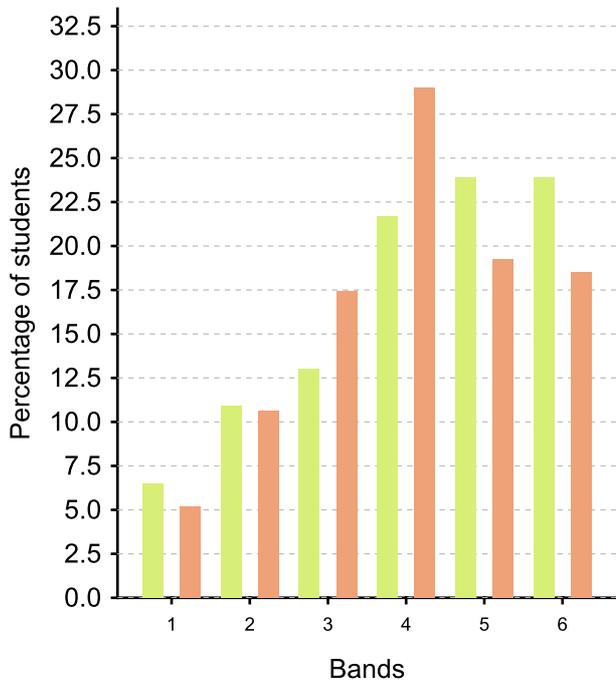
## School performance

### NAPLAN

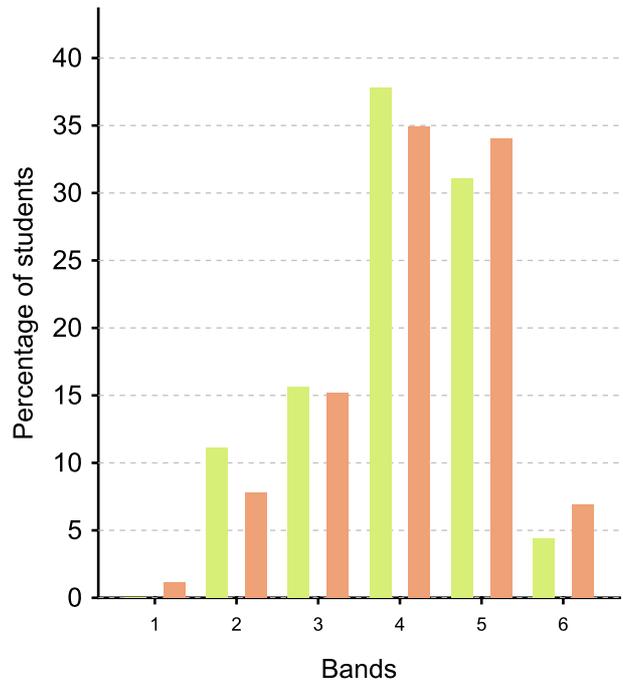
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



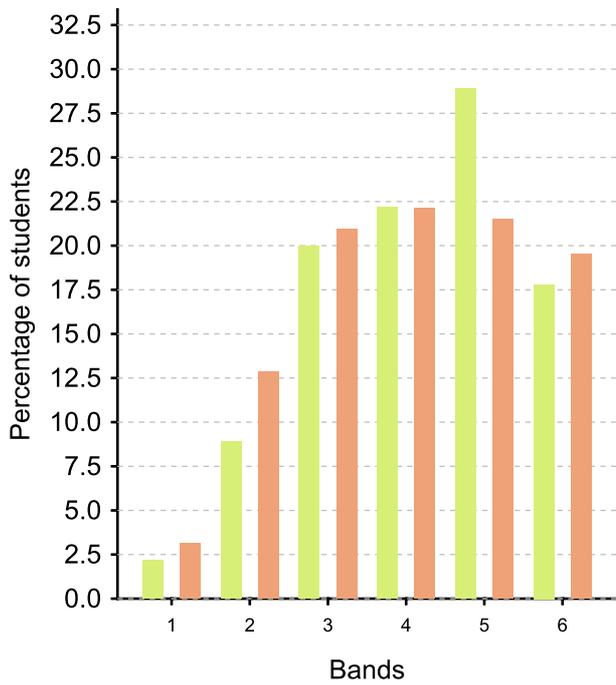
**Percentage in bands:**  
Year 3 Reading



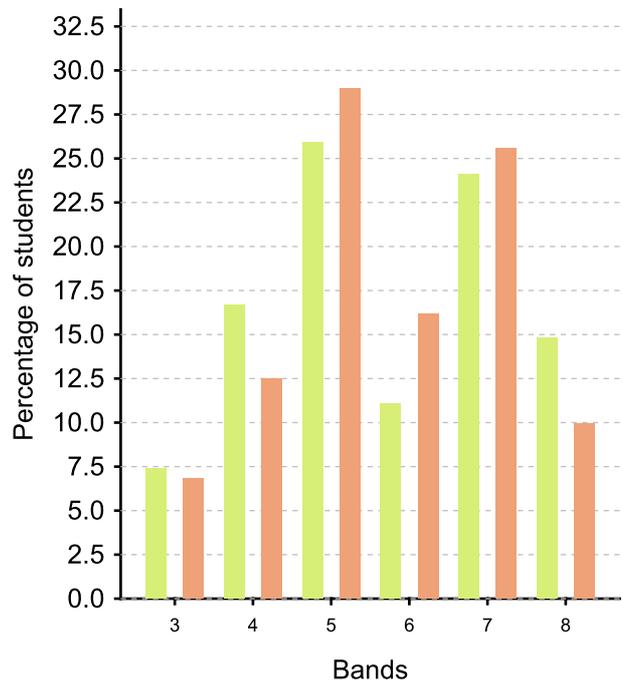
**Percentage in bands:**  
Year 3 Writing



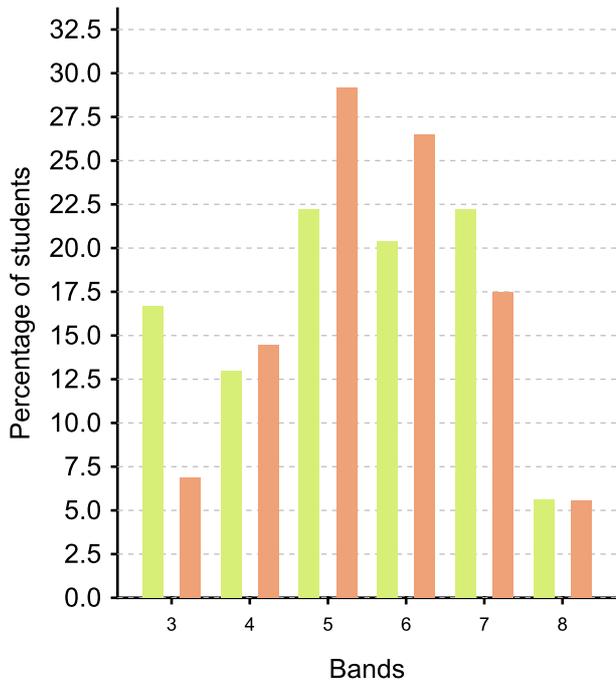
**Percentage in bands:**  
Year 3 Spelling



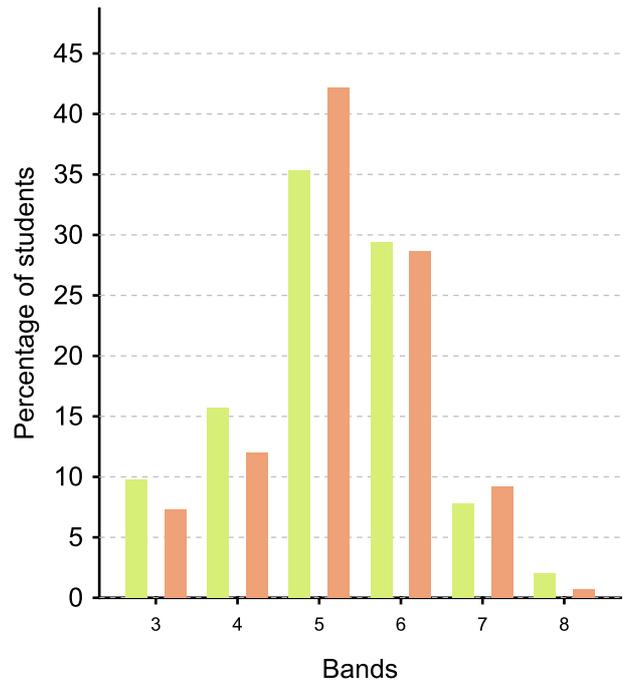
**Percentage in bands:**  
Year 5 Grammar & Punctuation



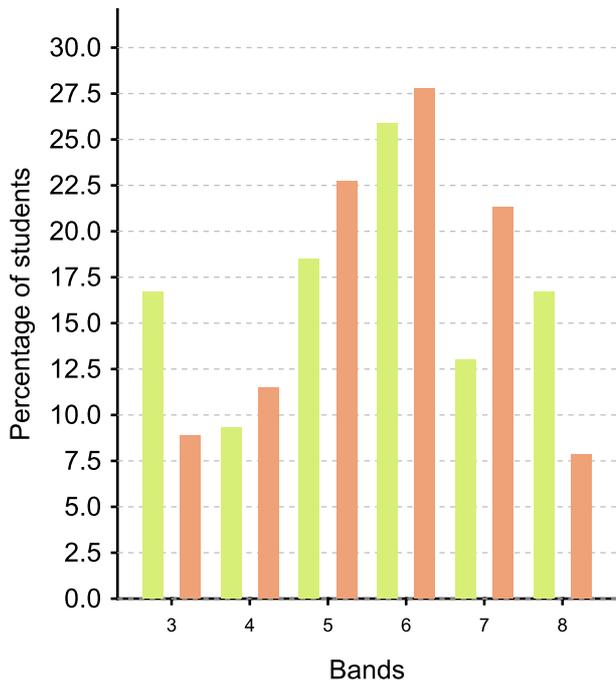
**Percentage in bands:**  
Year 5 Reading



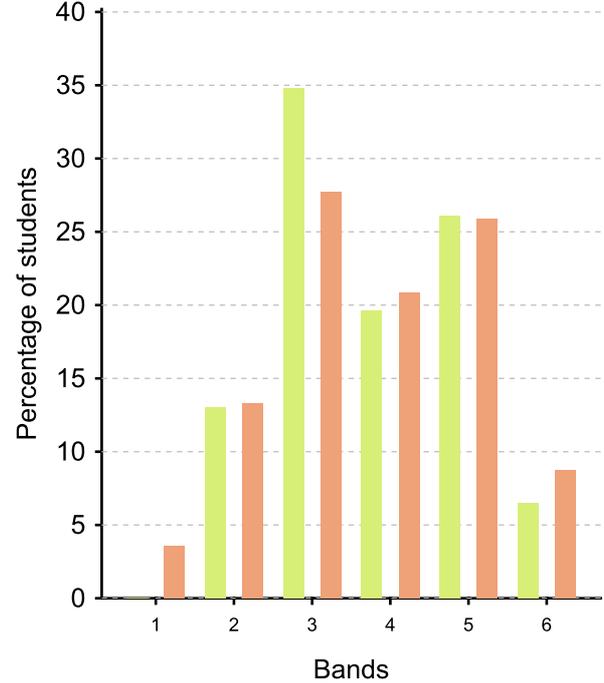
**Percentage in bands:**  
Year 5 Writing



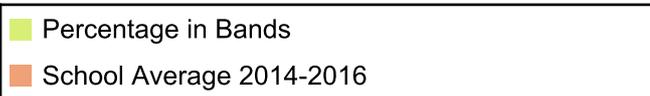
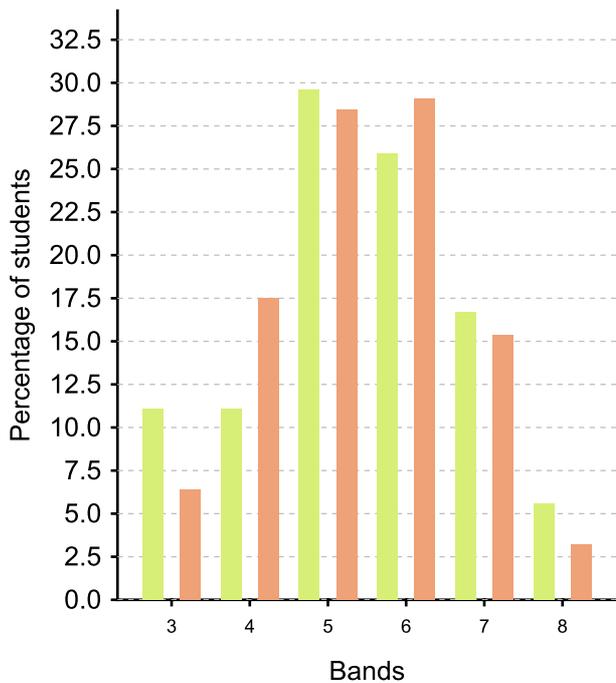
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy



**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.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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## Parent/caregiver, student, teacher satisfaction

Various surveys were used throughout the year to gather information about levels of satisfaction at Bargo Public School from our major stake holders.

In 2016 we added a question: **If you were in charge of the school how would you make it the best school in Australia?**

### Parents responds

- Things we LOVE about the school – natural environment. My child comes home and shares magical adventure created in the gardens. The sandpits where it is OK to get dirty. The way learning is made fun. The way my child absorbs and can retell me her highlights and that they are always interesting. The fact that it is a gated

school Thank you for providing a safe and happy learning environment.

- Not change a thing
- Buddy system for parents to learn about school
- Have a focus on nutrition (Jamie Oliver approach – good real food v's chemicals)
- Upgrade some older teachers with younger teachers
- It's already wonderful... if only it had more funding.
- Make parents and students responsible for their actions– stop wrapping them up in cotton wool.

### Student responses

- It is the best school already. Mrs Bunga is the best principal in the world.
- Improved fitness levels
- Cleaner environment
- Encourage others to use their manners
- No bullies, everyone to be friends
- Student lead fund raising activities for student selected charities
- Respect for teachers

### Staff responses:

- Create a whole school culture re learning goals and expectations for behaviour
- Skills to encourage students to become risk taker with their learning
- Embed Tier 1 and Implement Tier 2 of Positive Behaviour of Learning
- Maintaining a good relationship with the community

## Policy requirements

### Aboriginal education

Our continuing focus in Aboriginal education is to extend Aboriginal knowledge for all staff and to educate about Aboriginal students about Aboriginal Australia.

This focus is included in our strategic directions for the current three year cycle. We delivered diverse, engaging learning programs, often integrated into English and Human Society and Its Environment from Kindergarten to Year 6, which contain significant content about Aboriginal Australia, culture and stories.

### Multicultural and anti-racism education

We promoted the diversity in our school community with students, staff and parents, as well as promoting inclusivity.

At Bargo Public School we believe that 'everyone belongs' and celebrate the student welfare initiatives that create this culture. Positive Behavioural for Learning is the cornerstone of our student welfare

programs and the values of respect, responsibility and harmony are known, understood and discussed regularly.

Whole school celebrations such as Harmony Day supports multiculturalism, diversity and inclusivity.