

# Barooga Public School Annual Report



2016



1139

## Introduction

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

John Francis

Principal

### School contact details

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## School background

### School vision statement

Barooga Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

### School context

Barooga Public School is the only public school located in the rural town of Barooga, adjacent to the larger Victorian town of Cobram. The school's population in recent years has been around 150 students. In recent years an increasing number of low socio-economic families have enrolled at the school. The school has always had a multicultural mix and includes a number of LBOE students. Around 5% of the school student body are Aboriginal. Parent and community members of the community make valuable contributions to the school's programs and welfare of the students. Whilst over the past few years the school's main focus was to improve the literacy and numeracy standards of students, programs are also in place to develop the whole child. The You Can Do It program and philosophy is embedded into the school's culture with the Stephanie Alexander Kitchen Garden Program becoming an integral part of the school in recent years. The school attracts equity funding to support its targeted programs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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.

A School Excellence Framework self-evaluation was conducted in 2016.

In the area of Learning it was determined Barooga Public School was delivering in Learning Culture, sustaining and growing in Wellbeing, delivering in Curriculum and Learning, working towards delivering Assessment and Reporting and delivering in Student Performance Measures.

In the area of Teaching it was determined Barooga Public School was delivering in Effective Classroom Practice, working towards delivering Data Skills and Use, delivering in Collaborative Practice, working towards delivering Learning and Development and delivering in Professional Standards.

In the area of Leading it was determined that Barooga Public School was working towards delivering in Leadership, delivering in School Planning, Implementation and Reporting and delivering in both School Resources and Management Practices and Processes

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality Learning

#### Purpose

Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive citizen.

#### Overall summary of progress

We are pleased to have had our teachers in Kindergarten, Years 1 and 2 complete their L3 training. Our Year 3 NAPLAN results were pleasing. This was attributed to these students having explicit teaching as a result of L3.

The wider use of Plan data and its interpretation has focused learning outcomes.

Staff have used PLASST to review students requiring IEPs, to better meet their learning needs

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All students, including Aboriginal and LBOE, achieve age/grade appropriate, or better, level as recorded on PLAN data.</li></ul>	All student data recorded in PLAN .Semester 2 PLAN Parent Reports sent home. PLAN Data to be entered every 5 weeks Assessment Schedule Reviewed Teachers completed training with good results in Yr 3 NAPLAN	School Resourced
<ul style="list-style-type: none"><li>All students, including Aboriginal and LBOE, participate in self-reflection, demonstrating responsibility for learning.</li></ul>	In 2016 we continued to embed the You Can Do It Program across the school. Students participated in class lessons and were rewarded for following the Keys.	School Resourced

#### Next Steps

Whole school focus on PLAN data being recorded every 5 weeks.

Targeted focus on improving learning outcomes for the middle students.

Increased support students with learning needs.

The school has indicated it wishes to introduce the How 2 Learn program.

## Strategic Direction 2

### Quality Teaching and Leadership

#### Purpose

Build workplace capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

#### Overall summary of progress

The new History and Geography syllabuses were introduced into all classes.  
Teacher Performance and Development Plans were including Professional Teaching Standards.  
All staff attended local area Teaching and learning Forums which featured a variety of professional learning opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All teachers will have a Performance and Development Plans linked to the Professional Standards for Teachers.</li></ul>	<p>Staff have continued to develop their knowledge of the PDP process successfully developing PDP's which reflect School directions.</p> <p>The Australian Teaching Standards are being used in all PDP.</p>	QTSS Staffing Allocation
<ul style="list-style-type: none"><li>All staff implement the Quality Teaching Framework model in their classroom practise and there is evidence of it in their classrooms.</li></ul>	<p>In 2016 staff took part in Mentoring and an observation process which was focused around the Quality Teaching Framework.</p>	School Resourced

#### Next Steps

Timetabled joint release, so teachers are able to cooperatively plan and assess using consistent judgement.  
Provide greater opportunities for teachers to demonstrate, observe and provide feedback for other teaching professionals, with a focus on Quality Teaching.

## Strategic Direction 3

### Quality School Culture

#### Purpose

Build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment.

#### Overall summary of progress

A review of the Behaviour and Discipline Policy was undertaken with an updated policy being published. The school was very active in its promotion within the community, especially targeting new Kindergarten enrollments.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increased enrolments from Barooga and surrounding area.</li></ul>	In 2016 we held information evenings and worked with the local Preschools and daycare centres both in NSW and Victoria. We positively promoted Barooga Public School in the wider community through the media and social media to actively encourage enrolments at the school.	School Resourced \$1253
<ul style="list-style-type: none"><li>Increase in satisfaction rating from surveys</li></ul>	Positive feedback from school surveys.	
<ul style="list-style-type: none"><li>Reduced incidents of classroom and playground misbehaviour recorded.</li></ul>		
<ul style="list-style-type: none"><li>Increased community engagement, especially from equity groups (Aboriginal &amp; LBOE)</li></ul>		

#### Next Steps

The school has indicated its intention to introduce Positive Behaviour for Learning.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	IEPs developed for students	RAM • English language proficiency (\$3 342.00)
<b>Low level adjustment for disability</b>	Positive outcomes and engagement	RAM Funding • Socio-economic background (\$11 830.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	Support for teachers with Performance Development Plans	Staffing Allocation
<b>Socio-economic background</b>	More students able to access support and engage in learning activities. An increasing number of students requiring support.	RAM Funding • Low level adjustment for disability (\$21 875.00)
<b>Support for beginning teachers</b>	Staff member completed support mid-year	DoE Funded Program



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	82	90	93	86
Girls	55	64	67	65

Enrolments at Barooga Public School have remained stable over the two years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	95.2	93.2	89
1	94.1	95.1	92	92.6
2	94.8	95.8	92	93.5
3	96	95.1	93.5	94.1
4	91.5	97.1	94.2	95.3
5	93.4	94	95.7	96.3
6	94.7	94.8	92.7	93.2
All Years	94.2	95.4	93.3	93.7
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

Whilst attendance in 2016 is below state average this was due to outside circumstances beyond the schools control. Attendance is monitored by the classroom teachers. Student absences are followed up with phone calls home and where necessary Principal intervention. When necessary students are referred to the HSLO for further follow up.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.55
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	1.91
Other Positions	0.06

\*Full Time Equivalent

### 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

All teachers participated in a wide variety of activities Professional Learning throughout 2016.

The School developed priorities of Literacy and Numeracy continued to be a focus for Professional Learning at Barooga Public School in 2016. Some of the major Professional Learning activities undertaken included: L3 and L3 Stage 1. The VCOP writing program implementation across stage 2 and 3 as well as continued Growth Coaching for Executive Staff. Members of the executive also took part in Leadership Conferences throughout the year to further develop leadership skills.

Staff were also involved in a school developed mentoring program devised to up skill teaching staff across the school in areas of Quality Teaching.

\$ 12 325.70 was spent on Teacher Professional Learning in 2016 across the school.

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

## Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

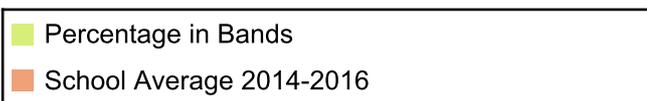
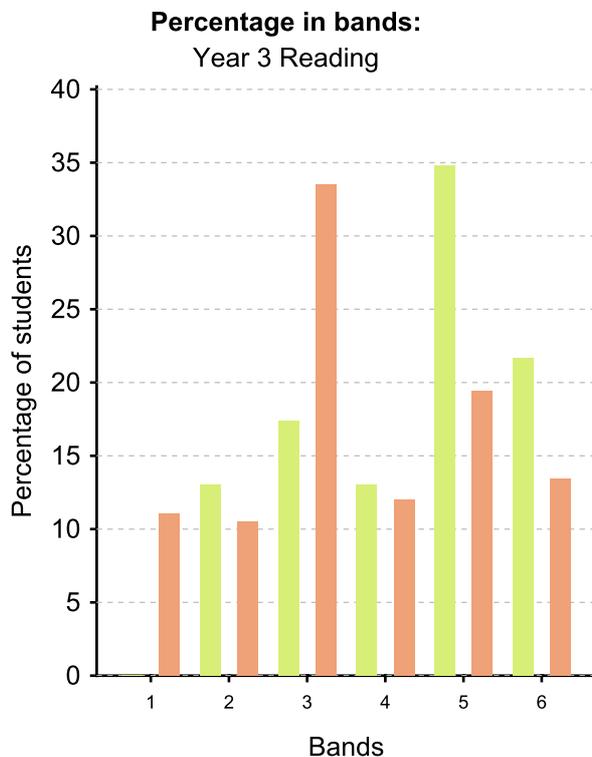
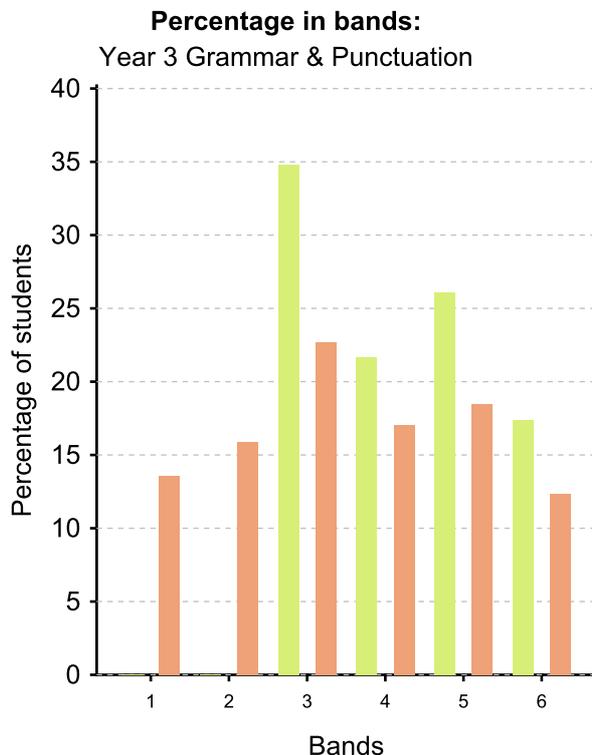
Income	\$
<b>Balance brought forward</b>	<b>140 894.13</b>
Global funds	134 800.69
Tied funds	120 829.28
School & community sources	42 077.61
Interest	2 863.82
Trust receipts	5 198.80
Canteen	0.00
<b>Total income</b>	<b>446 664.33</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	28 517.45
Excursions	5 483.10
Extracurricular dissections	33 734.57
Library	1 566.24
Training & development	1 113.99
Tied funds	132 369.77
Short term relief	31 814.58
Administration & office	29 060.69
School-operated canteen	0.00
Utilities	26 733.77
Maintenance	34 045.21
Trust accounts	3 359.00
Capital programs	0.00
<b>Total expenditure</b>	<b>327 798.37</b>
<b>Balance carried forward</b>	<b>118 865.96</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.

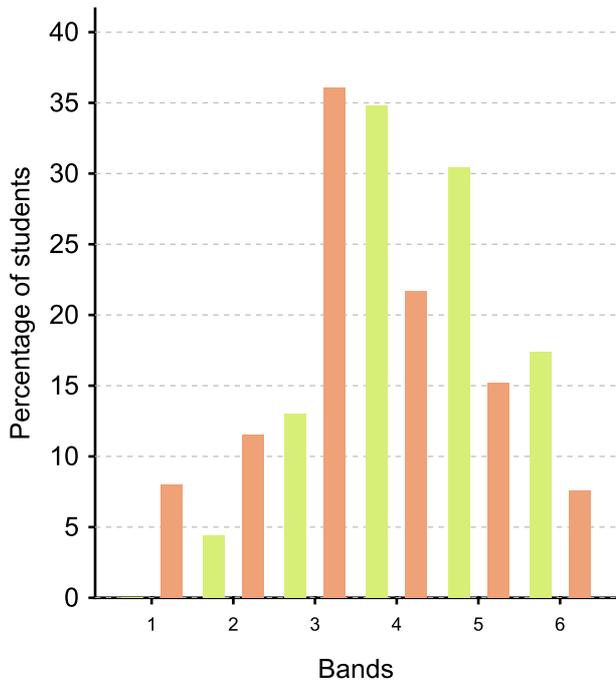
## School performance

### NAPLAN

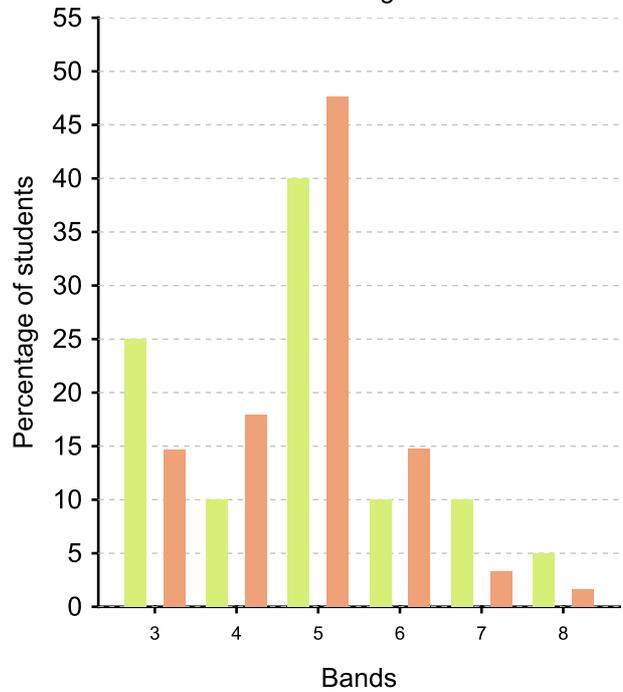
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



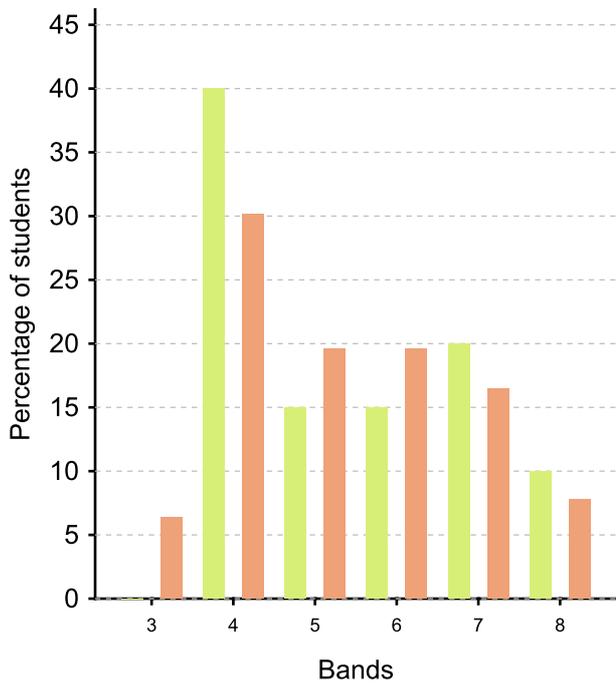
**Percentage in bands:**  
Year 3 Writing



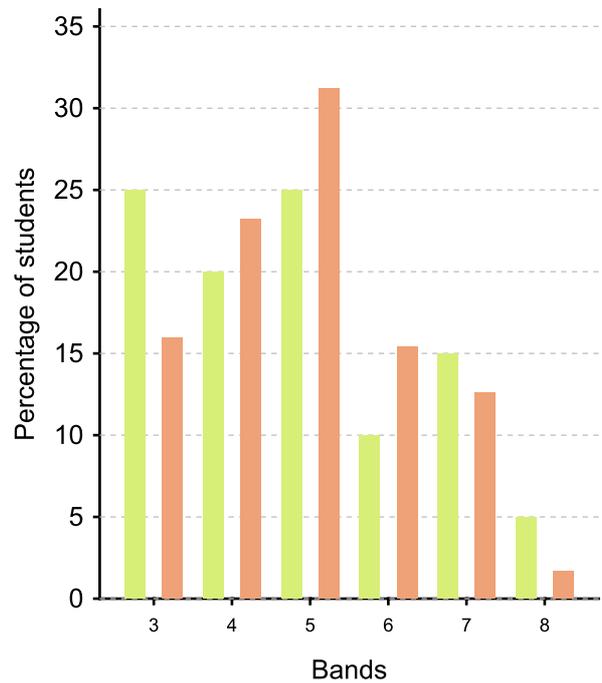
**Percentage in bands:**  
Year 5 Writing



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



**Percentage in bands:**  
Year 5 Reading



Our highlights include:

- Year 3 Reading has increased over the past two years and is now level with the state average and above similar schools.
- Year 3 Writing has had a large increase and is now ahead of similar schools
- Year 5 Writing has seen increases in achievement over 3 of the last 4 years

- Year 5 Grammar and Punctuation has improved from the previous year and has increased in 3 of the last 4 years

provide personal learning plans and support learning and engagement.

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



## Parent/caregiver, student, teacher satisfaction

In a satisfaction surveys conducted in 2016 a very positive response was recorded. Over 1/3 of families responded, with over 70% of responses very satisfied. The remainder of responses were either satisfied or somewhat satisfied.

## Multicultural and anti-racism education

In 2016 Barooga Public School continued to embrace our cultural diversity. Students from language backgrounds other than English represent a small proportion of our student population. Within our school cultural diversity is recognised across the Key Learning Areas. Activities children participate in provide a vehicle to study and appreciate other cultures and encourage attitudes of respect and tolerance.

Our Anti-racism Contact Officer kept staff informed about current policies and updates.



## Policy requirements

### Aboriginal education

- Senior Aboriginal students led School Assembly during Reconciliation Week and National Sorry Day
- Years 3 to 6 participated in an Aboriginal Activities Day
- Aboriginal students have excellent attendance according to attendance data.
- Aboriginal background funding was used to