

Ben Lomond Public School

Annual Report



2016



1196

Introduction

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

Denise Smother

Principal

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School background

School vision statement

The Snow Gums Learning Alliance is an innovative, learning community that seeks every opportunity to extend collaborative opportunities to create successful and engaged learners.

Ben Lomond Public School is an engaged, active contributor to the Snow Gums Learning Alliance. We live our values of respect, responsibility, leadership and resilience.

School context

The Snow Gums Learning Alliance consists of five small schools, Bald Blair Public School, Black Mountain Public School, Ben Lomond Public School, Chandler Public School and Ebor Public School. The Alliance was formed in 2013, as a smaller group within the Highlands Learning Network with the express purpose of strengthening teaching and learning across the five schools. The schools had a history of working together to provide sporting opportunities for students across the schools.

The Alliance has been successful in obtaining over \$50000 in grants to enhance and strengthen the teaching and learning across the Alliance. Ben Lomond Public School is a small rural school with a population of six students. There are two girls and four boys spread across Kinder to Year 6.

The Family Occupation and Education Index (FOEI) is a school level measure of relative socio-economic disadvantage developed specifically for NSW government schools. FOEI is based on students' parental background information provided on enrolment forms. This measure has been developed by the Office of Education's Centre for Education Statistics and Evaluation (CESE). Ben Lomond Public School's FOEI value is 36 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. Ben Lomond Public school's FOEI value is among the lowest 20 per cent of FOEI values across NSW government schools.

The school provides a high quality education, with a curriculum designed to engage and challenge each and every student. All parents of students at Ben Lomond Public School were sent a survey asking them to comment on what was great about the school, what could be improved, was there anything we were not doing that we should investigate. A presentation to the Parents and Citizens Association (P&C) about the planning for the School Plan was held and feedback was sought. Information was included in the school newsletter about the survey and feedback requested. As a result of these processes 100% of families were able to provide feedback. Several community members provided feedback through informal discussions. Several planning days for staff from the Alliance schools were held to enable staff to formulate ideas and provide feedback.

The school is situated twenty two kilometers from Guyra on the Ben Lomond Road. The student population is mostly drawn from farms within the local area. Technology such as video conferencing and online learning supports and enhances the strong literacy and numeracy focus.

Ben Lomond Public School has a talented staff, which is committed to quality learning outcomes for students. We have 3 teaching staff with a full time equivalent of 1.4. The school has 2 Non-teaching staff with a full time equivalent of 1.2

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

During 2016 our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning Culture: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that our strong commitment to the Snow Gums Learning Alliance (Ben Lomond, Bald Blair, Black Mountain, Ebor and Chandler Public Schools) and all that it encompasses positions the school to strengthen and deliver on school learning priorities. The School Plan acknowledges the importance of the Snow Gums Learning Alliance and

Strategic Direction 1 of producing successful and engaged learners. There is evidence of positive, respectful relationships among students and staff, such as the promotion of the schools values, the use of Positive Behaviour for Learning (PBL), the recognition of student and staff achievement. There is evidence that policies, programs and processes identify, address and monitor student learning needs. Strategic Direction 2 of the School Plan links to the formation of a combined Learning Support Team across the Snow Gums Learning Alliance and this Learning Support Team is just one driver to ensure that individual students learning needs are identified, monitored and supported.

To Excel we would need to ensure all students are highly engaged, successful learners and that visible learning is an embedded practice within all lessons and that community engagement is such that parents, caregivers and community members understand evidence based visible learning.

Wellbeing: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated the Snow Gums Learning Alliance is able to support a whole school approach to well being that has clearly defined behavioural expectations, as all schools within the Alliance are eSmart Schools (eSmart, an initiative of the Alannah & Madeline Foundation), the school uses every opportunity to promote our core values, to recognise student and staff achievement and provide opportunities for students to connect, succeed and thrive.

To Excel there would need to be evidence that demonstrates that PBL, eSmart and Buddy Bears is embedded practice and that our school has achieved sustaining accreditation as an eSmart School. There would be evidence that community expertise and resources are consistently rather than periodically supporting individual learning.

Curriculum and Learning: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated the Snow Gums Learning Alliance enhances curriculum provision as it supports professional learning, whereby staff from within the Alliance are the experts leading teaching and learning and feedback. The Alliance's combined Learning Support Team and the information contained on the Snow Gums Learning Alliance website demonstrates there are systematic policies, programs and processes in place to identify, and address student learning.

When we looked at the evidence there was discussion around whether the school was excelling. The Snow Gums Learning Alliance is a strong collaborative partnership that has been in operation for four years. The Alliance is continually implementing and evaluating teaching practices that are evidence based, such as visible learning and higher order thinking and has been successful in obtaining a number of grants to implement projects under this criteria. The Alliance is using video-conferencing, *Google Apps*, *Microsoft 365* and *Blog Ed* to provide extracurricular learning opportunities, such as a coding project using TYNKER, all support student development, are aligned to the School Plan and our vision and values however the thinking was we would see ourselves as excelling when our common assessments are across all Key Learning Areas, they are easily accessible on the website and openly shared in order to build individual and team capacity.

Assessment and Reporting: Our analysis enabled us to determine we are **Delivering**. The evidence we gathered showed that the use of PLAN data, the Literacy and Numeracy Continuums as well as other standardised and teacher developed assessments provided information about student achievement, areas for growth and trends. The use of WALT (We are learning to), WILF (What I'm looking for) and TIB (This is because) enabled the students to have assessment criteria that is transparent and consistent. Parents are provided with opportunities for both written and oral reports and as well as parent meetings to discuss their children's progress.

To be Sustaining and Growing we need to ensure that our student reports contain detailed written information about individual student areas for growth (currently discussed at parent/teacher/student interviews) and that students are able to reflect and report in detail on their learning.

Student Performance Measures: Our analysis enabled us to determine we are **Delivering**. In a very small school results on external performance measures are often based on a one student cohort, so students at or above national minimum standards on external performance measures is not always a reliable data set. Internal school performance measures enabled us to determine that students are showing expected growth. The use of PLAN data, the Literacy and Numeracy Continuums and the use of standardised testing such as the Waddington's Spelling Test, The Waddington's Reading Assessment, Running Records and SENA give a clearer picture of student achievement.

To be Sustaining and Growing there would be evidence of trend data that students across the Snow Gums Learning Alliance are showing higher than expected growth on external performance measures. In 2015 we used data from students across the Alliance in NAPLAN to start to plot and identify trends. It is not yet embedded practice.

The results of this process indicated that in the School Excellence Framework domain of **Teaching ...**

Effective Classroom Practice: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence of the use of individual student goal setting, professional learning for staff, the implementation of professional learning, such as Visible learning and the use of WALT (we are learning to) WILF (we are looking for) and TIB (this is because) allows teachers to use student performance data and feedback to evaluate the effectiveness of their own teaching practice and adjust their teaching and learning programs as necessary. The use of the WALT, WILF and TIB provides explicit, specific and timely feedback to students on what is required and how they can improve.

To excel there would need to be evidence that demonstrates how teachers review learning with students and how the feedback provided is improving learning outcomes. Feedback from students would demonstrate greater incidence and impact of effective practices. Although we have begun to review student learning with the students the practice is not yet embedded.

Data Skills and Use: Our analysis enabled us to determine we are **Delivering**. The evidence we gathered demonstrated that teachers are using a range of data, such as PLAN, the NSW Board of Studies Syllabus Documents, the Literacy and Numeracy continuums, Running Records, the South Australian Spelling Test, Waddington's Spelling Test, the Waddington's Reading Assessment, NAPLAN and SENA (Numeracy) to understand the learning needs of the students. Within our small school every piece of work the students are engaged in is seen by staff, so staff utilise assessment for learning, to determine teaching directions and to monitor student progress toward their learning goals. Data is used to inform key decisions such as employing the Learning and Support Teacher (LaST) to work an extra half day per week to work individually with students to focus on writing. Parents are provided with individual student data as cohorts are too small to report on as a school.

Again there was some discussion around whether the school was Sustaining and Growing as data analysis is used to plan for teaching and learning and assessment instruments are regularly used to monitor progress and to identify skill gaps for improvement, however it was felt that although the leadership team engages with parents individually to report on student progress, most parents would not have a deep understanding of the data trends (as best able to be interpreted with such small cohorts) and what this would mean for teaching and learning.

Collaborative Practice: Our analysis enabled us to determine we are **Excelling**. The Snow Gums Learning Alliance was formed in 2013 with the express purpose to strengthen the teaching and learning across four small schools, Ben Lomond Public School, Bald Blair Public School, Black Mountain Public School, Chandler Public School. Ebor Public School joined the Alliance in 2014. The Alliance has won an Australian College of Educators Award for disciplined collaboration; it has also been the recipient of eight grants to support innovative practice across a number of Key Learning Areas. The Alliance has embedded systems to support consistency of curriculum delivery, strategies for differentiation, collaboration, classroom observation, feedback and effective practice. All staff within the Alliance has opportunities to be the lead learner and to be the expert leader, so we are using a model of distributed leadership. The Alliance is being closely monitored by the Minister and Department as a model of next practice to support *The Rural and Remote Blueprint* and *Great Teaching Inspired Learning*.

Learning and Development: Our analysis enabled us to determine we are **Sustaining and Growing**. There was some discussion of whether the school was Excelling; however we determined that the school has little opportunity to be recognised as an expert in the provision of support provided to beginning and early career teachers. We have had pre-service teachers who have been at the school for their practicums and we continue to support these teachers to apply for positions, provide feedback and coaching and mentoring within their current schools, but the school has not had a beginning or early career teacher working at the school in some time. The Snow Gums Learning Alliance provides the school with the mechanism to evaluate professional learning activities and to use evidence-based research to improve performance and development, as evidenced by our use of Learning Walks, Visible Learning, TEN (Targeting Early Numeracy) and our ability to successfully apply for and receive grants to deliver innovative programs that identify and implement the most effective strategies for students in small rural settings.

To excel there would be evidence the school or the Snow Gums Learning Alliance is recognised as expert in the provision of support to beginning or early career teachers.

Professional standards: Our analysis enabled us to determine we are **Excelling**. The Snow Gums Learning Alliance and our deep commitment to the Alliance demonstrates evidence of all staff, not just teaching staff demonstrating and sharing expertise, the School Administration Officer at my school manages the Ebooks within our libraries the Administration Managers from across the schools manage the budgets for various projects on behalf of the Alliance, there is evidence of professional learning that has translated into classroom practice of contemporary content knowledge and teaching practices and the reliance of evidence-based teaching practices, such as Visible Learning.

The results of this process indicated that in the School Excellence Framework domain of **Leading ...**

Leadership: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence showed that seeking feedback about school performance is an embedded practice and the school provides various opportunities to seek both formal and informal feedback. Practices such as sending surveys to parents, providing afternoon tea after Assemblies to promote informal discussion, attending village events, letter drops to invite every household to the end of year Assembly are opportunities for feedback on the schools performance. Leadership development and capacity building are central and leadership is one of the schools core values. Leadership opportunities are sought and provided for both staff and students. The teacher who works one day per week to provide release and Library is often called upon to be the Relieving Principal. The opportunity to relieve as the Principal is building her capacity to seek further Executive opportunities in the future. The school has productive relationships with external agencies such as universities,

business, and industry and community organisations to improve educational opportunities for students. The school provides opportunities to showcase teaching and learning within a small, rural multi-stage classroom to both pre-service teachers and Academics from the University of New England and overseas. Strategic Direction 3 of the school Plan is Strong Community Partnerships, we are meeting our milestone of 100% of parents engaged in school activities, as all parents have contributed in some way to the running of the Highlands Small Schools Cross Country Carnival, The Highlands Small Schools Swimming Carnival the building of the Outdoor Pizza oven and providing afternoon tea for the Highlands Learning Network Education Week Awards, all events hosted by the school. A strong partnership has been forged with a local Speech Pathologist with her providing professional development for staff and therapy for a student.

To excel there would need to be evidence that demonstrates the community recognises the school as a centre of excellence. The partnerships the school has already forged would be strong and sustainable, linked to achieving better student outcomes.

School Planning, Implementation and Reporting: Our analysis enabled us to determine we are **Delivering**. All staff, students, parents and some members of the broader school community were involved in the development of the school's values and the vision of the school. One hundred percent of parents were able to provide feedback into the formation of the three year school plan. The school community is aware of and supportive of the Snow Gums Learning Alliance and the opportunities it provides to both staff and students. The school through professional learning and the translation of professional learning into classroom practice commits to equity and high expectations for each student and is responsive to emerging needs. The school plan which refers to the Snow Gums Learning Alliance is a plan that aligns to local and system priorities, the emphasis on literate, numerate, collaborative, self-directed, critical and creative thinkers' links to the *Melbourne Declaration on Educational Goals for Young Australians*, to the *Premiers Priorities*, the *Rural and Remote Blueprint* and *Great Teaching Inspired Learning*. The collection and analysis of learning and development data drawn from a collection of sources is embedded practice to review ongoing performance. The school newsletter and School Assemblies are opportunities to acknowledge and celebrate a wide diversity of student, staff and community achievements.

There was some discussion about whether the school was Sustaining and Growing; however we determined that although staff are deeply committed to improving student learning, they can articulate the purpose of each Strategic Direction in the school plan and that processes, timelines and milestones direct school activity towards effective implementation of the school plan, there is not yet a broad understanding of the school's expectations and aspirations for improving student learning within the broader local community.

School Resources: Our analysis enabled us to determine we are **Sustaining and Growing**. Ben Lomond Public School has had a stable, high quality workforce for a number of years. The Teacher/Librarian who works one day per week at the school is often called upon to be the Relieving Principal and is building her capacity to seek further Executive opportunities in the future. Strategic Financial Management is used to gain efficiencies and to maximise resources available to implement the school plan. A decision such as the Teaching Principal on class four days per week allows the school to pay for a specialist music teacher and to provide extra individual support to students in writing. Physical learning spaces are able to be used flexibly, such as the hall used for classroom lessons as well as indoor sports, the outdoor playground used for Mathematics and Gardening lessons. The provision of comfortable, supportive classroom furniture allows for individual, small group or whole class groupings as lessons require. Each student has access to both an individual computer and an *i pad* to be used as required. All staff has access to a variety of technologies and online learning platforms that support Teaching and Learning that are paid for by the school.

To be Excelling there would be evidence to support succession planning, as the current Principal has been at the school for five years. The succession and workforce planning would endeavour to ensure the ongoing strong commitment to the Snow Gums Learning Alliance and that school financial planning is linked to delivering the Strategic Directions of the Snow Gums Learning Alliance. Although school facilities are sometimes accessed by the local community, eg internet usage and the now defunct Healthy Highlanders Fitness program, the community would make further use of facilities the school is able to provide.

Management Practices and Processes: Our analysis enabled us to determine that we are **Delivering**. The school leadership team has mechanisms, such as clearly displayed information regarding mandatory staff training, Work, Health and Safety procedures and student Health Care Plans in place to communicate clearly about school priorities and practices. There are opportunities provided for all staff to have input into the school plan, the priorities, resource allocation and the budget. The Administrative practices effectively support school operations and the teaching and learning activity of the school, non-teaching staff are efficient, complete tasks either ahead of or on deadlines and support the teaching staffs by ensuring resources are in good working order, and that supplies are kept up to date. The evidence we gathered enabled us to determine that accountability practices are tied to school development and include open reporting to the community, the Annual School Report is provided to families and community members via the website and hard copies are available when requested. The website and School Newsletter are used to communicate information regarding teaching and learning activities, professional development for staff and the use of funding.

To be Sustaining and Growing we would see that our current practices, such as parental access to school computers

and the internet, are embedded so that all community members have equitable access if required. The practice of obtaining constructive feedback would be strengthened to include students at every opportunity.

Our self-assessment and the external validation 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

Students across the Snow Gums Learning Alliance are successful and engaged 21st Century Learners.

Purpose

To ensure learning across our alliance builds the capabilities for all students so they are:

- Literate
- Numerate
- Collaborative
- Self-directed
- Critical and Creative thinkers

Overall summary of progress

A Learning Walk was conducted at our school in Term 1 with staff from Black Mountain Public School and Chandler Public School as the observers. They provided feedback to the class teacher on the use of WALT (We are learning to) WILF (What I'm looking for) and TIB (This is because), the students understanding of these terms and any strategies observed they could take back to their own class to use.

Principals from across the Snow Gums Learning Alliance were able to source and present professional learning to staff within the Alliance focused on Learning Goals, Learning Walks, NSW Science and Technology Syllabus, NSW English Syllabus and assessment.

Staff across the Snow Gums Learning Alliance used a variety of technologies, such as *Google Apps*, *Tynker*, *Microsoft 360* and *video conferencing* to promote student learning. One student from Ben Lomond Public used videoconferencing to teach students at Ebor Public School about an online coding program.

Teachers from across the Snow Gums Learning Alliance collaborated with staff from the University of New England and Thalgarrah Field Studies Centre to develop a Science, Technology, Engineering and Mathematics (STEM) project that involved a residential camp, school investigations and lessons delivered by video conference and supported by staff from the University of New England.

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">• Student assessment results show a growth across all areas of Maths.• Student's self-reflection journals indicate an increased understanding of their scientific learning, with an increasingly sophisticated reflection on their learning goals.• Teachers will be working collaboratively, using strong and effective assessment strategies while valuing assessments in a consistent manner.• Literacy, Numeracy continuums growth	<ul style="list-style-type: none">• All students showed growth on the Literacy and Numeracy Continuums.• All students demonstrated growth in standardised Maths assessments across the year.• All students are setting their own learning goals and reflecting on their learning.• Some students are working towards articulating a greater understanding of their scientific learning.• Working collaboratively with other staff is an established practice across the Alliance and staff continue to extend and create effective assessment strategies to capture all aspects of student learning.	\$2,951 Professional Learning Funds

Next Steps

- Learning Walks are conducted at least twice per year with each teacher provided with the opportunity to be an observer as well as being observed to evaluate specific areas of their professional practice.
- Feedback from the Learning Walks is used to identify areas for improvement.
- All staff from within the Alliance are given opportunities to coach and mentor.
- All staff within the Alliance are given opportunities to lead professional learning and or identified projects.

Strategic Direction 2

The Snow Gums Learning Alliance implements a combined Learning Support Team.

Purpose

Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools.

Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding, is streamlined. Access to specialist personnel is strengthened.

Overall summary of progress

The Snow Gums Learning Support team met twice per term as the mechanism for referring students requiring additional support. Staff from across the Snow Gums Learning Alliance accessed the secure online portal to submit referrals, read minutes and to action any follow up required for individual students. The Senior Psychologist, Education, the Learning and Education Officer from the local Education Network as well as the Assistant Principal Learning and Support were all regular members of the team. All students referred to the Learning and Support Team were able to have access to further support either individually or as part of whole class support.

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">• Staff within the Alliance work collaboratively to strengthen learning support offered to all students.• Identified students access required additional support.• Protocols and procedures are in place to support the ongoing operation of the Alliance's Learning Support Team.	<ul style="list-style-type: none">• The Senior School Psychologist became a member of the Learning Support Team and attended meetings to provide information and support.• Shared staff across the Alliance, such as a Learning and Support Teacher (LaST) attended meetings to provide information supporting student referrals.• Individual students referred to the Learning Support Team accessed additional support through a process of identification of need, assessment of eligibility and referral to external school resources.• The Learning Support Team is established as the mechanism to refer students for extra support.	<p>\$1,545</p> <p>Equity loading for low level adjustment for disability funding</p> <p>\$5,610</p> <p>Location Loading Funding</p>

Next Steps

- An evaluation of the Snow Gums Learning and Support team is carried out to determine if the current structures, membership and supports are meeting the needs of staff and students.
- Any recommendations from the evaluation are enacted.



Strategic Direction 3

Strong Community Partnerships.

Purpose

The support of community is essential in a small school environment. Through engaging the community, students are able to access a variety of experiences and talents.

Research shows that effective community relations can increase student learning.

Overall summary of progress

Opportunities to involve Community members in teaching and learning activities were increased across the year. A community member was engaged to work with the students on the design and construction of an outdoor pizza oven. This project required the practical application of Mathematics, Technology and Engineering skills in order to construct an oven that worked efficiently.

Across the year one hundred percent of parents engaged in activities that supported student learning, some of these activities were the Snow Gums Alliance swimming carnival, the small school cross country, School Assemblies and The Highland Learning Network Education Week Assembly. All students participated in the Ben Lomond Anzac Day ceremony and feedback received from some Ben Lomond residents was positive and very supportive of the involvement of the students.

Two local Speech Pathologists worked with both staff and some individual students across the year to provide professional learning and individual support. Feedback from the Speech Pathologists was very positive. They were pleased with the opportunity to work with staff to formulate learning plans. Student progress was achieved in language assessments.

In partnership with Positive Behaviour for Learning (PBL) eSmart continued to be implemented across the school to support student and staff well being. As a result of this all students achieved a Platinum medal at the end of year Assembly in recognition of their positive involvement in all aspects of school. Visitors, such as the Newcastle School of Rural Doctors Fourth Year Medical students, to the school commented on the positive behaviour and manners of the students.

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">Community partners are working with the school and learning alliance in a way that enhances learning experiences.Learning and supports plans are strengthened and students gain access to necessary community partners.	<ul style="list-style-type: none">Some individual students were supported by community partnerships and received support through consultation and teacher professional learning from Speech Pathologists.The students were engaged in learning activities provided by Community partnerships, eg the STEM camp and ongoing activities with staff from the University of New England.	\$440 Per capita allocation funding

Next Steps

- Continue partnerships with Speech Pathologists.
- Investigate opportunities to be involved in other community projects, eg New England Conservatorium of Music., The Scripture bus, Heathwise.

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	9	8	6	5
Girls	2	5	2	2

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	90.8	99.3	
1		91.8	96	100
2	97.8		99.5	89.8
3	93.9	98.9		100
4	98.9	88.4	98.9	
5		88	99.5	
6		79.3		98.4
All Years	96.5	89.7	98.3	96.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	
1		94.7	93.8	93.9
2	94.7		94	94.1
3	94.8	95		94.2
4	94.7	94.9	94	
5		94.8	94	
6		94.2		93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
BLPS2016	6

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.18
Other Positions	0

*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	50

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	\$
Balance brought forward	90 460.77
Global funds	48 626.92
Tied funds	36 061.31
School & community sources	3 537.16
Interest	1 721.51
Trust receipts	230.45
Canteen	0.00
Total income	180 638.12
Expenditure	
Teaching & learning	
Key learning areas	19 365.82
Excursions	1 208.64
Extracurricular dissections	2 436.01
Library	159.63
Training & development	2 856.70
Tied funds	39 893.10
Short term relief	3 381.41
Administration & office	14 261.28
School-operated canteen	0.00
Utilities	5 188.10
Maintenance	7 137.93
Trust accounts	302.27
Capital programs	2 835.10
Total expenditure	99 025.99
Balance carried forward	81 612.13

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

School-based assessment

In 2016 Ben Lomond Public School continued to use TEN (Targeting Early Numeracy) as a strategy to support students in Mathematics. The TEN strategy involves lots of hands on experiences to support students growth on the Numeracy Continuum. All students showed growth across the Aspects of Counting Sequences, Counting as a problem solving process, Pattern and number structures, Place value, Multiplication and division, Fraction units and Unit structure of length, area and volume. One student made significant progress along the Continuum.

All students at Ben Lomond Public School participated in standardised assessment such as the South Australian Spelling Test and the Waddingtons Reading Assessment. Two students had a spelling age two years above their chronological age. Two students had a reading age of between two and three years above their chronological age.

The use of the Literacy Continuum allowed teachers to plan and assess student achievement and growth. All students demonstrated growth and one student showed greater than expected growth.

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.

Due to the small cohort size and to maintain the privacy of the student results there is no reporting of statistical data from NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of students, staff and teachers about the school. The information was gathered through a survey, parent teacher meetings and informal feedback at School Assemblies and the Ben Lomond Community ANZAC Day Service. Some of the feedback included;

- the majority of respondents would recommend this school to others
- most respondents agreed with my child's learning needs are being met at this school
- most respondents agreed the students are the schools main concern
- most respondents agreed that almost always the school caters for the learning needs of all students
- most respondents agreed the school encourages students to achieve their best

- most respondents agreed that almost always student behaviour is well managed at this school
- One community member reported how pleased they were to see the involvement of the students in the local community ANZAC Day service
- Several Community members reported on the high level of respect and responsibility demonstrated by the students whilst on excursions.

Policy requirements

Aboriginal education

In 2016 Ben Lomond Public school had no students enrolled who identified as Aboriginal or Torres Strait Islander. Aboriginal perspectives are embedded throughout teaching and learning units across the curriculum so that all students gain an understanding of Aboriginal and Torres Strait Islanders contributions, both past and present to Australian culture. Acknowledgement of Country was included in all Assemblies.

Multicultural and anti-racism education

Students celebrated Harmony Day with the students and staff at Black Mountain Public School. They participated in a variety of games and activities originating in a number of countries around the world. The students and staff then shared a meal consisting of foods from Japan, Turkey, Indonesia and Thailand.

The Principal participated in Anti-racism Contact officer (ARCO) training that enables participants to carry out the role of promoting and supporting anti-racism within the school. The school reported no incidences of racist behaviour.

Other school programs

Premiers Sporting Challenge.

The NSW Premiers Sporting Challenge is a NSW government initiative that aims to engage young people in sport and physical activity and encourages them to lead a healthy and active lifestyle. The students were challenged to engage in physical activity every day for a period of ten weeks. Overall the school achieved Gold status for 420 minutes of physical activity each week.

Wellbeing.

eSmart is an initiative of the Alannah & Madeline Foundation, that uses a cultural change approach to improve cyber safety and reduce cyber bullying. *eSmart* Schools was developed by RMIT University in consultation with cyber safety, bullying, education and industry experts from across Australia. In 2010, *eSmart* was piloted in 159 schools across Australia with funding

from the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR). An *eSmart* school is a school where the smart, safe and responsible use of information and communications technology is a cultural norm. Students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls. During 2016 the students and staff at Ben Lomond Public School continued to implement *eSmart* strategies that complement the NSW Department of Education's *Well being Framework*.

Positive Behaviour for Learning (PBL) continued to be part of the school's philosophy to support students at Ben Lomond Public School to Connect, Succeed and Thrive. As part of our evidence gathering for External Validation the school was able to demonstrate that PBL is an embedded practice that supports students and staff demonstrate our values of *Respect, Responsibility, Leadership & Resilience*.

Creative Arts.

The school continued to employ a specialist music teacher, Mrs Tanya Siddell, to provide a music program. The students were involved in learning recorder, keyboards and percussion instruments across the year. The students presented musical items at the Education Week Awards and the end of year Assembly. The students participated in the *Count Us in to Music* Program and performed *Let it Play* with other students from across Australia whilst watching the event live on Video Conferencing.

Under Mrs Kelly Vimpany's guidance the students continued to submit works of art to the Glen Innes and Guyra Shows. Many of the students obtained a placing or a highly commended for their works. The students were again successful at the Glen Innes Red Cross Christmas Tree Exhibition. As part of the Snow Gums Learning Alliance Creative Arts Camp all students attended a performance by staff from the New England Conservatorium of Music.

Snow Gums Learning Alliance.

The school continued to be a proud member of the Snow Gums Learning Alliance in 2016. This network provides opportunities for both students and staff to interact on a wider basis with students and staff in other small schools across the area. In 2016 this network provided opportunities such as:

- Small schools swimming carnival, hosted by our school
- *The Highland Fling*, a sport and culture day hosted by Black Mountain Public School
- The *Finlayson's Sport Day* hosted by Chandler Public School
- Education Week Awards, hosted by our school
- The Creative Arts Camp, held at Thalgarrh Field Studies Centre
- Online Maths Challenge for students in Stage 2 and 3
- STEM (Science, Technology, Engineering and Maths) camp and ongoing activities with University of New England staff

- Combined staff development and professional learning
- Presentation at Educational Conferences in Melbourne and Dubbo.
- Attendance at the NSW Education Minister's Education Symposium.