

Balarang Public School

Annual Report



2016



4291

Introduction

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

Balarang Public School (BPS) continues to provide an enriched, balanced and quality public education collaborating with students, staff and community members alike. Our school has a very supportive and friendly atmosphere. The school has a proud academic, performing arts and sporting tradition. Dedicated experienced and early career teachers deliver quality teaching programs in a caring environment that promotes strong student welfare practices including Positive Behaviours for Learning. These outstanding learning programs are planned and implemented by the highly experienced teaching staff. Our dedicated staff work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do.

Anne-Marie Hurley

Principal

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Message from the Principal

Balarang Public School (BPS) continues to provide an enriched, balanced and quality public education collaborating with students, staff and community members alike. Our school has a very supportive and friendly atmosphere. Balarang's school motto – AIM TO SUCCEED, applies to us all equally, as teachers and members of the school community as it does to our students. Together as a school community we ensure every student has the opportunity to be the best that they can be in our classrooms, performing on the stage, as part of the debating team, playing on the sporting field or celebrating their artistic talents. Our classrooms are vibrant, colourful, active and engaging places to visit.

In 2016 Balarang Primary School had an enrolment of 303 students from Kindergarten to Year 6. The Family Occupation and Education Index is rated at 115 and an ICSEA at 952. 13% of Balarang students are identified Aboriginal and 17% of students are from a language background other than English. I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. School planning and the annual self-assessment and review is a collaborative process involving staff, the Parents' and Citizens' Association, parents and carers and the broader community. Following consultation with all key stakeholders the following key features of our achievements for Balarang Public School in 2016 were identified:

The Language, Literacy and Learning (L3) program has been implemented in Kindergarten since 2013, and this was further extended in 2016 to facilitate professional learning for two Stage 1 teachers. Professional Learning and mentoring in L3 will continue to be a priority. In 2017 to include all Stage 1 teachers. The L3 program has demonstrated that our students have achieved outstanding results since its implementation. Our results continue to show marked improvement from previous cohorts.

In Years K–6 we continue to implement *Focus on Reading*. In 2015 all classroom teachers engaged in a systematic series of professional learning workshops in Focus on Reading, and throughout 2016 this learning continued with regular sharing sessions. All our teachers are tracking our students using PLAN and on data walls.

Years 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy (NAPLAN). Our school results were outstanding compared with students of similar schools. Data derived from the School Excellence

Framework data reports indicate that 34% of our Year 3 students achieved in the top two bands in Reading and Numeracy compared with 25% of students for similar schools. The proportion of Year 5 students achieving in the top two bands in Reading and Numeracy was 29% compared with 17% of students from similar schools. The value-added measure provides an indication of the amount of growth being achieved by students from Year 3 to 5. In 2016 the value added score for students at Balarang Public School was 95.4 compared to similar schools at 83.3. The proportion of Year 3 and 5 students achieving at or above the National Minimum Standard in Reading and Numeracy was also equally pleasing, at 96% of students compared with 92% of Year 3 students from similar schools and 95% of Year 5 students compared with 90%. Our Aboriginal students continue to receive additional support from our dedicated team of School Learning Support Officers, which has been made possible through the use of additional equity funding. The performance of Aboriginal students (compared with non-Aboriginal students) – NAPLAN Year 3 was only -5.2 compared to -23.1 for similar schools. This is an outstanding achievement and an indication of the success of our support programs. The explicit teaching of writing became a key focus area. NAPLAN results for Year 3 students indicate that 64% of students achieved in the top two bands in Writing, compared with the state average of 54%.

Strategic professional learning, and building the capacity of teachers as leaders, is a key priority for all teachers at Balarang Public School and the importance of leadership development at all levels of the school community is identified in our strategic goal *Building Capacity*. Teacher mentoring programs were implemented throughout 2016, including the mentoring of Stage 4 teachers from Oak Flats High School in Writing, and the use of the Literacy continuum for the tracking of assessment data. In 2016 all teachers participated in systematic professional learning in *Targeting Early Numeracy* strategies. Weekly workshops were led by Mrs McLean and Miss Maione. Teachers were also provided with the opportunity to observe modelled lessons, participate in the Targeting Early Numeracy mentoring program and engage with sharing sessions. Following an end of year review of this professional learning model, feedback from teachers indicated a high level of engagement and participation with enhanced quality teaching practices.

In 2016 a Bring Your Own Device program was introduced in all Year 6 classes. Following the success of this program, this will be further extended in 2017 to include all Stage 3 classes. In 2016 Stage 3 teachers continued to investigate the research of John Hattie and the neuro-science of Dr Ken Wesson to develop a learning model to meet the changing needs of 21st century learners. An open classroom, team teaching model has been implemented which has led to a significant increase in levels of student engagement, improved attendance for Stage 3 students and a reduction in suspension and detention data. Attendance rates from 2015 – 2016 for students from Balarang Public School was 94% compared with 92% for similar schools. Balarang Public School is increasingly becoming recognised as a school of excellence in implementing a contemporary learning model, with numerous requests from school teams across the Wollongong and South Coast regions to undertake observations.

The Positive Behaviours for Learning (PBL) program was further developed to enhance school-wide processes for student welfare and quality learning in all classroom settings. Explicit teaching of our core values and playground universals was undertaken in all classes across the school. Focus areas were identified each fortnight and expected behaviours were discussed and modelled in morning assemblies. Events Cinemas is a proud community supporter of our Positive Behaviours for Learning program.

Following the appointment of a new canteen manager, the canteen has now become a community hub for parents, grandparents and the broader community. The She Oak Café has formed a partnership with the Denny Foundation, a local charity which collects excess food from local supermarkets and redistributes food parcels to the homeless and to families in need. Donations of bread, fruit and vegetables have enabled the introduction of a free daily breakfast program. Volunteers transform excess vegetables into healthy lunches such as home-made pasta dishes and soup. A significant increase in the number of parents and grandparents volunteering to assist in the canteen has meant that our canteen has now become a welcoming hub for all members of our school community. The success of this program was acknowledged at the annual Wollongong network Education Awards of Excellence.

We have achieved a great deal in 2016 and our learning journey continues to improve with all classrooms and learning areas across our school implementing quality teaching practices. Thanks to a generous donation from the P&C for the installation of 2 air conditioners for classrooms our goal of installing air conditioners in all classrooms by the commencement of 2017 will be achieved. I thank the dedicated parents for the time they have put into making 2016 a successful one.

A good school cannot be great without a dedicated and committed team. To the teachers, support staff, administration team and our parents, I thank you. It is our job as a whole community to work together to ensure that we achieve our best so that the students can achieve to their full potential .

School background

School vision statement

Balarang Public School provides a caring environment where safety, respect and learning are valued. Our mission is to foster high expectations and build community partnerships.

We are committed to delivering excellence within a rich and diverse learning environment where every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

We are Safe, Respectful Learners.

School context

Balarang Public School is located in the southern Wollongong suburb of Oak Flats, within close proximity to Shellharbour. In 2016 the school had a student enrolment of approximately 303 students, with 12 mainstream classes.

The school's enrolment trend is reducing in numbers, consistent with the maturing demographics of the area, but remains the first choice school for local families.

The school's ICSEA, at 961 (ACARA website), shows a broadly average socio-educational spread with 39% in the lowest quartile and 5% in the highest quartile. The NSW Department of Education measure of family occupation and education index (FOEI) is 114.

Enrolments of Aboriginal students are increasing (28 or 13% in 2016) and indigenous student performance is consistent with all other students in each cohort.

Teacher turnover and leave is trending upwards, consistent with the ageing profile of the staff.

The introduction of Language. Learning and Literacy (L3) in 2013 has resulted in significant gains in Literacy levels for all students in Kindergarten, Year 1 and Year 2.

Balarang Public School is a Positive Behaviours for Learning (PBL) school where our three values of Safe, Respectful, Learners is reinforced by the community, students and staff at all times. Our PBL rewards program is aligned with our student welfare programs which ensures acknowledgment of the efforts of all our students.

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, all teachers at our school undertook a rigorous 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.

While for some descriptors it was felt that evidence indicated that Balarang Public School was achieving at a level of Excelling, overall in all elements of the three domains of Learning, Teaching and Leading we were achieving at a level of **Sustaining and Growing**.

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

Student Learning

Purpose

Student Learning: Continue to develop and implement consistent, high quality educational programs that enhance student achievement in literacy and numeracy

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school.

Our purpose is to inspire excellence in teaching and learning through focussed professional learning in literacy and numeracy that promotes high quality learning environments and provides personalised learning and clear expectations where all students achieve success to become successful, creative and confident life-long learners.

Overall summary of progress

Research clearly indicates that the greatest impact on student learning is quality teaching. Strategic professional learning continues to be a priority at Balarang Public School. Throughout 2016 weekly staff workshops included professional learning in: *Targeting Early Numeracy*; use of data to inform teaching of, and for, learning; implementation of the new Science and History curriculums; and 21st century learning pedagogies. A whole school approach to well-being and curriculum implementation has created a positive teaching and learning environment leading to high levels of engagement and all students being able to access the curriculum. All teachers use data to inform key decisions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of students achieving or exceeding grade appropriate benchmarks.	<ul style="list-style-type: none">• Tracking of all students using the Literacy and Numeracy continuums.• Development of specific data processes to inform planning across school, including 5 weekly reporting at Stage meetings.• Development and implementation of data walls• All teachers using PLAN• Small group and individualised student goal setting across Kindergarten, Stage 1 and Stage 3.• L3 implementation in Kindergarten and Stage 1 classes.• Best Start assessment of all Kindergarten teachers.• Introduction of BYOD program Year 6.	RAM Funding as stated in Key initiatives located later in this report Accelerated learning – AG class – \$750 per student
Increase of students in Years 3 and 5 achieving at or above NMS in NAPLAN and number of students in top 2 bands in NAPLAN	<p>Year 3 student growth continues to improve:</p> <ul style="list-style-type: none">• Reading from 399.1 in 2013 to 425.5 in 2016• Writing from 376.1 in 2014 to 446.1 in 2016.• Spelling from 399.1 in 2015 to 437.4 in 2016• Grammar and Punctuation from 439.7 in 2015 to 445.7• In Numeracy from 479.3 in 2014 to 388.0• 100% of Year 3 students achieved at or above national minimum standard in Writing and Spelling• 96% of Year 3 students achieved at or above national minimum standard in Reading and Grammar and Punctuation.• In Year 3 72% of students achieved in the top 2 bands in Writing, with 55% in Spelling and 51% in Grammar and Punctuation. <p>Year 5 trend data indicates pleasing student growth:</p> <ul style="list-style-type: none">• In Reading from 483.8 in 2015 to 496.9 in 2016• In Grammar and Punctuation from 475.5 in	RAM Funding as stated in Key initiatives located later in this report.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of students in Years 3 and 5 achieving at or above NMS in NAPLAN and number of students in top 2 bands in NAPLAN	2015 to 505.1 in 2016 <ul style="list-style-type: none"> • In Spelling from 471.4 in 2014 to 486.4 in 2016 • In Writing from 441.4 in 2014 to 769.7 in 2016 • In Numeracy from 463.2 in 2014 to 479.7 in 2016 • In Year 5, 46% of students achieved in the top 2 bands in Reading and 44% in Grammar and Punctuation. 	
100% of staff engaged in school based professional learning to support the implementation of Literacy and Numeracy programs.	<ul style="list-style-type: none"> • Throughout 2016, targeted professional learning in Numeracy and Literacy was undertaken. All staff were trained in the implementation of the TEN program. FOR continued to be implemented in all classrooms and Stage 1 teachers commenced training in L3, Stage 1. • Implemented Daily 5 and mentoring in Daily 5 across Stage 3, including individualised student goal setting through weekly conferencing sessions and students and teachers collaborated in the tracking of learning progressions. 	<p>Release for lesson observations /planning including FOR, TEN, Writing and student conferencing – \$8,000</p> <p>L3 Stage 1 Professional learning – \$4,800</p> <p>Mentoring L3 Stage 1 – \$2,210</p> <p>RAM Funding as stated in Key initiatives located later in this report.</p> <p>Purchase of resources for implementation of Daily 5 –\$750</p> <p>Introduction to the Geography syllabus –\$900</p>

Next Steps

Further directions for 2017 will include:

- All students continue to be tracked using Literacy and Numeracy continuums and PLAN.
- 100% of teachers engage in professional learning with a focus on Visible Learning – learning intentions and success criteria.
- All students engage in weekly student conferencing sessions, with a focus on student feedback, individualised goal setting and tracking of student learning progression.
- All Stage 1 teachers trained in L3 pedagogies.
- Professional development focus on consistent teacher judgement informing quality assessment practices and the development of a whole school assessment strategy.
- Implementation of Daily 5 in all classes 3–6, supported by mentor/ coach
- BYOD implementation in all Stage 3 classes.
- Data walls updated on a regular basis with students identified as needing support will receive targeted intervention by the Learning and Support Teacher or School Learning Support Officer.
- Implementation of enrichment program for identified students.

Strategic Direction 2

Build Teacher Capacity

Purpose

Build Teacher Capacity: To build teacher and leadership capacity to enable all staff to deliver innovative quality teaching practices

Through the provision of quality professional development for teachers and leaders, teachers and support staff will have the capacity to provide curriculum that is sufficiently flexible to meet the needs of all students. Teachers engage in individualised, team and shared professional learning for the 21st Century and will engage with *the Australian Professional Standards for Teachers* to identify the explicit elements of quality teaching practices. By building teacher and school leader capacity staff will have the capacity to support sustainable school improvement and student learning.

Overall summary of progress

The school leadership team values the learning of its staff and is committed to supporting on-going strategic professional development, has continued to strategically align resources to enable effective implementation of curriculum, demonstrated instruction leadership and promoted and modelled effective evidence based practice.

All teachers were engaged in a range of professional learning opportunities which included:

- All teachers participated in coaching and mentoring programs to achieve individual professional learning goals to meet their specific learning needs
- Implementation of whole school professional learning plan at weekly staff meetings
- Opportunities arose for teachers to lead staff training and also share with others their learning. This has led to teachers increasingly reflecting and evaluating their teaching practice, which has contributed to enhanced quality teaching practices and improvements in student learning outcomes.
- Coaching, mentoring and shadowing programs implemented by all school leaders, including succession planning and distributed leadership.
- Mentoring across schools, including Stage 3 and 4 teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers engaged with the Australian Professional Standards for Teachers through implementation of Performance and Development Plans (PDPS)	<ul style="list-style-type: none">• Implementation of the Performance and Development Framework through on-going development of a performance and development culture across the school.• All teachers participated in systematic lesson observations and feedback sessions• PDP goals aligned to Australian Professional Standards.• 1 teacher completed submission for accreditation at Highly Accomplished.	Professional learning funds – \$13,684 Staff learning hub – \$5,000
100% of staff engaged in school based professional learning and evidenced in teaching practice.	<ul style="list-style-type: none">• All teachers engaged in professional learning workshops which provided them with the opportunity to enhance their quality teaching practice.• Regular peer sharing sessions in TEN and Focus on Reading.• All teachers contributed to collation and sharing of annotated evidence using Google classroom, with links to the School Excellence Framework.• L3 initiative expanded with 2 Stage 1 teachers trained in L3 Stage 1.	Casual release for L3 mentoring – \$1000 Mentoring L3 Stage 1 – \$2,210 L3 Stage 1 Professional learning (12 x 0.5 teacher release) x2 – \$4,800
100% of staff supported in reaching professional learning goals through mentoring and PL	<ul style="list-style-type: none">• All staff participated in mentoring program, provided with the opportunity to observe peer lessons and participate in team teaching	Release for lesson observations /planning including FOR; TENS,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
opportunities.	sessions, and reflect on current practice aligned to professional learning goals • 2x Stage 3 teachers led middle school mentoring and coaching program in Writing and collaborative assessment and programming practices.	Writing and student conferencing \$8,000 Mentoring project – Writing Stages 2 & 3 \$6,000 Middle school mentoring program – \$2,000

Next Steps

Further directions for 2017 will include:

- Implementation of collaborative middle school project across all partner primary schools and Oak Flats High School, with a focus on Writing, Visible Learning and sharing of quality teaching practice.
- Teachers provided with opportunities to undertake accreditation at higher levels.
- All staff, including ancillary staff, develop and implement Professional Learning Plans.
- Implementation of Instructional Leadership program– teacher release for 2 expert teachers 2 days per week (Daily 5, learning intentions through student conferencing, data analysis).
- All teachers participate in lesson observations and feedback sessions.

Strategic Direction 3

Culture and Welfare

Purpose

Culture and Welfare: To provide a safe, secure and engaging learning environment so that all students can reach their full educational potential. Expanded focus on school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential

By working within and across the school and community students will experience a personalised, engaging and safe learning environment where the social and emotional well-being of all students will be supported, and parents feel valued as partners in their child's education. Our school's core values of being *Safe Respectful Learners* will enhance a positive learning culture so that all students can reach their full potential.

Overall summary of progress

The culture and welfare of staff, students and the community continued to be enhanced over the past year. In 2016 student representatives fulfilled an important feedback and decision making role as members of the The Positive Behaviour for Learning Team at fortnightly team meetings. The PBL core values of Safe Respectful Learners continued to be implemented and forms the foundation of all welfare programs.

Students continued to be provided with opportunities to engage in extra curricula activities, including the K–2 weekly clubs program, Southern Stars, debating and numerous sporting events.

In Terms 2 and 3 the implementation of an Aboriginal cultural awareness program became a key priority for all students. Following consultation with the AECG an additional School Learning Support Officer was engaged to provide additional learning support for identified students, and provide cultural support for all teachers for the implementation of the History syllabus. A Connecting to Country Day was held at the Killalea Environmental Centre for all Aboriginal students and their family and visiting cultural performers performed for all students.

Balarang Public School has formed a proud partnership with the Denny Foundation, which provides the school canteen with donations of bread, fruit and vegetables. This has enabled the implementation of our free daily breakfast program for all students, and free fruit for the Crunch and Sip program. This program is only made possible by the support of community volunteers.

Learning Support Team processes were reviewed and recommendations implemented. Enhanced processes have ensured relevant intervention programs have been implemented to support the individual needs of targeted students

Weekly monitoring of student attendance data and intervention programs implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of students, staff and parents engaged with student welfare/cultural programs in the school.	<ul style="list-style-type: none">• Staff worked in collaboration with local government and non-government agencies, including AECG and Out of Home Care providers to provide services to strengthen and support the school, students and parents.• Enhanced transition to school processes Pre-school to Kindergarten• Implementation of middle school model to enhance transition processes Yr 6 to 7.• Active consultation with parents and community members of Aboriginal students in development and review of Personalised Learning Pathways (PLPs).• Community events, including Grandparents' Day, Education Week and Carols at Balarang.• Implemented and encouraged multiple modes of communication, including school App, newsletter and school website.	<p>Reconciliation Week \$1,000</p> <p>Engagement of Aboriginal community liaison facilitator / tutor – Cultural connections program \$5,000</p> <p>Performing Arts –\$3,153</p> <p>Grandparents' Day– \$500</p> <p>Financial support for students – \$2,000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of students, staff and parents engaged with student welfare/cultural programs in the school.	<ul style="list-style-type: none"> Website co-ordinator provided with additional release. Review of reporting processes, with additional parent teacher interviews included in annual calendar Participation in In2Uni program for all Year 6 students. 	
100% of staff clearly understand and implement school PBL and Learning and Support procedures	<ul style="list-style-type: none"> Learning Support Team processes reviewed and recommendations implemented, including communication and collation of documentation. K-6 student representation on PBL team Introduction of PBL classroom universals Continuation of PBL fortnightly and end of term mega-raffle draws. 	Positive Behaviours for Learning resources– \$1,000 Teacher release – \$1,600.
100% of students with additional learning needs supported through implementation of additional programs, including Aboriginal and EAL/D students.	<ul style="list-style-type: none"> Implementation of programs that enhance the social, emotional, cultural and academic well being of students, including: <ul style="list-style-type: none"> Guided reading programs 3-6 Accelerated Literacy Rock and Water LIPI and social skills programs K-2 Numeracy groups EAL/D support Engagement of Aboriginal School Learning Support Officer Terms 2 and 3, providing additional learning and cultural support to all students. 2 Year 5 students qualified for Academically Gifted class. Professional learning workshops for all teachers – trauma and Autism 	SLSOs trained and engaged for implementation of literacy support and intervention programs \$10,000 Teacher release ILPs / PLPs \$2,000 Targeted support for individual students \$12,000 Engagement of EALD teacher to undertake assessment of students \$1200 NCCD data collection – teacher release \$2,000

Next Steps

Further direction for 2017 will include:

- Further enhancement in the engagement of the Parents and Citizen association in decision making processes.
- Introduction of a music and choir program.
- Engagement of additional teacher 2 days per week for implementation of enrichment and music programs.
- Complete PBL SET survey and evaluation and implement recommendations, in collaboration with PBL external coach.
- Evaluate Student Welfare and Fair Discipline policy in consultation with all staff and Parents and Citizens Association.
- Full utilisation of department's Synergy application for recording of matters relating to student welfare and storage of relevant documentation.
- Continuation of assessment procedures in identifying students with additional support needs, and engagement of School Learning and Support Officers for implementation of relevant support programs.
- Year 6 to 7 transition to school program expanded to include all partner primary schools, and high school, through implementation of the Community of Schools 2017 plan.
- Enhance processes for the sharing of student assessment data, within and across schools.
- Active participation with the local Aboriginal Education Consultative Group.
- Continuation of In2Uni program.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Implementation of Rock and Water program • Personalised Learning Pathways developed for all students in consultation with family community representatives • Consultation with community in planning and development of bush tucker garden, and engagement of additional ancillary staff 1 member day per week for development and maintenance of native gardens • All students participated in NAIDOC celebrations • School representation at Shellharbour Reconciliation walk. • Additional School Learning Support officers engaged to provide additional support for Aboriginal students. • Following consultation with AECG, engagement of Aboriginal School Learning Support Officer, providing learning and cultural support for students and teachers. • All Aboriginal students and family members attended Connecting to Country excursion at Killalea Environmental Centre. • Visiting cultural performers • School <i>Acknowledgement of Country</i> developed in consultation with Aboriginal Community Liaison Officer and ratified by local AECG. • Additional financial support for Aboriginal students for attendance at camps, excursions and school swimming program. 	<p>Purchase resources – \$1,425</p> <p>Engagement of additional ancillary staff – \$9,240</p> <p>Camps and excursions – \$1,407.</p> <p>Teacher relief – \$1,000</p>
English language proficiency	<ul style="list-style-type: none"> • Targeted support for 1 student under the New Arrivals program. • Engagement of School Learning Support Officer, timetabled support provided, with a focus on K–2. • In class support and individualised programs developed and implemented. • Translator support services provided. • EAL/D teacher engaged 3 days in Term 1 to provide guidance and support for SLSOs and teachers in development of relevant support programs. 	<p>Engagement of School Learning and Support Officer – \$10, 803.</p> <p>Teacher release – \$1,200.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • All students requiring adjustments and learning support are catered for within class programs. • Teacher release days to enable teachers to develop Individual Learning Plans for identified students • Planning days were provided for teachers to review, plan and develop learning adjustments and programs for individual students. • Additional School Learning Support Officer support provided for students across K–6. The students worked individually or in small groups. • Review and analysis of NAPLAN and school based data for development of relevant intervention programs for targeted students.. • Implementation of support programs including: Accelerated Literacy, LIPI and 	<p>Resources – \$294</p> <p>Engagement of School Learning Support Officers – \$17,944</p>

Low level adjustment for disability	<p>guided reading groups.</p> <ul style="list-style-type: none"> • Teacher professional learning to develop teachers' understanding of students with autism, trauma, and in out of home care. 	<p>Resources – \$294</p> <p>Engagement of School Learning Support Officers – \$17,944</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • All teachers trained in TEN, with modelled practice in all classrooms K–6 by expert teacher and lead facilitator. • All teachers K–2 supported in implementing of L3, and primary teachers were mentored in implementation of Daily 5 and BYOD. • Aspiring leaders provided with opportunities to lead aspects of school plan and deliver professional learning to peers at weekly staff workshops • Implementation of mentoring and coaching programs, including lesson observations, and teacher feedback sessions. • Mentoring and feedback for all teachers K–6 in <i>Targeting Early Numeracy</i>. • All teachers engaged in lesson observation and feedback sessions, relevant to professional learning goals. 	<p>Use of QTSS allocation, and flexible staffing allocation, enabled coach / mentor to be released 0.5 to facilitate mentoring programs</p>
Socio–economic background	<ul style="list-style-type: none"> • Additional reading and classroom resources purchased to further improve access to quality reading materials for all students. • Creation of staff learning hub – purchase of additional laptops and furniture. • Creation of Collaborative Learning Space for students, teachers and community meetings. • Financial support provided for students to enable participation in sporting programs and excursions, and purchase of uniforms. • The school canteen continued to provide a free breakfast program for all students. • Funding for community events, including Grandparents' Day and Education Week. • Additional SLSO was allocated to allow for all students to receive support regardless of their background. • Teacher professional learning relating to the monitoring and tracking of students using PLAN and Literacy/Numeracy continuums. • Purchase of Numeracy resources for implementation of Targeting Early Numeracy K–6. • Engagement of additional General Assistant one day per week • Maintenance and removal of trees. • Grounds beautification and maintenance. • Engagement of additional School Administration Officer throughout Terms 3 and 4 to assist in training for, and deployment of, Learning Management and Business Reforms (LMBR). 	<p>Minor expenses – \$50,370.</p> <p>Resources – \$32,978</p> <p>Technology equipment and staff learning hub– \$5,415</p> <p>PBL resources and teacher release – \$2,600</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	205	194	187	159
Girls	169	163	162	145

Student enrolment continues to decline due to the aging demographics of the broader community.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.6	96.2	96.7
1	95.1	96.5	95.4	95.2
2	95.2	95.9	95.7	94.1
3	95.5	95.8	95.6	96
4	95.3	95.5	95.2	95.1
5	93.9	95.3	93.8	93.6
6	95.6	93.7	93.6	93.8
All Years	95.4	95.6	95	94.8
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 there has been a small decline, the school's attendance data continues to be above state average. An increase in the number of parents withdrawing children from school for over overseas holidays increased in 2016. Parents are required to complete required Application for Leave documentation and are discouraged from arranging holidays during school times. Information regarding attendance requirements is regularly published in the school newsletter. Students are encouraged to attend at all times and parents are required to provide verbal or written explanation of

absences on each occasion. Procedures are in place for monitoring of attendance data including: telephone calls to parents on second day of absence, weekly monitoring of attendance by Head Teacher Welfare; attendance plans implemented for frequent non-attendance and persistent absenteeism referred to Home school Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration & Support Staff	2.97
Other Positions	0.13

*Full Time Equivalent

Balarang Public School employed an Aboriginal School Learning Support Officer in Terms 2 and 3 in 2016 .. No other staff members at Balarang Public School identify themselves as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

Teachers were provided with a broad range of Professional Learning opportunities aligned to the teachers' professional learning priorities and the school plan. All staff at Balarang Public School completed a number of professional learning activities, both mandatory and optional. The deployment of the Learning Management and Business Reforms (LMBR) was a key learning priority for administration staff, and an additional School Administration Officer was engaged throughout Terms 3 and 4 to facilitate this

process. Mandatory training for all staff included: Code of Conduct; Child Protection; CPR and first aid, Disability Standards and Anaphylaxis,

Following the continued gains in achievement for Kindergarten students, implementation of Learning, Language and Literacy (L3) in Stage 1 classrooms became a key priority. Two Stage 1 teachers engaged in a series of professional learning workshops and worked in close collaboration with their L3 facilitator. This will be further expanded in 2017 to include professional learning for all Stage 1 teachers.

A series of scheduled professional learning workshops in *Targeting Early Numeracy* (TEN) were conducted at weekly staff training session. These sessions were implemented by a school based TEN lead facilitator, and expert teacher, and incorporated regular modelling, mentoring and feedback sessions for all teachers, in addition to teacher sharing sessions.

Additional professional learning included: implementation of the new Science and History curriculums; understanding in the School Excellence Framework; 21st century learning pedagogies; Writing mentoring programs ; mentoring of Stage 4 teachers in Daily 5, Writing and use of assessment data in planning of and for learning; use of Google applications, including Google drive and Google classroom; Professional Development Plans and *Focus on Reading* sharing sessions.

Experienced school teachers and leaders also hosted a number of pre-service teacher education students from a variety of universities throughout Australia.

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.

The summary outlines funds expended for operating costs, but does not include expenditure for permanent salaries, and major building and maintenance repairs.

A full copy of the school's 2016 financial statement is tabled at the Parent and Citizens' annual general meetings. Further details relating to the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	215 947.00
Global funds	193 284.00
Tied funds	277 365.00
School & community sources	119 118.00
Interest	4 299.00
Trust receipts	1 306.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	21 779.00
Excursions	36 068.00
Extracurricular dissections	50 574.00
Library	5 793.00
Training & development	0.00
Tied funds	258 583.00
Short term relief	33 345.00
Administration & office	39 488.00
School-operated canteen	0.00
Utilities	39 629.00
Maintenance	36 639.00
Trust accounts	1 306.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

	2016 Actual (\$)
Opening Balance	0.00
Revenue	295 931.00
(2a) Appropriation	285 996.19
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	9 788.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	146.35
Expenses	-158 925.24
Recurrent Expenses	-158 925.24
(3a) Employee Related	-76 514.11
(3b) Operating Expenses	-82 411.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	137 005.76
Balance Carried Forward	137 005.76

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 Actual (\$)
Base Total	2 013 825.85
Base Per Capita	18 636.52
Base Location	0.00
Other Base	1 995 189.33
Equity Total	291 249.39
Equity Aboriginal	34 061.75
Equity Socio economic	84 545.62
Equity Language	12 585.96
Equity Disability	160 056.06
Targeted Total	60 180.00
Other Total	68 291.15
Grand Total	2 433 546.40

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.

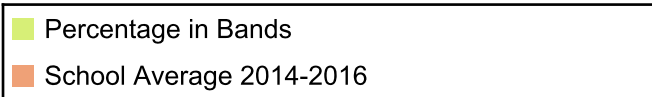
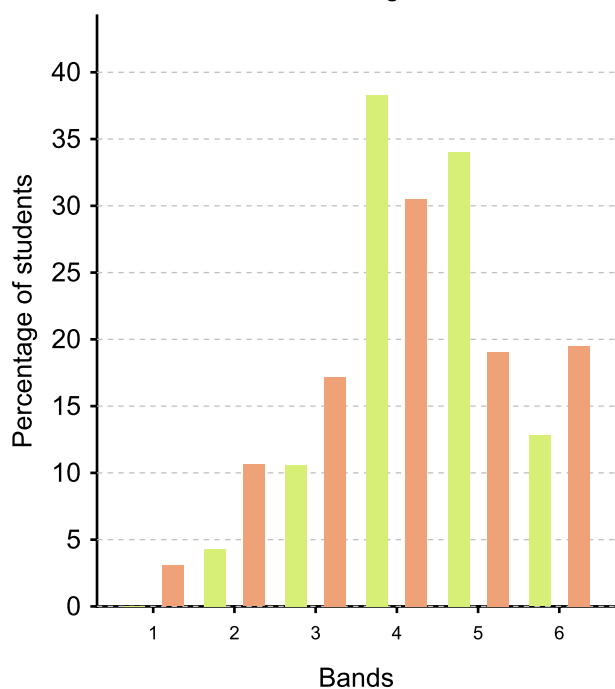
School performance

NAPLAN

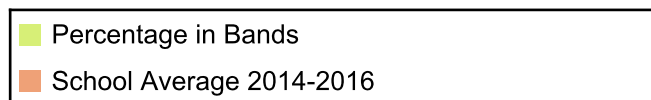
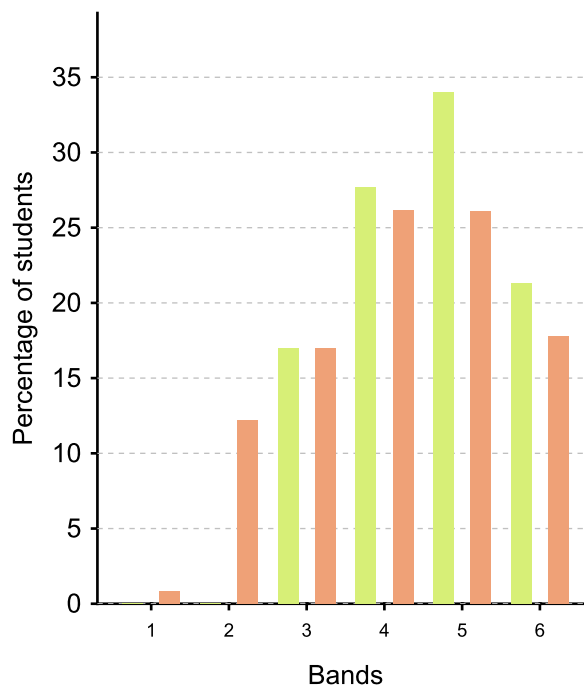
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

We are very proud of our school's continued growth in most test aspects in Years 3 and 5. Trend data clearly indicates a steady growth in all test aspects since 2013. This is attributed to the school's commitment to creating a strong learning culture for all, including students and teachers, with a strong focus on Literacy and Numeracy across all classes K–6.

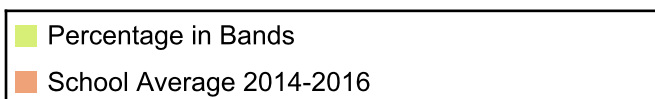
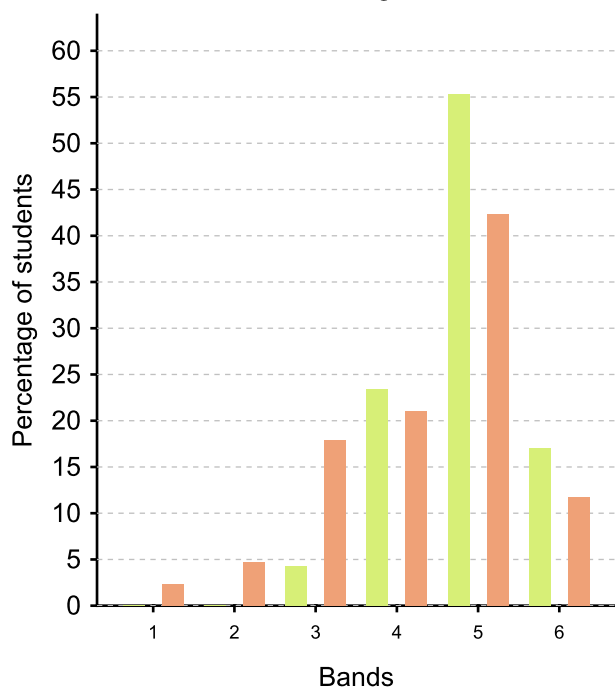
Percentage in bands:
Year 3 Reading



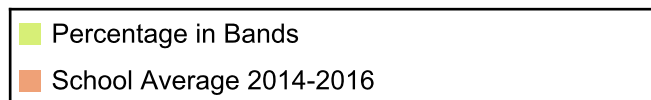
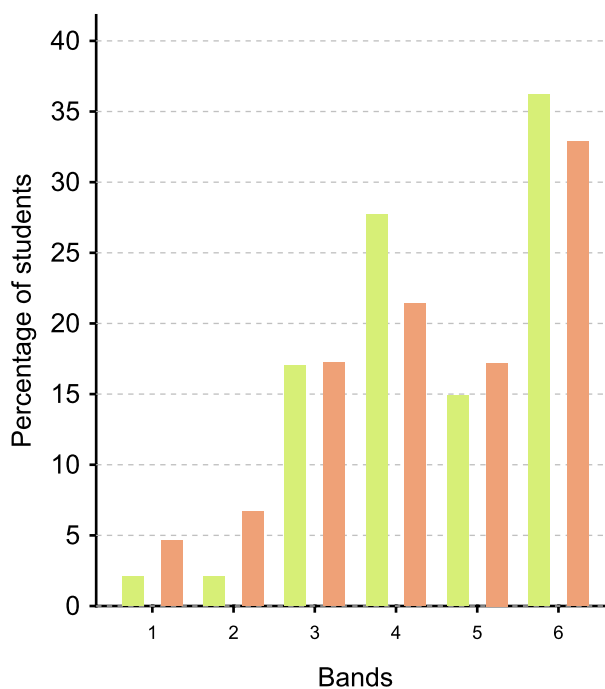
Percentage in bands:
Year 3 Spelling



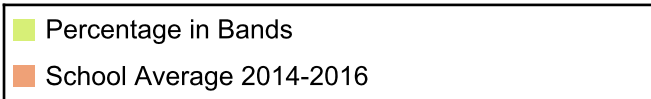
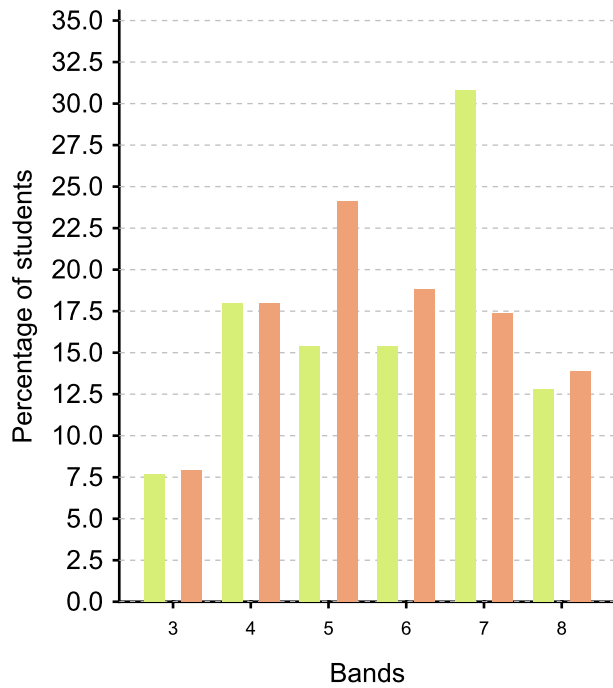
Percentage in bands:
Year 3 Writing



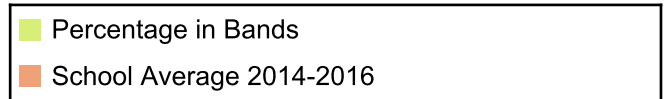
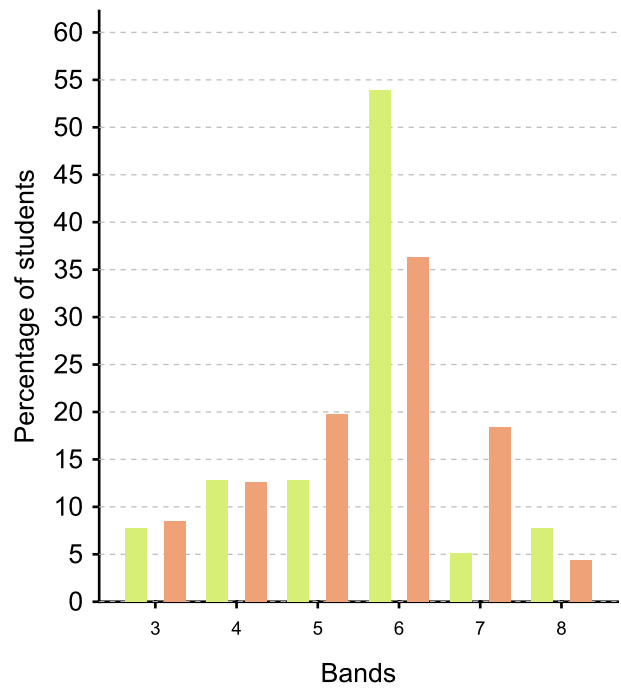
Percentage in bands:
Year 3 Grammar & Punctuation



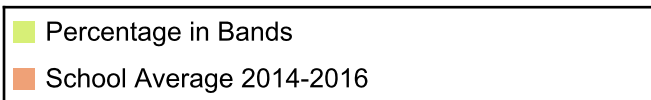
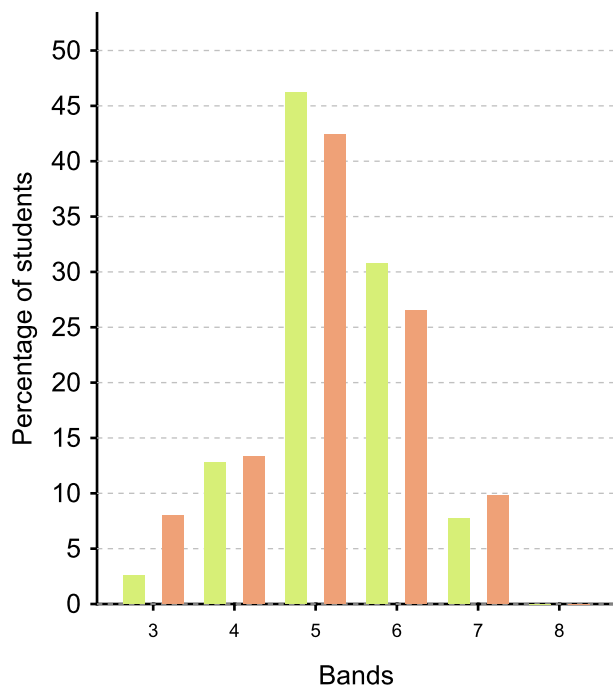
Percentage in bands:
Year 5 Reading



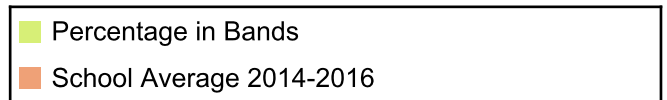
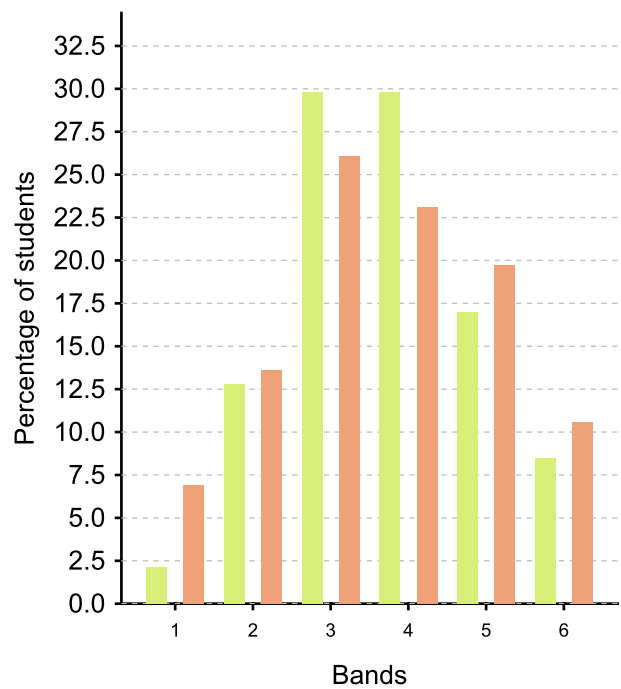
Percentage in bands:
Year 5 Spelling



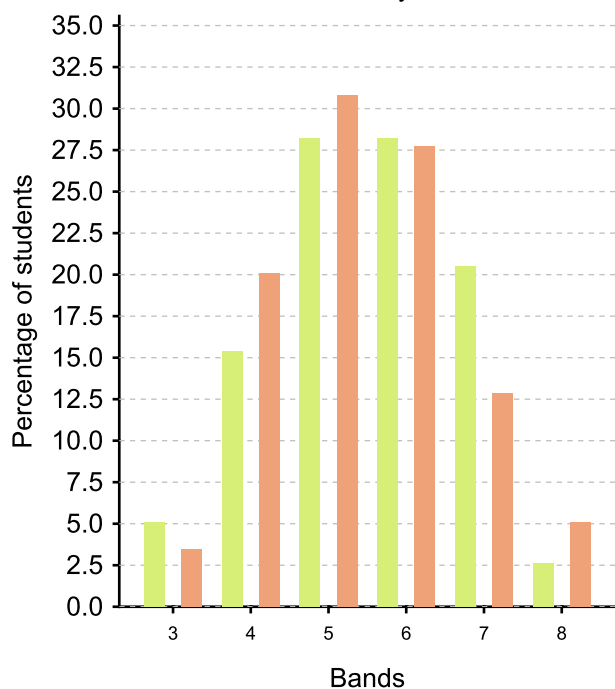
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



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.

Parent/caregiver, student, teacher satisfaction

Encouraging parents and community members to engage with opportunities to provide feedback, including surveys, will be a key priority in 2017. Due to a low response to the Tell Them From Me survey in 2015, a school based survey using Survey Monkey was created.

Student Survey

The student survey was completed by 148 students from Years 2 to 6, with a range of questions that focused on students' perceptions of teacher attitudes towards student learning, their understanding of characteristics of a good learner and their favourite ways to learn. An overview of the results is as follows.

My teacher believes all students can learn : 94.15% either Agreed or Strongly Agreed

My teacher treats all students fairly. 81.77% either Agreed or Strongly Agreed

My teacher helps me to understand. 88.69% either

Agreed or Strongly Agreed

My teacher understands the subjects they are teaching: 87.72% either Agreed or Strongly Agreed

My teacher explains how I can improve my learning: 67.54% either Agreed or Strongly Agreed

I feel safe in my teacher's class: 86% either Agreed or Strongly Agreed

My teacher talks to my parents about my learning: 75.71% either Agreed or Strongly Agreed

My teacher is a learner, just like me: 77.98% either Agreed or Strongly Agreed

Teachers help us when we have a problem in the playground: 75.44% either Agreed or Strongly Agreed

For the question: *What makes a good learner at our school? What do good learners do?* An overview of most responses included:

- A good learner is a person that listens and sometimes make mistakes.
- Listen to the teachers and respect them just the same as everyone else
- Good learners ask questions and focus in class.
- When you listen and pay attention
- Listen to teachers' advice
- Listen, respect, safe
- I need to listen and don't talk over people
- Listening and understanding
- What makes me a good learner at our school is to stay focused and concentrate on what the teacher is saying.
- Good learners block out distractions and always try their best at every subject
- Good learners listen and try their very best to learn all of the time. They also help other children understand what they are leaning if they are having trouble.
- Listen to their instructions and don't talk back
- I find that I'm a good learner because my teacher has made it clear to me to be a safe, respectful learner my teacher always helps me through the way for example CAPA, she helps me through the stages.
- Sitting quietly and not moving
- A good learner is someone who takes responsibility for their learning and doesn't care what other people think about their work. They will have fun and all but when it comes to learning they are very serious and take their time to get their tasks done. I think that this is what I am and I love it.

To the question *What are your favourite ways to learn?* some common responses included:

- When the teacher tells us what we are doing and then explains it
- English
- Computer maths games
- Doing maths

- Mine is books.
- I like learning with games
- Be in groups, maths, writing stories.
- I like it when we have time to have a brain break and I like the ten minute mini lessons
- Mine is having brain breaks , Finland and separate classes
- My favourite ways to learn is doing Daily 5, I like the double classes and how we do maths is good
- Finland and I would like to have my own desk and a separate class
- My favourite ways to learn are when its broken up (Daily 5) I also like more than one teacher in the class and you get to sit where ever you like comfortably . I also really enjoy Finland because it gives your brain a bit of a break before you start to learn again
- I like using strategies in Maths
- I love earning with maths rotations, Daily 5 and having 2 classrooms
- I like hands on work where we use equipment
- By getting help from the teacher

Parent Survey

In 2016 we sought feedback and suggestions from parents on how we could further improve the level of community engagement with the school. The parent survey was completed by 16 parents / caregivers and an overview of responses is included below:

It is clear that our school values learning: 93.3% of parents either Agreed or Strongly Agreed.

Please suggest parent workshops that you would be interested in attending:

- Not sure.
- Craft/painting
- Have to work
- I would be interested in attending anything that would assist me help my child's development, such as knowing what the curriculum is, educational games and resources etc
- Information about what and how they are learning in the classroom.
- Workshops where parents could have input into improving the operation of the school and it's activities Understanding the processes of the educational goals of the school and the processes the teachers are using in the classroom to educate the children.
- Closer understanding of the outcomes in literacy and numeracy, how to help their child at ho

In what ways could students actively contribute to their school and learning?

- Homework
- Be more hands on
- Reading
- Help the younger students
- Homework more reading
- Care of the vegetable gardens each day, recycling rubbish.
- An active SRC group from all age groups that liaises with the student cohort and executives to promote learning and social activities in the school. More opportunities need to be given from

an early age – more GAT, spelling bees, art competitions, sport

- Completing tasks, asking when they don't understand, put in maximum effort
- Volunteer to help assist in any projects that would benefit the school, pretend to be the teacher and teach small groups, lead groups in sports activities

In what ways could students actively contribute to the wider school community, or to society in general?

- Charity work, more excursions to community places like aged care facilities
- Charity
- Not sure
- More visits to the community
- Helping elderly
- Play on fixed equipment, juniors should play with seniors the school buddies should still be going
- Visit other schools to join forces in specific projects for the school and community, visit schools and be exposed to other students ideas and form working groups, make cards and gifts to old people in hospital and visit them and give them to them, work with local council to see what groups are held and visit them and assist where they can, invite minority groups to the school and do a performance for them, sing or dance in nursing homes.
- Be involved in programs such as GAT which are open to nearly all learning stages. Be made aware of all the opportunities offered by the Department of Education that they might be able to participate in (Spelling Bees, Tournament of the Minds etc). Visit aged homes ie. with choir and sing carols at Christmas time. Enter the school in more events that are offered in our area. Promote music in the school and organise a strong school band that can perform.

In 2016 a review of the school's procedures for reporting to parents was reviewed, with an additional interview session scheduled in Term 1. This ensured that student learning achievement was communicated to parents each term, with 2 parent session scheduled in Term1. A greater focus on evidence based teacher judgement was also a priority in 2016. Responses to the following statements are outlined below.

This year we have made changes to the timing and format of reporting to parents.

- School reports are informative and effective.: 93.75% of parents either Agreed or Strongly Agreed
- Parent/teacher interviews are informative and effective: 87.50% of parents either Agreed or Strongly Agreed

Teacher Survey

The teacher survey was completed by 14 of 16 teachers, with a range of questions that focused on both themselves and their students as learners. An overview of the results is as follows.

- I believe all students can learn: 71.43% Agreed 28.57%, Strongly agreed

- I can recognise differences in individual learning: 29% Agreed, 35.71% Strongly Agreed
- I can differentiate my teaching for a variety of learners: 21.43% Agreed, 78.57% Strongly Agreed
- Professional learning has assisted me in developing new skills and teaching methods: 7.14% Disagreed, 28.57% Agreed, 64.29% Strongly Agreed
- I use a wide range of data to assess student learning: 85.71% Agreed, 14.29% Strongly Agreed
- Feedback is useful for my teaching growth: 7.14% Disagreed, 64.29% Agreed, 28.57% Strongly Agreed
- I am still a learner. 7.69% Disagreed 46.15% Agreed 46.15% Strongly Agreed.

Policy requirements

Aboriginal education

Aboriginality, Identity, Acceptance and Diversity of Aboriginal culture is valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving at Balarang Public School. Balarang Public School continues to implement the Aboriginal Education policy as follows:

- The targeting of resources and professional learning to promote quality teaching and inclusion of Aboriginal perspectives and content across all Key Learning Areas;
- outcomes of programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Aboriginal students are supported through key transition points in their learning by way of Personalised Learning Pathways and effective communication with parents, caregivers and representatives from the local Aboriginal Community and Aboriginal Education Consultative Group. Aboriginal student achievement is commensurate with non-Aboriginal students and is communicated to Aboriginal parents and families.

This year both Reconciliation Week and NAIDOC week were a focus for all classes. All students had the opportunity to participate in a range of activities that deepened their understanding of Aboriginal culture. Two students and one teacher represented Balarang Public School at the Shellharbour Reconciliation Walk.

All Indigenous students worked in close collaboration with an Aboriginal Community Liaison Officer to develop the Balarang "Acknowledgment of Country", which was subsequently ratified by the local Aboriginal Education Consultative Group (AECG). Many students had the opportunity to present the "Acknowledgement of Country" at school assemblies. All Aboriginal students and their families had the opportunity to attend a Connecting to Country excursion at the Killalea Environmental Centre with local community members.

Following consultation with the AECG, an Aboriginal Learning and Support Officer was employed by the

school for 1 day per week in Terms 2 and 3 to work directly with Aboriginal students, and support students and teachers in developing a richer and deeper understanding of Aboriginal culture.

Further consultation was undertaken with the local community prior to the development of a bush tucker garden. A broader native gardens rectification and beautification program was commenced and these areas have now become an outdoor classroom and learning space, regularly used by classes to enhance the students recognition of, and understanding of, indigenous plants and food and their usage.

Multicultural and anti-racism education

At Balarang Public School cultural diversity and racial tolerance are embedded in the school's culture. Teachers, through the integration of Human Society and Its Environment units, address and promote the celebration of cultural difference. As part of the implementation of the new units of work from the History and Geography curriculum, students investigated the importance of different cultures and were provided with opportunities to understand equality in Australian society. The teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic and ethnically diverse society.

17% of our students are from a culturally diverse background and staffing resources from English Proficiency Funding are allocated to meet the specific needs of individual students. Access to interpreters and further related agency support is provided to meet the cultural and linguistic needs of parents and caregivers.

Anti-racism school practices include procedures which are consistent with the Anti-Racism Policy. A nominated trained anti-racism officer ensures that anti-racism education includes strategies within the school plan to address understanding of racism and discrimination. Teachers, through teaching and learning programs, have supported students in the acquisition of knowledge in the areas of respect and understanding of racism and discrimination, and the need to adopt anti-racism procedures and how to act upon these accordingly.

Other school programs

Clubs Program

A K–2 clubs program was implemented throughout 2016. All students participate in a range of extra curricula activities including: dance; music and choir; language lessons; and visual arts. Students always look forward to Friday afternoon Clubs, which not only develops their talents and skills, but also enhances social skills.

Southern Stars

Southern Stars brings together more than 2,500 students from across the Illawarra and South East Region of the Department of Education and is a major event in the annual performing arts calendar. Our school's dance group practiced regularly both at school and as members of the massed rehearsal group. Their work culminated in their participation at the 3 day and 2 night event at WIN stadium.

Performing Arts

The annual Year 6 production is a highlight for all Year 6 students, and has historical significance for the school. This year's production of Mary Poppins was an outstanding success, with matinee performances presented to students from visiting schools, and the broader school community was thoroughly entertained at the two evening performances. Year 6 students not only performed on stage, but also performed as members of the Year 6 choir, co-ordinated all sound and lighting, choreographed dance sequences and designed costuming and stage sets.

School Swimming and Water Safety Program

All students from Year 2 completed the School Swimming and Water Safety program. All students demonstrated improvements in water confidence and stroke technique and learned valuable water safety strategies. 100% participation was made possible through an application for a sporting schools grant and utilisation of low socio-economic equity funding.

Sport

Students from Kindergarten to Year 6 participated in a range of sporting and coaching events. In Term 1 players from the St George Illawarra Dragons visited our school and presented a fun-filled and interactive program. Further coaching programs in cricket, gymnastics, netball and AFL were also made possible through the use of Sporting Grant funding.

In 2016 Balarang Public School co-ordinated the organisation of the Tongarra District athletics carnival, with many students achieving outstanding results, including representation at state and nation level. Year 5 student, Chelsea Ezeoke, was awarded the title of state athletics champion and represented our school and the state with pride at the national championships, where she was placed 2nd in the 100metres, 200 metres,

shot put and long jump. Chelsea was also awarded a Sports Blues for her outstanding achievements. Year 6 students Liam Herbert and Ethan Cliff were also selected to represent South Coast in PSSA softball and rugby league teams respectfully.

Gymnastics

All students from Kindergarten to Year 2 participated in an 10 week gymnastics program which was conducted by a qualified gymnastics coach. Utilisation of a sporting schools grant and low socio-economic equity funding enabled participation costs to be subsidised and ensured 100% participation.