

William Bayldon Public School

Annual Report



2016



4602

Introduction

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

Sally Ryan

Principal

School contact details

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Message from the Principal

William Bayldon Public School's focus on community and engagement is evidenced by the successful programs, extra-curricular activities and the dedication of our teachers and other staff to ensure quality opportunities for all students. Some of the engaging, motivating and inspiring activities and events of the 2016, include:

- the Teddy Bear Hospital visit. Medical students engaged the K–2 children in activities that educated them about doctors, hospitals and healthy lifestyle choices;
- year 6 students and their teacher, Geoff Dunn, entered the Park Beach Plaza recycling competition with their sculpture of a tortoise. Involvement in this community initiative was supported by the whole school community and provided the students with a platform to lead the school in promoting recycling at school, home and in the broader community;
- the attendance of many parents, grandparents and carers at our school bush dance in September. The benefits to the fitness and health of our students was highlighted through our bush dancing program and the support of our school community was evident as everyone joined in the fun;
- The Student Representative Council organised a Footy Colours Day to raise money to donate to the Fight Cancer Foundation. They held this event on the same day as the Father's Day breakfast to encourage all our dads, grandfathers, staff and students to get behind this important fundraiser;
- our school's involvement in the Community of Schools Musicales was a highlight of the year. Forty students from our school were involved, with one student, Banjo Hall, taking a lead role in the Musical. Many parents and staff also contributed their time, talents and support to the Bongil Bongil Community of Schools event;
- Stage 3 students attended a four day excursion to The Great Aussie Bush Camp whilst Stage 2 students enjoyed an overnight excursion to Cascade Environmental Education Centre; and
- in Terms 3 and 4, students from each class were selected to attend a special afternoon tea, with their parents, to show our appreciation for their consistent positive behaviour and their commitment and efforts in their day to day learning.

Thank you to all of our parents, grandparents and carers who continue to work alongside us to support our students. Your contributions and involvement is appreciated.

The school's P&C continues to support our school in a positive way. They have worked hard this year to raise funds for the school through election BBQs, have supported school events and have provided support for the canteen. They have participated in school planning and were involved in the drafting of the Anti-bullying plan. Thank you to Tracy King and her team for their ongoing commitment to our school.

As a school community, we will continue to work together to make great things happen for our students.

School background

School vision statement

At William Bayldon Public School:

we will ensure all our learners are 21st Century learners who will reach their potential through engagement, high academic expectations and pride in learning;

we will display, for all, consistent quality teaching and learning practices where we all realise our capacity to be leaders, learners and teachers; and

we seek to create a school environment that will promote parent and community involvement, respectful relationships and inclusivity.

School context

The school is staffed on a P4 entitlement with our enrolment figures for 2016 at 194, with 33% of our student population being Aboriginal students.

The school has Special Education Classes (SEC) that cater for students with diverse needs.

William Bayldon is a PBL school and has a strong focus on developing the whole child through embedded practices such as KidsMatter.

The school is accredited Sunsafe and is recognised as a Live Life Well and Crunch and Sip school.

The NSW measure of Family Occupation and Education Index (FOIE) for 2016 is 163 compared with the NSW average of 100. Higher FOEI values indicates greater disadvantage.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our assessment of the school practices against the School Excellence Framework included regular evaluation by the Executive team followed by stage team discussions. These discussions allowed staff to gain a deeper understanding of how our school planning aligns with the framework. The Executive team matched evidence from our milestone evaluations to the applicable elements of the School Excellence Framework to provide a clearer picture of where our school is now within the framework. 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

Professional, future focused teachers

Purpose

To strengthen and promote a learning culture that builds teacher capacity to deliver a high quality, innovative curriculum. Teachers at our school will take action to ensure they are the best teachers they can be. They will be passionate about providing optimal conditions for all students to be actively engaged in a quality education that maximises their capacity as learners who can meet their potential.

Overall summary of progress

A strong focus on staff professional learning included a whole school focus on behaviour management as part of our student well-being project. All staff, including Student Learning Support Officers (SLSOs), completed an online course in managing behaviour as well as attending a one day workshop with Bill Rogers as part of a Community of Schools initiative. Teachers were given the opportunity to engage with differentiation in mathematics through collaborative planning and guidance. Our K–2 Assistant Principal, Kim Attenborough, was relieved of class duties from Terms 2–4 as an Instructional Leader across K–6. 50% of teachers engaged with the differentiation project and worked closely with Kim to build their own capacity as quality teachers. All teachers have trialled units in History and are ready to engage in professional learning in Geography in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved teacher understanding of student achievement requirements, through quality, on-going and relevant assessment data when plotting individual students on the PLAN continuum.	Teachers have worked with the Instructional Leader to review assessment practices 'of', 'for', and 'as' learning.	RAM– low socio-economic: \$62 000
100% of teaching staff complete Professional Learning, that is classroom focused, from 2015–2017.	All teachers have engaged in professional discussions with their supervisors and planned future directions in line with the school's strategic directions, School Excellence Framework and Professional Development Plans. They have participated in professional learning opportunities in differentiation, Positive Behaviour for Learning (PBL) and behaviour management.	\$1200 for teacher release– RAM (Low Socio Economic)
100% of teachers are differentiating in mathematics by Term 3, 2017.	50% of teachers are confident in differentiating a balanced numeracy session.	\$600 for course fees– (TPL– tied funds)
100% of teachers are implementing the new History and Geography curriculums by Term 3, 2017.	This project has been postponed to 2017 due to other commitments and priorities.	NIL

Next Steps

Our focus on differentiating in mathematics will continue in 2017 with a Learning Support Teacher (LAST) working alongside stage 2 and 3 teachers, two days a week. Geography professional learning, has been prioritised beginning in Term 1 next year. Positive Behaviour for Learning (PBL) is an on-going project that will continue with PBL signage, community 'buy in' and consistency across the school a priority for 2017. In 2017 the establishment of a positive award system, and consistent approach to anti-bullying and our behaviour management process and procedures, requires consolidation and staff, student and parent agreement for it to be successful.

Strategic Direction 2

Inspiring, challenging learning for all

Purpose

To remain committed to the belief that all our students need to be literate and numerate to access learning, across all curriculum areas, and in day to day life skills and opportunities. Regardless of background and ability, we will ensure every student is provided with the optimal conditions to reach their potential and goals. We will provide the learning environments that inspire and challenge our students. Our students will know what they learn matters, and know that becoming self-motivated, confident, creative learners stands them in good stead for the rest of their lives.

Overall summary of progress

The school community has celebrated an improvement in overall student attendance rates to over 90% for individuals and groups. The school community has an improved understanding of the value of effective and regular communication with the classroom teacher and know their responsibilities as an integral and important partner in their child's learning by taking responsibility for ensuring regular attendance.

NAPLAN results are not yet reflecting the impact of regular monitoring of PLAN data, and growth has been minimal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A greater % of students have expected growth between Year 3 and Year 5 in NAPLAN, 2017.	Teachers are utilising PLAN to monitor student progress and continue to undertake professional learning in differentiating the curriculum.	
A higher % of 3-way interviews are conducted so that all stakeholders contribute, share ideas and work together as learning and teaching partners, by Term 3 2017.	Teachers have successfully engaged parents in planning meetings, including PLPS. However, 3-way interviews have not been as successful and will be a focus for 2017.	\$2 500 Planning Literacy and Numeracy funds Teacher release– RAM Low Socio-economic \$2035.54

Next Steps

In 2017, an attendance project will be implemented to reduce the percentage of partial attendance patterns for individuals and groups. Surveys of students and parents, data analysis (including suspension data, roll marking, specific days of poor attendance) will inform the directions for the project.

In 2017, and beyond, a continued focus on quality learning outcomes through quality teaching and assessment to meet the needs of all students, will be a priority for all teachers.

Strategic Direction 3

Trusting, respectful relationships

Purpose

To actively and purposefully seek ways to enhance student learning and wellbeing by strategically building relationships with our parents and families, other local schools and community organisations. Respectful and trusting relationships will be established because our parents and families are valued members of the school community and partners in their children's education. Common goals will be established and the whole school community will play an active role in building a quality school community who promote and celebrate what our school achieves.

Overall summary of progress

Parent feedback about avenues for communication supported the introduction of a Facebook page to ensure we are reaching a broader audience. This has contributed to an increase in parent participation at school events.

A thorough playground audit of behaviours was initiated by the PBL team in consultation with all staff. Team leaders engaged in professional learning to enhance their capacity to lead a PBL reboot for our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school's partnerships are sustainable and are embedded in the culture of the school community.	There has been an improvement in communication between school and home with the introduction of a Facebook page, and regular and timely phone contact from teachers. The attendance of parents and carers at events, such as the Bush Dance, Musicales, weekly assemblies and principal reward afternoon teas has increased significantly from 2015.	Community activities:
Implement a whole-school approach to well-being by working collaboratively with partners who contribute to improved student achievement and/or well-being.	All staff contributed to the development of the Well-being Policy through stage meetings. A PBL Action Group was formed and a plan for PBL was developed in consultation with stakeholders. An initial Anti-bullying parent group discussed the development of a policy for our school. This is to be continued in 2017.	X 3 days release for action group to meet \$1500 X 3 release days for action group to meet– 23rd June \$ 1500

Next Steps

In 2017 the establishment of a positive award system, and consistent approach to our behaviour management process and procedures, requires consolidation and staff, student and parent agreement for it to be successful.

The Anti-bullying project will continue in 2017.

The Community of Schools Learning and Support Team initiative has been postponed until 2017 due to the appointment of a new principal to Toormina High School.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>SLSO support for identified students, in stage 2 and 3, literacy and numeracy.</p> <p>Community engagement in NAIDOC Week to provide cultural learning activities for all students.</p>	<\$> \$11 200
Low level adjustment for disability	<p>Additional staffing was provided to implement global and individual low level adjustments resulting in improved learning behaviours and access to the curriculum.</p>	<\$> \$21 547
Socio-economic background	<p>Instructional Leader for differentiation, K-6.</p> <p>Employment of a Learning Support Teacher (LAST) for 2 days per week in Term 1, 3 days per week in Term 2 and 5 days per week in Term 3.</p> <p>Employment of CLO for Terms 3 and 4.</p> <p>Enhanced opportunities for all students through extracurricular learning experiences including the Great Aussie Bush Camp (Stage 3), Cascade Environmental Centre (Stage 2), Community of Schools' Musicale and Gala Days.</p> <p>Teacher planning days for stage teams.</p> <p>Teacher release for engaging parents in PLP development.</p> <p>Extra days for music teacher- x 1 day per week over 20 weeks- for Musicale.</p>	\$215 856
Support for beginning teachers	<p>The beginning teacher, Special Education, started in Term 3, 2017.</p> <p>Extra release of 2 hours was provided for the beginning teacher.</p> <p>1 hour of release per week was provided for a mentor teacher to support the new teacher in her role.</p>	<p>\$13 377 in total</p> <p>\$3 974 spent in Terms 3 and 4</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	119	114	111	114
Girls	109	100	82	82

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	93.9	89.5	95.4
1	91.8	94.1	88	91.2
2	92.7	92.4	90.7	91.6
3	93.5	91.5	90.5	91.7
4	90.3	94.1	93.7	92.1
5	92.4	89.2	91.8	92.2
6	93	92.6	91.3	90.6
All Years	92.6	92.6	90.6	92
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.97
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration & Support Staff	8
Other Positions	1.39

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce.

The above workforce allocation includes one Aboriginal Language and Culture Nest teacher and one Aboriginal Education Officer. The school also employs a casual Aboriginal Support Learning Officer and an Aboriginal Tutor for language and culture lessons in Stage 1 and 2.

Workforce retention

This year we farewelled Corrie Windows, our School Administration Manager, who started at William Bayldon in 1992 as one of the very first staff members. Corrie contributed significantly to the entire school community with professionalism and care; and with a genuine commitment to ensuring that our school is inviting and place where positive relationships are nurtured. The whole school community wishes Corrie all the best in her retirement.

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	40

Professional learning and teacher accreditation

All staff have participated in professional learning throughout the year that is aligned to their own Professional Development Plans (PDPs) as well as the School's Strategic Directions.

Teachers have engaged in professional learning in compliance training, well-being, Positive Behaviour for Learning (PBL), managing behaviour through online learning and a whole day presentation as part of a Community of Schools initiative. On-going professional learning in differentiation, including assessment, was led by Kim Attenborough, Assistant Principal, across K-6 following the Instructional Leader model of

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.

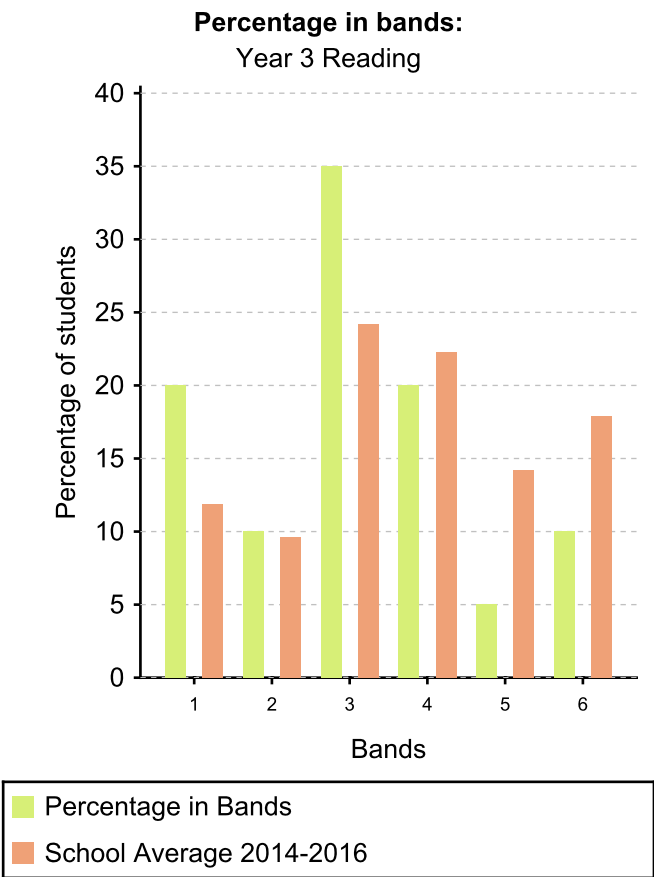
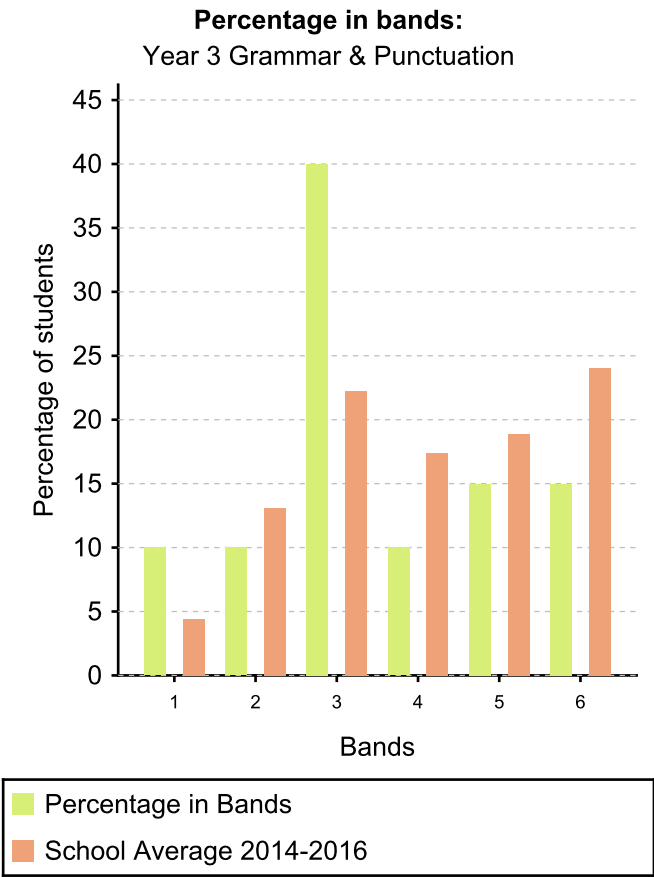
Income	\$
Balance brought forward	648 221.38
Global funds	203 891.47
Tied funds	451 680.15
School & community sources	79 817.55
Interest	12 852.13
Trust receipts	4 015.50
Canteen	0.00
Total income	1 400 478.18
Expenditure	
Teaching & learning	
Key learning areas	59 758.14
Excursions	19 691.72
Extracurricular dissections	12 340.84
Library	1 325.76
Training & development	78.43
Tied funds	535 192.25
Short term relief	78 639.08
Administration & office	43 129.89
School-operated canteen	0.00
Utilities	38 364.41
Maintenance	34 177.49
Trust accounts	4 467.91
Capital programs	0.00
Total expenditure	827 165.92
Balance carried forward	573 312.26

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

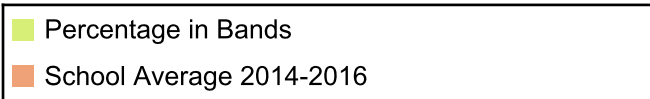
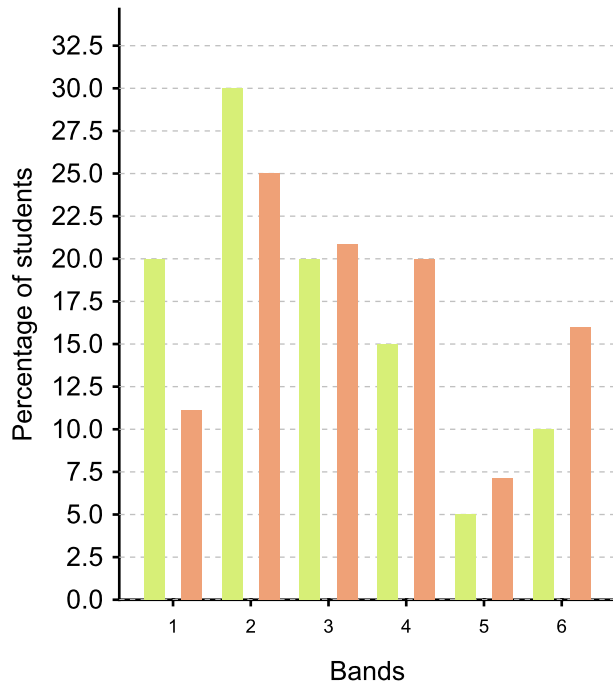
School performance

NAPLAN

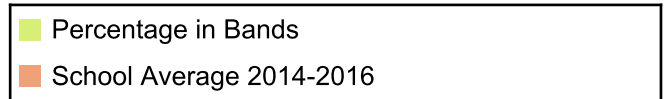
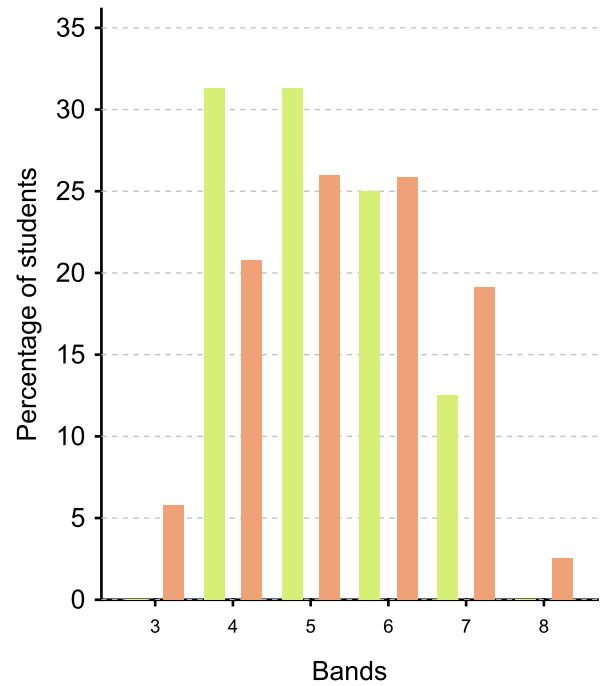
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



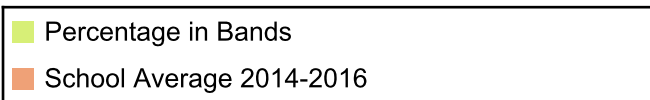
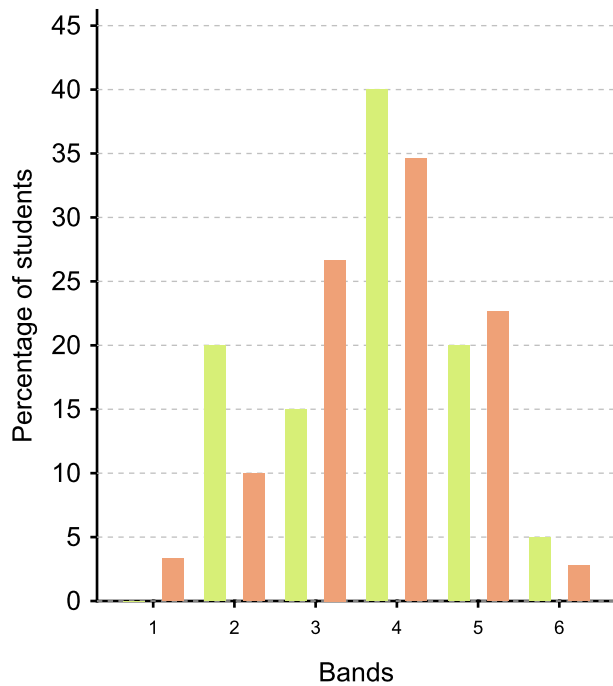
Percentage in bands:
Year 3 Spelling



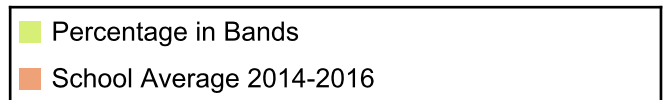
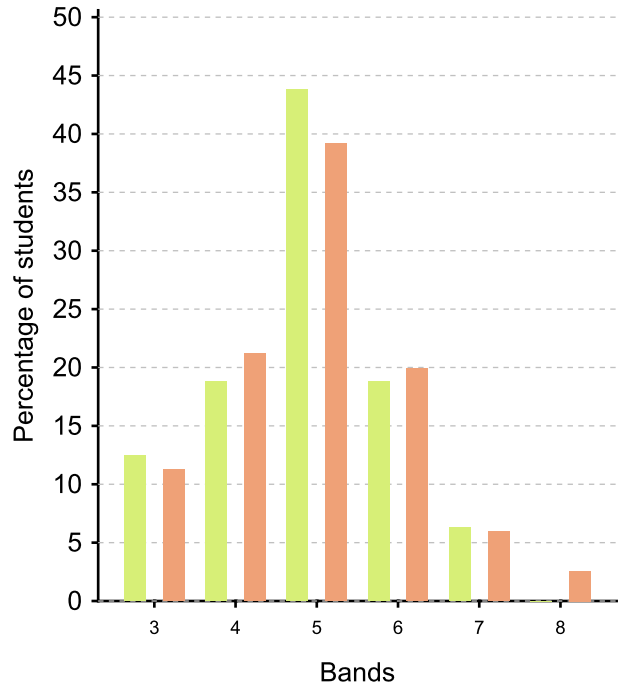
Percentage in bands:
Year 5 Grammar & Punctuation



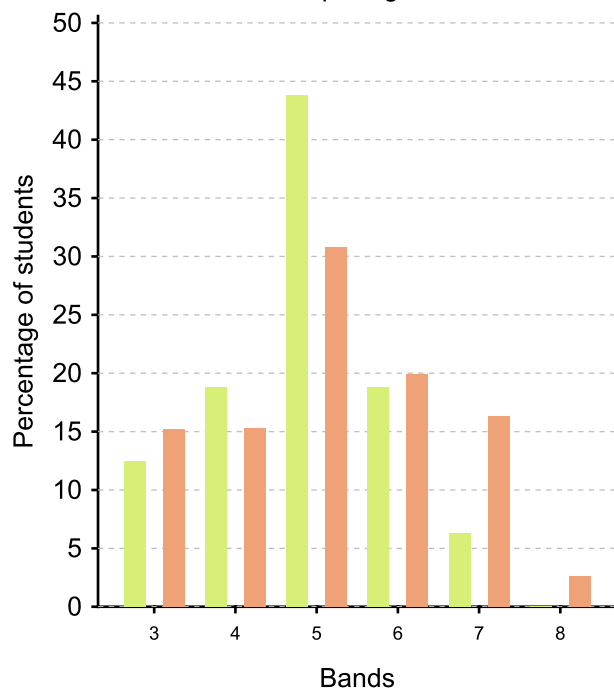
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

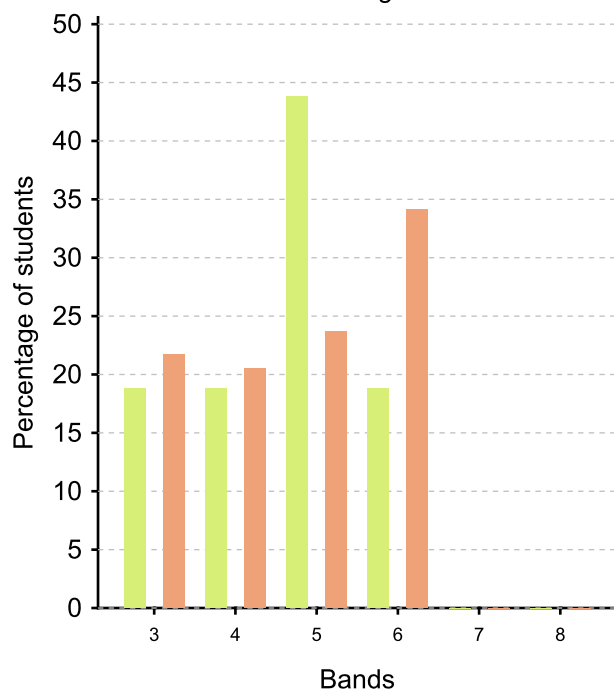


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. This year, we surveyed parents and students about bullying in our school. Their responses are presented below.

Parents

Parents were asked to provide feedback about the school as part of our evaluation of the existing Well-being policy and practices in relation to anti-bullying. At the time of the survey, our school population was 198. Due to the limited number of responses, only 12% of our student population are reflected in these results.

For boys, 36% of respondents indicated that their child had never been bullied, 15% were unsure and 50% indicated that their child had been bullied.

For girls, 11% of respondents indicated that their child had never been bullied, 6% were unsure and 37% indicated that their child had been bullied.

Bullying of the mind was the most prevalent form of bullying for boys and girls indicated by parents in the survey. In addition, bullying with words was also an issue for girls.

The following results were in response to the question: *were you happy with the way the school handled the bullying situation.*

43% of respondents, for boys, indicated they were happy, 15% were undecided and 42% didn't respond to this question.

42% of respondents, for girls, indicated they were happy, 16% were undecided and 42% said they were not happy with the way the school handled the situation.

Student

159 students responded to the survey. A higher percentage of girls than boys indicated that they had been bullied. The following shows student responses to the question: *how often has the bullying occurred.*

23% of boys and 27% of girls, indicated the bullying occurred on one occasion only.

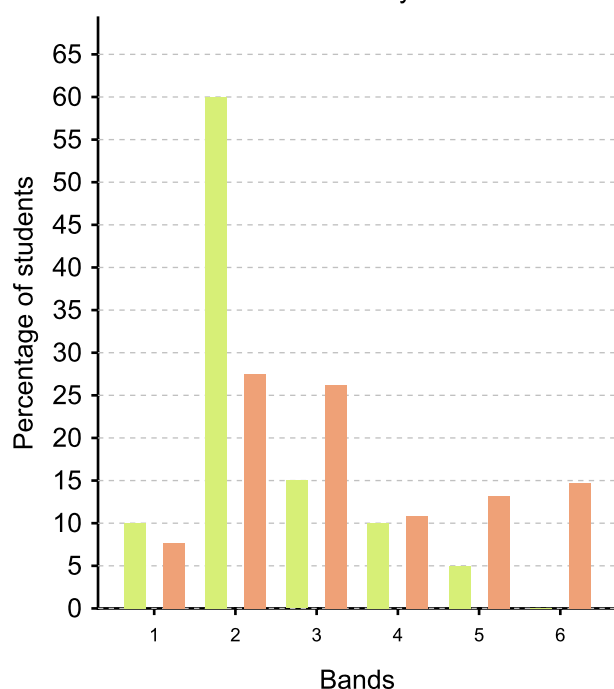
26% of boys and 8% of girls, indicated the bullying once or twice a month.

13% of boys and 15% of girls, indicated the bullying once or twice a week.

18% of boys and 22% of girls, indicated the bullying happened nearly every day.

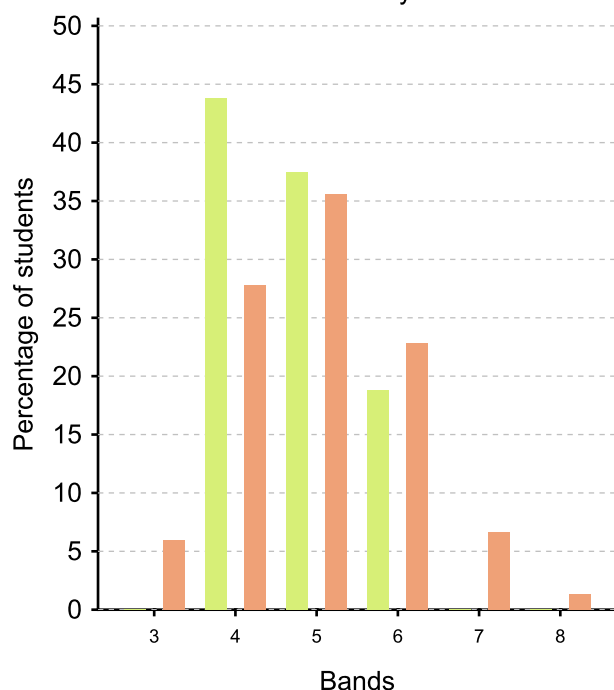
3% of boys and 5% of girls, indicated the bullying

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.

21% of boys and 24% of girls, indicated they were unsure about how often the bullying occurred.

Staff

At executive, PBL and stage team meetings, survey results were analysed and discussed resulting in the identification of our 2017 future directions for student well-being. Staff agreed that a whole school community approach would be the most effective way of improving knowledge and understanding about bullying behaviours. A focus on K–6 anti-bullying programs (implemented in Term 1 each year), building resilience in students and promoting regular communication between home and school would ensure every child feels safe and happy at school.

Future Directions

The school's focus for student well-being in 2017, will be to work in partnership with parents, students and staff to educate and support all students to understand and deal with conflict and bullying. We will do this by:

- developing a school Anti-bullying Policy which is aligned to our school's Well-being Policy. This will include a community forum to encourage parent contributions and ensure they understand the difference between bullying behaviour and conflict between children.
- implementing a whole school Anti-bullying program as part of our Personal Development key learning area (KLA) to ensure all students understand what constitutes bullying behaviour and how it is different to a one off argument or a disagreement with others or friends.
- Whole school community participation in the Bullying, No Way, National Day of Action.
- Promote No Bullying using the 'Bongil-Bongil' Problem-solving Day with senior students.

Policy requirements

Aboriginal education

NAIDOC Week 2016

The theme for NAIDOC Week this year was Songlines: The Living Narrative of our Nation.

At our whole school assembly, Aboriginal students explained that dreaming tracks are sometimes called songlines by utilising local and national images. They shared with the audience, how songlines represent land, sea and country, and the importance of the trade routes and travelling to source food and water. They also shared their understanding of the links between songlines of the earth and songlines of the sky.

In individual classrooms, students enjoyed listening to Uncle Tony Perkins as he told stories and shared weapons and tools that were used as part of daily life. He also talked about the importance of only taking what we need from the land. Jargun elders joined the students to share in these stories.

Youth Theatre

Stage 3 students attended the Coffs High School's Garlambirla Youth Theatre performance at Jetty Theatre. This was an original musical titled 'Miimiga.' This musical celebrated the beauty and cultural heritage of our area through the medium of musical theatre and was developed in consultation with Gumbaynggir elders and community. Students reported they enjoyed the performance and the story that was told.

School Mural

The Yarn Up group, who initiated the school mural in 2015, engaged local artist, Tony Hart, to work with our students, teachers and parents to design an artwork that depicts our local area. Senior students participated in a walking excursion to Mick's Retreat to gain a better understanding of how local Aboriginal people interacted with and looked after the local environment. They drew sketches, took photos and discussed the cultural importance of the area. This knowledge and understanding became a springboard for leading the whole school in creating pictures that could be used by Tony Hart as inspiration for the mural. Tony began the initial stages of preparing the artwork in Term 4 this year and will complete the mural ready for unveiling in Term 2, 2017.

Language and Culture

The Bongil Bongil Community of Schools project to implement Gumbaynggir language and Aboriginal culture across all our schools was successful. Michael Jarrett continued to work closely with local Aboriginal people to deliver quality programs, with a focus on Stage 1 students within our community of schools and across the Mid-North Coast. Throughout the year, students have showcased their language skills at school assemblies and during NAIDOC Week celebrations. Students in Stage 1 and 2 are often heard greeting Aboriginal people, including visitors, using the local Gumbaynggir language.

Multicultural and anti-racism education

In 2016, multicultural perspectives were embedded in teacher programs and there was a strong focus on acceptance of differences as part of our day to day classroom practices and playground interactions.

The whole school participated in promoting 'Diversity is our Strength' as part of Harmony Day, 2016. All classes created posters in response to discussions about the meaning of diversity and how we are all part of a multicultural community in our school and beyond. The displayed posters contained messages including:

- we are all different, but we help each other.
- in our class, we are different. We have different personalities and families. Our skin is different and we are different in our own way. We all have our opinions and these differences make us a team.
- our differences make us one, great masterpiece.