

Balmain Public School Annual Report



2016



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Introduction

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

Maria Lambos

Principal

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Message from the Principal

It gives me great pleasure to present the 2016 Annual Report for Balmain Public School. This report celebrates our successes throughout the school year, as well as identifying school priorities and future directions.

A heartfelt congratulations is extended to the extremely dedicated, passionate staff, incredibly supportive parents and caregivers, and especially the vivacious, energetic, enthusiastic students, all of whom make Balmain Public School the successful place that it is! The welcoming, friendly atmosphere and positive vibe is definitely evident upon entry onto the school grounds.

Staff, students and families of Balmain Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education.

Our aim is for each student to work towards achieving their potential; to inspire within them a life-long love of learning, as well as the courage to explore the world with integrity.

The school's motto, 'Learn~Live~Lead', encapsulates the school's ethos of valuing and promoting both academia and student wellbeing. As a learning community, high expectations are held for all students, continuously striving to support the learning needs of all students at Balmain Public School. The aim is to foster courage and self-belief in all students, building capacity for leadership, throughout the school years and beyond.

2016 has seen the continued implementation of the 2015–2017 School Plan, with progress of the three Strategic Directions being reported on in the Annual Report, as well as future directions for the year ahead.

As per usual, and has come to be 'expected', the Balmain community has played a major role in supporting the school, through in-class support with parent helpers, sharing knowledge and skills with students, as well as through the incredible fundraising efforts of the Balmain Public School P&C.

I am so grateful to be part of a wonderful community, known as Balmain Public School.

Maria Lambos ~ Principal

Message from the school community

2016. How quick was that? Suddenly it's December and another school year draws to a close. The kindies have survived the transition into Big School. Year 6 students have completed their final days at Primary School and head towards High School next year. All our children are one year older and one year wiser.

As Maria closes the Balmain Public School gates at the end of another year, it's a good time for us to look back and remind ourselves of a few of the highlights. From the Welcome Drinks at the beginning of the year, to the Belle Property Balmain Fun Run at the end, 2016 was a feast of activity for Balmain Public School P&C. Then there was the Balmain Public School Art Show, 'Les Fleurs', the Halloween Disco, Fathers' Day Breakfast, as well as Mothers' Day chocolates. All of these were either P&C assisted or P&C run events for parents, children and teachers, to gather, celebrate their achievements and simply have fun. And whilst all of that was taking place, Stage One of the playground upgrade was also completed (in partnership with Eaton Street Centre, or ESC, our on-site before and after school care).

In 2016, the P&C raised over \$120K, (including c\$14K from the P&C Levy, c\$14K from the canteen, as well as over \$80K from various fundraising activities – over half of which came from the 2015 Belle Property Balmain Fun Run, which always gets banked at the beginning of the following year). During the same period, the P&C made donations of c\$110K to the school for a variety of educational facilities and services in support of your child's education.

The P&C also committed a further c\$30K to the next stage of school playground upgrade, (also in partnership with ESC), subject to a successful grant application.

That translates to a P&C expenditure of over \$400 per child at Balmain Public School.

What did that pay for, I hear you ask? The short answer is that it paid for a lot of educational resources. The longer answer is that it resulted in all of the following and more: a significant increase in books and class readers for all stages; an additional investigative learning classroom; class room supplies for all – twice a year; musical instruments and repairs; additional and replacement interactive whiteboards; contribution towards a Learning Support staff for Term 4; garden equipment; science and history curriculum teaching aids; voluminous art supplies; additional iPads, laptops, keyboards and IT support; AND Stage One of the playground upgrade.

Put simply, it resulted in more resources for Maria and the Balmain Public School staff and more educational options for all of our children.

Financially, we end the year pretty much as we started, with c\$90K in the bank. We are secure and ready for the year ahead.

And that's not yet counting the 2016 Belle Property Balmain Fun Run. Early indications are that this year's event may have been even more successful than last year's event, (which itself raised over \$42K net). A formal announcement on how much was raised by the 2016 Belle Property Balmain Fun Run for the P&C and for the Chris O'Brien Lifehouse Breast Cancer Clinic will be made by the BFR Committee at the P&C Welcome Evening in 2017 – come and hear how well they did!

As P&C President, tradition holds that I end with a few words of thanks.

To our Principal, Maria, to her Assistant Principals and to her dedicated staff: on behalf of the P&C and parents in general – 'thank you' for attending the P&C meetings and events and for taking such good care of our children and for continuing their education in all areas.

To the P&C Executive – the Vice Presidents Rob T & Cliff P, Treasurer David F and Secretary Kim J – a personal 'thank you' for such a great year. Kim J – you will be sorely missed.

To the BFR Committee – Paul F, Brenton A, Trudy C, Mike F and Natasha F – on behalf of the whole school community, 'thank you'. Every year you just keep on getting better and better. Another incredible year, the result of many long hours and hard work. We are proud to bask in your glory. You will all be missed, but I thank you in advance for hanging around long enough to pass on the baton.

To all of those who donated their time and energy to the P&C – ie. the canteen coordinators, band coordinators, OOSH coordinators, etc. – we know who you are and you know who you are – a heartfelt 'thank you'. Our job is made easy because of you and all your kind help in words and deeds.

To all those who donate in kind and financially to the P&C – 'thank you' to one and all. Every donation goes towards the education and growth of all students at Balmain Public School.

The P&C exists primarily to help sustain and support the broader Balmain Public School community. It holds events to meet, greet and incidentally raise money. That money gets spent on items identified by the staff, parents and carers.

Congratulations to all parents/carers, teachers and children, on making it through 2016. Bring on Christmas and the summer holidays. It cannot come soon enough.

To those of you moving on – Farewell and best wishes.

To those of you returning in 2017 – See you in the New Year!

Rob Bennett ~ P&C President 2016

Message from the students

Balmain Public School is a unique place. As we come to the end of our seventh year at this school, we feel so lucky and grateful. We have walked through the school gates 1,385 times. When we leave through those gates for the last time, we will take with us, all the wonderful values of the school.

Balmain Public School is more than just a school, it's a community. So many people contribute to this school. The teachers provide us with a fabulous education, the parents assist with so many extra fundraisers and activities, and the students benefit. Students are also given a chance to be involved. We all work together to make our school unique and special.

Even though classroom learning is very important to us, everyone especially loves all the extra activities that we pack into our school week. PSSA sport every Friday is a highlight of the week during the winter terms. We have also enjoyed Martial Arts and Yoga up at PCYC, Hockey and sport and fitness with our teachers. We have had so much fun preparing for productions, like 'Pulses', 'Dream Street' and 'Balmain by the Beach', where we've all had a go at being on stage and showing off our individual talents...or...just showing off. School Discos, the Fun Run, Art Show, Band, dress up days, the Easter Hat Parade, camps and Book Week...the list goes on.

Students are also part of the decision-making process. There have been many crazes that have swept through the school this year, including elastics, yoyos, Pokémon, dabbing and the one that annoys the parents and teachers the most – bottle flipping!

This year, like every other year, we have much to celebrate. Our Grandparents and Grand-friends Day this year saw everyone up on their feet singing and doing the actions to 'Hi, my name is Joe...'. Remembrance Day and ANZAC Day commemorated all of those who have served our country.

We celebrated books with our annual Book Week Parade, where we witnessed the arrival of a life-sized Wonka Bar, a mini Donald Trump, 101 Dalmatians, The Lion Witch And The Wardrobe, Quinn from the Yearbook, The Princess and the Pea, Captain Hook and *even....*Hagrid from Harry Potter!

At the final celebration of the year, the 'Celebration of Learning', we celebrate our achievements in every area of school life, from sporting to academic successes, leadership, citizenship, creativity and an enthusiastic approach to learning.

Year 6 will have their own special celebration, the Year 6 Farewell. The Theme this year is 'the Oscars'; we can hardly wait to enjoy a fun-filled evening together before we head off to high school.

This year, there have been so many memorable moments....the park used to be a pigeon ground, but it was a seagull that grabbed everyone's attention this year. Nicknamed 'Bruce', the seagull learned that canteen was on Friday; every Friday Bruce turned up to scavenge the extra special leftovers. One week, Bruce even brought 'Brucette' along. Now that's a great example of the learning and friendships that we mentioned earlier.

What was your memorable moment this year? Maybe it was singing your heart out at the Opera House or Town Hall with the school choir. Maybe it was meeting a new friend or being a buddy. What memories will we create in 2017?

In the words of Dr. Seuss; 'You have brains in your head, you have feet in your shoes, you can steer yourself any direction you choose.'

Samantha Janson and Oliver Scott ~ Prime Ministers

School background

School vision statement

Our School Plan links our strategic directions with our school motto, 'Learn~Live~Lead', which contains the essence of the previous school mottos, 'Learn to Live' and 'Learning to Live and Living to Learn'.

We aim to encapsulate the evolving dynamics of our community and the 21st Century skills our students require.

A happy, confident and resilient community:

~creating and maintaining positive relationships;

~engendering pride and respect for our community and beyond; and

~fostering courage and self-belief to build capacity in order to Learn, Live and Lead.

School context

Positioned in the heart of the Balmain Peninsula, Balmain Public School is a rapidly growing, dynamic and innovative inner-city school known locally as the 'school in the park'. Gladstone Park is our school's 'backyard' and is an extension of our teaching and learning spaces.

The school currently has an enrolment of 328 students, with 13 classes, including 2 Opportunity Classes (OC). Approximately 2% of students identify as Aboriginal or of Torres Strait Islander descent, whilst 35% of students come from an English as an Additional Language/Dialect (EAL/D) background.

The school is staffed by dedicated, enthusiastic and supportive teachers, who deliver highly effective, quality teaching and learning programs, underpinned by the school's targets and vision.

There is an increasing emphasis on developing the creative arts curriculum, parallel to the academic curriculum. In order to meet the needs of our 21st Century learners, Balmain Public School is ensuring all teaching/learning programs are implementing creativity, critical thinking, collaborative learning environments and building on effective communication skills.

The school values effective partnerships with parents and a highly-involved community, committed to providing opportunities for all students to develop to their full potential.

Balmain Public School is an active member of CoLAS (Community of Leichhardt Area Schools), meeting once a term to coordinate shared professional learning.

Balmain Public School is also involved in Peninsula Partnerships, a network of schools working together to raise the profile of gifted education, as well as to provide teacher professional learning. An annual, two-day student engagement program targets identified gifted Year 5 students from the peninsula schools.

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 again 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.

In the domain of **Learning**, our focus has continued to be on quality teaching and innovative practice, analysis of student data, consistency in planning and assessing, and proactive student welfare, all structured to build student engagement. Through the school's on-going commitment to the 'Keeping it Real' initiative and relevant professional learning opportunities, teachers are understanding that innovative practices and individualised learning leads to an increase in student engagement and enhanced learning outcomes.

Consistent assessment and reporting procedures have been established across the school, with teachers, students and

parents, involved in the planning, to support student progress in their learning. Goal–setting meetings are held with each student and their parents twice per year, to enable collaboration and communication in relation to student learning needs.

In the domain of **Teaching**, quality teaching and assessment remains a focus in all programs. Engaging and relevant learning experiences are collaboratively planned in stages and programs reviewed and revised in response to ongoing formative and summative assessment. Teachers use the K–10 continuum and PLAN data to track students and inform programming. Teachers work in stage teams to analyse NAPLAN data and address specific areas for development in their programs.

Expertise among the teaching staff is utilised in order to share knowledge and skills, as well as increase the capacity of all teachers. Mentoring and coaching is provided for teachers, resulting in a climate of collaborative practice and professional development. Through the continuation of the PDP process, teachers have taken ongoing ownership of their own professional goals, aligned with the school's strategic directions and professional standards.

In the domain of **Leading**, structured leadership and management processes are embedded into our practice, allowing for school improvement and the professional effectiveness of the whole school community. Our well–established student leadership program is successful in providing students with real opportunities to have a voice and practise leadership skills, developing confidence and encouraging initiative in our students.

The school community continues to be actively engaged and well–informed; school and parent events are well–attended and parents continue to be engaged in decision–making processes within the school. Annual surveys show a high level of parent satisfaction and there is substantial, on–going support from the P&C to fund initiatives, such as technology, furniture for our flexible learning spaces, as well as supporting Balmain Public School's 'Keeping it REAL' initiative..

The leadership capacity of all teachers is developed through authentic opportunities to take on specific roles and responsibilities within the school. Teachers have taken responsibility for leading initiatives, such as Investigative, or play–based, learning, 'Self–Organised Learning Environments', (or SOLE), as well as the 'You Can Do It!', (or YCDI!), Education program. The school has continued its active involvement in the Community of Leichhardt Area Schools, (or CoLAS), enabling us to utilise and develop the expertise of both Balmain Public School staff, as well as that of others in local schools.

The 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

ENHANCING QUALITY TEACHING & LEARNING

Purpose

Enhancing a love of learning through:

- Supporting students and staff in becoming 21st Century learners by ensuring creativity, critical thinking, collaboration and communication
- Providing opportunities for all, through differentiated programs and learning spaces

Overall summary of progress

All staff engaged in professional learning, enabling them to develop and deliver quality teaching and learning programs, as well as incorporating digital technologies and the 21st Century learning capabilities. The school purchased a further twenty iPads, enabling every student to present work during the year on an iPad. Four flexible learning spaces were established, allowing for the successful introduction of Investigative Learning (play-based learning) in Early Stage One, as well as other 'Keeping it REAL' (Rich Engaging and Active Learning) initiatives, such as SOLE (Self-Organised Learning Environments).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All individual student reports include descriptions of the student's strengths and areas of growth in literacy and numeracy (baseline data to be determined in Semester One, 2015)	21st Century skills are evident in all teaching and learning programs, resulting in 77% of student reports reflecting these skills. 100% of student reports include descriptions of student strength and areas of growth in literacy and numeracy.	N/A
<ul style="list-style-type: none">• Through collegial classroom observations, all teachers demonstrate that student engagement and learning are related	All four functional and flexible learning spaces were established and operational by the end of 2016. All teachers have adopted aspects of the Keeping it Real initiative and are engaged in on-going PL and classroom observations.	Furniture for open classrooms and resources to support investigative learning purchased P&C funds (\$8000.00)
<ul style="list-style-type: none">• Students will have the opportunity to present the results of their learning in a digital format once a semester	Data collected and compared to baseline data to show increase in iPad use across all KLAs K-6. 100% of students used iPads to showcase their learning digitally.	20 iPads and keyboards were purchased P&C funds (\$11,400.00)

Next Steps

Increase proportion of students in top two NAPLAN bands by 8%, reflecting the Premier's literacy/numeracy targets, through the development of collaborative, explicit teaching programs and project-based learning tasks. Teachers will analyse pre/post test results in the targeted areas, as well as consolidate the '7 Steps to Writing Success', focusing on characterisation, narrative devices, language structure and elaboration. Implement 'Build It Up' walls in all classrooms.

Embed 21st Century learning capabilities to drive change in learning culture. Develop explicit teaching activities and project-based learning tasks, collaboratively planned in stage teams. Extend investigative learning (play-based learning) from Kindergarten to Year Two, in order to drive change in the learning culture.

Productively embed digital tools and skills into teaching and learning programs, including robotics, coding and 3D printing. Utilise the School Design Lab at the Innovation Unit at Australian Technology Park to expand student experience with STEM-based program and deeply engage students in developing critical 21st Century skills. Research, create and introduce a 'Bring Your Own Device', or BYOD, policy, for Stage Three.

Strategic Direction 2

NURTURING POSITIVE RELATIONSHIPS

Purpose

Nurturing respectful relationships where:

- All community stakeholders are valued through strengthening friendships, self-belief, confidence and resilience
- Developing well-rounded global citizens, who interact socially with confidence and empathy

Overall summary of progress

Teachers continued to implement the YCDI! Education program into their classrooms, with the whole-school award system was changed to reflect the language used and the principles taught through the program. Data was collected to show that when teachers are actively teaching the program; the language is used consistently and effectively by students.

Parent expertise was utilised both in the classroom to supplement programs, as well as to assist with the preparation and organisation of our whole-school art show.

Workshops and events were organised and well-attended, promoting staff morale and well-being.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment	Classroom data walls show that when teachers promote the language of the YCDI! Education program actively, it is then used by students.	N/A
• Parents and community members have increased opportunities to engage in a wide range of school-related activities (baseline data to be determined in Semester One, 2015)	Parents volunteered on a daily basis to support the reading program in Early Stage One. There were a large number of parents who assisted with the preparation for and organisation of the school's Art Show.	N/A
• Staff care for self and contribute to the wellbeing of others and the wider community	Increase in staff attendance at community events.	N/A

Next Steps

Continue to embed and instil principles of YCDI! Education in our teaching and learning programs. Implement data walls across the school to measure the use of the common language of YCDI! Continue presentation of YCDI! awards at weekly assemblies, as verbal praise and recognition of the achievement of a key skill. The school community will utilise common language, practices and understanding. Implement YCDI! 'Bullying the Power to Cope' unit, from Years 3-6, within teaching and learning programs.

Develop, implement and evaluate a whole-school positive behaviour program, aligned with the principles of the YCDI! Education program, as well as incorporating the fundamental values of Restorative Practice. Communicate the program to students and the school community.

Continue to encourage community participation/sharing of expertise in classrooms. Collate and compile a register of parent/community expertise that can be utilised in the classroom. Keep a record of how often parents volunteer in the classroom and how this is incorporated into teaching and learning programs.

Strategic Direction 3

BUILDING LEADERSHIP CAPACITY

Purpose

Building leadership opportunities to:

- Inspire our school community by fostering responsibility, citizenship, active listening and pride
- Empowering all students and staff to have the courage to take risks and problem-solve

Overall summary of progress

Our student leadership initiatives, (student parliament, house captains and environment leaders), continued to be successful in providing real opportunities for students to acquire and practise leadership skills. This was extended into the K-6 'Buddy-Up' program, where each class was 'buddied-up' with another in the school.

Teachers were given opportunities to develop leadership capabilities, with many staff presenting professional learning sessions, both at school and through the CoLAS initiative. Teachers relieved in executive positions, as well as an Early Stage One coordinator position being created to utilise teacher leadership potential. Assistant Principals relieved in the Principal's position.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• The school is committed to the development of leadership skills in staff and students. For students, this will be achieved through a 50% increase in student leadership opportunities, in terms of accessible programs. An increased number of staff will include a leadership goal in their PDP	K-4 leadership positions limited to two students per class working as class senators on student parliament, and two students per class working as Environmental Warriors. This project will be refined and updated in the 2017 school plan.	N/A
<ul style="list-style-type: none">• Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice	14 teachers presented professional learning sessions at school throughout the year. Beginning teachers, as well as teachers working towards leadership positions, were mentored.	QTSS Allocation: 0.11 Semester 1 0.22 Semester 2 Beginning Teacher Allocation – \$4880.73
<ul style="list-style-type: none">• Leadership development is central to school capacity building	Three teachers relieved as Assistant Principal and an Early Stage One coordinator position was created to develop authentic leadership skills and expertise. The Assistant Principals also had the opportunity to relieve as Principal.	N/A

Next Steps

Increase leadership opportunities for all students throughout the school. Student ministers will work collaboratively with an allocated class, to work towards a whole school initiative, with a goal to increase school community. e.g – Earth Day. This initiative will be driven by school parliament.

Each teacher will take responsibility for one Strategic Direction, to collectively drive the School Plan. Quality time will be allocated to ensure the 21st Century capabilities, (collaboration, creativity, critical thinking and communication), are part of the planning process.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	100% of Aboriginal students were supported and had ILPs in place. Engagement in the creation of the Community Art installation for the art show.	• Aboriginal background loading (\$2 236.00)
English language proficiency	100% of EAL/D students receiving weekly in-class support to achieve independence in the classroom.	• English language proficiency (\$20 847.60)
Low level adjustment for disability	An SLSO was employed to assist in increasing strategies to cope with changes from regular routines, as well as support students to actively participate in school life.	• Low level adjustment for disability (\$13 154.00)
Quality Teaching, Successful Students (QTSS)	100% of teachers were observed by supervisors in their classroom environment, and feedback discussions took place. Teachers were mentored both in their teaching practice and in areas of leadership within the school.	• 0.244 QTSS allocation provided teacher release to cover for observations and mentor time.
Socio-economic background	100% of families who required assistance received support, ensuring that all students attended excursions and received school uniforms/resources.	• Socio-economic background (\$3 154.72)
Support for beginning teachers	The teacher has successfully completed her second year at the school, has developed and delivered an extensive and engaging teaching and learning program and has taken on leadership roles within the school.	• Support for beginning teachers (\$4 880.73)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	138	144	165	191
Girls	115	128	139	144

In 2016, student enrolment increased slightly, maintaining the 13 classes from the year before. It is anticipated that in the next 2 to 3 years, enrolments will continue to grow and the school will be at capacity.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	97.4	96.4	97
1	94.6	96.5	96.1	95.8
2	96.3	96.4	96.4	97.5
3	96.1	97.7	94.3	96.6
4	96	95.7	96.4	96.6
5	97	96.7	96.8	96.7
6	94.6	95	94.6	96
All Years	95.6	96.4	95.9	96.5
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

Student attendance is recorded and monitored as required.

Most lengthy non-attendance is a result of families going on extended overseas holidays.

Class sizes

Class	Total
KD	21
KC	20
K/1M	20
1/2R	23
1J	25
2S	23
3/4D	28
3/4B	28
3/4E	25
4/5C	27
5OC/L	30
6OC/N	30
6M	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

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

One Aboriginal staff member was employed at Balmain Public School in 2016.

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	67

Professional learning and teacher accreditation

In 2016, \$41,492.98 was spent on Teacher Professional Learning. This amount included attendance by four teachers on a study tour in Melbourne to observe investigative learning in practice, at the end of 2015.

In 2016, teacher professional learning focused largely on building staff expertise in the 21st Century learning capabilities, as outlined in the School Plan. The school participated in, and four teachers presented at, the CoLAS conference at the Australian Technology Park in Term 2. Other Staff Development Days provided professional learning on the School Excellence Framework, outcomes-based reporting, the new Geography syllabus and visual learning, as well as a 'Mindworker' conference led by Jason Clarke, focussing on staff well-being.

Four teachers were working towards proficiency in 2016.

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.

Income	\$
Balance brought forward	132 831.22
Global funds	215 342.13
Tied funds	108 086.56
School & community sources	336 653.43
Interest	3 254.64
Trust receipts	30 500.11
Canteen	0.00
Total income	826 668.09
Expenditure	
Teaching & learning	
Key learning areas	39 938.36
Excursions	47 139.65
Extracurricular dissections	83 919.98
Library	4 631.35
Training & development	42 492.98
Tied funds	85 925.84
Short term relief	38 836.18
Administration & office	81 883.39
School-operated canteen	0.00
Utilities	31 782.13
Maintenance	49 646.73
Trust accounts	29 400.38
Capital programs	550.46
Total expenditure	536 147.43
Balance carried forward	290 520.66

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	329 062.38
(2a) Appropriation	289 446.66
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	39 319.95
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	295.77
Expenses	-92 899.78
Recurrent Expenses	-92 899.78
(3a) Employee Related	-61 823.49
(3b) Operating Expenses	-31 076.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	236 162.60
Balance Carried Forward	236 162.60

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	2 133 052.29
Base Per Capita	16 336.58
Base Location	0.00
Other Base	2 116 715.71
Equity Total	92 087.41
Equity Aboriginal	3 920.64
Equity Socio economic	3 154.73
Equity Language	20 847.61
Equity Disability	64 164.44
Targeted Total	14 680.01
Other Total	46 094.87
Grand Total	2 285 914.59

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.

Balmain Public School students perform strongly in NAPLAN. On average, 90–100% of our students perform at, or above, the minimum standard in Literacy and Numeracy. The school's main challenge is to ensure the number of students performing in the proficiency bands, or top two bands, in Year 3, are maintained, or enhanced, in Year 5.

It is important to note that student groups do differ from year to year and thus performance can vary accordingly. Annually, Year 5 sees an enrolment of 30 students into the Opportunity Class at Balmain Public School, which positively increases results.

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

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

The majority of parents feel welcome when they visit the school and feel they can easily speak with their child's teacher. Parents indicated they believe that teachers encourage children to do their personal best and achieve.

90% of students indicated they have positive relationships, as well as have friends at school they can trust. The majority of students feel they exhibit positive behaviour and are interested and motivated at school, with over 90% of students indicating they try hard to succeed in their learning.

The majority of teachers indicated that they are appreciative of the parental involvement within the school.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated into all teaching and learning programs across the school.

Aboriginal students in need of support with reading participated in a 'reading buddies' program, reading with a buddy for ten minutes, four mornings a week. Balmain Public School's Aboriginal parents were involved in the program, reading stories with their own children, as well as other students. Reading in a friendly, familiar setting provided informal opportunities for parents to seek support about reading and homework from learning support staff on a regular basis.

Aboriginal students had access to individualised homework programs. Learning support teachers worked with class teachers to develop programs for all Aboriginal students at Balmain Public School and the reading levels of these students were tracked across the school. All of the Aboriginal students worked together to create an interactive sculpture for the annual art show. Students researched their background and created sculptures of Family Totems. This resulted in increased attendance of our Aboriginal parents at the art show and increased involvement of parents in the school curriculum.

The school's NAIDOC Week celebrations involved the exploration and sharing of stories, dance and artworks.

At the annual 'Deadly Kids Doing Well' Awards, Leah S–D in Year 3, was recognised for her commitment to, and enthusiasm for, learning, as well as her positive attitude and deadly creative arts skills.

Acknowledgement of Country, by our ministers, continues to occur each morning at lines, as well as at

the start of any formal meeting or event.



Multicultural and anti-racism education

At Balmain Public School, teachers recognise and respond to the diverse cultural backgrounds of the school community. Working alongside the learning support team and EAL/D teacher, classroom teachers ensure that individual student needs are addressed.

Multicultural perspectives are embedded into all teaching and learning programs, particularly through texts, excursion and incursions, as well as History and Geography units.

In 2016, the school community joined together to celebrate Harmony Day, recognising and sharing the many family backgrounds within our school. As a school, discussions of multicultural harmony were based around a garden, with the students creating artworks representing a diverse and colourful garden of flowers.

The schools' YCDI! Education program promotes acceptance of others throughout the school.

Other school programs

Creative & Performing Arts

The Creative & Performing Arts program at Balmain Public School is significantly valued and well-supported by the community. The visual arts program has continued to flourish, with yet another successful, professional art show, 'Les Fleurs'. The school hall was again transformed into a world-class gallery, featuring the individual artworks of 328 local artists. Each class teacher worked with local artists, parents and students, creating a collaborative class artwork, which was auctioned on the evening.

'Les Fleurs' consisted of a 'grown-ups only' Opening Night event on Friday 16 September, with a family day on the Saturday. This event covered the costs of

running the visual arts program at Balmain Public School, as well as generating over \$22,000 profit for the school. Students were highly engaged in learning about how artists work in the community, as well as creating artworks in a meaningful context for a specific purpose. The school's P&C were heavily involved in this event, contributing greatly to its success!

This year saw an interesting twist on performance at Balmain Public School. As the school has grown immensely over the last few years, the school's hall has been straining to fit in all students and families at the same time. Instead of trying to put together a whole-school event, each student showcased their talents separately, with the school thinking 'out-of-the-box'...2016 saw separate Stage productions gracing the stage throughout the year.

The performances were a culmination of specialist music, drama and dance lessons throughout each term. Stage Three, (Years 5 and 6, along with 4/5C), were 'pulsing' along in an outstanding, locally-written 'Pulse' performance, to tie in with the *International Year of Pulses*. The end-of-Term One performance was highly-entertaining, with gold coin donations going to Stewart House and The Smith Family. The beginning of Term Three saw an amazing Stage Two performance of 'Dream Street', consisting of Years 3 and 4, with an array of fabulous costumes, backdrops and props. The end of the year saw a mammoth musical extravaganza, 'Balmain by the Beach', featuring the younger students of the school, Early Stage One, (or Kindergarten), performing with Stage One, (Years 1 and 2), as well as each class teacher! The costumes were fabulous; students were transformed into an array of jellyfish, starfish, sharks, and even mermaids!

Many beautiful voices come together to make up the Junior and Senior Choirs, which have performed especially for school events, such as Harmony Day and 'Celebration of Learning', as well as the 'Primary Proms', at the Sydney Town Hall. Students also had the opportunity to develop their skills further at the school's annual music camp.

The school's two bands, 'The Beethovens' and 'The Bachs', allowed the varying levels of musical talent and expertise to shine, under the brilliance of band director, Naomi. 'Strauss' Strings' ensemble continued to create beautiful music together, under the tutelage of the talented Aeree. Students performed and showcased their talents throughout the year, including end-of-term performances, solo recitals, band concerts, Fathers' Day breakfast and 'Celebration of Learning'. 'Strauss' Strings' once again performed at the annual Festival of Instrumental Music at the Sydney Opera House. The choir and instrumental students grew together at the annual music camp, with choir teachers and specialist instrumental tutors to guide them.

Environmental Education

Sustainability is important to all at Balmain Public School. Apart from trying to lower our carbon footprint, the school has collectively endeavoured to recycle, reduce and re-use. Environmental 'warriors' were elected early in the year. These students were

responsible for monitoring bins at both break times, ensuring recycling was done correctly, as well as taking plant-based waste to compost bins and worm farms. Clean paper and cardboard, as well as washed plastics and aluminium, continued to be recycled in the playground's yellow co-mingle bins, in order to reduce landfill.