

Ballimore Public School Annual Report



2017



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Introduction

The annual report for 2017 is provided to the community of Ballimore 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 each and every child 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.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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School background

School vision statement

Ballimore Public School is committed to creating a harmonious, positive environment which is inclusive, engaging and supportive. The school's staff is committed to developing individual strengths, a love of learning and the capacity to achieve by catering for each child's emotional, social and academic needs.

School context

Ballimore Public School is located 32km north east of Dubbo and belongs to the Macquarie Network of Schools. The school, with an enrolment of 16 students, 12% indigenous, is a small rural school with a committed staff and rigorous curriculum programs focused on academic growth and development. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School. The majority of students live in the outlying district surrounding Ballimore and travel to and from school by bus.

The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Ballimore Public School is an inclusive school that nurtures the success of each individual by fostering a positive and caring learning environment.

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.

During 2017 staff at Ballimore Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence as a tool to inform, monitor and evaluate our teaching practice. Time was dedicated in Term 3 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed.

Learning

In the domain of Learning, our school has primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The results have been evident in the positive way students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been an integral component of our progress throughout the year with parents increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

Teaching

In the domain of Teaching, our focus has been on the collection of data to inform best practice and ensure the best possible outcomes for students. As a whole school we have selected internal and external data collection tools such as standardised assessments, including NAPLAN, to determine goals for achievement. The use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement.

Leading

In the domain of Leading, our school has focused on our partnerships with parents, the community and the Dubbo and Wellington Small Schools' network. Our method of planning and assessing our school achievements has had a positive impact on our school. Details of our achievements in 2017 and our next steps in accordance with our School Plan 2015–

2017 are outlined on the following pages. Our self-assessment process will further 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning and Engagement

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities which develop them as both learners and leaders, instils the values of respectful and responsible citizenship and promotes student intellectual, physical, social, emotional and moral wellbeing.

Overall summary of progress

During 2017, the school focused on whole-school improvement in literacy and numeracy. Initiatives that were implemented included employment of a teacher to teach K/1/2 students for 2 days a week and employment of a part time Student Learning Support Officer to support targeted students in Literacy and Numeracy. This enabled the school to split the multi-stage class into a Junior group and a Primary group for 2 days per week enabling stage specific lesson delivery and improved student outcomes. 2017 also saw Ballimore Public School commence Early Action for Success Phase 2; the school received support from an Instructional Leader to target K–3 Literacy (writing and comprehension) and Numeracy. In 2017 Ballimore Public School commenced intensive weekly lessons in Wiradjuri language learning. The development of deeper understanding and appreciation of Aboriginal culture has been achieved through a range of cultural activities; such as weekly Wiradjuri language instruction, parent partnerships and teaching initiatives. This is having a positive impact on the school and wider community, as well as enabling stronger involvement of Aboriginal parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student growth in NAPLAN between Years 3 and 5 as measured by three year Trend Data average.	Global \$46553.75	Growth in all areas of NAPLAN continues to be above state average.
Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums.	RAM (Aboriginal funding) \$3283.80 RAM (Socio-economic funding) \$9855.72	Teacher employed for 2 days per week to supplement Learning and Support Teacher (LAST) allocation of 3 hours per week to split class 2 days each week. 80% of students achieved expected growth on the Literacy and Numeracy Continuums.
Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of 100%.	RAM (Location Loading) \$7272.98 (per capita funding) \$2139.58	Student Learning Support Officer employed to support targeted students in Literacy. Reading Benchmark Levels: ; Year 1 – 100%; Year 2 – 100%.
Maintain 100% student participation in extra curricula activities.	(Student wellbeing)	Implementation of extra curricula activities in Creative & Performing Arts, Personal Development Health and Physical Education, Science and Technology and developing the leadership capacity of the SRC, resulted in increased student participation across all areas.

Next Steps

- The school will continue to engage part time teachers and a part time Student Learning Support Officer to sustain and grow best teaching practices and engage the whole staff in the administration of assessment tasks, data collection and tracking systems (PLAN) to create a collective responsibility for student growth.
- Through the Aboriginal Education Wiradjuri Languages Program, embed high quality practices for Aboriginal students.

Strategic Direction 2

Professional Practice

Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

Overall summary of progress

Curriculum

Staff reviewed the new syllabus documents for English, Mathematics, History, Geography and Science and Technology. Professional learning will be aligned to our school plan and future directions.

Professional Practice

During 2017 the school focused on professional learning around the Teacher Performance and Development Framework. Teacher's and SLSO's negotiated professional learning goals with their supervisor which supported ongoing school improvement, the School Plan and their individual needs. Teachers reviewed best practice and aligned this to the Professional Standards for Teachers and the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and Principal Standards.	Teacher PL \$3784.82	Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers.
Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	Global funds \$1000	All teaching staff and non-teaching staff completed and implemented Personalised Development Plans. Staff attended PL which was identified as having the strongest impact on student progress. The Principal attended Professional Learning which focused on school leadership and management.

Next Steps

Curriculum

- The future directions for 2018 include sustained focus on building staff capacity in the implementation of NSW Australian Curriculum in Science and Technology, History and Geography.
- Teaching of L3 K–2, with support from the Early Action for Success Instructional Leader.
- The school will embed explicit systems for collaboration, classroom observation and modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching.
- The Student Report format will be reviewed and updated to incorporate correct terminology in accordance with new syllabus documents.

Professional Practice

- Professional Learning that is determined to have strongest impact on student achievement will be accessed. Areas for focus will include all Mandatory Training and strategies to assist students with specific academic and social needs. Principal professional learning focusing on Leading and Managing the School will be a priority for the Relieving Principal. This ensures the School Plan remains on track to provide quality educational outcomes.

Strategic Direction 3

Inclusive, Respectful, Partnerships

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business which has student engagement, learning and wellbeing as a central focus, and builds relevant knowledge and skills which are contextual and reflective of local priorities.

Overall summary of progress

The school was successful in providing a variety of community events such as a Colour Run, Harmony Day, Mother's Day High Tea, Father's Day Barbecue, Book week, NAIDOC celebrations and extra-curricular activities and excursions which enabled parents to attend and support their children and the school. Term Assemblies and special events were well attended by parents and members of the local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in the P&C and school-home partnerships.	\$2253 (P&C) \$500 (School Contributions) \$540 (SRC) \$50 (Community Donations)	100% of students and families participated in the school's Home Reading program. Parents were invited to attend various school functions including Term Assemblies, information sessions, end of year functions and special events throughout the year. At each of these functions most students had a family member in attendance. All families supported P&C fund raising events. Parents accompanied students and staff on overnight excursions
Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.	\$591 (PSC funding) \$5400 (Sporting Schools funding)	Students participated in a variety of quality and innovative classroom and extra-curricula activities. Students attended theatre performances and Creative and Performing Art workshops. Students participated in Eisteddfod competitions, video conferences, SRC Leadership Camps and a 4 day overnight excursion to Sydney. ICT resources (Mathletics, Reading Eggs and Typing Tournament) were purchased to support student learning at school and at home.
Welfare Policy and Procedures reflect a positive school culture	\$0	Daily inclusion of the School Values are used to create and reinforce positive behaviours for learning within the school and wider community. Minimal behaviour issues have been reported this year, reflecting the positive culture of the school.

Next Steps

The future directions for the school will encourage active involvement of parents/carers in school events, extra curricula activities and excursions. Maintenance of a strong and supportive P&C and endeavours to broaden P&C membership for new families will be a priority. A strong focus on Transition programs for Kindergarten, Year 2 to 3, and Year 6 to Year 7 will continue. Active involvement in the Dubbo/Wellington Small Schools' Network will promote interschool visits, shared performances, sporting activities, video conferencing and professional learning for staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3283.80 Strategic direction 1	<p>All students have an Personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>Cultural significance is included in all Personalised Learning Plans in consultation with parents.</p> <p>Students are engaged in Wiradjuri language learning, Aboriginal dance and art workshops to encourage a greater understanding and appreciation of Aboriginal culture.</p>
Low level adjustment for disability	\$733	<p>The school's learning and support processes have been enhanced with a focus on supporting teachers in personalising learning and support.</p> <p>Partnership with paraprofessional services to screen and implement a Fine Motor Program K–2.</p> <p>The school used the Nationally Consistent Collection of Data for students with Disability to engage teachers in meaningful professional dialogue about how to best cater for the needs of students. The Learning and Support Teacher facilitated staff discussions about adjustments to support individual student learning.</p>
Socio–economic background	\$9855.72 Strategic direction 1	<p>80% of K/1/2 students achieved Reading Benchmark targets.</p> <p>80% of primary students achieved reading and writing stage outcomes.</p> <p>All feedback from community, staff and students (surveys, regular feedback) attests to the positive relationships between staff, students, parents and the wider community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	4	8	4	5
Girls	9	10	10	11

Ballimore Public School is comprised of 16 students K–6 (5 boys and 11 girls).

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	98.6	96	93.6
1	97.8	100	98.9	95.2
2	97.8	98.5	100	95.2
3	97.3		96.8	97.8
4	98.9	97.3	88.4	95.1
5	98.9	100	97.3	96.8
6	95.7	98.1	100	97
All Years	97.8	98.5	97.1	95.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95		94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance is recorded daily in the attendance register located in the front office at Ballimore Public School. The Principal/teacher is responsible for recording attendance. Attendance issues are regularly reported ; according to DoE policy. Parents are regularly informed of attendance legislation via P&C meetings and each term in the school newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.56
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.02
Other Positions	0

*Full Time Equivalent

The LaST teacher and Teacher Librarian in 2017 identified 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	100
Postgraduate degree	50

Professional learning and teacher accreditation

All teaching and non-teaching staff received training in all the mandatory areas required by the Department of Education. This training included Child Protection, Work Health and Safety awareness, Emergency Care, Code of Conduct, Anaphylaxis Training and Cardiopulmonary Resuscitation (CPR).

In addition to the three staff development days conducted at the beginning of Terms 1, 2 and 3, staff accessed a range of professional learning opportunities consistent with the school plan for improvement. This included attending Professional Learning in Jolly Phonics, developing a deeper understanding of the new English, Mathematics and Geography Syllabii, OLIVER Library system, entering data in PLAN, and professional development around the new School Planning and Reporting process implemented this year.

The Principal attended district and regional Principal Conferences and meetings focusing on leadership and management skills, as well as Department of Education and Federal programs and initiatives.

The two professional learning days at the end of Term Four focused on forward financial planning and the new planning cycle for the School Management Plan for 2018–2020.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	50,562
Global funds	72,018
Tied funds	24,785
School & community sources	3,855
Interest	631
Trust receipts	1,540
Canteen	0
Total Receipts	102,829
Payments	
Teaching & learning	
Key Learning Areas	15,868
Excursions	4,658
Extracurricular dissections	2,662
Library	835
Training & Development	4,858
Tied Funds Payments	17,742
Short Term Relief	401
Administration & Office	9,158
Canteen Payments	0
Utilities	6,858
Maintenance	6,817
Trust Payments	1,750
Capital Programs	0
Total Payments	71,608
Balance carried forward	81,784

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	90,743
Appropriation	81,784
Sale of Goods and Services	-150
Grants and Contributions	9,038
Gain and Loss	0
Other Revenue	0
Investment Income	71
Expenses	-34,740
Recurrent Expenses	-34,740
Employee Related	-20,631
Operating Expenses	-14,110
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	56,003
Balance Carried Forward	56,003

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	305,429
Base Per Capita	2,140
Base Location	7,273
Other Base	296,016
Equity Total	24,030
Equity Aboriginal	3,284
Equity Socio economic	9,856
Equity Language	0
Equity Disability	10,890
Targeted Total	0
Other Total	19,466
Grand Total	348,925

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Literacy test in 2017, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools' are required to seek the opinions of

parents, students and teachers about the school. Their responses are presented below.

There is regular communication between the school and parents via the weekly newsletter, school website, scheduled interviews, telephone, email and monthly P&C Meetings.

The Early Action for Success Program and teaching of L3 for students K–2; implemented daily, will continue in 2018. The Early Action for Success initiative will continue to be supported by an Instructional Leader.

The Student Anthology program (quality writing samples) brings together all English strands and the end product is treasured and enjoyed by students and families.

The Creative and Performing Arts Program is proactive and students have enjoyed success in competitions and major drama and dance productions. Classrooms are innovative and vibrant with displays of student art works and opportunities for students to enjoy live theatre productions and participate in drama workshops, bring to life related literacy studies in the classroom.

Primary students actively participated in Aboriginal dance, languages and art workshops.

The Choir and Verse Speaking performances at the *City of Dubbo Eisteddfod* provided opportunity for all students to perform confidently and with success.

The opportunity for Primary students to participate in the 3 day Western Choral Workshop with guest conductor, Paul Jarman, was wonderful and should be promoted in 2018.

Term Assemblies are well attended by families and community members showcasing student and school achievements across Key Learning Areas with entertaining delivery and performances.

One Primary student was selected to travel to Sydney to receive an award for their successful writing entry in the 2017 Reconciliation Challenge.

The school Athletics and Swimming relay team were selected to compete at the PSSA State championships in Sydney.

The Small Schools SRC Leadership Camp held at Lake Burrendong Sport and Recreation Centre was a worthwhile experience for Stage 3 students.

The four day overnight excursion for students in years K–6 to Sydney was a carefully planned educational, social and enjoyable experience for students and parents.

Policy requirements

Aboriginal education

Aboriginal students comprised 12% of the student

enrolment. The school maintains close partnerships with parents. There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Our school initiatives and programs are inclusive of all students. Aboriginal perspectives are incorporated in teaching programs and an intensive Wiradjuri language and history course was delivered by teacher's from Dubbo TAFE on a weekly basis. RAM equity funding was utilized to support targeted students to help develop their literacy and numeracy skills.

As a result of the initiative, Year 3 and Year 5 students working with teacher and support staff showed significant improvements in their class assessments. The most significant impact was in the area of spelling where all students achieved consistent scores and growth.

All students engaged in a dedicated week of learning and celebration for NAIDOC week and enjoyed local excursions to Aboriginal education centres.

Proud Aboriginal student Kayla Chatfield was elected as the 2017 School Captain.

Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded. Further to this, quality teaching and learning activities foster students understanding of cultural diversity, racism and active citizenship within a democratic, multicultural society.

During Term 1 students celebrated Chinese New Year with a Chinese banquet. Students also engaged in a unit of study about Nepal. This unit investigated the geography, flora and fauna of Nepal and considered traditional and modern lifestyle and culture. In Term 3 students studied a range of selected countries to broaden their understanding of geography and Australia's place in the world. This culminated in a multicultural showcase of languages, traditions, culture, traditional dress/costume, and food.

Students participated in a proactive Harmony Day program which included activities focused on empathy, fairness, acceptance and tolerance of all people from different cultural backgrounds. Kite making and poster designs consolidated the program.

Students participated in a Say NO to Bullying Day of Action, collaboratively writing a school action plan and Anti-Bullying pledge.

The Anti-racism Contact Officer (ARCO) held focus groups with students and staff during the year to build understanding of cultural diversity in the school community.