

Beelbangera Public School

Annual Report



2017



STRIVE FOR THE BEST

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Introduction

The Annual Report for **2017** is provided to the community of **Beelbangera** 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.

Kristie Symonds

Principal

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Message from the Principal

2017 has been a year of change for Beelbangera PS. We said goodbye to Mr Beard as he moved to Wagga Wagga and I had the honour of becoming the new Principal in Term 3.

The creative talents of our school community were showcased with our whole school production "Grab that Gold". The whole school performed 4 shows for local aged care organisations, preschools, day care centres and the wider community. The positive feedback and local media coverage highlighted the very rewarding experience that the show provided for all the children. The school would like to thank Stella Dougherty and the Griffith & Regional Association of the Performing Arts for all of their assistance and support in putting together our exceptional production.

The school community has supported the changes that the Learning Management and Business Reform (LMBR) has brought to our school. They have welcomed the introduction of Parent Online Payments (POP) and having access to Eftpos facilities have made payments more user friendly for the community.

Beelbangera PS introduced Language, Learning and Literacy (L3) sessions this year. This is a research-based intervention program for kindergarten students, targeting reading and writing. The results are proving positive at this early stage and this will be continued and expanded next year.

There are many things to be proud of at Beelbangera PS and our new sensory garden is proving to be a huge success. Walking around the school with visitors I am always met with an array of smiling faces and welcoming hellos. In classrooms, students are hard at work and focused on their learning. The staff are positive, enthusiastic and engaged in providing the best educational learning experiences for all students.

We are very grateful for the help of our highly supportive parents who contribute to our programs through such things as the P&C, assisting in classrooms, helping out at carnivals and on excursions, and through their tireless fundraising initiatives.

School background

School vision statement

We believe in our commitment to the school community to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

We believe in quality staff supporting quality learning every day for every student.

School context

Beelbangera Public School (180 students) is located in the Riverina, 7.5km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are well supported as increasingly self motivated learners and confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.

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.

The school assessed the following areas and achieved results as follows:

Teaching

In the domain of teaching, school programs focused on collaborative practice, learning and development as well as professional standards. Collaborative practice was enhanced by whole staff involvement in unpacking continuums and having a consistent understanding of what each Cluster demonstrates and the progression through the elements to move on to the next Cluster marker. Professional practice was emphasised through ongoing training sessions, online courses, mentoring and classroom collegial observations to support L3.

Staff have been engaged in professional development supporting implementation of NSW Syllabuses for the Australian Curriculum and have undertaken a review of programming strategies to improve quality of lesson content, differentiation and assessment practice, as well as accountability.

All staff participated in professional learning targeted to their needs, career stage and school priorities.

Learning

In the domain of Learning the school focused primarily on Student Performance Measures and Wellbeing in 2017. The expectation that all students will achieve their goals continued to guide practice. The Learning and Support Teacher (LaST) and School Learning Support Officers (SLSOs) were utilised across the school to provide support and extension of student learning.

Leading

In the domain of Leading our focus in 2017 was on School Resources and School Planning. Considerable planning for staffing, curriculum resourcing and maintenance needs to meet school priorities, curriculum delivery and enhance student and staff wellbeing was undertaken with both short term and long term plans in place. Evaluation and completion of the three-year school plan was a priority as was identified areas for improvement and student and community expectations and needs.

Our self-assessment process will assist the school to refine 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

Creating a high performing and strategic learning environment.

Purpose

To embed and implement explicit, strategic leadership and learning frameworks informed by data for whole school improvement.

Overall summary of progress

Our focus on regular, collaborative educational practices across the school has enabled us to make progress towards the consistent delivery of quality educational programs of a high standard. Regular and structured supervision and consultation, and the development of Personal Development Plans (PDPs), has provided direction and support for all teachers and established program expectations, which supported the utilisation of PLAN data to inform teaching and the individualisation of learning for students.

The development of processes and practices to guide participation in external professional learning has resulted in experiences tailored to both individual teacher need and to support achievement of strategic directions. The development of structured internal professional learning increased teacher competence and assisted the development of a culture of collegiality and collaboration.

All staff were supported in their understanding and application of current pedagogy through the development of PDPs and targeted professional learning. Structured program and PDP reviews allowed for continued pedagogical support on an individual level, further enhancing the teaching and learning process and enhancing teacher capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are confident in their knowledge and show strong evidence that validates achievement of the Australian Professional Standards for Teachers.	Funds expended from Professional Learning Budget \$12951	Staff felt that Professional Development involving unpacking and a shared understanding of the Literacy Continuum allowed them to more accurately plot student progress. The increase in professional collegial dialogue around the continuums has been invaluable in building knowledge, capacity and a collaborative approach to whole school monitoring, tracking and accountability. Three staff successfully achieved at Proficient level for the Australian Professional Standards for Teachers during 2017. Three staff members celebrated 20 years of service to Education during 2017.
An increase of at least 8% of all students in the top two bands in all NAPLAN assessments;	Nil	Year 3 students achieving in the top two bands for: <ul style="list-style-type: none">• Reading 38%• Writing 42%• Spelling 40%• Grammar & Punctuation 48%• Numeracy 29% Year 5 students achieving in the top two bands for: <ul style="list-style-type: none">• Reading 24%• Writing 6%• Spelling 12%• Grammar & Punctuation 30%• Numeracy 19%
85% of students will be achieving at or above cluster outcomes for Years 3–6 in comprehension	Funds expended from Professional Learning Budget \$12951	A High Impact Leadership Training project that centred around comprehension achievement and that aspect of the Literacy Continuum was

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(HILT).		<p>carried out during 2017.</p> <p>There was a deepening of knowledge and understanding by all staff involved in the Professional Development Opportunities and a shared language around the element of the comprehension aspect of the Literacy continuum was developed.</p> <p>This increased understanding of the aspects saw a more accurate plotting of students on the continuum and a positive dialogue develop from participating in the project.</p> <p>Actual comprehension levels remained consistent over the year with Year 4 showing the most growth.</p>
30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.	Nil	All Aboriginal Students achieved higher than the proficiency bands in all areas of NAPLAN for 2017.

Next Steps

Establish ongoing, planned and targeted collaborative experiences for staff to develop and improve their understanding and application of effective monitoring, collection and analysis of data to ensure effective teaching practice.

Continue regular professional learning to enhance and sustain quality pedagogical practice.

New Learning and Wellbeing processes and procedures will be established. A centralised system will be set up to track student needs and achievement.



Strategic Direction 2

Implementing an innovative life long learning culture.

Purpose

To develop and implement a quality differentiated curriculum with personalised learning and innovative practices for engaged, successful and resilient 21st Century life.

Overall summary of progress

A variety of quality learning opportunities to cater for all students were again a major focus area for the school in 2017. A school priority was to ensure all students reached expected growth in reading and numeracy monitored by internal and external data. An increase in expected growth has occurred although not for all students and this is still an area of major consideration.

Students participated in the whole school production "Grab That Gold", Creative Arts enrichment days, school Art Show, gardening programs, sporting activities, public speaking, debating and spelling competitions. Students are becoming more competent in articulating the learning intention of a task and in understanding what they are required to do in order to be successful learners.

All classes participated in the You Can Do It Program to promote Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience.

Teacher professional learning in evidence-based practices has begun and will continue into the next planning cycle for 2018 – 2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in classroom and playground negative behaviours as reflected in Sentral data.	Nil	<p>Reduction in the number of children in 'Planning Room'.</p> <p>Increase in accurate record-keeping of behaviour related data.</p> <p>Reduction in the severity of negative behaviours reported by students and staff along with a reduction in overall suspensions for 2017 compared to previous years.</p> <p>Most staff are engaging positively and actively in behaviour management processes rather than referring to Executive staff.</p> <p>All classes participated in timetabled You Can Do It lessons and this was incorporated in the PD/H/PE program.</p>
Increase in staff understanding of current research based practices and their confidence in implementing across KLA. KWL – surveys.	Nil	<p>Staff have a developing understanding of research based practices and their confidence when implementing and differentiating the curriculum is growing.</p>

Next Steps

Continue the Chaplaincy Positive Playground Program to develop social skills in students identified by the Learning and Support team as needing intervention to support positive peer interactions.

Introduce all staff to monitoring and adding entries into Sentral for both classroom and playground behaviours that are

not severe enough to warrant behaviour slips but need to be documented to ensure accurate data collection of all student behaviours.

Continue to expose and develop staff understanding and use of evidence based research in education by accessing CESE publications and Professional learning opportunities.



Strategic Direction 3

Developing 21st Century learners & leaders through effective pedagogies.

Purpose

To develop students who are effective problem-solvers; who think critically, creatively and laterally to function successfully in their world by using effective communication and networking skills.

Overall summary of progress

Staff members were provided opportunities to promote and foster collaborative expertise through stage-based planning days and teacher professional learning, including increased expectation for staff to embrace evidence-based pedagogies in their programs and daily practice.

Developing 21st Century learners by reviewing and refining the way the school addresses expected standards and assessments, curriculum and instruction, professional development and learning environments.

Project Based Learning has occurred in all classrooms during 2017 with Year 3 showcasing their stop motion films about "What Being Australian Means To Me" at the Griffith City Cinemas for the whole school, family and local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of teachers will have incorporated PBL projects in their classroom and this will be evident within their program.	Remainder Systems Leadership Grant	<p>This target was exceeded with 100% of staff participating in Project Based Learning activities during 2017.</p> <p>Student projects took on many forms including playground games/activities for students to enjoy, calm down and buddy benches, puppet making and stop motion films.</p> <p>Year 3 took their Project Based Learning end products to a whole new level by presenting their stop motion films on the big screen at the Griffith City Cinemas with students, family and community members in the audience.</p> <p>Staff participated in professional development opportunities that encapsulated the theory and research behind why Project Based Learning is so important for 21st Century learning.</p>

Next Steps

Continue Project Based Learning professional development opportunities and implementation across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	RAM English Language Proficiency \$26871	Funding was used to support an EAL/D teacher who supported teachers in utilising the Teaching Early Literacy Learners strategies within their classrooms. Students in Stage 1, Stage 2 and Stage 3
Low level adjustment for disability	RAM Low Level Disability \$12851 Staffing – \$71102	SLSO's worked tirelessly across the school to support students in classrooms. Programs included withdrawal groups for low achieving students in Stage 3 to improve their literacy skills and ability to read timetables and maps in preparation for High School; intensive support for unfunded individual students with autism; and playground programs for students needing social skills support.
Quality Teaching, Successful Students (QTSS)	QTSS \$12595 Staffing	Quality Teaching Successful Students funding was utilised to support teachers in their development of their Personal Development Plans and lesson supervision. Teachers co-ordinated time to observe colleagues implementing L3 and then engage in collegial discussions. New Scheme Teachers were also supported using components of QTSS funding.
Socio-economic background	RAM Socio- Economic Background \$29497	Implementation of staffing to support teachers in catering for students from low socio-economic backgrounds. Consultation between teachers and learning and support team to target cohorts for specific support.
Support for beginning teachers		NIL
Targeted student support for refugees and new arrivals	Targeted Refugee Allocation \$3335	Support was provided to enable refugees and new arrivals through subsidising excursions and using translation services during parental meetings.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	78	87	80	89
Girls	83	82	99	94

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	94.8	94.7	89.9
1	95.8	96.1	93.9	94.6
2	95.8	94.7	94.3	93.1
3	94.8	95.4	92.3	94
4	94.9	94	93.8	94.9
5	96.3	95.3	94.3	93
6	94.6	95.6	94.3	94.5
All Years	95.4	95.1	94	93.7
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	94.1	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

Student attendance is managed by direct consultation with parents, carers and when required, intervention from the Home School Liason Officer in accordance with departmental policies and procedures.

Most of the school's non attendance for 2017 consisted of many families taking extended overseas holidays during school terms.

Class sizes

Class	Total
KM	20
1C	17
1M	20
2S	22
3M	27
4S	27
5/6W	24
6M	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.72
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.94
Other Positions	0

*Full Time Equivalent

The school is part of the Elsa Dixon Education Traineeship program and employed a student from Wade High School who is completing her first year in Certificate III Education Support and this will continue in 2018.

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	0

Professional learning and teacher accreditation

Professional learning was undertaken by all staff at Beelbanger Public School in 2017 including SLSO's and SASS staff. All professional learning was linked to the School Plan and targeted areas of literacy, numeracy and student engagement.

All staff participated in five School Development Days that delivered professional learning on: CPR, Child Protection, Code of Conduct, Disability Standards, Asthma, Anaphylaxis and Diabetes awareness, Literacy Continuums and Project Based Learning. Professional learning was also delivered through stage and whole staff meetings each Wednesday afternoon throughout the year.

The Kindergarten teacher began the Language, Learning and Literacy (L3) journey and attending training, implemented strategies and was in close contact with her external mentor.

Training in Learning Management and Business Reform LMBR procedures were rigorous and intensive for the School Administration Manager and Principal.

TEACHER ACCREDITATION

In 2017, there was 3 teachers working towards accreditation at Proficient. Opportunities were provided to work with a mentor to develop programming and reporting expertise, participate in lesson observations and engage in collegial discussions.

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	79,410
Global funds	105,841
Tied funds	143,916
School & community sources	39,442
Interest	1,019
Trust receipts	3,322
Canteen	0
Total Receipts	293,540
Payments	
Teaching & learning	
Key Learning Areas	34,186
Excursions	30,314
Extracurricular dissections	46,864
Library	2,749
Training & Development	7,561
Tied Funds Payments	156,662
Short Term Relief	13,730
Administration & Office	33,586
Canteen Payments	0
Utilities	22,420
Maintenance	8,237
Trust Payments	3,835
Capital Programs	0
Total Payments	360,144
Balance carried forward	12,805

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	235,540
Appropriation	197,448
Sale of Goods and Services	173
Grants and Contributions	37,919
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-185,116
Recurrent Expenses	-185,116
Employee Related	-104,737
Operating Expenses	-80,379
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	50,424
Balance Carried Forward	50,424

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	1,344,753
Base Per Capita	27,356
Base Location	25,870
Other Base	1,291,527
Equity Total	145,540
Equity Aboriginal	5,220
Equity Socio economic	29,497
Equity Language	26,871
Equity Disability	83,953
Targeted Total	120,935
Other Total	63,461
Grand Total	1,674,690

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.

In 2017 NAPLAN – Literacy, Beelbangera PS students performed as expected.

Year 3 results indicated that:

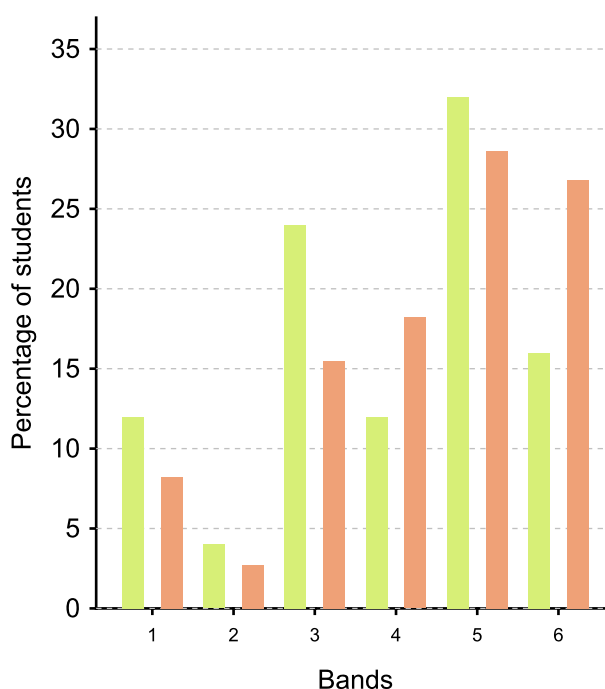
- 38% of students achieved in the top 2 bands in Reading
- 42% of students achieved Band 5 in Writing
- 47% of students achieved in the top 2 bands for Grammar and Punctuation

Year 5 results indicated that:

- 24% of students achieved in the top 2 bands for Reading
- Writing showed a marked decline for 2017 which has continued a downward trend. For 2018 Seven Steps to Writing will be introduced as a program to improve Writing standards across Stage 3.
- 31% of students achieved greater than or equal to expected growth in Reading.

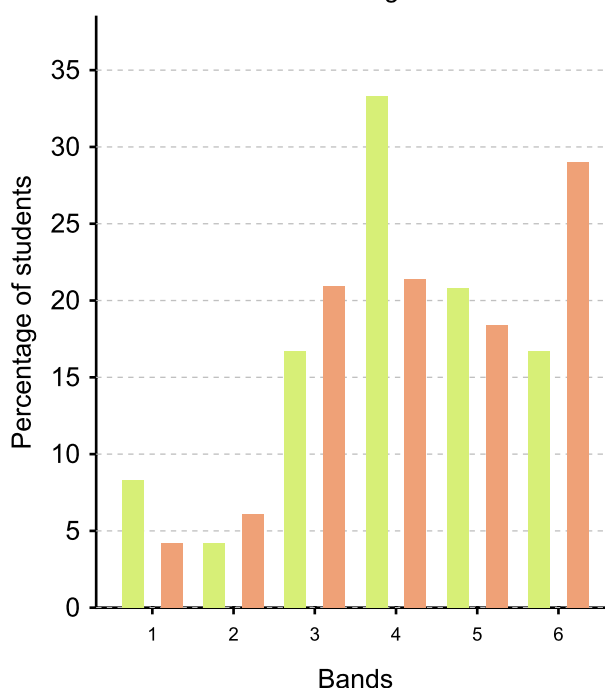
During 2018 a new targeted intervention program will be implemented by the LaST teacher and SLSO to move students from the middle bands to the upper bands in Literacy. There has been a new program implemented in 2017 for Comprehension and its progress will be monitored over the upcoming years to view its impact on NAPLAN results for Reading.

Percentage in bands:
Year 3 Grammar & Punctuation



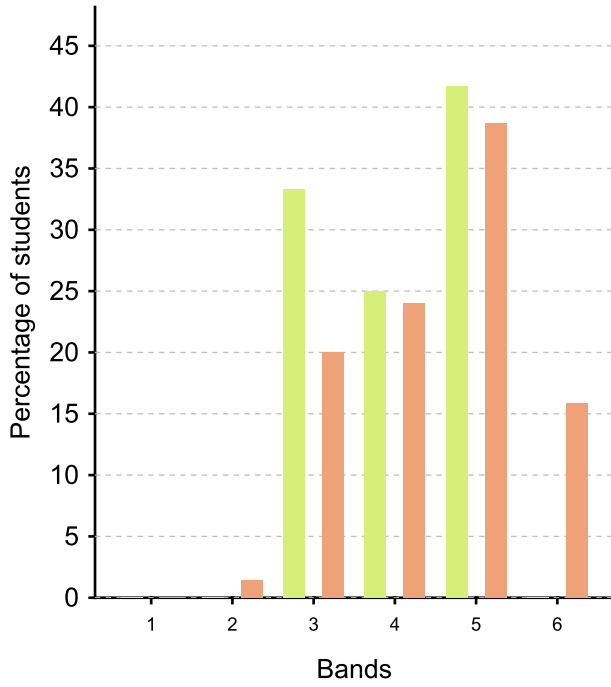
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading

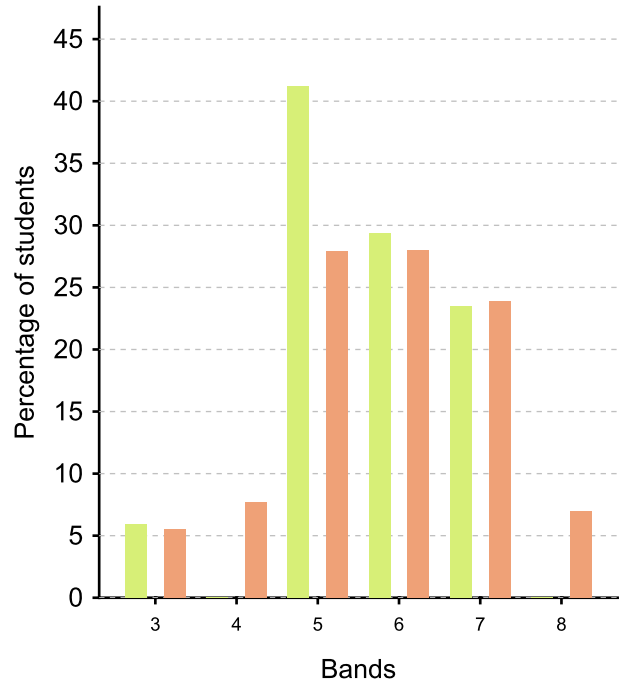


Percentage in Bands
School Average 2015-2017

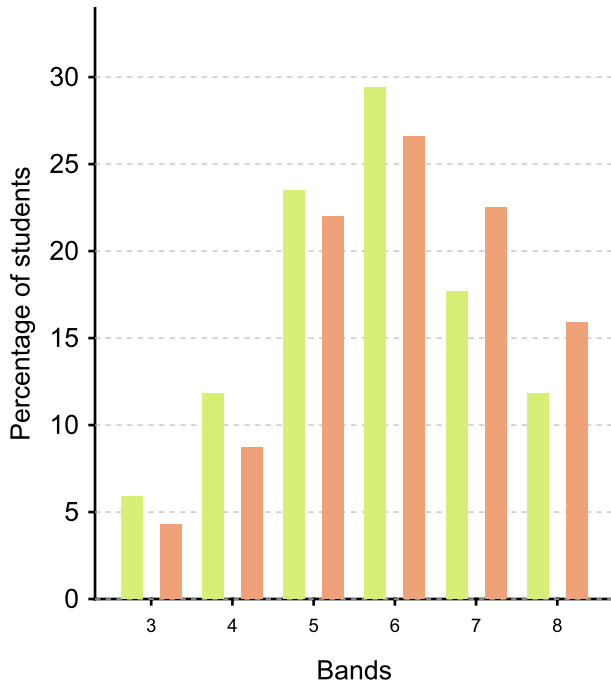
Percentage in bands:
Year 3 Writing



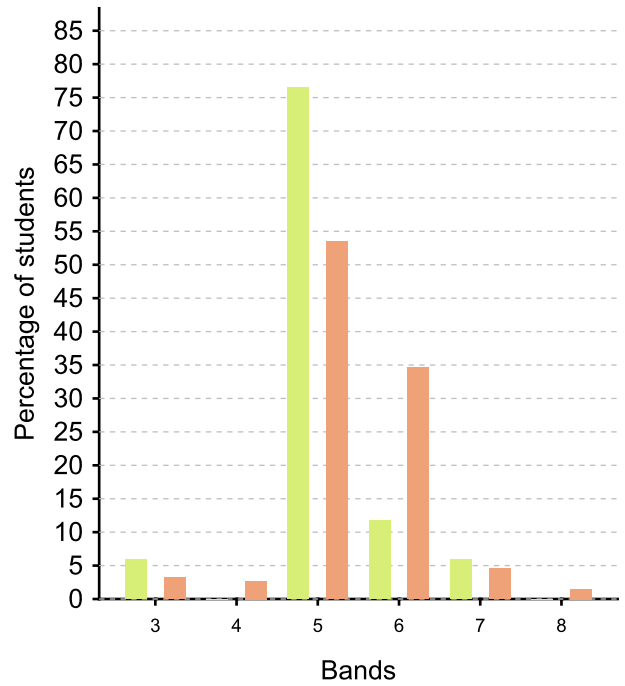
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



In 2017 NAPLAN – Numeracy, Beelbangera PS students performed as expected.

Year 3 results indicated that:

- 46% of students achieved in the top 3 bands for Data, Measurement, Space & Geometry.
- 58% of students achieved in the top 3 bands for Number, Patterns & Algebra.

Year 5 results indicated that:

- 50% of students achieved in the top 3 bands for Data, Measurement, Space & Geometry.
- 62% of student results for Number, Patterns & Algebra fell in the middle 2 bands.
- 47% of students achieved greater than or equal to expected growth in Numeracy.

There is a planned intervention strategy to be implemented for students to shift this trend to see more students achieve in the top 2 bands in 2018.



Policy requirements

Aboriginal education

Aboriginal students results were impressive. All students achieved well above the National Minimum Standard for being proficient in both Literacy and Numeracy and should be commended for their efforts.

- 50% of students achieved Band 6 in Spelling compared to 8.9% across the state.
- 50% of students achieved Band 5 in Numeracy compared to 11% across the state.

The Aboriginal and Torres Strait Islander (ATSI) education plans and ATSI Education policy are fully implemented at Beelbangera PS. All Aboriginal students and their parents/caregivers participate in collaboratively designing, implementing and evaluating Personalised Learning Plans (PLPs).

Multicultural and anti-racism education

Beelbangera PS has a growing number of students from diverse cultural, linguistic and religious backgrounds. We promote harmony and inclusion of all people through teaching about diverse cultures, religions and belief systems across all curriculum areas. We foster tolerance, kindness, understanding and acceptance of all others through regular teaching and learning opportunities and active participation in National Anti-Bullying Day and Harmony Day. Beelbangera PS has a trained Anti-Racism Contact Officer (ARCO) to support students, staff and the community.