

Bermagui Public School

Annual Report



2017



1204

Introduction

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

Leah Martin

Principal

School contact details

Bermagui Public School

George St

Bermagui, 2546

www.bermagui-p.schools.nsw.edu.au

bermagui-p.School@det.nsw.edu.au

6493 4271

Message from the Principal

It has been a pleasure and privilege to work as part of the Bermagui Public School community throughout the 2017 school year. Our school has made wonderful progress towards our goals and is proud of the numerous achievements for all of our students over the past 12 months. From academic and sporting successes, to fantastic opportunities for creativity, increases in confidence, problem solving and critical thinking, we could not be more proud of our amazing students.

I would like to thank our incredibly hardworking staff who rose to the challenges that this year, like every school year, brought with it and never lost sight of our main priority– our students. I commend to you our outstanding leadership, teaching and support staff who are so dedicated, hardworking, passionate and creative in their work. I thank them sincerely for their admirable commitment to supporting our children and families and for sharing their learning with our kids every day.

I extend my sincere thanks to our hardworking, dedicated and creative P & C volunteers whose generosity with time, energy, ideas and advice is invaluable. I have truly appreciated the input, guidance and feedback from our parent body and feel very fortunate to have such productive working partnerships with every facet of our broader school community.

Thank you to all of our students for consistently demonstrating our values of being respectful, responsible and safe. Congratulations to our Year 6 students as you move on to high school, it has been amazing to share your learning journeys with you over the past year and indeed throughout your primary schooling. We wish you every success in what is sure to be a bright future for you all.

Leah Martin

Principal

School background

School vision statement

Bermagui Public School is committed to promoting equity and excellence. The school focuses on developing students who have strong Literacy and Numeracy skills, are active and successful learners, respectful and responsible citizens and effective communicators. We create learning environments that promote our values and beliefs:—respect—for each other, property, one's self, our school, staff, work and achievements—strive—to do our best, to have a go, to think, to question and to participate—learn—to be successful in literacy and numeracy, to understand our world and community, to be safe, healthy, active and to care

School context

Bermagui Public School is located on the Far South Coast of New South Wales. There are 179 students enrolled for 2017. 26 students identify as Aboriginal and there are a number of families from other cultural backgrounds. A high percentage of our students attend Narooma High School when they graduate from Bermagui PS. The school structure consists of 7 classes with a non-teaching Principal, 2 Assistant Principals, an Aboriginal Education Officer and Support Staff. The school has quality programs in the academic, sporting, creative and cultural areas. Bermagui Public School assesses and evaluates its programs and implements strategies to improve student learning. Teaching staff are committed to achieving high quality outcomes for all students. The school has a strong emphasis on student welfare and strives to provide a happy, safe environment for all.

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.

LEARNING

In the domain of LEARNING our evaluation focused on the *Curriculum and Learning and Assessment and Reporting* areas. In both areas, our self-assessment indicated that we have achieved the delivering level with some strengths in the higher levels of achievement which include:

- Curriculum provision is enhanced by learning alliances with other schools and organisations
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students
- The school actively collects and uses information to support students' successful transitions
- Students reports contain detail information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels

Goals in the LEARNING domain for 2018 include:

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate
- The school has aligned staff processes and school systems for collecting, analysing and reporting on student and school performance
- Parents have an understanding of what their children are learning and receive regular information to support progression to the next level

TEACHING

In the domain of TEACHING our evaluation focussed on the *Data Skills and Use and Learning and Development* areas. In both areas, our self-assessment indicated that we have achieved the delivering level with some strengths in the higher levels of achievement which include:

- Teachers actively share learning from targeted professional development with others
- Teachers are actively engaged in planning their own professional development to improve their performance
- Teachers incorporate data analysis into their planning for learning
- The school leadership team builds the capacity of the staff to use data to inform strategic school improvement efforts

Goals in the TEACHING domain for 2018 include:

- Teachers draw on and implement evidence-based research to improve their performance and development
- The school leadership team engages the school community in reflecting on student performance data
- Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness
- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts

LEADING

In the domain of LEADING our evaluation focussed on *School Planning, Implementation and Reporting* and *Leadership* areas. In these areas, our self-assessment indicated that we have achieved the delivering level with strengths which include:

- Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan
- Monitoring, evaluation and review processes are embedded and undertaken routinely
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan
- Staff have purposeful leadership roles based on professional expertise
- The school solicits and addresses feedback on school performance
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students

Goals in the LEADING domain for 2018 include:

- The school uses collaborative feedback and reflection to promote and generate learning and innovation
- Established processes build the capacity of the school community to use data and evidence for strategic school improvement
- The school community is committed to the school's strategic directions and practices to achieve educational priorities
- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations

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

Wellbeing & Connection

Purpose

To promote wellbeing strategies that enhance our positive school community and form strong partnerships and strengthen relationships with the broader community

Overall summary of progress

- Continued sound implementation of PBL which has resulted in a reduction in negative behaviour incidents in targeted areas
- Consolidated use of Sentral for tracking and monitoring behaviour incidents
- Strengthened transition processes through partnerships with pre-K and 6–7 partner schools and pre-schools, and strategic programs that support increasing levels of student independence
- Staff trained in Berry St trauma-informed practice strategy and planning for implementation in 2018
- Further improvements in communication with increased engagement with school Facebook page and use of app

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student attendance to > 95% per year and a reduction in unexplained absences to <200 per year		Attendance is currently 90.3%, however, as a result of revised procedures for recording absences for travel, and the high number of families who travel during the school term due to seasonal work availability in the local area, actual attendance has increased and unexplained absences remain less than 100.
By the end of 2016, all students and staff will have participated in Phase 1 of PBL.	\$4500	<ul style="list-style-type: none">• All staff participated in Phase 1 training• Phase 1 implemented across school• Positive reward system implemented• Reduction in behaviour incidents in targeted areas
Increased in school general satisfaction level in the Quality School Life Survey (QSL) from 75% to >85%		This was achieved in 2015. Tell Them from Me surveys of students, staff and community support high levels of satisfaction and engagement.

Next Steps

- Refining schoolwide processes for explicitly teaching, monitoring, promoting and recognising positive behaviour
- Strengthening wellbeing practices across the school to provide equitable access to resources to best meet individual student needs

Strategic Direction 2

Quality Teaching & Learning

Purpose

To equip students with the necessary skills to be successful learners with the understanding that literacy and numeracy underpin learning

Overall summary of progress

- All staff participated in *Building Blocks for Numeracy* training and as a result evidence of differentiation is clear in all teaching and learning programs in mathematics
- All staff tracking and monitoring progress on continuums and using data to inform teaching and learning programs
- Students can identify next steps in their learning through goal setting
- Use of exit tickets for student self assessment and presentation of evidence of learning
- All students effectively participating in integrated units that comprise history and geography thematic focus
- Scope and sequence of all KLAs for all stages reviewed, refined and finalised

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2017, 40% of Year 3 and Year 5 students (2015–2017 average) will be proficient in spelling and writing as identified in NAPLAN	QTSS 0.126 allocation to release staff mentors for literacy and numeracy support	Students proficient in Year 5 spelling increased from 0% in 2014 to 50% in 2017
By the end of 2017, 55% of Year 3 and 50% of Year 5 students (2015–2017 average) will be proficient in Numeracy as identified in NAPLAN	Socio-economic background \$3600.00	Percentage of students at proficient in NAPLAN has increased in all areas. School based data shows continual improvement in numeracy around continuum progression.
100% of staff will effectively implement NSW Syllabus for Australian History Curriculum	Release through QTSS for collaborative planning and peer observation	All staff have achieved this as evidenced by teaching and learning programs
From 2015 to 2017 it will be evident that school based assessment data indicates an increase in students achieving at or beyond expected stage standards	Socio-economic background \$10800	Continuum and other school based assessment indicates that the number of students making expected growth has increased over the past 12 months.

Next Steps

- School develops procedure to use evidence informed pedagogy to target priorities across key learning areas, promoting student growth
- School implements consistent, high quality programming practices for teaching and learning through ongoing evaluation
- Strengthen systems and protocols for teachers to collect and analyse data on student learning to differentiate practice
- Students develop skills in being accountable for their learning by setting goals and tracking their own achievement
- Leaders support teams through ongoing professional development to effectively analyse, review and evaluate student data to inform teaching practices

Strategic Direction 3

Leadership & Innovation

Purpose

To build a strong educational community through leadership and effective professional development, teacher accreditation processes and the embedding of 21st century skills and tools across our broad curriculum

Overall summary of progress

- Continued refinement of PDP process
- Quality Teaching Rounds beginning to be implemented to support staff self-improvement and feedback processes
- All staff report high levels of confidence and understanding around accreditation processes and have self-identified areas for improvement against standards
- All staff using MyPLGoals online tracking to identify and monitor progress towards PDP goals and to identify evidence of practice
- All staff report increased levels of confidence in the use of data and evidence to validate practice
- Flexible learning structures trialled in Stage 3 with students groups according to growth potential in literacy and numeracy
- L3 structure implemented across K–2 to promote independence and incremental learning through a combination of explicit teaching and independent, differentiated activities
- Improved leadership opportunity for student leaders through ELC leadership camp
- Community consultation and strategic direction teams working collaboratively as part of strategic direction planning process

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff survey indicates 100% of staff actively engaged in coaching conversations and goal setting	QTSS allocation	All staff actively involved in PDP process, coaching conversations and peer observation and feedback
Staff attainment of professional learning goals and teaching requirements, as measured in their Professional Development Plan	QTSS allocation, professional learning funds	All staff achieved at least two thirds of PDP goals and made progress towards remaining third.
Staff survey indicates 75% of staff have the understanding and confidence to implement and measure the effectiveness of 21st century learning		74% of staff indicate confidence in implementing 21st century learning. Further PL opportunities identified in 2018
All staff indicate understanding of and commitment to Performance & Development – including accreditation aligned to AITSL standards		100% of staff indicate understanding of and commitment to accreditation processes.
Staff survey indicates all staff feel confident and prepared to become accredited by 2017		100% of staff indicate understanding of and commitment to accreditation processes.

Next Steps

- Improved transition processes to be a goal as mapped against Middle Years Transition matrix as part of Gulaga Community of Schools

- Build awareness and understanding of future focused pedagogy and curriculum through increased leadership opportunities
- Further develop leadership opportunities and educational partnerships within and across wider community networks to provide innovative opportunities for learning
- Establish a professional learning community which is focused on continuous improvement

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$76206	<ul style="list-style-type: none"> • Employment of full time Aboriginal Education Officer who has had a significant, positive impact on engagement, attendance, community engagement, Aboriginal perspectives across the curriculum, support for students and families, promoting Aboriginal culture throughout the broader community • Employment of a part time SLSO for support in literacy & numeracy (in class support and mentoring) • Increased attendance for Aboriginal students, 20% increase in Aboriginal students in top two NAPLAN bands in targeted areas
Low level adjustment for disability	\$74700	<ul style="list-style-type: none"> • Employment of Learning and Support Teacher 3 days per week to support students with learning needs and to support staff to make adjustments for students with learning needs • Employment of School Learning & Support Officers for additional in class support and intervention programs in literacy • Professional learning for staff in trauma-informed practice and specific literacy & numeracy interventions (L3, TEN)
Quality Teaching, Successful Students (QTSS)	Staffing allocation .126 Semester 1/ .302 Semester 2	<ul style="list-style-type: none"> • Release of staff with mentors, supervisors and peers for sharing of practice, observations, feedback and mentoring
Socio-economic background	\$70076	<ul style="list-style-type: none"> • Professional learning for staff in targeted priority areas (literacy, numeracy, trauma-informed practice, collaborative practice etc) • Employment of additional teacher in Stage 3 for 3 days per week to promote independent learning and flexible grouping structures to support transition • Employment of additional staff to support

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	91	88	90	80
Girls	73	76	79	88

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	91.9	90.7	92.3
1	93.8	88.5	89.2	92.4
2	93	94.5	91.8	88.3
3	93.2	92.6	91	87.4
4	91.3	94.4	90.7	90.6
5	93.7	93.2	92.8	89.9
6	93	89.3	93.2	92.1
All Years	93.2	92.4	91.4	90.3
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

The school regularly monitors attendance patterns and employs a range of strategies to support attendance improvement in collaboration with families.

Structure of classes

In 2017 all classes were stage based. There was one class in Early Stage 1 (Kindergarten) and two classes in each of Stages 1, 2 and 3. An additional teacher was employed three days per week to support Stage 3 classes to work in flexible group structures in literacy and numeracy to promote independent, student-centred learning. Stage based classes promoted enhanced opportunities for differentiation and

learning across all classrooms.

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	0.21
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

Our school had three Aboriginal employees in 2017 including one full time Aboriginal Education Officer, one part time School Learning Support Officer and one educational support trainee.

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	27

Professional learning and teacher accreditation

- Total expenditure of professional learning was \$31800
- There are five staff members who are accredited at proficient. Two of these staff have completed a professional learning maintenance cycle with the remaining three working towards this over the coming years.
- All teaching and SASS staff participated in a number of school development activities in 2017 including learning in: CPR & anaphylaxis, online

Building Blocks for Numeracy training, collaborative planning and strategic direction implementation, planning for teaching and learning, new History and Geography curriculum, integration of technology across KLAS, L3 in Kindergarten and Stage 1, TEN and Quality Teaching Rounds.

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	155,154
Global funds	102,319
Tied funds	110,655
School & community sources	31,364
Interest	1,207
Trust receipts	0
Canteen	0
Total Receipts	245,546
Payments	
Teaching & learning	
Key Learning Areas	15,130
Excursions	13,559
Extracurricular dissections	17,771
Library	2,756
Training & Development	5,254
Tied Funds Payments	105,018
Short Term Relief	15,864
Administration & Office	21,193
Canteen Payments	0
Utilities	7,887
Maintenance	24,073
Trust Payments	0
Capital Programs	0
Total Payments	228,503
Balance carried forward	172,197

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	422,406
Appropriation	378,904
Sale of Goods and Services	210
Grants and Contributions	42,813
Gain and Loss	0
Other Revenue	0
Investment Income	480
Expenses	-342,694
Recurrent Expenses	-342,694
Employee Related	-212,195
Operating Expenses	-130,499
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	79,713
Balance Carried Forward	79,713

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	1,349,403
Base Per Capita	25,828
Base Location	36,595
Other Base	1,286,980
Equity Total	220,982
Equity Aboriginal	76,206
Equity Socio economic	70,076
Equity Language	0
Equity Disability	74,700
Targeted Total	103,200
Other Total	115,441
Grand Total	1,789,026

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.

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:

- 86% of parents feel welcome at our school and 75% are confident in speaking with their child's teacher.

- 80% of parents felt that written communication from the school was presented in clear, plain language
- 91% of staff reported that they collaborated regularly with colleagues to discuss strategies to support students
- 91% of staff indicated that the school's learning culture included high expectations for students
- 69% of students have a positive sense of belonging at school
- 86% of students felt they had positive relationships with peers and teachers at school
- From 2016 there was a 15% increase in students feeling confident to share their learning with their parents
- From 2016 there was a 8% increase in the levels of interest and motivation students reported feeling in their learning
- From 2016 there was a 6% increase in student sense of belonging at school
- Staff reported higher levels of confidence than the state average in overcoming learning obstacles, use of technology, promoting inclusivity and satisfaction with school leadership.

The results of this information are analysed and inform school planning for 2018.

Policy requirements

Aboriginal education

As a school we are very proud of the culture, traditions and history of our local Aboriginal community and Aboriginal education is a key focus across our school. We are committed to strengthening relationships with our community and promoting engagement for all students through quality educational practices that ensure high levels of improvement and achievement across all academic areas.

We are fortunate to have a highly effective Aboriginal Education Officer who works in partnership with the school and community to ensure increased attendance and engagement for all of our Aboriginal students. Some of the initiatives that we undertook in 2017 include:

- AEO to promote engagement and attendance
- Aboriginal SLSO employed to support programs in literacy and numeracy in the classroom
- Aboriginal SLSO and AEO provide playground mentoring for positive behavior support
- Multitit and small group interventions to support increased levels of literacy for Aboriginal students resulting in high levels of improvement for all Aboriginal student participants
- Boys cultural classes as an alternative to Special Religious Education conducted by our AEO and community members
- Embedding of Aboriginal perspectives across the curriculum through targeted planning and programming as well as inviting community members to support classroom learning, especially in History and Geography syllabuses
- Working in partnership with the AECG to support students and their families to engage with school

- Hosting a school acknowledgement of Reconciliation & NAIDOC Week
- Continuation of our bush tucker garden project through targeted lessons and cultural knowledge sharing
- Supporting the Gadhu boys Aboriginal dance group by hosting performances and inviting them to perform and address visitors to the school
- Senior Aboriginal students and community members participating in the Short Black opera program in partnership with Four Winds to work with a highly accomplished Aboriginal musician, Deborah Cheetham AO on proudly singing specially written choral pieces. This project culminated in the writing of a song, Mother Mountain, with our Aboriginal students and community members. This song was proudly sung at our annual presentation ceremony by the whole school and is now on regular rotation through music and performance programs in our school.

Multicultural and anti-racism education

Bermagui Public School celebrates diversity, acceptance and tolerance at all times. We hold in high regard the sharing of all cultures and promote respect above all else. Culturally inclusive practice is key to all aspects of our school both within the classroom and beyond. Culturally inclusive pedagogy is evident in all classrooms with the use of educational resources that present a diverse and inclusive view of the world that promotes learning about all cultures and fosters an interest in all children about the practices, beliefs and heritage of others.

We promote opportunities for all children to be safe and happy in a school environment that is free from prejudice and discrimination of any kind. As a school, we are proactive in exploring and celebrating culturally diverse opportunities including Harmony Day as a culmination of learning about what it is that makes each of us unique.

In all curriculum areas, staff promote the challenging of cultural or racial stereotypes and encourage all students to do the same in their lives beyond school. Our students are respectful of each other and love to share in the practices and beliefs from other cultures through their learning and extra curricular experiences.

All students from year 3–6 participate in a multicultural education unit that culminates in the Multicultural Perspectives Public Speaking Competition where all students involved are asked to prepare a speech that to share their thoughts on what our multicultural Australia looks like.

Our Anti–Racism Contact Officer is proactive in promoting opportunities to foster positive interactions and communication and is effective in supporting students to avoid racism in all forms.