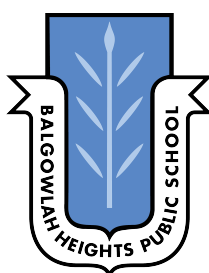


Balgowlah Heights Public School

Annual Report



2017



3736

Introduction

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

Judy Goodsell

Principal

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Message from the Principal

The school has a strong reputation for providing excellence in education through an academically focused learning and teaching program that is balanced by rich opportunities in sport, culture and performance. This is made possible through the hard work and commitment of staff, parents and the local community. This report celebrates the individual and collective efforts and achievements, while also informing the future directions for our 2018 –2020 School Management Plan.

The happiest and most successful students are those with the motivation to learn and a strong sense of personal achievement. The school's Positive Behaviour Engaging Learners program continues to improve outcomes for students by strengthening the link between positive behaviour and enhanced learning. In 2017 the program was fully implemented providing consistency of teacher expectations for student behaviour. At the end of the year the program was reviewed and improvements will be made in 2018.

In 2017 the school achieved strong NAPLAN results in Literacy and Numeracy which demonstrated growth in student learning outcomes. The L3 Literacy Program was implemented in K–2 classrooms with our students reading at levels superior to state average targets. These achievements are a credit to the staff and to the students themselves.

I am always humbled by the dedication and professionalism of our teachers and support staff. Their dedication and capacity to inspire ensures our students excel and succeed. Staff are well supported by our friendly and professional administrative staff who implemented the Department's new financial system in 2017.

Student participation in external competitions remained strong. A large proportion of students entering the NSW International Competitions and Assessments for Schools were awarded merit, credit, distinction and high distinction certificates. One outstanding student was awarded the UNSW ICAS Science Medal for achieving the top marks in NSW and the ACT.

I was extremely proud of our students' performance in sport in 2017. Student representation was seen at zone, area, state and national levels. The Senior B Girls' Eagle Tag team won the Manly Zone PSSA Championship in 2017. The Junior B Netball team, the Senior C Netball team and the Senior Softball team were runners up. In swimming, the Senior Boys' Relay team progressed to the NSWPSA Swimming Championship and were placed 4th in the State. The Senior Boys' Relay team also progressed to the the NSWPSA Athletics Championships and won. Further, one student represented the NSWPSA in Rugby Union at National level and one student represented Sydney North at state level in Hockey.

In 2017 the school continued to offer excellent creative and performing arts programs culminating in the Band's Performance Night and the 2017 Recital Performance Concert. The School Drama Ensembles, Senior and Junior Dance Groups and Choirs entertained everyone in their performances at school events, community engagements and at

Regional Festivals. They performed at iconic venues including NIDA, Glen Street Theatre and the Sydney Opera House. Many senior students successfully auditioned to become members of the Arts Alive Combined Schools Band, the NSW Public Schools Symphonic Wind Ensemble and the State Junior Wind Band.

The Junior, Senior and Concert Bands were awarded Bronze and Silver at the NSW School Band Festival which was a wonderful result. Two students represented the school in the Bearpit Public Speaking Competition and one student was awarded the Young Scientist Award for Primary Scientific Investigation. The Tournament of Minds Teams were awarded honours for Science and Technology, as well as Language Literature in the Sydney North Finals.

Balgowlah Heights Public School was strongly supported by the parent community through the P&C Association. In 2017, the P&C funded the resurfacing of the K–2 playground. They also funded the installation of 5 air conditioners in classrooms. The Balgowlah Bolt, our inaugural fun run, was held in March and it was a very successful community event. Fundraising events held throughout the year were well attended and demonstrated community pride in our school.

I sincerely thank everyone who worked to make our wonderful school even greater in 2017 and look forward to 2018 where we will enthusiastically build on the year's achievements.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Judy Goodsell

Principal

School background

School vision statement

Balgowlah Heights Public School promotes excellence and opportunity through the delivery of quality learning and teaching programs in an inclusive environment. Instruction is explicit to ensure students learn to become respectful, responsible and resilient citizens. The school community values lifelong learning and achieving personal best.

School context

Balgowlah Heights Public School caters for students Kindergarten to Year 6 within the Northern Beaches Learning Alliance of Schools. The school was established as a one teacher school in 1933 with an enrolment of 29 students, and today the school provides quality education to over 730 students. Teaching is Year-based across 29 classes and includes two Opportunity Classes.

The school delivers a quality education through a focus on excellence in learning and teaching and the provision of a wide range of co-curricular programs. Community expectations are high for academic achievement, in sporting endeavours and the creative and performing arts.

Within the school there is an emphasis on effective pedagogical practice and student engagement, with Smartboards, laptops and iPads used extensively in K-6 classrooms.

The school community values the contribution of all our partners and stakeholders. It is financially supported by an active P&C Association who are committed to providing school resources through fundraising and voluntary contributions. The Department's RAM allocation of \$106,801 per annum includes disability, socio economic, per capita and English Language Proficiency funding.

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 2017 School's self-assessment identified the school as excelling in most elements of the Learning domain and sustaining and growing in the elements of assessment and reporting and student performance. Further, the school was assessed as excelling in most elements of the Teaching domain except for effective classroom practice and collaborative practice elements, where the school was assessed as sustaining and growing. In the Leading domain, the school was self-assessed as excelling in all elements.

Learning

Building a student centred personalised learning culture continues to be the dominant focus for the school. There is a school-wide approach to learning and success, with high levels of student, staff and community engagement. This is underpinned by the experience and expertise of our Learning and Support Team, English as an Additional Language or Dialect teacher, Learning Support teachers and Enrichment teacher.

There is a whole-school approach to implement comprehensive and strategic student wellbeing programs. These include the Positive Behaviour Engaging Learners program and the Bounce Back resilience program to support student wellbeing, school values and a growth mindset. Conceptual curriculum programs and evidence-based teaching practices develop the knowledge and skills of students and support them to be self-directed learners. Teachers use assessment for, as and of learning to set learning goals and success criteria to individualise instruction for students.

There are significant extra-curricular learning opportunities including robotics, drama, music, dance, band, debating and sport that is strongly aligned to the Excellence and Opportunity school motto. The school is recognised as teaching an exemplar STEM program taught by teachers with Science expertise. One student was awarded the STANSW Young Scientist of the Year Award which is an outstanding achievement for the school.

Most of the school's students achieved strong NAPLAN value-added growth between Years 3 to 5 and Years 5 to 7

in literacy and numeracy. The school continues to target improvements in this element. Targets will be achieved by continuing to focus on students demonstrating learning dispositions that will enable them to become self-directed learners, who can articulate what they are learning, why it's important and where to next.

Teaching

Student learning outcomes continue to improve at Balgowlah Heights Public School due to a focus on high expectations, explicit teaching, using data to inform practice and a shared responsibility for improvement. Teachers continued to implement evidence-based teaching strategies including the observation of each other's practices with a focus on learning intentions, success criteria and feedback this year. Teachers were also involved in professional learning and considered the effect size of student progress, with some teachers using this to evaluate the effectiveness of their teaching practice. This will continue to be a focus area for the school in future years.

The school established a partnership with Corwin Australia to provide professional development to teachers focused on John Hattie's research and the principles of Visible Learning classrooms and growth mindset. Increasingly students are using reflection on teacher and peer feedback to self-direct their learning.

Teachers collaborate within and across stages to ensure consistency of curriculum delivery and differentiation. In 2017 K-6 teachers used the literacy and numeracy continuums to plot students and plan learning sequences. An Instructional Leader led an effective mentoring and classroom observation program to develop the skills of early-career teachers. The Instructional Leader also set up an innovative professional learning program called Evidence into Action Groups. These groups used the 'Spirals of Inquiry' process to improve students' critical thinking, creativity, communication and collaboration in the classroom and provide more effective peer feedback.

Leaders and teachers engaged parents in workshops to develop a shared understanding of how to help their children at home with literacy and numeracy.

In 2018 teachers will use the 'Spirals of Inquiry' process to improve students' writing skills.

Leading

In 2017 the School Executive focused their efforts on instructional leadership to lever improvement in student learning outcomes. School Executive established baseline data to deliver evidence statements for the school's Visible Learning Plan. A number of local and across state school leaders visited classrooms to observe how the school was implementing visible learning and leaders presented at a number of workshops.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Excellence in Learning and Teaching

Purpose

To facilitate students' success to become creative, competent, resilient and independent learners.

Overall summary of progress

In order to improve how data is used in the school, Years K to 2 teachers were trained in formative assessment and in tracking students on the Literacy and Numeracy Continuums using PLAN software as part of their L3 training. Years 3 to 6 teachers were introduced to plotting their students in Literacy and Numeracy on the continuums. Some teachers used their knowledge of calculating effect sizes to analyse student progress using a visible learning data analysis tool.

Teachers completed their training in the Language, Learning and Literacy Program. L3 aims to facilitate high expectations, consistency of teacher judgement and explicit teaching of language, reading and writing which has led to improved differentiation. The Quicksmart Maths Program, an evidence-based maths program for Year 4 students, was implemented to improve student learning and focused on improving numeracy fluency and understanding of concepts. In 2017, 10 Year 4 students participated in the program. Students involved in this program gained more than 2 years growth in NAPLAN bands which is an exceptional impact.

The research based Macqlit program was introduced in Years 3 to 6 classes to support students with additional needs in reading. The school now implements the Minilit, Multilit and Macqlit programs overseen by the school's Learning and Support Team.

Professional learning continued in 2017 through an academic partnership formed with Corwin Cognition. Teachers developed a deeper understanding of educational research in the areas of Growth Mindset, Learning Dispositions and effective Feedback.

Teacher collaboration sessions provided time for teachers to add learning intentions and success criteria into their lesson planning to improve teacher clarity and quality feedback.

Evidence Into Action Groups were formed to provide differentiated professional learning around teaching strategies with a high effect size. Teachers implemented their learning into classrooms to improve how they taught metacognition, used google classrooms and provided quality feedback.

The Positive Behaviour Engaging Learners program, Learning and Support Team and Gifted and Talented Team procedures were reviewed in 2017 to ensure they linked to the Student Wellbeing Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Expected student growth in NAPLAN of at least 68% in 2017 between Years 3, 5 and 7.Over 65% of Year 3 students achieve in the top 2 bands in all areas of numeracy in 2017.Students in Year 3 NAPLAN achieve the same percentage in the top 2 bands as similar schools in Literacy by 2017.	<p>\$11,000 for growth mindset and visible learning workshops.</p> <p>0.2 Teacher employed to release Evidence into Action Group leaders.</p>	<p>Evidence gathered from Professional Learning evaluations, Evidence into Action Groups Impact Surveys and PDPs suggest 87% of staff found the professional development learning valuable.</p> <p>Evidence into Action Groups Impact on teachers: 80% of staff said using 'Spirals of Inquiry' process addressed their professional learning needs. 78% of staff said what they had learnt translated into their teaching practice. 76% of staff said EIA improved their use of data. 95% of staff said the professional readings were valuable. 93% of staff found the process highly collaborative. 100% of teachers in the Digital Technology EIA group are using technology in the classroom, including Google Classroom as a platform to increase 21st century fluencies through collaboration, critical thinking, and communication. Teachers use the SAMR model to select</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Expected student growth in NAPLAN of at least 68% in 2017 between Years 3, 5 and 7. • Over 65% of Year 3 students achieve in the top 2 bands in all areas of numeracy in 2017. • Students in Year 3 NAPLAN achieve the same percentage in the top 2 bands as similar schools in Literacy by 2017. 		<p>technology to redefine learning. Teachers are effectively linking feedback to learning intentions and success criteria. Overall EIA groups increased teachers ability to use data to inform practice and collective teacher efficacy.</p> <p>Evidence into Action Groups Impact on students:</p> <p>Metacognition Group: Students' frequency in discussing strategies during problem solving tasks increased by 67%; Students' ability to plan their own thinking during problem solving increased by 63%; Frequency of self-evaluation increased by 50%;</p> <p>Digital Technology Group: 90% of students enjoyed using Google Classrooms; 76% of students indicated Google Classrooms motivated them to learn; 83% of students indicated Google Classrooms increased collaboration with peers on tasks; Students indicated their technology skills improved. 66% initially indicated their tech skills were poor-satisfactory, to 85% of students indicating tech skills being very good – excellent.</p> <p>Feedback Group: Peer feedback has significantly increased across all KLA's in Stage 2 classrooms. Students feel increasingly confident providing feedback to peers. Maths Scope and sequences have been reviewed and changes made for 2018.</p> <p>Impact of Maths Mentoring– Opportunity Class students achieved high growth in Maths.</p> <p>NAPLAN analysis indicates school targets met in literacy and maths as outlined in improvement measures.</p>
<p>87% of Kindergarten students working at or above level 10 at year end.</p> <p>87% of Year 1 students working at or above level 20</p> <p>87% of Year 2 students working at or above level 28.</p>	<p>QTSS Funding to provide the school with a full-time Instructional Leader to lead L3 and support the implementation of TEN.</p>	<p>PLAN data is monitored and confirms expected growth in student outcomes K–2. Learning intentions and success criteria have been implemented more effectively and are directly linked to feedback.</p> <p>Learning Intentions and Success Criteria are more visible in teaching programs and in the classroom environment.</p> <p>Language, Literacy and Learning (L3) & TEN (Targeted Early Numeracy) data was collected and indicated–</p> <p>Teacher Impact:</p> <p>L3 Program: 100% of staff found the L3 training a valuable form of professional learning and had directly translated into their teaching practice. 98% of staff indicated L3 improved their ability to group and assess students to improve practice. 100 % of staff said that L3 provided feedback on their teaching practice.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>87% of Kindergarten students working at or above level 10 at year end.</p> <p>87% of Year 1 students working at or above level 20</p> <p>87% of Year 2 students working at or above level 28.</p>		<p>Learning and Support Team: 100% of teachers indicated that LST has supported implementation, training and adjustment associated with the NCCD processes relating to teaching plans and adjustments that supports students with disabilities. This has increased from 96% since last year.</p> <p>TEN Program: 90% of staff found TEN a valuable form of professional learning and 78% said that it translated into their teaching practice. 85% of staff stated that TEN improved their ability to group and assess students to improve practice. 84% staff stated TEN was a collaborative form of professional learning. 78% of teachers received feedback on their teaching through TEN.</p>
<p>The school's student welfare policy and programs meets the needs of students.</p>	<p>\$3000 Highly Accomplished and Lead teachers Initiative funding to release teachers to evaluate and analyse survey data.</p> <p>\$22,000 Literacy and Numeracy money to fund the employment of an SLSO for the Quicksmart Program.</p> <p>Macqlit and Enrichment Programs funded by P & C Contribution \$120,000.</p>	<p>After evaluating the Learning and Support Team, PBEL and English And Language Dialect data from parents and staff, it was clear that a whole school approach to wellbeing was required. 45% of staff indicated that they were unclear about the processes of existing teams. This has resulted in teams collaborating and reviewing systems and processes to coincide with the Wellbeing Framework and initiate a whole school approach to Wellbeing under the same umbrella.</p> <p>94% of staff indicated a lack of time to attend meetings. To support an increase in attendance and support, a rotational timetable for teams will be implemented in 2018. Additionally, this will allow leaders of the team to attend other meetings and collaborate to support teachers.. A Gifted and Talented and ATSI Committee was initiated and an action plan written support to students and teachers in 2018.</p> <p>Quicksmart Program: 10 students participated in the program in 2017.</p> <p>The 2016 students results indicated they achieved more than 2 years' growth in the Year 5 NAPLAN Numeracy test in 2017.</p> <p>Macqlit Program: A research based student withdrawal program commenced, supporting students in Years 3–6 learning to read and comprehend.</p> <p>The Enrichment Program: continues to provide students with strategies to think critically and creatively.</p>

Next Steps

1. The Maths Committee will incorporate assessment for, as and of learning for number into the K–6 Scope and Sequence.
2. Staff will collaboratively develop K–6 scope and sequences for all KLAs.
3. Teachers will use evidence to inform practice in writing, differentiating programs in the guided writing phase.
4. Teachers will collaboratively develop consistent programs across the grade.
5. School Executive will lead progressions of learning throughout the school over the next two years to improve differentiation.
6. K–2 teachers will implement Focus on Reading research based strategies in reading comprehension lessons.
7. The Gifted and Talented Committee will implement an improved nomination procedure and testing to identify and track those students.
8. The PBEL team will implement strategies to improve teacher consistency and frequency of positive reinforcement of desired behaviours.
9. Sentral wellbeing system will be set up to enable more timely response to identified issues.

Strategic Direction 2

Dynamic and Collaborative Learning Systems and Practices

Purpose

To create learning environments where teachers are inspired to teach, students are motivated to learn, and the community is actively involved in the life of the school through effective educational leadership.

Overall summary of progress

Strategic Leadership

The school is part of the Northern Beaches Learning Alliance where Principals, Deputy and Assistant Principals and teachers share and collaborate to initiate school improvement. This year the school established an innovative professional development initiative where an aspiring leader led an Evidence into Action group within their stage. Leaders used the 'Spirals of Inquiry' process to analyse student data, formulate a plan to improve the problem, shared research on best practice in that area and observed other teachers in the group, reflecting on changes to teaching practice in the areas of metacognition, feedback or digital learning. Teaching strategies learnt have a high effect size on student progress. Teachers felt empowered through this process and the model was shared with school executive from our Community of Schools.

School leaders and teachers attended professional development on growth mindset, learning dispositions and effective feedback.

The Performance Development Framework was implemented to include visible learning goals and stage professional learning goals.

The Instructional Leader was responsible for mentoring new career teachers and building staff capacity to implement effective pedagogical practice in classrooms.

There is a whole-school approach to ensure the most effective evidence-based teaching methods optimise learning progress for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. A school culture that is more conducive for teachers to continuously improve their teaching practice by providing encouragement and fostering an environment that values sharing, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. 2. Agreed expectations and coherence around the quality of teaching required to impact on student performance.	Corwin Cognition Staff Development Day workshops on Feedback and Growth Mindset \$18000 Instructional leader release QTSS funding entitlement.	The School Leadership Team used an Instructional Leadership approach to mentor and develop early career teachers and teachers involved in the TEN, L3 and Evidence into Action Groups. The Instructional Leader mentored teachers demonstrating research based effective teaching strategies in targeted classes. School Executive mentored a teacher and an Assistant Principal as part of the LDI initiative as they seek to gain accreditation at higher levels. The mentees led a series of projects throughout the year that had high impact as noted above in the areas of research based professional learning and student wellbeing.
1. School Executive provide targeted learning opportunities for teachers to develop the knowledge, practices and attitudes that are needed to achieve agreed goals and expectations. 2. School Executive facilitate opportunities for staff to learn from each other, provide access	Release for Evidence into Action Leaders \$5000	The Evidence into Action Groups enabled teachers to work collaboratively building group leaders' capabilities and transforming teaching practice. Professional Development Plans were reviewed and demonstrated teachers effectively reflect on their teaching practice. The Instructional Leader engaged in reflection sessions with mentee teachers. Professional learning was evaluated to determine impact on students and teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
to specialised knowledge and model continuous learning in their own practice. 3. School Executive regularly evaluate the impact of professional learning on the basis of the effect it has on student achievement.		<p>The Evidence into Action Groups enabled teachers to work collaboratively building group leaders' capabilities and transforming teaching practice.</p> <p>Professional Development Plans were reviewed and demonstrated teachers effectively reflect on their teaching practice. The Instructional Leader engaged in reflection sessions with mentee teachers. Professional learning was evaluated to determine impact on students and teachers.</p>

Next Steps

1. Evidence into Action Groups will focus on improving student writing at a grade level.
2. Performance Development Plans will be evaluated to inform future staff goals.
3. Ongoing professional learning to maintain evidence-based teaching programs in L3 and TEN.
4. Stage 1 teachers will attend Focus on Reading training.
5. The Maths Committee will be involved in a 'Spiral of Inquiry' to use a variety of assessment practices to inform teaching and learning.

Strategic Direction 3

Partnerships Enhance Future Focused Learning Connections

Purpose

To innovate teaching through a futures focused curriculum that both extends and enhances learning opportunities through meaningful, rich connections to broader communities.

Overall summary of progress

1. Partnerships with parents were strengthened to support deep learning in classrooms. A database of parent expertise was established and provides a rich resource for teachers.
2. The school met with stakeholders to develop a communication strategy that would facilitate more relevant and timely information to be shared with the school community. This included a refresh of the school's website and the introduction of the school APP.
3. Teachers led professional learning to implement the SAMR model as a framework to introduce Google Classrooms into teaching and learning activities in History and Geography.
4. Students' problem solving, collaboration and communication skills were enhanced throughout the school as a result of the introduction of digital learning devices in the Library and classrooms. The purchase of new customised tables has facilitated collaborative learning.
5. International partnerships with Japan were enhanced by a visit from Japanese Practicum teachers to the school to share knowledge and promote understanding of the Japanese Culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of a stronger sense of community amongst parents, students, staff and the broader community including a more inclusive, transparent and consistent approach to communications.	The Instructional Leader and Executive led the parent workshops. \$5000 release funding for completion of new website.	100% of parents considered the K–2 Reading and Maths Parent Workshops highly valuable and deepened their understanding of how to help your child at home in reading and maths. The new school website is a Department website which links school information with the Department's making it relevant and fresh. Focus Group feedback will inform future directions for the 2018 to 2020 School Plan.
Learning and Teaching programs incorporate the 21st Century fluencies of problem solving, creativity, collaboration, information, media, communication and global digital citizenship as well as success criteria.	\$72000 Library Upgrade funded by the BHPS P & C Association.	Students problem solving, collaboration and communication skills were enhanced by the use of new technology in the Library. 92% of students felt they had developed high skills in their learning over the year with 69% including they felt challenged in their learning. This was a significant improvement from last year's results, and much higher than the state average in the Tell Them From Me Student Survey.
Local, national, and international partnerships are formed and provide deep learning experiences for students.		The Japanese Practicum Teacher visit enabled staff and students to interact and engage with visitors from Japan to deepen their understanding of Asian culture and languages. The programs and competitions entered ensured students demonstrate a variety of skills and strategies to be more active and informed citizens.

Next Steps

1. The school will continue to work with stakeholders to develop interactive ways of communication.
2. The school will continue to build a range of formal and informal structures to support families to communicate using a shared language of learning.
3. Parents/caregivers and school staff collaboratively develop programs to assist families to connect and engage in their children's learning.
4. Parents/caregivers contribute to whole-school planning and evaluation processes.
5. The school and parents/caregivers work together to develop strategies for use in the home to build on students' strengths.
6. The school will facilitate community understanding of educational programs and processes in support of student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	0.2 staffing and \$20,352 additional Equity Loading.	In both Years 3 and 5, students of language backgrounds other than English performed at a superior level compared to state average in the 2017 NAPLAN assessment.
Low level adjustment for disability	\$84,817 Low level adjustment for disability.	School Learning Support Officers are employed to implement research based support programs in literacy and numeracy. NAPLAN results indicate there are only 4 students in Band 2 in Year 3 and 1 student in Band 3 in Year 5.
Quality Teaching, Successful Students (QTSS)	0.547 teacher entitlement.	The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
Socio-economic background	\$1631 DoE funding	Students from families experiencing financial hardship are provided with the same curriculum related resources and opportunities including excursions.
Support for beginning teachers	\$35,026 DoE funding.	Beginning teachers demonstrate professional knowledge, practice and engagement with the Australian Standards for Teachers and receive relevant professional development to implement teaching strategies proven to have a high effect size on student growth.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	353	339	361	347
Girls	369	389	375	381

Balgowlah Heights Public School had a total of 728 students enrolled in 2017 and consisted of 29 classes. This was the same number of classes as 2016.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	96.8	96	95.9
1	96.6	95.6	95.7	94.9
2	95.6	95.3	95.8	95.1
3	96.7	95.9	96	95.7
4	95.1	96.1	96.5	96
5	96.4	96.1	96.1	95.8
6	95.2	95.3	95.5	94.3
All Years	95.9	95.8	95.9	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	94.1	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 attendance profile for all years is fairly stable and higher than the state average at Balgowlah Heights Public School.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	27.05
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.67
Other Positions	0

*Full Time Equivalent

There is one staff member who identifies as being of Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

The school has a strong commitment to staff Professional Development. All teachers and executive staff prepared a Performance and Development Plan to assist with setting goals, reflecting on their achievement of their goals and their impact on performance.

Professional learning was aligned to the school's strategic directions and is embedded in the school's progress to achieve goals.

The school received \$36,825 in Professional Learning Funds and \$35,026 in Beginning Teacher Support Funding. These funds were used in:

- training for all Stage One and early career teaching staff in the L3 literacy program
- training for Early Stage One and early

career teaching staff in the TEN numeracy program

- release for teachers and associated costs to attend courses in areas such as leadership, literacy, numeracy, future focused learning, History, Geography and Science
- extra release time for early career teachers and the provision of mentors

There were three early career teachers who gained accreditation in 2017 and one that maintained their accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	302,389
Revenue	6,006,482
Appropriation	5,049,461
Sale of Goods and Services	8,006
Grants and Contributions	942,749
Gain and Loss	0
Other Revenue	0
Investment Income	6,267
Expenses	-5,942,770
Recurrent Expenses	-5,849,842
Employee Related	-5,008,052
Operating Expenses	-841,790
Capital Expenses	-92,927
Employee Related	0
Operating Expenses	-92,927
SURPLUS / DEFICIT FOR THE YEAR	63,713
Balance Carried Forward	366,101

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	4,628,424
Base Per Capita	112,480
Base Location	0
Other Base	4,515,944
Equity Total	106,801
Equity Aboriginal	0
Equity Socio economic	1,631
Equity Language	20,352
Equity Disability	84,817
Targeted Total	79,953
Other Total	114,405
Grand Total	4,929,583

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.

60 per cent of students in Year 3 achieved results in the top 2 bands in all areas of Literacy. Year 5 Reading results were exceptional in 2017 with 83 per cent of students achieving in the top 2 bands.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	1.0	2.9	6.9	13.7	37.3	38.2
School avg 2015-2017	0.7	1.0	6.2	12.7	30.5	49.0

Percentage in Bands:**Year 3 - Reading**

Band	1	2	3	4	5	6
Percentage of students	0.0	2.9	13.7	23.5	19.6	40.2
School avg 2015-2017	0.0	1.6	9.1	17.7	26.8	44.6

Percentage in Bands:**Year 3 - Spelling**

Band	1	2	3	4	5	6
Percentage of students	0.0	4.9	9.8	20.6	38.2	26.5
School avg 2015-2017	0.3	3.0	7.6	19.7	33.8	35.6

Percentage in Bands:**Year 3 - Writing**

Band	1	2	3	4	5	6
Percentage of students	1.0	1.0	3.9	20.6	59.8	13.7
School avg 2015-2017	0.3	0.7	3.1	17.6	56.8	21.5

Percentage in Bands:**Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	1.0	2.1	22.7	42.3	16.5	15.5
School avg 2015-2017	0.3	1.9	22.0	35.2	24.2	16.5

Percentage in Bands:**Year 5 - Spelling**

Band	4	5	6	7	8
Percentage of students	2.1	6.2	26.8	28.9	36.1
School avg 2015-2017	2.0	8.3	30.1	30.2	29.5

Percentage in Bands:**Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	1.0	1.0	6.2	8.3	24.7	58.8
School avg 2015-2017	0.7	2.4	7.8	14.7	25.8	48.7

Percentage in Bands:**Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	0.0	4.1	7.2	15.5	17.5	55.7
School avg 2015-2017	0.7	3.3	7.5	14.2	23.9	50.5

There was a marked improvement in both the Year 3 and Year 5 Numeracy percentage in the top 2 bands compared to the School Average 2015 to 2017.

Percentage in Bands:**Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	3.0	29.7	28.7	36.6
School avg 2015-2017	0.0	1.7	10.8	23.5	31.3	32.6

Percentage in Bands:**Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	0.0	2.1	3.1	23.7	22.7	48.5
School avg 2015-2017	0.0	1.7	10.1	24.1	21.6	42.5

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.

Background

In Terms 2, 3 and 4 Balgowlah Heights Public School participated in for the Department's *Tell Them From Me* student, staff and parent feedback surveys. The survey assessed eight of the most important drivers of student learning: leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusive school and parent involvement. It allowed all stakeholders to anonymously provide their input into school improvement initiatives. It also provided the opportunity for the school to compare its overall results with those from other participating schools, as well as the results from surveys conducted at the school over the past 3 years.

Findings and conclusions

All teaching staff, 179 students in Years 4, 5 and 6 as well as 176 parents participated in the surveys.

In each of the areas listed above, participants surveyed ranked statements and their responses were converted to a ten-point scale, with 0 indicating strong disagreement, 5 indicating a neutral position and 10 indicating strong agreement.

Students reported:

- 95% have friends they can trust who encourage them to make positive choices
- 97% believe that education will benefit them personally and economically, and will have a strong bearing on their future
- 96% tried hard to succeed in their learning
- 95% consider school staff emphasise academic skills and hold high expectations for student success.
- 96% do not get into trouble at school for disruptive or inappropriate behaviour
- 95% try hard to succeed in their learning

A pleasing result was that 69 per cent of students were highly confident of their skills and felt they were challenged in their English and maths classes which is 16% higher than the NSW Government norm.

Teachers reported:

- 78% considered school leaders helped establish challenging and visible learning goals for students and create a safe and orderly school environment

- 80% collaborated with other teachers to create learning opportunities for their students
- 90% set high expectations for student success
- 87% reported the school was inclusive
- 75% stated students have opportunities to use computers or interactive technology for describing relationships between concepts.

Parents reported:

- 78% of parents felt they could easily speak with their child's teacher
- 72% consider teachers encourage their child to do their best
- 71% felt welcomed at the school
- 82% said their child knew the rules for school behaviour
- 56% said they support learning at home

These survey results are similar to those of 2016.

Policy requirements

Aboriginal education

No students at Balgowlah Heights Public School in 2017 identified as Aboriginal and/or Torres Strait Islander descent. Inclusion of Aboriginal perspectives in class teaching programs however ensured students are learning about Aboriginal history and culture, as well as relevant current issues.

In 2017 the school promoted respect for the unique and ancient culture of the local Aboriginal people by rewriting the 'Welcome to Country' Assembly acknowledgement to ensure it is meaningful for our students. Aboriginal and Torres Strait Islander cultures are celebrated during NAIDOC week through the exploration of history and creative arts.

Multicultural and anti-racism education

The school's Anti-Racism Contact Officer liaises with students, staff, parents and the community members who wish to make a complaint regarding racism.

There were no reported incidents of racism by individual students in 2017.

The school's ARCO officer promotes the values of respect for all races and cultures and our school rules of being respectful, responsible and achieving your personal best help to support these values. In 2017 students, teachers, parents and the community worked together to promote harmony at Balgowlah Heights.

In 2017 multicultural perspectives were included in grade teaching programs to ensure students were respectful and informed of other cultures. Balgowlah Heights Public School implemented a Japanese program. Through an intercultural approach to teaching and learning, the program teaches students to make connections to the real world in a practical, fun and meaningful way.

Multicultural Education is a significant part of curriculum delivery at Balgowlah Heights Public School.