

Balarang Public School

Annual Report



2017



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Introduction

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

Mrs Anne-Marie Hurley

Principal

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Message from the Principal

Balarang Public School (BPS) continues to provide an enriched, balanced and quality public education collaborating with students, staff and community members alike. Our school has a very supportive and friendly atmosphere. Balarang's school motto – AIM TO SUCCEED, applies to us all equally, as teachers and members of the school community as it does to our students. Together as a school community we ensure every student has the opportunity to be the best that they can be in our classrooms, performing on the stage, as part of the debating team, playing on the sporting field or celebrating their artistic talents. Our classrooms are vibrant, colourful, active and engaging places to visit. In 2017 Balarang Primary School had an enrolment of 275 students from Kindergarten to Year 6. The Family Occupation and Education Index is rated at 114 and an ICSEA at 962. 13% of Balarang students are identified Aboriginal and 17% of students are from a language background other than English. I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. School planning and the annual self-assessment and review is a collaborative process involving staff, the Parents' and Citizens' Association, parents and carers and the broader community. Following consultation with all key stakeholders the following key features of our achievements for Balarang Public School in 2017 were identified: The Language, Literacy and Learning (L3) program has been implemented in Kindergarten since 2013, and this was further extended in 2017 to facilitate professional learning for two Stage 1 teachers, ensuring that all Kindergarten to Year 2 teachers were trained in L3. Professional Learning and mentoring in L3 will continue to be a priority. The L3 program has demonstrated that our students have achieved outstanding results since its implementation. Our results continue to show marked improvement from previous cohorts. In Years K–6 we continue to implement *Targeting early Numeracy strategies*. In 2016 all classroom teachers engaged in a systematic series of professional learning workshops in targeting early Numeracy, and throughout 2017 this learning continued in class mentoring support. All our teachers are tracking our students using PLAN and on data walls. Years 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy (NAPLAN).

Our school results were outstanding compared with students of similar schools. Data derived from the Scout Value Added data reports indicates that growth from Kindergarten to Year 3 is within the Excelling range in Literacy and in Numeracy and Year 3 to 5, and from Year 3 to Year 5 lies within the Sustaining and Growing range. The value-added measure provides an indication of the amount of growth being achieved by students from Year 3 to 5. Overall 33.9% of our students achieved within the top two bands in Reading and Numeracy, falling just short the Premier's 2019 target of 35.2. However, 56.2% of all Year 3 students achieved in the top two bands in Reading. Our students continue to excel in the NAPLAN writing assessment. In 2017 our Year 3 students scored an average over time of 438.3 compared with a state average of 420.9, and Year 5 students scored an average over time of 495.0 compared to a state average of 478.05.

The performance of Aboriginal students (compared with non-Aboriginal students). 16 % of Year 3 students achieved in the top two bands in Reading, compared to the state average of 23.1%, and 33.3% of Aboriginal students achieved in the top two bands in Numeracy compared to 16.5% students in the state. In Year 5, 33.3 % of Aboriginal students

achieved in the top two bands in Reading, compared to 14.3% across the state, and in Numeracy 20% achieved in the top two bands compared to 7.4% across the state. This is an outstanding achievement and an indication of the success of our support programs. The explicit teaching of writing continued to be a key focus area. NAPLAN results for Year 3 students indicate that 66.6% of students achieved in the top two bands in Writing, compared with the state average of 25.3%. Strategic professional learning, and building the capacity of teachers as leaders, is a key priority for all teachers at Balarang Public School and the importance of leadership development at all levels of the school community is identified in our strategic goal *Building Capacity*. Teacher mentoring programs were implemented throughout 2017.

At the commencement of 2017 all teachers participated in a combined School Development with numerous primary schools in the area. The focus of this professional learning was to investigate the research behind Visible Learning principles, particularly that of John Hattie. A school based Visible Learning team was formed and subsequent professional learning workshops were led by team members. This will continue to be a focus in 2018.

In 2016 a Bring Your Own Device program was introduced in all Year 6 classes. Following the success of this program, it was continued in 2017 to include all Stage 3 classes. An open classroom, team teaching model has been implemented which has led to a significant increase in levels of student engagement, improved attendance for Stage 3 students and a reduction in suspension and detention data. Attendance rates in 2017 for students from Balarang Public School was 94.74 % compared with 91.9% for the state. Balarang Public School is increasingly becoming recognised as a school of excellence in implementing a contemporary learning model, with numerous requests from school teams across the Wollongong and South Coast regions to undertake observations. The Positive Behaviours for Learning (PBL) program was further developed to enhance school-wide processes for student welfare and quality learning in all classroom settings. Explicit teaching of our core values and playground universals was undertaken in all classes across the school. Focus areas were identified each fortnight and expected behaviours were discussed and modelled in morning assemblies. Events Cinemas is a proud community supporter of our Positive Behaviours for Learning program. The canteen continues to be a community hub for parents, grandparents and the broader community. The She Oak Café has continued its partnership with the Denny Foundation, a local charity which collects excess food from local supermarkets and redistributes food parcels to the homeless and to families in need. Donations of bread, fruit and vegetables have enabled the introduction of a free daily breakfast program. Volunteers transform excess vegetables into healthy lunches such as home-made pasta dishes and soup.

We have achieved a great deal in 2017 and our learning journey continues to improve with all classrooms and learning areas across our school implementing quality teaching practices. I thank the dedicated parents for the time they have put into making 2017 a successful one. A good school cannot be great without a dedicated and committed team. To the teachers, support staff, administration team and our parents, I thank you. It is our job as a whole community to work together to ensure that we achieve our best so that the students can achieve to their full potential .

School background

School vision statement

Balarang Public School provides a caring environment where safety, respect and learning are valued. Our mission is to foster high expectations and build community partnerships.

We are committed to delivering excellence within a rich and diverse learning environment where every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

We are Safe, Respectful Learners.

School context

Balarang Public School is located in the southern Wollongong suburb of Oak Flats, within close proximity to Shellharbour. In 2017 the school had a student enrolment of approximately 275 students, with 11 mainstream classes.

The school's enrolment trend is reducing in numbers, consistent with the maturing demographics of the area, but remains the first choice school for local families.

The school's ICSEA, at 962 (ACARA website), shows a broadly average socio-educational spread with 39% in the lowest quartile and 5% in the highest quartile. The NSW Department of Education measure of family occupation and education index (FOEI) is 114.

Enrolments of Aboriginal students are increasing (28 or 13% in 2017) and indigenous student performance is consistent with all other students in each cohort.

Teacher turnover and leave is trending upwards, consistent with the ageing profile of the staff.

The introduction of Language. Learning and Literacy (L3) in 2013 has resulted in significant gains in Literacy levels for all students in Kindergarten, Year 1 and Year 2.

Balarang Public School is a Positive Behaviours for Learning (PBL) school where our three values of Safe, Respectful, Learners is reinforced by the community, students and staff at all times. Our PBL rewards program is aligned with our student welfare programs which ensures acknowledgment of the efforts of all our students.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practices across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of Learning the school's self assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework.

In the element of Student Performance Measures the evidence presented indicates the school is achieving within the Excelling range.

As a result of the External Validation process, an on-balance judgement places the school at **"Sustaining and Growing"** within the **Learning** Domain. The school has focused on providing a learning environment where our school culture demonstrates the building of educational aspiration and ongoing performance improvement, and where students take responsibility for their ongoing learning. We promote positive and respectful relationships with a focus on student achievement.

As a result of the External Validation process, an on-balance judgement places the school at **"Sustaining and**

Growing" within the **Teaching** domain.

The introduction of school funding reforms has enabled greater opportunities for a more effective and strategic whole school approach to the professional learning to be implemented. All teacher professional learning is aligned with the school plan, as are teacher identified professional learning goals, with a high priority to evidenced based teaching strategies. Succession planning and leadership development are designed to drive whole-school improvement. Aspirational staff have purposeful leadership roles based on professional expertise, and leadership development at all levels is central to our school's commitment to the capacity building of all staff, including support and ancillary staff. The strategic direction of Build Teacher Capacity falls in the domains of Teaching and Leading.

As a result of the external Validation process, an on-balance judgement places the school at **"Sustaining and Growing"** within the **Leading** Domain. Our ethos of the development of the wellbeing of the "whole student" aligns with the Melbourne Declaration in that our school promotes equity and excellence for all students through a strategic and planned approach to support the cognitive, emotional, social, physical wellbeing of all students. An expanded focus on school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential is reflected in Strategic Direction 3 of our school plan and falls in the domains of Learning and Leading.

Our self-assessment and the external validation 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

Student Learning

Purpose

Student Learning: Continue to develop and implement consistent, high quality educational programs that enhance student achievement in literacy and numeracy

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school.

Our purpose is to inspire excellence in teaching and learning through focussed professional learning in literacy and numeracy that promotes high quality learning environments and provides personalised learning and clear expectations where all students achieve success to become successful, creative and confident life-long learners.

Overall summary of progress

A focus on meeting the professional needs of teachers to effectively implement quality Literacy and Numeracy programs has been a high priority. Professional learning sessions have included Targeted Early Numeracy (TEN), Focus on Reading (FoR), PBL, analysis and interpretation of assessment data, school wide practices of tracking student learning progressions, Visible Learning (Corwin) and 21st century pedagogies. The school has developed processes to collect, analyse and report internal and external student and school performance data. Analysis and data interpretations are undertaken at weekly stage meetings, with tracking of student progressions on the data wall using continuum markers, in PLAN, and in student conferencing Data Books, ensuring greater consistency of teacher judgement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students achieving or exceeding grade appropriate benchmarks.	Equity funding as stated in Key Initiatives located later in this report Accelerated learning – \$500 per student.	<ul style="list-style-type: none">• Tracking of all students using the Literacy and Numeracy continuums.• Development of specific data processes to inform planning across school, including 5 weekly reporting at stage meetings• Development and implementation of data walls• All teachers using PLAN• Small group and individualised student goal setting across K–6• L3 implementation K–2• BYOD in Stage 3• Students achieving in middle 2 bands engaged in "Bump It up" project.
Increase of students in Years 3 and 5 achieving at or above NMS in NAPLAN and number of students in top 2 bands in NAPLAN	Equity funding utilised as stated in Key Initiatives located later in this report. Learning and Support Teacher and School Learning time allocated to support students achieving in the middle 2 bands in reading and Numeracy. Learning and Support Teacher funding \$121,889	<p>Year 3 growth continues to improve:</p> <ul style="list-style-type: none">• Reading from 425.5 in 2016 to 437 in 2017• Writing 438.3 compared to the state average of 420.98• Numeracy from 388 in 2016 to 407.4 in 2017• Spelling 438.7 compared to a state average of 426.14• grammar and Punctuation 454 compared to a state average of 444.54.• 50% of students achieved in the top 2 bands in Grammar and Punctuation compared to a state average of 33.4% and 33% achieved in the top 2 bands in Numeracy compared to a state average of 16.7% <p>Value added data places Kindergarten to Year 3 learning progress within the excelling range.</p> <p>Year 5 trend data indicates pleasing growth</p> <ul style="list-style-type: none">• In Numeracy from 479.7 in 2016 to 487.6 in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students in Years 3 and 5 achieving at or above NMS in NAPLAN and number of students in top 2 bands in NAPLAN		<ul style="list-style-type: none"> • In Reading we experienced a decline in results from 496.9 in 2016 to 486 in 2017 • Excellent growth was achieved in writing from 469.7 in 2016 to 495 in 2017., 31.95 points above that of similar schools. • In Numeracy 40% of students achieved in the top 2 bands compared to 7.5% • 33.3% in reading compared to a state average of 14.3%. <p>Value added data places students from Year 3 to 5 within the range of Sustaining and Growing.</p>
100% of staff engaged in school based professional learning to support the implementation of Literacy and Numeracy programs.	<p>\$22,854 – QTSS flexible funding used to release teachers and supervisors to undertake lesson observations and feedback meetings.</p> <p>\$4,800 – L3 Stage 1 Professional learning</p>	<p>Throughout 2017, targeted Professional Learning took place for all staff. The sessions have included</p> <ul style="list-style-type: none"> • Targeted Early Numeracy • Focus on Reading • Positive Behaviours for Learning • Analysis and interpretation of assessment data • School wide practices of tracking student learning progressions • Visible Learning • 21st century pedagogies

Next Steps

Future Plans for 2018 – 2020 in the Domain of Learning

- As a school we will continue to review, develop and incorporate strategies to increase the percentage of students in the top two bands for Reading and Numeracy, including review of school wide systems and processes for collecting, analysing and reporting local and external data on student and school performance and identify strategies to move targeted students performing in the middle bands to the top, and implement support strategies for students with additional needs.
- School wide systems of individualised student goal-setting will be embedded in L3, Daily 5 and Mathematics through individual student conferencing and feedback; students and teachers reflecting on assessments and progressions and ensure that all teachers have a clear understanding of how to reflect of assessment and plan for improved student learning.
- Evaluation of current policies, programs and processes for tracking of assessment data in order to monitor student achievements and gaps. This will be achieved through the development of a strategic assessment schedule designed to include formative and summative assessment and opportunities for teacher consistent judgement of samples of work.
- Additional professional development to enable sophisticated understanding of student and use of student assessment data (e.g. Value-added, statistical significance) as well as evidence-based teaching strategies.
- Continue to use the PBL model for implementing measurable improvements in student behaviours through introduction and integration of Tier 2 classroom principles, and associated professional learning.
- Provide more community engagement opportunities for parents to build their understand of learning processes, and school programs.

Strategic Direction 2

Build Teacher Capacity

Purpose

Build Teacher Capacity: To build teacher and leadership capacity to enable all staff to deliver innovative quality teaching practices

Through the provision of quality professional development for teachers and leaders, teachers and support staff will have the capacity to provide curriculum that is sufficiently flexible to meet the needs of all students. Teachers engage in individualised, team and shared professional learning for the 21st Century and will engage with *the Australian Professional Standards for Teachers* to identify the explicit elements of quality teaching practices. By building teacher and school leader capacity staff will have the capacity to support sustainable school improvement and student learning.

Overall summary of progress

The introduction of school funding reforms has enabled greater opportunities for a more effective and strategic whole school approach to the professional learning to be implemented. All teacher professional learning is aligned with the school plan, as are teacher identified professional learning goals, with a high priority to evidence based teaching strategies. Succession planning and leadership development are designed to drive whole-school improvement. Aspirational staff have purposeful leadership roles based on professional expertise, and leadership development at all levels is central to our school's commitment to the capacity building of all staff. Following an evaluation of professional learning activities, teacher feedback indicated that whole school practices, and collaboration within and across stages and schools, had the greatest impact on changing practice whilst analysing data to ensure best possible outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers engaged with the Australian Professional Standards for Teachers through implementation of Performance and Development Plans (PDPS)	Professional Learning funds \$17,684. QTSS allocation of 0.225 assisted in enabling creation of Instructional Leader position for mentoring, supervision and administration of stage teams.	<ul style="list-style-type: none">• Implementation of the Performance and Development Framework through on-going development of a performance and development culture across the school• All teachers participated in systematic lesson observations and feedback sessions• PDP goals aligned to Australian Professional Standards
100% of staff engaged in school based professional learning and evidenced in teaching practice.	Casual release for L3 mentoring and observations \$1,000 L3 Stage 1 professional learning x 2 teachers \$4,800	<ul style="list-style-type: none">• All teachers engaged in professional learning workshops which provided them with the opportunity to enhance their quality teaching practice• Regular peer sharing sessions• All teachers contributed to External Validation evidence• All K–2 classes involved in on going L3 professional learning
100% of staff supported in reaching professional learning goals through mentoring and PL opportunities.	Release for lesson observations/ planning including Daily 5, TEN, and L3 Mentoring project– writing and Daily 5 Stages 2 and 3– \$5,000	<ul style="list-style-type: none">• All staff participated in mentoring program, provided with the opportunity to observe peer lessons and participate in team teaching sessions• All staff reflecting on current practice aligned to professional learning goals.• Stage 3 team invited to present at ALEA conference in Hobart.• Numerous schools visited to undertake observations of innovative Stage 3 learning model.

Future Plans for 2018 – 2020 in the Domain of Teaching

- Develop explicit systems to support teachers' understanding of accreditation processes to support teachers in the PDP process in planning for their own professional development to improve performance and accreditation at higher levels. This will be achieved through on-going collaboration, classroom observation, the modelling of effective practice and feedback.
- Develop systems to support new and beginning teachers.
- Evaluate effectiveness of current mentoring programs and implement identified mentoring / coaching strategies that focus on teacher collaboration within and across stages. This will ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- Build the collective capacity of the staff to use data to inform strategic school improvement efforts through implementation of strategic professional learning plans, with a focus on developing an understanding of use of student assessment and data (eg. Value added, growth, improvement, statistical significance).
- Strategic professional learning international research based pedagogies and school priorities, including but not limited to: Visible learning, L3, TEN and the achievements of international school systems.

Strategic Direction 3

Culture and Welfare

Purpose

Culture and Welfare: To provide a safe, secure and engaging learning environment so that all students can reach their full educational potential. Expanded focus on school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential

By working within and across the school and community students will experience a personalised, engaging and safe learning environment where the social and emotional well-being of all students will be supported, and parents feel valued as partners in their child's education. Our school's core values of being *Safe Respectful Learners* will enhance a positive learning culture so that all students can reach their full potential.

Overall summary of progress

At Balarang we are working on creating systems, environments and relationships that maximise the wellbeing of all students. To achieve this, expectations for behaviour, consequences and acknowledgements needed to be understood more clearly by staff. This understanding needed to be articulated more explicitly and regularly to students. After feedback from an external assessor, the Positive Behaviour for Learning(PBL) Team was expanded and durable systems were designed to ensure that fortnightly behaviour focuses were set based on behaviour data and student input. Part of the systems included the use of School Student Leaders and the PBL Council (a student representative body) to regularly teach and demonstrate the behaviour expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students, staff and parents engaged with student welfare/cultural programs in the school.	Reconciliation Week – \$1,000 Performing Arts Grandparents' Day – \$500 Financial support for students – \$3,222 Connecting to Country excursion– \$1,820.	<ul style="list-style-type: none">• Staff worked in collaboration with local government and non government agencies to provide services to strengthen and support the school, students and parents• Enhanced transition to school processes• Active consultation with parents and community members of Aboriginal students in development and review of Personalised Learning Pathways• Community events including Grandparents' Day, Education Day and Carols at Balarang.• Implemented and encouraged multiple modes of communication, including school app, newsletter, P&C Facebook page and school website.• Full funding support for all Stage 2 students to attend environmental centre at Mount Keira.• Weekly Rock and Water sessions.
100% of staff clearly understand and implement school PBL and Learning and Support procedures	Purchase of PBL resources – \$2,899 Teacher release PBL–\$1,000	<ul style="list-style-type: none">• Learning and Support Team comprises staff K–6• All staff informed on Learning and Support Processes• K–6 representation on PBL team• Focus on implementation of classroom universals• PBL co-ordinator working in collaboration with external coach• Continuation of PBL super draws at the end of each term.
100% of students with additional learning needs supported through implementation of additional programs, including Aboriginal and EAL/D students.	SLSOs engaged and trained for implementation of literacy support programs and intervention programs – \$30,789 Teacher release ILPs/ PLPs	Implementation of programs that enhance the social, emotional, cultural and academic well being of students, including: <ul style="list-style-type: none">• Guided Reading• Accelerated Literacy• Focus on Reading• TEN

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students with additional learning needs supported through implementation of additional programs, including Aboriginal and EAL/D students.	<p>\$2,000</p> <p>Targeted support for individual students – \$11,060.</p> <p>Academically Gifted class – \$1,000</p>	<ul style="list-style-type: none"> • Rock and Water • LIPI • Social Skills programs (Tea and talk Stage 3 girls) • Talk and Tea • Numeracy Groups • EAL/D support • L2 • Reading Recovery • 2 Year 5 students qualified to attend Academically Gifted class

Next Steps

Future Plans for 2018 – 2020 in the Domain of Culture and Welfare

- Further enhancement in the engagement of the Parents and Citizen association in decision making processes
- Introduction of a music and choir program
- Implementation of classroom universals and other items from the PBL SET.
- Full utilisation of departments Synergy application for recording matters relating to student welfare and storage of relevant documentation
- Continuation of assessment procedures in identifying students with additional support needs
- Engagement of School Learning Support Officers for implantation of relevant support programs
- Enhance processes for sharing of student assessment data within and across schools
- Active participation on Aboriginal Education Consultative Group
- Continuation of In2Uni program
- Enhanced transition to Kindergarten and Yr 7 procedures



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Connecting to Country excursion all Stage 2 students – \$1,720</p> <p>Resources – \$2,832</p> <p>AG class – \$500</p> <p>SLSO support – \$28,706</p> <p>Camps, excursions and extra curricula– \$1,200</p> <p>Teacher release – \$1,000</p> <p>Literature resources – \$2,000</p>	<ul style="list-style-type: none"> • Implementation of Rock and Water program • Personalised Learning Pathways developed for all students in consultation with family and community representatives • All students participated in NAIDOC celebrations • School representation at Shellharbour Reconciliation walk • Classes attending Killalea Environmental Centre • Additional financial support for Aboriginal students for attendance at camps, excursions, swimming program, Southern Stars • Full attendance fee for one student to attend Academically Gifted class • Participation in performing arts extra curricula activities – Southern Stars, SIMF. • Hosted one Year 12 student in support of the Djinggi traineeship program •
English language proficiency	<p>Engagement of Learning and Support Officer – \$17,447</p> <p>Teacher release – \$1,000</p>	<ul style="list-style-type: none"> • Engagement of School Learning Support Officer with timetabled support for EAL/D students • In class support and individualised programs developed and implemented • Translator support services provided • Attendance at EAL/D meetings by LaST and SLSO
Low level adjustment for disability	<p>Learning and Support teacher funding (1.0 allocation) – \$121,889</p> <p>Teacher release – \$3,500</p> <p>Engagement of School Learning and Support Officers.– \$34,697</p>	<ul style="list-style-type: none"> • Staffing entitlement for Learning and Support teacher in the form of direct funding • All students requiring adjustments and learning support are catered for within class programs • Teacher release days to enable teachers to develop ILPs for identified students • Planning days for teachers to review, plan and develop learning adjustments and programs • Additional School Learning Support Officer provided for students K–6 • Review and analysis of NAPLAN and school based data for development of relevant intervention programs for targeted students • Implementation of support programs • Teacher professional learning to develop teachers' understanding of students with special needs
Quality Teaching, Successful Students (QTSS)	<p>Creation of Instructional Leader position – \$13,854</p> <p>Mentoring program teacher release – \$9,000</p>	<ul style="list-style-type: none"> • K–2 teachers supported in the implementation of L3 and TEN • Primary teachers mentored in Daily 5 and BYOD • Aspiring leaders provided with opportunities to lead aspects of school plan and deliver professional learning to peers • Implementation of mentoring and coaching programs • Mentoring and feedback for all teachers • All teachers engaged in lesson observations and feedback sessions • Visible Learning introduced into all classrooms.

Socio-economic background	<p>Engagement of School Learning Support Officers – \$30,789</p> <p>PBL resources and teacher release – \$5,895</p> <p>Classroom furniture and equipment – \$17,382</p> <p>Airfares – \$1,091</p> <p>Conference accommodation – \$4,592</p> <p>Student support for extra curricular – \$1,000</p> <p>Community events (catering) – \$1,554</p> <p>Library resources – \$2,764</p> <p>Teaching and learning resources – \$19,224</p> <p>Purchase of 2 Commboxes for classrooms – \$12,446</p> <p>Grounds maintenance – \$6,954</p> <p>Participation in school swimming scheme – \$2,773</p> <p>Student support – Australian Pacific Games – \$1,000</p> <p>Teacher release – professional learning/mentoring – \$21,868</p>	<ul style="list-style-type: none"> • Additional reading and classroom resources • Financial support provided for students to enable participation in sporting programs, excursions, purchasing of uniforms and extra curricula • All Year 2 students participation in School Swimming Scheme • Free breakfast program provided by the school canteen • Funding for community events • Professional learning, including conference attendance • Additional SLISO was allocated to allow for all students to receive support regardless of background • Teacher professional learning relating to the monitoring and tracking of students using PLAN and Literacy/Numeracy continuums • Catering for community events • Garden and school maintenance • Tree removal • Grounds beautification • Classroom furniture revamp for all K–2 classes • Attendance at Australian Literacy Educators Association conference in Hobart (Stage 3 team presenting) • Classroom resources
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	194	187	159	139
Girls	163	162	145	135

Student enrolment continues to decline due to the aging demographics of the broader community.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.6	96.2	96.7	98
1	96.5	95.4	95.2	96.6
2	95.9	95.7	94.1	95.4
3	95.8	95.6	96	94.8
4	95.5	95.2	95.1	97.2
5	95.3	93.8	93.6	96.5
6	93.7	93.6	93.8	94.2
All Years	95.6	95	94.8	96.1
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

This year a large proportion of the student population was struck down with the influenza virus which spread across the entire school and community, but in light of this the schools attendance data continues to be above state average. A number of parents are withdrawing children from school for overseas holidays. Parents are required to complete the required Application for Leave documentation and are discouraged from arranging holidays during the school term. Information regarding attendance requirements is regularly published in the school newsletter. Students are encouraged to attend

at all times and parents are required to provide verbal or written explanation of absences on each occasion. Procedures are in place for monitoring of attendance data including: telephone calls to parents on the second day of absence, weekly monitoring of attendance by Head Teacher Welfare; attendance plans implemented for frequent non-attendance and persistent absenteeism referred to Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.19
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.67
Other Positions	0

*Full Time Equivalent

No staff members at Balarang Public School identify themselves as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

Teachers were provided with a broad range of Professional Learning opportunities aligned to the teachers' professional learning priorities and the school plan. All staff at Balarang Public School completed a number of professional learning activities, both

mandatory and optional. Mandatory training for all staff included: Code of Conduct; Child Protection; CPR and first aid, Disability standards and Anaphylaxis.

Following the continued gains in the achievement for Kindergarten students, implementation of Learning, Language and Literacy (L3) in Stage 1 became a priority. Two Stage 1 teachers engaged in a series of professional learning workshops and worked in close collaboration with their L3 facilitator. A teacher attended L2 training and also completed the 2nd year of Reading Recovery Training.

Primary Teachers were mentored in the implementation of Daily 5. Stage 2 teachers were provided with ongoing mentoring, lesson observations, planning days and team teaching sessions to support them in implementing Daily 5.

The introduction of Visible Learning commenced with all staff attending a one day workshop at the start of school year with other local schools. Throughout the year additional sessions were provided to all staff to support them in the implementation of Visible Learning.

Additional professional learning included but not limited to; Positive Behaviours for Learning, 21st Century Learning Pedagogies, Data analysis, TEN, FoR, Daily 5, Using Google applications, Teaching Standards, External Validation and SMART analysis.

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	137,006
Revenue	2,464,411
Appropriation	2,402,316
Sale of Goods and Services	42
Grants and Contributions	59,705
Gain and Loss	0
Other Revenue	0
Investment Income	2,348
Expenses	-2,401,987
Recurrent Expenses	-2,401,987
Employee Related	-2,205,760
Operating Expenses	-196,226
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	62,424
Balance Carried Forward	199,430

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 meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

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	1,922,373
Base Per Capita	46,459
Base Location	0
Other Base	1,875,914
Equity Total	367,951
Equity Aboriginal	38,517
Equity Socio economic	150,902
Equity Language	18,447
Equity Disability	160,086
Targeted Total	11,060
Other Total	58,508
Grand Total	2,359,892

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.

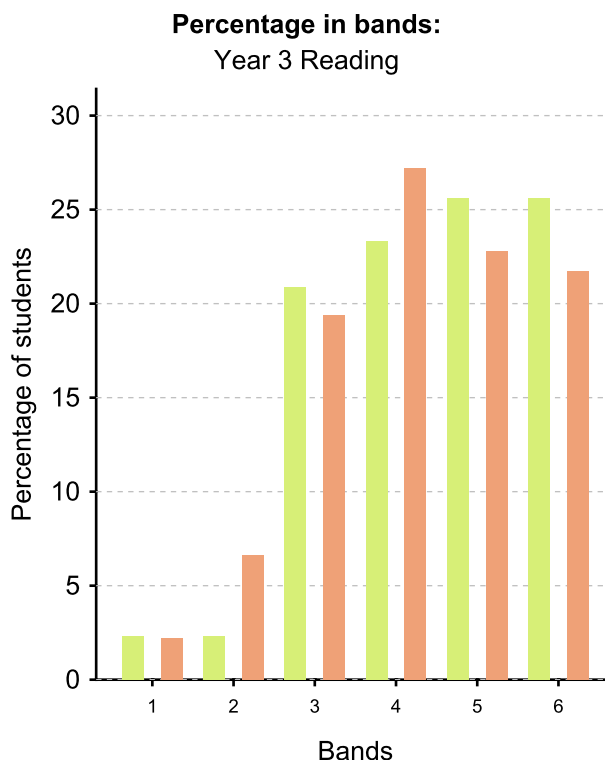
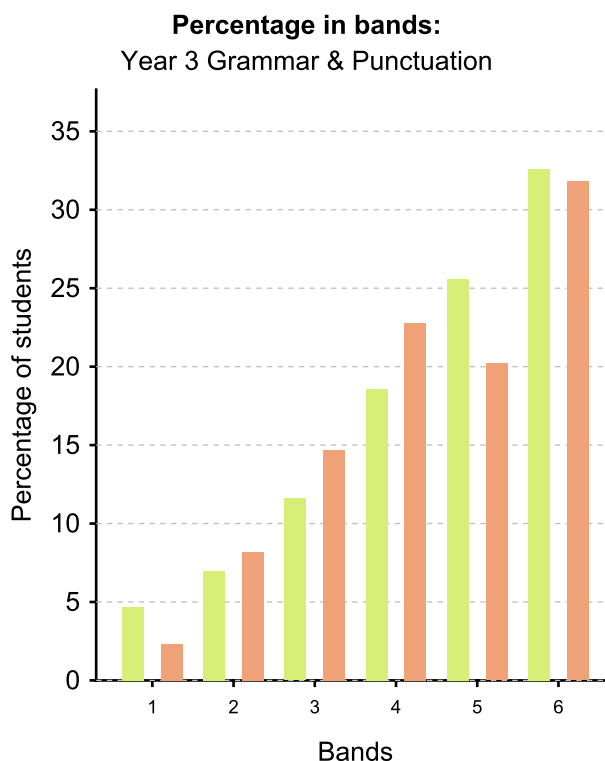
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

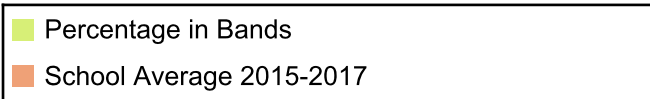
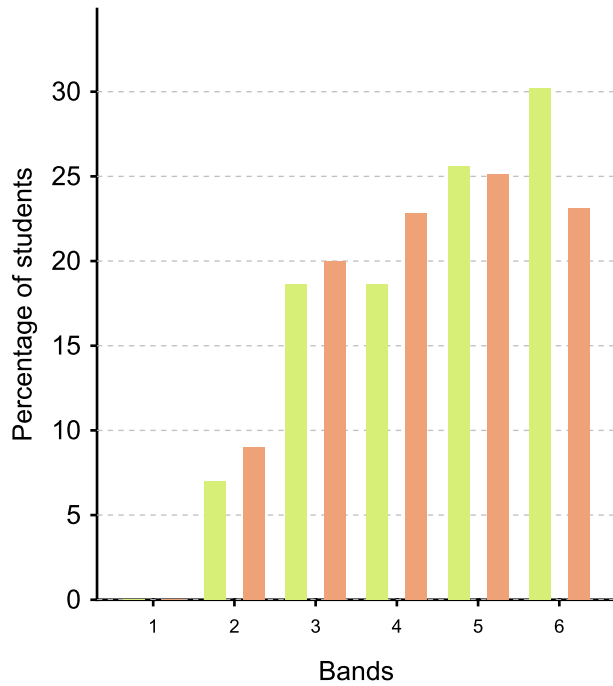
NAPLAN

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.

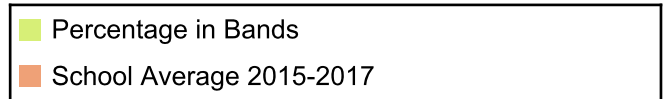
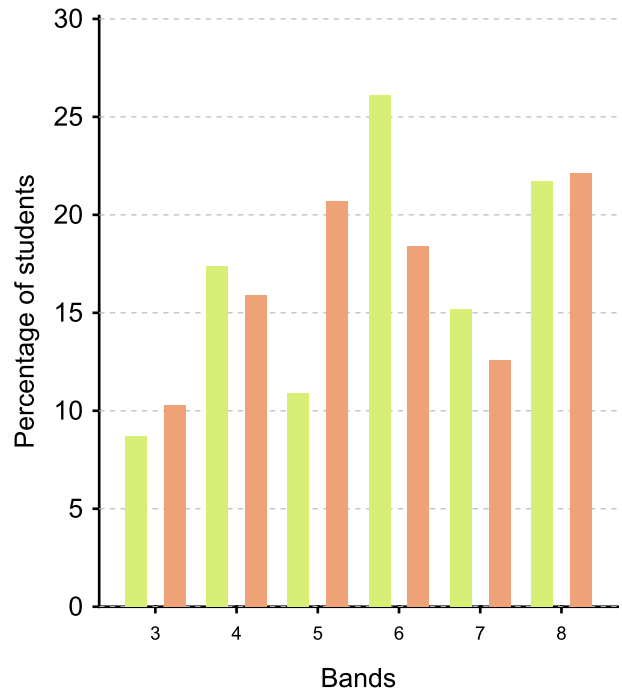
We are very proud of our school's continued growth in most test aspects in Years 3, 5 and 7. Trend data clearly indicates a steady growth in all aspects since 2013. This is attributed to the school's commitment to creating a strong learning culture for all, including students and teachers, with a strong focus on Literacy and Numeracy across all classes K–6.



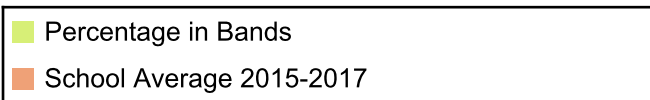
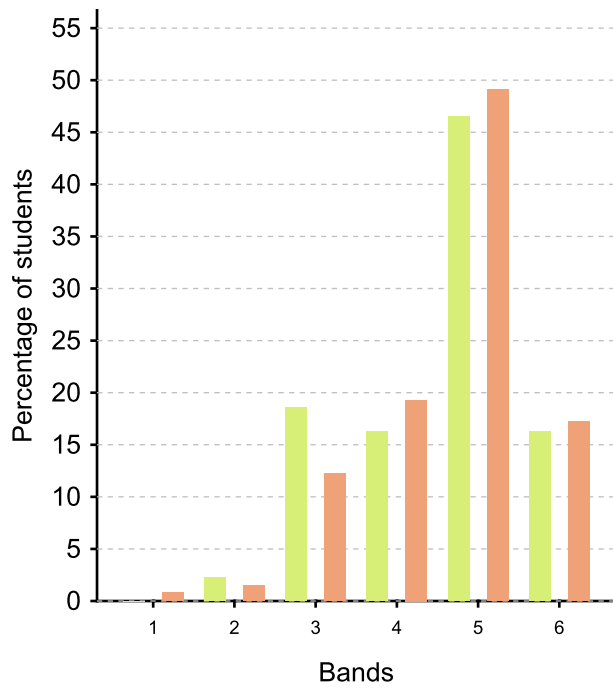
Percentage in bands:
Year 3 Spelling



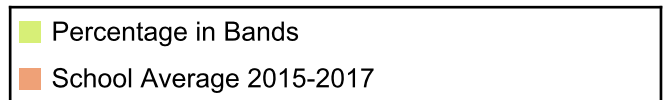
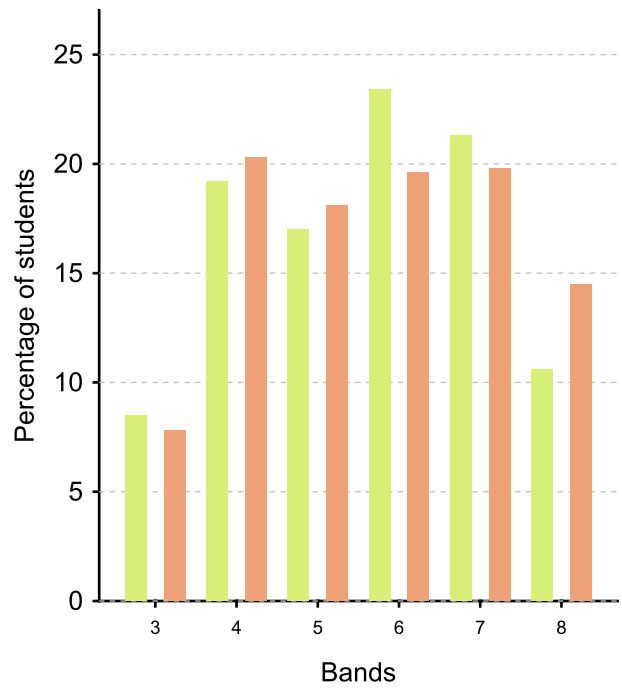
Percentage in bands:
Year 5 Grammar & Punctuation



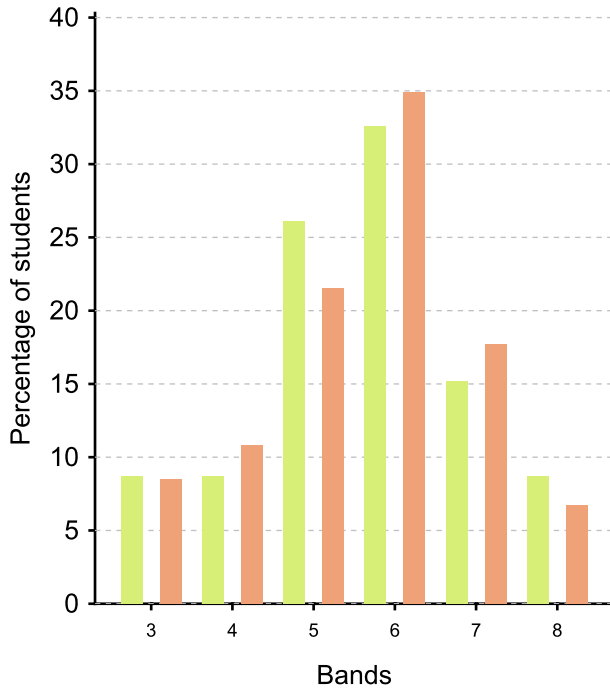
Percentage in bands:
Year 3 Writing



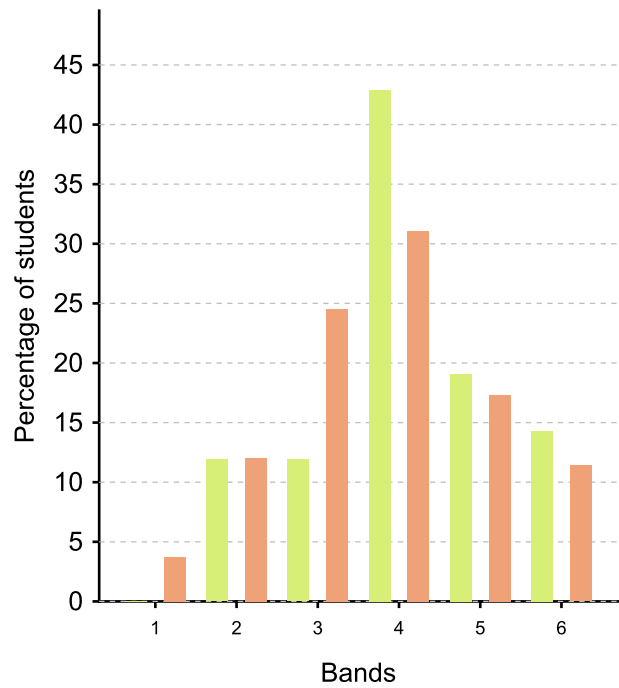
Percentage in bands:
Year 5 Reading



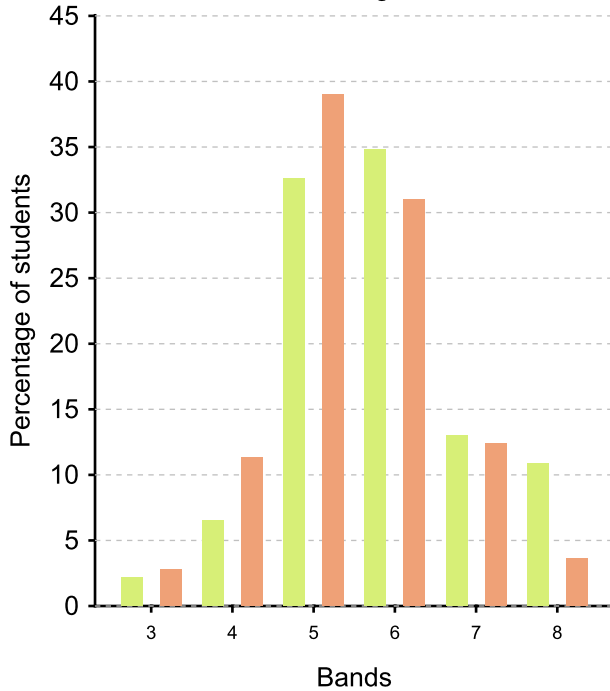
Percentage in bands:
Year 5 Spelling



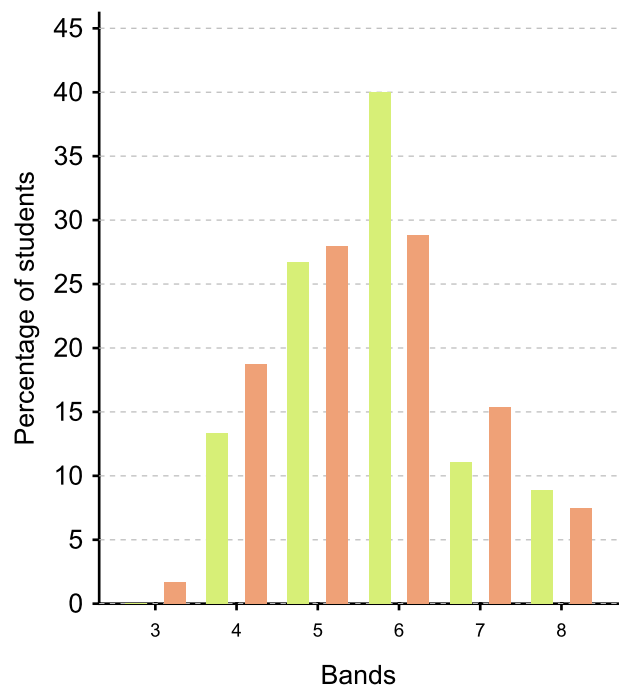
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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.

At Balarang Public School, all our Aboriginal Students NAPLAN results were in par with our Non Aboriginal

students. No Aboriginal student was below National Benchmarks in Literacy or Numeracy.

Parent/caregiver, student, teacher satisfaction

Our school canvasses thoughts on a range of topics using the Tell Them From Me survey. The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Survey results are based on data from 32 parents, an increase in parent participation from 2016 from 11 to 32.

Parents generally state they feel welcome members of our community, they support their child's learning at home and that the school supports positive behaviour.

In 2017 a review of the efficiency of communication about school events and student learning was undertaken. Feedback from parents indicates that 91% of parents find school reports to be useful and 88% of parents find informal meetings with teacher to be more useful than formal meetings (86%). In previous years all parents were provided with a paper copy of the newsletter, however feedback indicated a disappointing level of engagement in this method of communication. This year parents were asked to nominate their preferred communication method: hard copy, email or via the schools Enews app. The majority of parents indicated that they would preferred to be informed via electronic communication, with 87% indicating that they found email communication either *Useful* or *Very Useful*.

Parents were asked to respond to the question *Which sorts of workshops would you be most likely to attend?* 18 parents indicated that they would attend information sessions about helping their child with reading or maths, while 17 parents would be interested in attending workshops about cybersafety or Classroom programs such as Daily 5 and L3. Providing more opportunities for parents to attend information sessions will be a priority in 2018. While Balarang Public School has a strong focus on Positive Behaviours for Learning, a lower than expected number of parents indicated that their child feels safe at school. Informing parents of how they can support their children with managing conflict, and management processes at school, will be an area of increased priority in 2018.

Tell Them From Me: student engagement. In August, 109 students from Years 4 to 6 completed the Tell Them From Me survey which included measures of student engagement alongside the drivers of student

outcomes.

Social engagement: Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extracurricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 87% of students stated they had positive relationships at school (state mean 85%) with 87% feeling they 'belonged'.

Institutional engagement: Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour. 97% valued their schooling with 85% stating they had positive behaviours at school – both greater than NSW DoE school norms.

Intellectual engagement: Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. 63% of students indicated they were interested and motivated to learn with 97% rating the quality of their instruction highly. 84% indicated a higher level of effort is given to their learning.

Drivers of student engagement: School-level factors consistently related to student engagement are quality instruction, teacher– student relations, classroom learning climate and teacher expectations for success. These were rated as follows:

- Quality instruction – 83%;
- Teacher– student relations – 84%;
- Classroom learning climate – 72%; and
- Teacher expectations for success – 88%.

Each of these factors were rated at or above the NSW Government School norms and complement the findings from the parent sentiment survey where the school fosters a sense of community and belonging, engaging students in relevant, interesting and motivating curriculum choices presented by teachers who care about their students intellectual and social wellbeing.

Policy requirements

Aboriginal education

Balarang Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. In 2017, personalised and learning support plans for our identified Aboriginal students were written and reviewed under the guidance of our Learning Support Teacher. These plans were designed to improve educational

outcomes and increase the participation of Aboriginal students, as well as provide support, guidance and monitoring for student success. Funding through DoE RAM (Resource Allocation Model) allocations have been used to support this process and to provide additional Learning Support Teacher time in classrooms for small group or 1:1 instruction to meet and address identified needs. Our school promotes respect for the traditional culture of Aboriginal people by acknowledging the traditional custodians of the land at important gatherings and all school assemblies and extending that respect to Aboriginal people past and present. Our indigenous students present the Balarang Public School Acknowledgement of Country at these ceremonies. Our Acknowledgement of Country was presented to the local Aboriginal Education Consultative group (AECG) and ratified for our use. Teaching and learning programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Appropriate cultural resources are provided for classrooms and teachers implement innovative activities to celebrate Aboriginal culture throughout the year. This year we once again supported the Djinggi program, a school based traineeship for a Year 12 Indigenous student. Winyinnar Mendez-Williams completed the second year with us in order to complete her Certificate 2 in Educational Support, while still completing her Year 12 studies. Wini's passion for teaching was recognised by the University of Wollongong where she was offered an early entry into university.

Aboriginality, identity, acceptance and diversity of Aboriginal culture continues to be valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving at Balarang Public School. Aboriginal students are further supported through key transition points through effective communication with parents, caregivers and representatives from the local Aboriginal Community and Aboriginal Education Consultative Group. Aboriginal student achievement is commensurate with non-Aboriginal students and is communicated to Aboriginal parents and families.

This year both Reconciliation Week and NAIDOC week were a focus for all classes. All students had the opportunity to participate in a range of activities that deepened their understanding of Aboriginal culture. The school also participated in the Shellharbour Reconciliation Walk. At Balarang Public School we foster understanding, awareness and respect for Aboriginal people. Students are taught to be tolerant of other people's beliefs, while gaining a greater knowledge and understanding of Australia's rich, indigenous culture.

Multicultural and anti-racism education

At Balarang Public School cultural diversity and racial tolerance are embedded in the school's culture. Teachers, through the implementation of History, Geography and Human Society and Its Environment units, address and promote the celebration of cultural differences. Students investigated the importance of different cultures and were provided with opportunities

to understand equality in Australian society. The teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic and ethnically diverse society.

17% of our students are from a culturally diverse background and staffing resources from English Proficiency Funding are allocated to meet the specific needs of individual students. Access to interpreters and further related agency support is provided to meet the cultural and linguistic needs of parents and caregivers.

Anti-racism school practices include procedures which are consistent with the Anti-Racism Policy. A nominated trained anti-racism officer ensures that anti-racism education includes strategies within the plan to address understanding of racism and discrimination. Teachers, through teaching and learning programs, have supported students in the acquisition of knowledge in the areas of respect and understanding of racism and discrimination, and the need to adopt anti-racism procedures and how to act upon these accordingly.