

Ballimore Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Ballimore Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for 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.

Kylie Turnbull

Principal

School contact details

Ballimore Public School

Bomen St

Ballimore, 2830

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

ballimore-p.school@det.nsw.edu.au

6886 5151

School background

School vision statement

Students have exceptional skills in literacy and numeracy, the ability to learn, adapt and to be responsible citizens who demonstrate critical thinking, creativity, communication and collaboration as well as developing the vital skills for flourishing – now and in the future years.

School context

Ballimore Public School is an Early Action for Success school, located 32km north east of Dubbo on traditional lands of the Wiradjuri People and belongs to the Mudgee Network of Schools. The school, with an enrolment of approximately 15 students, 7% indigenous, is a small rural school with a committed staff and high expectations that all students learn and grow through a supported and inclusive environment. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School. The majority of students live in the outlying district surrounding Ballimore and travel to and from school by bus.

At Ballimore Public School we;

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of Excellence, Respect, Participate and Co-operate, Responsibility and Care and explicitly teach expectations of behaviour across all settings;
- embrace the use of technology to enhance learning programs of students;
- actively engage our community in the decision making processes at school;
- are supported by a hard working P&C Association; and
- work closely with Small Schools Network to provide our students with a vast range of extra curricula experiences.

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.

Across the domains of Learning, Teaching and Leading Ballimore Public School is sustaining and growing all areas. The school has demonstrated significant growth in many areas, particularly in the element of Learning culture.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Inspired Learning

Purpose

To engage all students in relevant and inclusive future focused learning activities to gain skills required for life long learning. To create a learning environment to enable students to connect, thrive and succeed.

Overall summary of progress

The staff worked with School Services to unpack the Wellbeing Framework which provided a base for the school to build Wellbeing programs on. From this we developed updated procedures for Attendance, Anti-Bullying and School Uniform.

Personalised learning plans were implemented which developed shared understanding of where students were and what they needed to do to progress.

Collaborative techniques were modelled, taught and embedded, particularly in the upper grades. Infants students strengthen their use of collaborative techniques through the literacy strategies of L3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student achieves their individual set goals.	Integration funding School school funding including Low SES Staffing allocation	100 % of students and families met in Term 1 to set SMART Goals for Semester 1 in the form of 3 Way Meetings. 92% of students and families met in term 3 to set Semester 2 SMART Goals. Learning Plans are part of students work folders and daily/weekly class work in Literacy. Some individual students are working with teachers and using language of "where to next?" and 'what am I focussing on next?'. Students are still working closely with teachers with feedback and the concept of "feed forward" will be introduced in 2019 to support students and parents with "where to next?" Parents and teachers communicate regularly, both informal (at the gate) and formally (meetings).
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	Staffing allocations	Anti-Bullying Plan and Policy updated in 2018 – P&C endorsed. SRC led students through Behaviour Code for Students. School has registered for iPLAY to begin in 2019. All staff to register for PL / training. SRC has increased activity during Terms 3 & 4 of this year. Scope and sequence following Well Being Self Assessment Tool to be completed on Term 4 SDD
Increased number of learning opportunities which explore future focused learning skills.	No funding required	Years 3/4/5 are utilising Google Drive on a daily basis. Students are very engaged, having successfully taught other staff how to access, create and share documents and use Google Drive. Primary students have embraced the use of technology as a tool to support and enhance their learning. Students initiate the use of the application across many settings. It has been a positive tool for increasing engagement of parents.

Next Steps

2019 move into Google Classroom. Investigations of various products such as beebots, sferos etc to be investigated for 2019.

Students are supported in achieving and working towards their collaboratively set SMART Goals by working 1:1 with their class teacher on GROWTH Goals. GROWTH Goals will support the students with developing a plan on "how" to achieve their SMART Goals.

Increased community engagement and opportunities through networking with other schools and organisations to be investigated to build upon and strengthen educational priorities of the school and students.

Strategic Direction 2

Excellence in Teaching

Purpose

To develop the capacity of teachers to use evidenced based teaching and feedback strategies to improve student outcomes with a focus on Literacy and Numeracy. Through collaborative partnerships, teachers will share and embed best practice to drive on-going school wide improvement in teacher practice and student results.

Overall summary of progress

Literacy and numeracy remain a focus of the school. Staff professional development focussed on teaching standards and building capacity. Support for early career teachers was put in place.

The development of professional networks was begun and staff were engaged in a number of network activities, face to face and through video conferencing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers embed evidence informed teaching strategies into programs and practices.	\$4000 PL funding L3 training and resources Teacher relief	Kindergarten L3 Training completed. Teachers undertaken professional learning in literacy and numeracy as part of the Early Actions for Success Program. Teaching practices are evidence based and reflect student needs. Teaching pedagogy is supported by collaborative planning and quality teaching practices.
All students meet expected or above expected growth in literacy and numeracy.	School based funds	All students' Learning Goals and Learning Plans were regularly reviewed and monitored for progress and growth.
Increased collaborative professional learning within and across network.	School based funds	A Team drive established within Google Drive enabled teachers to share programs and professional learning. Meetings were held twice a term with neighbouring small schools. Professional Learning Plans are in place for all staff and inform teacher Professional learning and development.

Next Steps

Continue to work closely with the Early Action for Success, Small Schools Hub Assistant Principal Instructional Leader, on Kinder – Year 2 Literacy and Numeracy; teaching and learning through evidence based strategies and assessment of, as and for learning to support student growth and outcomes.

Network with neighbouring schools and community of schools for Professional learning as well as educational and extra curricula opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2078	<p>Students were engaged in Wiradjuri language learning, Aboriginal dance and art workshops to encourage a greater understanding and appreciation of Aboriginal culture.</p> <p>Allocation of resources and provisions of extensive learning opportunities have ensured outcomes and access to opportunities provided by the school and wider community.</p> <p>All Aboriginal students had Personal Learning Goals and Plans.</p>
Low level adjustment for disability	\$11371	<p>Small class structure was implemented which enabled a focus on individual, explicit feedback and small group instruction.</p> <p>School Learning Support Officer hours were extended to enable supported, targeted small group activities and instruction in the classrooms.</p>
Socio-economic background	\$13879	<p>Additional teaching staff were employed to facilitate targeted teaching and learning in literacy and numeracy. Growth was shown across all year cohorts.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	8	4	5	6
Girls	10	10	11	9

School enrolment has remained relatively steady over the last few years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.6	96	93.6	95.4
1	100	98.9	95.2	92
2	98.5	100	95.2	93
3		96.8	97.8	98.1
4	97.3	88.4	95.1	84.2
5	100	97.3	96.8	92.6
6	98.1	100	97	
All Years	98.5	97.1	95.4	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3		94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	
All Years	94	94	93.9	93.5

Management of non-attendance

Ballimore Public School updated all attendance practices and procedures this year and they were ratified by the P&C. Roll marking protocols were embedded. Student attendance has remained steady. Late arrivals have reduced. The school works with the Home School Liaison Officer to support students and their families with attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.02

*Full Time Equivalent

During 2018, the General Assistant identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning was focussed on literacy, Professional Teaching Standards, programming and school management.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	56,003
Revenue	361,292
Appropriation	349,983
Sale of Goods and Services	0
Grants and Contributions	10,576
Gain and Loss	0
Other Revenue	0
Investment Income	734
Expenses	-373,421
Recurrent Expenses	-373,421
Employee Related	-342,109
Operating Expenses	-31,312
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-12,129
Balance Carried Forward	43,874

The Principal and School Administration Manager met regularly to assess the budgets in line with school planning. The bulk of school funding is expended on staffing.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	279,539
Base Per Capita	3,094
Base Location	7,634
Other Base	268,812
Equity Total	27,329
Equity Aboriginal	2,078
Equity Socio economic	13,879
Equity Language	0
Equity Disability	11,371
Targeted Total	13,580
Other Total	22,524
Grand Total	342,972

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The cohort at Ballimore Public School is too small to report on without breaching student confidentiality. Students took the pen and paper test in 2018.

Literacy trends indicate positive growth over time.

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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.

The cohort at Ballimore Public School is too small to report on without breaching student confidentiality.

Parent/caregiver, student, teacher satisfaction

Parents, students and staff were consulted during the development of the 2018 School Plan and some of their ideas and suggestions were included. Parent attendance at assemblies has increased to approximately 85%.

Parent feedback around the three way interviews was overwhelmingly supportive with 100% of parents attending.

Term Assemblies are very well attended by parents, grandparents and other family members, as well as members of the community. The Student Representative Council members, our Student Leaders, co – host the assemblies. All students are involved, showcasing and celebrating their growth and achievement across many different areas. The Ballimore's Got Talent Assembly was organised, coordinated and run entirely by the students under the leadership skills of the SRC. All students eagerly participated, with one student even writing a play which included 100% of the student cohort. Students practised daily at school and even organised their own "costumes" for the performance. The audience was truly impressed and entertained!

The Creative Arts Program has continued to be proactive this year. All students participated in the Speaking and Verse School Section at the City of Dubbo Eisteddfod. This experience not only provided the students with the opportunity to perform in a large centre in front of judges and a large audience, students' confidence was notably increased from the positive experience. In addition, the students were invited to perform at a local Ballimore Red Cross Luncheon Meeting.

Ballimore Public School entered the 2018 Western Plains Cultural Centre Waste to Art 2018 Exhibition, winning first prize in the school section with our entry, "Topsy Turvy Bouquet".

Stage 2 and 3 student entered the Dubbo RSL Sub Branch "Australia My Country" Writing and Poetry Competition. Ballimore PS students won both the Stage 2 and 3 categories. Furthermore, Juanita was asked to attend the Dubbo RSL Sub Branch Remembrance Day Service to read her winning story.

The school coordinated a Combined SRC Leadership Camp at Wambangalang Environmental Education Centre. All of the SRC attended this overnight camp and participated in leadership and self confidence building activities.

Finally, Presentation Night was supported by parents and community members, with 75 people joining us for the dinner following the presentations.

Policy requirements

Aboriginal education

Aboriginal perspectives and content are included in all curriculum areas. Ballimore Public School is proudly involved with the Wiradjuri Language Program which runs weekly. Cultural days including NAIDOC are celebrated with the wider community.

Multicultural and anti-racism education

The principal will undertake Anti–Racism Contact Officer training in 2019.

Harmony Day was celebrated to support multi–cultural education and Chinese New Year was also a highlight.