

# Bangalow Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Bangalow 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.

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R/Principal

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# School background

## School vision statement

A commitment to excellence in providing quality teaching in a positive learning environment where all students aspire to reach their full potential.

## School context

Our school is proud to be a part of a supportive and connected community that makes up the historic village of Bangalow. Students are at the centre of decision making and everything we do. The core values of 'Respect', 'Responsibility' and 'Personal Best' underpin our student wellbeing and learning programs.

The school provides a friendly, welcoming environment in which parents and staff work in genuine partnership for the benefit of all students. We have a passionate and dedicated parent community who are actively involved in class and whole school programs to support learning.

Our school prides itself on delivering strong academic, sporting and creative educational opportunities. A student centred learning environment focuses on high expectations, continual improvement in learning and engagement, leadership and building emotional intelligence. Our mission is to foster a lifelong love of learning that best prepares students for a happy and successful future.

Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation and is a member of the Lighthouse Valley Learning Community.

# 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.

In the **Learning** domain, we have been focusing on the elements of Wellbeing, Curriculum, Assessment and Reporting. In Wellbeing, our staff have implemented consistent expectations across all settings for our school values of Respect, Responsibility and Personal Best. Additionally, the Braingrow wellbeing program was implemented across the school, with outstanding data from the Tell Them From Me Survey showing students have a high level of advocacy and sense of belonging. Staff have focused on developing personalised goals in literacy and numeracy for all students. The school has focused on consistent teacher judgement and the review of K–6 Assessment schedules and tracking of student performance. The school will continue to look at expected growth of students in the next school planning cycle. Our Learning Support Coordinator has continued to work closely with all class teachers to ensure learning adjustments and differentiation supports the learning of all students.

In the **Teaching** domain, teacher's performance and development plans are supported by one to one meetings with the Stage Assistant Principal, identifying needs, celebrating success and to plan future directions in their practice. Staff are using the Professional Standards for Teachers to guide their goals for Professional Development Plans and many have aligned their work to the School Plan. Staff have participated in professional learning about evidence-based teaching strategies. Staff have continued to work on the use of data to inform their teaching and the school will continue to expand on working in data analysis. Teachers have trialled the explicit Synthetic Phonics program 'Soundwaves' across the school. Ongoing professional learning has been undertaken on the Learning Progressions, Best Start 2, PLAN 2 and TENS. Staff have been supported through professional learning, collaborative planning days each term and opportunities to work with mentors.

In the **Leading** domain, the new School Plan has been a shared focus for all staff engaged in teams and ongoing projects in Literacy, Numeracy and Wellbeing. School resources have been strategically used to improve outcomes and service delivery. Administrative systems and processes have continued to be streamlined with the introduction of LMBR. Students have benefited from the school's planned and proactive engagement with parents and the broader community. The majority of school community members have continued to indicate high levels of satisfaction with the school.

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

### Successful Students

#### Purpose

To deliver a differentiated curriculum that is responsive and reflective to the learning needs of all students and engages active and responsible learners. We share a commitment to high expectations for learning, as well as providing opportunities for students to develop as confident and creative individuals, independent thinkers and problem solvers.

#### Overall summary of progress

Stage teams established appropriate strategies to support students in setting personalised learning goals. School based assessments practices have continued to be reviewed and refined. Staff have received training in PLAN 2 and the Learning Progressions.. Shared assessments were completed in stages and CTJ time allocated for analysing work samples. TENS strategies introduced in K–2. Executive staff have accessed SCOUT training and analysed data. Stage team meetings have focused on student's individual personal learning growth, goal setting and feedback in writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase proportion of students using effective feedback and reflection strategies to add value to their personal growth and learning.	Exec release for School Staff Development planning	All students involved in goal setting and invited to engage in the Student–Led Conferences. Data collected on parents feedback about and participation in the process.
Increase the percentage of students in the top 2 bands of NAPLAN by 8% in literacy and numeracy.	Exec team release for SCOUT training, review of data and Literacy Consultant PL planning. Release St 2 BOMBB project.	2018 NAPLAN Reading & Numeracy results show a 7% increase of students in the two tops bands.
Increase the proportion of students demonstrating expected growth for one year's learning in literacy and numeracy.	Development of school assessment schedule and shared assessments. Literatu membership.	As we are now moving into Learning Progressions it has been difficult to maintain an effective assessment system. The staff has reviewed its whole school assessment practices to align with syllabus outcomes. Expected growth will be reviewed using SCOUT data.

#### Next Steps

Visible Learning strategies will continue to be an integral structure used to develop students who think deeply about their learning and are able to self–reflect and assess their own progress. In 2019 stage planning will focus on regularly using data to accurately identify gaps or patterns and effectively inform teaching. Teachers will focus on plotting individual students progress with the Learning Progressions for writing only. Staff will develop and use writing rubrics aligned to the Learning Progressions. There will be further stage based PL ensuring staff are utilising the PLAN 2 tool effectively. Further work will be done in 2019 into increasing purposeful and meaningful data collection and analysing individual student data to identify areas of strength and areas to target for improvement. There will be close tracking and monitoring of GATS student achievement by teachers and the Learning Support Team. Additional support and targeted programs will be used to lift students in the middle bands.

## Strategic Direction 2

### Leaders in Learning

#### Purpose

To effectively build the capacity of all teachers within a collaborative learning community focused on high expectations and continual improvement. A shared sense of responsibility for student engagement, learning, development and success.

#### Overall summary of progress

Teachers have further developed and implemented scope and sequences in History and Geography that have a text based English focus and incorporated inquiry based learning. The K–6 Assessment schedule has been adjusted to create a more systematic approach to the teaching cycle. All classes have trialled STEM units and have developed their confidence in an inquiry based model. All staff have embraced the PDP process of 30 day conversations, improving the quality, practicality and relevance of their professional growth.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs provide opportunities for students to develop collaboration, critical thinking, creativity, problem solving and communication skills.	PL and planning release for school teams.	Staff engaged in half day collaborative planning per stage and have developed future oriented programs. STEM lessons and new scope and sequence trialled K–6.
The leadership team maintains and develops a focus on distributed and instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.	PL BOMBB, School Services support and AP release.	Learning Sprint model used for Stage 2 BOMBB Writing project and introduction to the Learning Progressions whole school.
All teaching and learning programs reflect current research, innovative practice and include Aboriginal language perspectives.	Half day collaborative stage planning time per term.	Teachers developed engaging PBL units, culminating with Learning Celebrations including the Living Museum, Bee Hotels and Futurama Film Festival.
Professional learning goals show improvement, as measured against the Australian Professional Teaching Standards.	QTSS	QTSS and staff PL logging and maintaining accreditation against the standards, using the eTAMS site. All staff have shown commitment to the PDP process and their goals aligned to the standards.

#### Next Steps

Growth of integrated programming will continue to be a focus for staff in 2019, with all classes incorporating STEM education and inquiry based units into their programs. Ongoing support will be provided for all classes by teachers with expertise in STEM. The Learning Sprints model will be further developed in 2019 to improve the explicit teaching of literacy and numeracy.



## Strategic Direction 3

### Wellbeing

#### Purpose

An integrated and shared approach to wellbeing that supports all students to connect, succeed, thrive and learn. Positive and respectful relationships ensure a connected school community.

#### Overall summary of progress

Common language and tools for improving wellbeing have been integrated into class programs, enabling students to develop their social and emotional capabilities. Weekly assembly time was used to deliver positive messages from a student perspective, students teaching students about wellbeing and how to act positively within the school. Staff noticed a positive change in student behaviour and self talk. Parent satisfaction surveys clearly showed that the school community values the work teachers do for their children and valued being invited to Learning Celebrations where they could develop a stronger understanding of the learning journey. The Peer Support program has been extended in 2018 with training for student leaders and the delivery of 6 sequential lessons on building resilience. Parents have attended workshops throughout the year to strengthen their understanding of school based learning programs and strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students demonstrating positive behaviour, a growth mindset and a greater understanding of social and emotional intelligence.	Braingrow yearly subscription  SLSO time for BPS news	All classes engaged in a 6 week focus on Braingrow. Growth Mindset and You Can Do It lessons. Student and staff completed surveys on the Braingrow program and noted positive engagement in the learning. Staff were highly supportive of programs and the shared language for discussing resilience, wellbeing and brain neuroscience research.
An increased proportion of students staff and parents feel respected, valued and supported to succeed.	Teacher release	Parents workshops presented about literacy strategies, cyber safety and Braingrow in 2018.
An increase in parent engagement and understanding of their child's learning needs as a result of open communication with the school.	Release of staff  School subscription to online interview bookings.	Learning Celebrations supported positive parent participation and understanding of learning outcomes. Student led conferences has increased student agency.

#### Next Steps

Maintain the Braingrow program across all grades and continue to adopt shared language that enhances the wellbeing of all our students. Encourage all students to take ownership of emotional regulation using specific tools and strategies. Encourage the sharing of class learning moments with parents via online apps eg Seesaw. Investigate presentations and special activities that will supplement the wellbeing focus of the school and help students appreciate the impact their actions can have on other student's wellbeing. Continue the focus on School Values in the weekly BPS news broadcast, with a focus on extending leadership opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4236 SLSO wages and programs	Personalised Learning Plan (PLP) processes. In addition we employed an Aboriginal SLSO one day per week and liaised with staff re Aboriginal and Torres Strait Islander perspectives and culture. This team also supported us with our NAIDOC Day activities and introduction to the Bundjalung Language Nest program. A Film Festival project was facilitated by the Language tutor and SLSOs.
<b>English language proficiency</b>	\$4253 LaS teacher wages. Training of staff.	Students supported by a LaS teacher in class and for specific withdrawal programs Class programs adjusted and in class support provided.
<b>Low level adjustment for disability</b>	\$21506 SLSO & LaS teacher wages. Training of staff.	Additional funding supported the work of LaS teacher 2 days a week. Tracking and monitoring of all students and data management coordinated through the LST team. In class support of students K–6 through collaborative planning and team teaching.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$52473 Teacher release and collaboration planning	Allocated to releasing 3 Assistant Principals to work with all class teachers 1:1 on PDPs and class program supervision Assistant Principals used team teaching, observations and reflection time, based on teacher identified PDP goals. All staff have reported this additional support has added to collective teacher efficacy and an improved focus on quality practice.
<b>Socio–economic background</b>	\$6811 SLSO wages, financial support	Funding used to employ 4 SLSO's across the school. This support has been invaluable to both teachers and students, working on welfare, wellbeing, playground and individual learning programs. The assistance, both within the classrooms and provided to identified students of need, requiring individual programs has been successful. Learning and financial support is provided to identified families and students. Funds also ensured participation in the full range of educational programs available for all families.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	133	145	155	162
Girls	148	146	133	131

The school enrolment has continued to grow. Much of the increased enrolment was attributed to another year of higher Kindergarten enrolments in comparison to the Year 6 cohort leaving our school. Another feature of our strong enrolment data is the School Satisfaction data that we received from both of our students and our parents/carers.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	93.9	95	92.9
1	93.2	91	94.7	92.9
2	93	93.2	92.9	94.2
3	93.2	93	94	92.7
4	94.2	92.9	92.3	93
5	92.2	95.6	93	93
6	94.5	92.5	93.6	91.3
All Years	93.5	93.1	93.5	92.9
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	94.1	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	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school followed NSW Department of Education protocols to manage students whose attendance records were either not justified or deemed as a concern. Attendance is closely monitored through the use of Sentral. Text messages alerts are sent daily to confirm absences. This set up has ensured a higher

return of explained absences. Class teachers are responsible for contacting families if there are any concerns with attendance. Individual attendance concerns are then tabled at the Learning Support Team Meeting. The school will continue to regularly remind parents and carers of the importance of regular attendance at school and the Department of Education's requirements for attendance through the newsletter.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.47
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.62

\*Full Time Equivalent

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. In 2018 at Bangalow Public School the teaching staff allocation included 3 executive staff, 10 classroom teachers and 2 specialist support staff. Two classes had shared teaching arrangements. The teaching staff was supported by a School Administration Manager, 3 School Administration Officers, 4 School Learning Support Officers and a General Assistant. One staff member identifies as indigenous.

### 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

Staff have undertaken a wide range of professional learning experiences related to agreed school targets. Staff have embraced the department's new annual

accreditation process and are actively in charge of meeting their own professional learning needs. Beginning teachers as well as teachers seeking professional accreditation have been supported by colleagues to reflect on their teaching practice and using their evidence to meet system requirements.

Teacher Professional Learning completed in 2018 included: TENS training, Management of Actual or Potential Aggression, Positive Partnerships, Learning Progressions, STEM SHARE, PLAN 2, Autism training, Online NAPLAN trial, SAP & HR training, NESA Curriculum Review, Anti-bullying, Synthetic Phonics, BOMBB Assistant Principals PL, BOMBB Writing project Stage 2 team, iPLAY and Into the Deep iOTF5. All stage teams have been released for collaborative stage planning each term.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	162,253
<b>Revenue</b>	2,868,158
Appropriation	2,637,477
Sale of Goods and Services	24,980
Grants and Contributions	204,130
Gain and Loss	0
Other Revenue	0
Investment Income	1,571
<b>Expenses</b>	-2,727,882
Recurrent Expenses	-2,727,882
Employee Related	-2,422,344
Operating Expenses	-305,538
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	140,275
<b>Balance Carried Forward</b>	302,529

The three financial summary tables cover 13 months (from 1 December 2017 to 31 December 2018). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. The school's budget based is on whole school needs and strategic priorities. The Principal and School Administrative Manager monitor income, expenditure and cash flow on a regular basis. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

In 2018 the school completed its annual financial rollover as part of the SAP finance system. At the time of financial rollover some outstanding payments remained as well as some budget planning in various areas. Please note that the balance carried forward includes Tied funds, Trust Funds, unpaid orders, unpaid invoices, unpaid casual salaries and provision for asset replacements.

Bangalow Public School has implemented a range of new mandatory financial and human resource tools in 2018. These included; Learning Business Management Resource (LMBR), eFPT staff budgeting tool and a new SAP Human Resources system. The school will consolidate our use of these systems overtime and will continue to maximise all available resources for the benefit of all students and the school community.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,999,369
Base Per Capita	55,690
Base Location	5,939
Other Base	1,937,740
<b>Equity Total</b>	99,274
Equity Aboriginal	4,236
Equity Socio economic	6,811
Equity Language	4,253
Equity Disability	83,973
<b>Targeted Total</b>	123,833
<b>Other Total</b>	202,030
<b>Grand Total</b>	2,424,506

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.

NAPLAN numeracy results were very positive in 2018. Year 3 and Year 5 were both above state average for the percentage of students achieving Proficiency. Our growth statistics were pleasing, with 63% of Year 5 students achieving at or above expected growth in

Grammar and Punctuation, 81% in Reading, 63% in Spelling and 72% in Writing. A focus for future improvement will be to increase the percentage of students showing improved growth for Year 5 students in numeracy.

In the areas of numeracy, grammar and punctuation, reading, spelling and writing, the percentage of students at proficiency sits well above the state average in both Year 3 and Year 5. All domains showed excellent growth from the 2017 results, with the exception of grammar and punctuation in Year 3.

In the areas of grammar and punctuation, reading and spelling, our school percentage at proficiency in the two top bands for Year 3 was significantly higher than the state average. In the areas of writing and reading our school percentage at proficiency in the two top bands for Year 5 was significantly higher than the state average.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, in accordance with the Premier's priorities: improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Bangalow Public School, in Year 3, 69% of students were in the top two bands for reading and 49% in numeracy. In Year 5, 68.5% of students were in the top two bands for reading and 25% in numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2018 we invited feedback from parents in regards to school practices and procedures. A phone survey was conducted along with two online surveys throughout the year. Parents surveyed indicated that they were well informed about school activities through the newsletter and by asking their child. Parents have good access to relevant information about student achievement. There is a balanced approach to academic and extra curricular activities offered. The school leaders are open to feedback and will address your concerns. The school's administrative staff are helpful when parents need questions or problems addressed.

One hundred percent of parents surveyed would recommend the school to other families. Parents appreciate that the school offers high expectations for learning and has a strong sense of community. The staff and teachers are highly skilled, dedicated, caring and connected to the students. Each child is recognised as an individual both in learning styles and personality. Parents also recognised that the school was inclusive, welcoming and a happy place to be. Parents and staff are united in supporting the wellbeing and individual learning needs of their children. Teachers are open and supportive to listening to parent concerns. Students treat each other with respect and school is a safe place to be.

Parents noted that they would be interested to learn more about the 2018–2020 School Plan through the newsletter, parent forums and further workshops. Parents would appreciate if the school could send earlier reminders about events via SMS and would like access to a parent calendar. It was noted that a social coordinator between the parents and class students may improve class involvement and connections for

new families to the area. The rewards system needs to be updated and better communication about class activities. Parents would appreciate more leadership opportunities for students, more extra curricular activities, more parent involvement and an upgrade to school entrances.

Feedback from the Tell Them from Me survey showed that students have a very strong sense of advocacy at our school, a very strong sense of belonging and high expectations of success. The majority of students reported that their teachers: help them with learning; make lessons fun and interesting; care about them; know where they are at with their learning and set work at their level.

Teachers and students were also surveyed about the Braingrow program. One hundred percent of teachers felt the program had a positive impact on their class. The shared language could be easily applied across the curriculum and students felt empowered to be learning about neuroscience. Students could apply their learning about using smart brain thinking in different contexts and were positive about embracing challenges.

## Policy requirements

### Aboriginal education

In 2018, an Aboriginal language teacher worked one day per week to support the implementation of the Broader Bundjalung language program at Bangalow Public School. This program has developed connections between indigenous and non-indigenous students across the school and is continuing to assist with the integration of cross-curricular priorities. The implementation of Personal Learning Plans (PLPs) for all Indigenous students has resulted in students identifying individual learning goals that are achievable and measurable. This process is in keeping with DoE policies and procedures and our ongoing commitment to improving student engagement and learning opportunities. A student-led project developed 'Acknowledgement to Country' film for the 2018 Film Festival, spoken in Bundjalung language. Whole school NAIDOC day celebrations have also provide leadership opportunities for our students. Together with Arakwal elders, students had the opportunities to lead the NAIDOC day assembly where cultural experiences, songs and stories were shared. Supporting the teaching of Aboriginal perspectives, the Aboriginal Language tutor has worked with teachers on unit preparation. This has resulted in the development of teaching and learning programs that focused on local culture.

### Multicultural and anti-racism education

Bangalow Public School strongly promotes inclusiveness, racial harmony and cultural diversity through curriculum delivery, special celebration days, visiting presentations, workshops and hosting tour group student visits. We recognise and value the backgrounds and cultures of all our students and

promote an open and tolerant attitude towards different cultures and beliefs. The school participated in Harmony day with Year 6 student leaders running peer support activities. Students celebrated various cultures within the school and within our community. There are seventeen students that use a home language other than English. Students with English as their second language received both intensive small group work and in-class support. Tolerance and respect are core expectations for our school community and is communicated in our school's values and Cope of Cooperation. The school has an anti-racism contact officer who is trained in methods to address discrimination.