

Barmedman Public School

Annual Report



2018



1137

Introduction

The Annual Report for **2018** is provided to the community of Barmedman 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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School background

School vision statement

At Barmedman Public School we inspire every student to be driven to excel and achieve beyond their potential, providing a supportive holistic environment which promotes lifelong learning.

School context

Barmedman Public School is situated in the north of the Riverina Region and is part of the Riverina North West School Education Group. Most students that attend the school are from the country village of Barmedman, which has begun to have a more stable number of families with school age children, after having reduced numbers due to the continuous and devastating drought conditions over the past 8 years. We have 7 families with a total of 10 students enrolled for 2018 and 12 students anticipated for 2019.

The school has large historic open buildings comprising of two large spacious classrooms, art room, library, sports shed, large shaded COLA, separate shaded equipment and a refurbished well equipped kitchen all located on well-maintained 5 acre grounds.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING

In the domain of learning, our School focused on providing all students with an opportunity to extend upon their own personal experiences, knowledge and skills within a safe and nurturing environment. Particular staff meetings were dedicated to assess and review the school plan in relation to our desire to display excellence in every domain and ensuring the successful implementation of the school plan was utilised effectively.

Staff at Barmedman Public School continued work in the area of new curriculum development, including History and Geography and English through Concepts, ensuring that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum. The process of differentiating instructions continues to be a focus area to help meet student specific needs and goals through programs including L3.

TEACHING

In the domain of Teaching, our focus has been Data Skills and Use and Collaborative Practice. As teachers, we continue to use selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgment of expectations. Staff have worked collaboratively to track student progress across English outcomes and the Literacy progressions.

The Quality Teaching Framework has been embraced by teachers at Barmedman Public School. Staff have been exposed to internal and external professional development and throughout the year, as a whole staff, implemented the Quality Teaching Framework into their classrooms. Staff are continuing to undertake professional development and align their teaching and learning practices with the new NSW syllabus for the Australian Curriculum as they're implemented.

LEADING

In this domain, staff of Barmedman Public School have focused on creating positive relationships with parent and community members and resources. We understand the importance of a supportive and proactive parent body and staff have continued to develop a supportive network in the community. We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to support new Syllabus documents and that current technologies are accessible to staff and students.

This new method of evaluating our achievements will further assist the School to identify priorities in our School Plan, leading to future developments of quality education for our students. Details of our achievements in 2018 and our next steps in 2019 for our school plan 2018–2020 goals are outlined in the following pages.

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

Student Learning and Engagement

Purpose

To ensure students are achieving personal learning goals for effective differentiation, continuous monitoring and feedback and appropriate intervention programs.

Overall summary of progress

Student learning and engagement has been a focal point of our school community and planned learning sequences. Teachers assessed students through a variety of testing methods including standardised testing and used this information to track students on the literacy and numeracy progressions as well as planning to target individual learning needs of the students.

In review of student data, student learning opportunities were also enhanced through online computer learning programs, Reading Eggs and Mathletics, which specifically target the individual level of each student. In addition to this, utilising our instructional leader, as a targeted EaFS school, to implement strategies and programs to enhance student learning.

The school environment was adapted to ensure there are nurturing, stimulating and engaging environments for students to learn. Classrooms and learning activities utilised interactive whiteboards, adobe connect and video conferencing to provide engaging learning opportunities.

2018 also seen the inclusion of valuable learning opportunities through virtual excursions, school excursions, Healthy Harold visit and school swimming program, providing students with first hand experiences and knowledge which can be drawn upon in the classroom setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will achieve growth in Literacy and Numeracy	\$13380	Formative assessment is reflected in teaching and learning. Assessment practices are focused, defined and reflective of consistent teacher judgment. Staff use Numeracy progressions/syllabus to track and record student progress and attainment of outcomes. Resource bank created to track student learning and give feedback to students. Student achievement individually tracked.
Increase the proportion of students achieving proficiency in line with the Premier's Priorities .	\$9250	Staff continue to engage deeply with their professional learning goals. Providing feedback to students in a timely manner to support learning growth continues to be an area that requires further development. Staff meetings were held provide collegiality towards differentiate learning. A plan was developed and implemented for students requiring extra support who do not qualify for integrated funding support.

Next Steps

- Enable students to use assessment tools to reflect on their learning and set their own learning goals.
- Provide explicit, specific and timely formative feedback to students.
- Continue to collaborate to ensure consistency of curriculum delivery and teacher judgment.
- Collect, analyse and report on a variety of predefined internal and external assessment data.
- Embed evaluative practices to ensure professional learning activities improve student learning outcomes and build staff capacity.
- Continue to utilise a range of learning modes for students
- Seek new experiences (i.e. excursions, visitors to the school)

Strategic Direction 2

Excellence in Staff Teaching and Learning

Purpose

We aim to deliver quality teaching in every classroom, every day to ensure educational delivery is consistent, of a high standard, to inspire lifelong learners.

Overall summary of progress

This year, staff embraced the opportunities to engage in a variety of professional learning sessions through both in-school and external mediums. A strong focus was based on autism to provide staff with deeper knowledge and understanding as well as develop programs to provide valuable learning opportunities.

Staff continued to expand their knowledge based on the creation of agile learning spaces, in order to engage students and prepare them for work life in the 21st Century as well as develop skills and knowledge in the NSW Australian Curriculum documents with the revision and implementation of the English and Mathematics curriculum documents into the classrooms.

This year, 100% of staff completed professional learning plans (PDP's), creating their own learning goals for 2018. These goals guided teachers to enhance their skills in areas they personally identified. A supportive atmosphere was developed amongst the staff, ensuring each staff member had the resources and support to achieve their personal goals. The PDP's also allowed for a whole School focus in which all staff could help work towards embedding aspects of the Quality Teaching Framework into planned lessons to target student needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Teachers will analyse school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.	Socio-Economic – \$18096 Teacher 1 day a week	Staff actively engage with PDP process and utilise school plan, accreditation and personal reflection to direct professional learning and support of colleagues. Collaborative school planning for 2018–2020 evident
Professional learning transcripts increase the number of learning experiences as evident in all teaching programs.	Professional Learning – \$4825 Teaching Principal Release \$13260 School Support Allocation – \$11383 Teacher 1 day a week	Students and teachers participated in Premier's reading challenge, Premier's sporting challenge, simultaneous reading, high school transition days and targeted national days events. Evidence of coaching in PDP process. Key staff have continued to develop their knowledge and skills in the new financial planning and business management environment. Collaborative school planning for 2018–2020 evident.

Next Steps

- Develop deliberate and strategic relationships with external agencies such as universities, business, industry and community organisations to improve opportunities for students.
- Building staff confidence and sharing ideas and resources for programming
- Create classroom with print rich material connected to the Quality Teacher's Framework.
- Visits to other schools and building positive networking relationships.
- Utilise Instructional Leader in the school – including knowledge, resources and networks
- Development of assessment tools for use with PLAN Numeracy/Literacy Progressions

- Increase regular consultation with parent body within the School regarding curriculum increasing student outcomes.
- Meeting the EaFS requirements and developing the strategies taught throughout the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2807.00 \$260 for Principal to attend Aboriginal Workshop.	100% of Aboriginal students were supported and had ILP's in place. Students had access to one on one assistance and engaged in a Remedial Reading Program to boost their Literacy progress.
English language proficiency	\$0	We didn't receive funding in this area.
Low level adjustment for disability	\$13380	An SLSO was employed to assist students with their engagement and participate in making learning goals and personal learning plans. The schools learning and support team processes have been enhanced with a focus on supporting teachers in personalised learning and support.
Quality Teaching, Successful Students (QTSS)	\$2499	QTSS allocation has supported Professional Learning to assist staff in delivering quality teaching and learning. Funding has also enabled collaborative practice to take place. Funding was allocated for the purchase of Reading Eggs and Mathletics for students to target individual needs and enhance progression.
Socio-economic background	\$18096	Classroom teacher was employed to assist and provide engaging quality and teaching opportunities. Having this second teacher has provided invaluable educational benefit to students. providing the positive learning for each and every student.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	10	4	6
Girls	12	5	1	3

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	91.4	97.4	93.3
1	97.8	95.7	97.8	92.5
2	97.1	92.5	93.5	97.3
3	100	100	98.9	
4	95.9	95.3		100
5	95.9	95.7	100	
6	92.8	92.5	97.8	98.9
All Years	96.1	94.4	97.6	96.1
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	94.1	94.2	94.1	
4	94	93.9		93.4
5	94	93.9	93.8	
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.3

Management of non-attendance

Barmedman Public School ensures that non-attendance is systematically monitored and managed by teachers, administrative staff and the school Principal. Concerns regarding non-attendance are dealt with promptly and positively between school staff, parents and carers.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.69

*Full Time Equivalent

Barmedman Public School had 0 Aboriginal employees in 2018

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

Barmedman Public School has 0 teachers working towards NSW Education Standards Authority (NESA) accreditation. Two teachers are maintaining accreditation at Proficient level.

Teachers had professional learning in the following areas:

- Departmental policies: Code of Conduct, CPR, Child Protection, Welfare and Discipline Policies, Anaphylaxis
- Student attendance
- Eafs meetings
- The Principal and Administrative staff attended LMBR training.
- The Principal attended Principal network meetings

We currently have no teachers seeking voluntary accreditation at the Highly Accomplished or Lead levels.

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	86,606
Revenue	379,401
Appropriation	369,676
Sale of Goods and Services	0
Grants and Contributions	8,721
Gain and Loss	0
Other Revenue	0
Investment Income	1,003
Expenses	-378,872
Recurrent Expenses	-378,872
Employee Related	-344,587
Operating Expenses	-34,286
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	529
Balance Carried Forward	87,135

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Strategic financial management is used to carefully plan and resource the school for various programs and school initiatives including Quality Teaching Literacy and Numeracy Targets, Learning and Support. Barmedman Public school maximises resources available to implement the school's key priorities including purchasing furniture for collaborative learning spaces and supporting students.

Barmedman Public School is a fee free school.

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	279,191
Base Per Capita	967
Base Location	7,499
Other Base	270,725
Equity Total	34,283
Equity Aboriginal	2,807
Equity Socio economic	18,096
Equity Language	0
Equity Disability	13,380
Targeted Total	40,029
Other Total	2,506
Grand Total	356,008

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 and 5 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. Barmedman Public School had 0 students complete the NAPLAN assessment in 2018.

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.

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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.

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 (lowest) to Band 10 (highest). The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Barmedman Public School had 0 students complete the NAPLAN assessment in 2018 in Year 3 and Year 5.

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 (lowest) to Band 10 (highest). The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Barmedman Public School had 0 students completed the NAPLAN assessment in 2018 in Year 3 and Year 5.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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 through comments in the provided text box.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students (ten or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands. Schools can access the Schools Dashboard in Scout to obtain this information.

Barmedman Public School had 0 students completed the NAPLAN assessment in 2018 in Year 3 and Year 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

* Students indicated enjoyment towards the weekly Hot Shot Tennis Program and cooking program. They have displayed high interest in the gardening program and would like to expand this next year.

* Parents surveyed identified extra-curricular learning programs were beneficial to their children. They also mentioned that the Mother's Day and Father's Day

Luncheon was lovely and a positive gathering for parents in the community.

Policy requirements

Aboriginal education

Barmedman Public School strives to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students to achieve and excel in their learning. We strive to include awareness raising activities to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Barmedman Public School promotes an inclusive environment of Aboriginal and Torres Strait Islander culture through the inclusion of:

- Acknowledgement of Wiradjuri country and people
- NAIDOC Week celebrations
- Aboriginal perspectives taught throughout the year throughout key learning areas.
- respectfully integrating the Acknowledgement of Country into school events;
- ensuring that all Aboriginal students have a Personalised Learning plan (PLP) in place;
- ongoing monitoring of academic performance in line with departmental benchmarks and standards;
- including knowledge and understanding of histories, cultures and experiences in syllabus implementation and delivery through cross-curricular priorities;

Multicultural and anti-racism education

Our School endeavours to promote understanding and tolerance in our society across all Key Learning Areas. Teachers program lessons that teach cultures and customs of a variety of countries across the world. Above all, students are encouraged to develop an appreciation and understanding of the many and diverse customs and beliefs of people from other cultures.

In line with the School Plan, the school has ensured that teaching and learning programs are culturally inclusive and value multiculturalism. Barmedman Public School promotes the inclusion of multicultural education and anti-racism in the following forms:

- promoting community harmony through effective communication practices with parents and community members from diverse cultural, linguistic and religious backgrounds and encouraging their active engagement in school life;
- participating in whole school and community Harmony Day events and a special multicultural lunch
- reviewing and implementing school policies (Anti-Bullying and Student Welfare) to maintain high standards and expectation from all
- the differentiation of teaching and learning

programs which address the learning needs of students from culturally and linguistically diverse backgrounds.

- students at Barmedman Public School work under the motto "Desire to do Well" which embraces the differences in others and allows the students avenues for celebrating uniqueness.

Other school programs

Academic Programs

Language, Learning and Literacy – L3

L3 continued to be rolled out in 2017 with additional teaching staff trained. Students continue to receive guidance reading individually and in small group settings in response to their identified learning needs. Students have continued to develop their skills to work independently for short periods of time and to monitor their literacy activities and understanding.

Reading Eggs and Mathletics

Reading Eggs and Mathletics are online Literacy and Numeracy programs, which are individualised to student's levels and targeted needs. In addition to this, Reading eggs and Mathletics provides students with a fun and engaging learning experience through the use of computers and their own XO's.

Through the inclusion of these programs into our teaching and learning sequences, we have seen a growth in student Literacy and Numeracy levels and ensuring their identified areas of need are fully catered for.

Transition to School Program

Barmedman Public School has a successful transition to school program which allows new students to become familiar with the school environment and routines as well as establish new friendships for the following year.

This year Barmedman Public School had one transition to school student participate in the program and are ready to begin their learning journey in 2018.

Best Start

Best Start involves an in-depth assessment of students when they first arrive in Kindergarten and includes ongoing assessments throughout Kindergarten. The assessment was developed by experts in the Department of Education and provides teachers across New South Wales a common set of high quality assessment tools and professional learning.

Peer Support

The Peer Support Program for a number of weeks across the year covering different modules developing skills in resilience, assertiveness, decision making,

problem solving and leadership. All children had the opportunity to identify their personal qualities and strengths, acknowledging their achievements, identifying the people in their lives who provide support, utilising a 3 step model, developing a range of coping strategies and developing resilience.

Sport Programs Swimming School

In Term 4, students attended an intensive 10 day Learn to Swim Program at West Wyalong Swimming Pool. AustSwim trained instructors led students through activities in and out of the water that developed student's water confidence and provided them with basic skills in water safety and survival.

Hot Shot Tennis

Students participated in Tennis Clinics provided to the School, which was fully funded via the Sporting Schools Funding Grant and provided the school with brand new tennis equipment. The students embraced the opportunity to learn and develop their skills in tennis as well as strengthening their sportsman skills.

Jump Rope for Heart

2017 again saw Kane from Jump Rope for Heart visit the school to teach the students some new skipping tricks and inform the students of the importance of keeping active and eating healthy for a healthy heart.

Rugby League Clinic

Students participated in Rugby League Clinics at the School. The clinics taught students the basic skills of Rugby League including passing, catching, stepping and running as well as the importance of sportsmanship and working with others to form a team. After targeted lessons in the skills, students were able to participate in fun games putting their skills into practice.

Environmental Education and Sustainability National Tree Planting – Bland Shire Council

Barmedman Public School together with the Bland Shire Council celebrated National tree planting day by planting a variety of trees at the entrance of the town then finished the day with a BBQ lunch. The day provided many valuable attributes to the students as well as strengthening our ties within the community. Students loved this opportunity to get their hands dirty!

Family and community programs Education Week Celebrations

Barmedman Public School showcased the outstanding opportunities available at the school and achievements of students during our Education Week Celebrations.

ANZAC Day

In Term 2, 2017 the community, students and staff at Barmedman Public School took part in an ANZAC Day Service to remember those who have fought in wars. A large number of parents and community members

attended the service in Barmedman. The Principal and school presented flowers and wreaths on behalf of the school.

Author Visit – Mindful Warriors

The Bland Shire Council initiative provides students with the opportunity to meet authors and listen to them share their creative process in developing his stories. Due to time restraints and logistics, students were unable to have an author visit this year, however the School received a kind donation of books from the author.