

Barooga Public School Annual Report



2018



1139

Introduction

The Annual Report for **2018** is provided to the community of Barooga 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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Principal

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School background

School vision statement

Barooga Public School is a vibrant and innovative learning community that is committed to delivering quality teaching and learning programs, focusing on the overall wellbeing of each and every individual, through effective communication and connections.

School context

Barooga Public School is the only public school located in the rural town of Barooga, adjacent to the Murray River. The school's student population is generally around 150. The school provides education for students drawn from the Barooga township, its surrounding rural farming area and the larger Victorian town of Cobram.

The school attracts equity funding to support the needs of students based on;

- Socio-economic background
- Aboriginal background
- Low level adjustment for disability
- Isolation
- English Language Proficiency

Other programs the school is recognised for include You Can Do It and the Stephanie Alexander Kitchen Garden

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.

A School Excellence Framework self-evaluation was conducted for the 2018 school year.

In the area of Learning it was determined Barooga Public School was delivering in Learning Culture, Curriculum, Assessment and Reporting and Student Performance Measures, while sustaining and growing in Wellbeing and Curriculum

In the area of Teaching it was determined Barooga Public School was delivering in Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development.

In the area of Leading it was determined that Barooga Public School was delivering in Educational Leadership, School Planning, Implementation and Reporting, and Management Practices and Processes, while sustaining and growing in School Resources.

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

Wellbeing

Purpose

To create a strategic and planned approach to whole school wellbeing processes that support the wellbeing of students and staff so that they can connect, succeed, thrive and learn.

Overall summary of progress

All teaching staff participated in Wellbeing Professional Learning throughout the year, with reflection on current practice and developing skills to implement best practice.

Positive Behaviour for Learning (PBL) has begun implementation. 4 staff members were trained. Community and students surveyed resulting in revised core values and expectations. Explicit lessons have been introduced to teach expected behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase overall student attendance to and the number of students above 90%.	School Resourced	Attendance is 93.06% which is above both state and statistically similar schools.
Increase in positive behaviour in the playground and classroom as measured by a reduction in negative incidents.	SBAR Professional Learning	Revised core values and expectations. Expected behaviour lessons taught in classrooms.

Next Steps

Continued emphasis on good attendance, especially with the small number of students with less than 85% attendance.

Further development and imbedding of PBL into school culture through staff professional learning and explicit teaching of expected behaviours.

Developing a deeper understanding of the Wellbeing Framework and supporting staff and students



Strategic Direction 2

Teaching & Learning

Purpose

To create an integrated approach to quality teaching practice, curriculum planning and delivery, and assessment promoting learning excellence and responsiveness in meeting the needs of all students.

Overall summary of progress

100% of students achieving above National Minimum Standards in NAPLAN. Years 3 and 5 both achieved above state and similar schools' results in NAPLAN Writing.

Initial awareness and familiarisation of Learning Progressions. Plan to initially focus on Writing and linking it to VCOP writing program.

Each class and teacher participated in an ICT workshop. Staff participated in additional Professional Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve expected student growth, as measured in NAPLAN reading and numeracy and increase the number of students in the top 2 bands.	School Resourced	Year 5 NAPLAN Reading has improved each year since 2015. Average scaled growth in Reading increased nearly 10% on the previous year.
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions.	SBAR Professional Learning	Familiarisation with Learning Progressions and the ALAN software package.
Integration of ICT is evident throughout learning in all classes.	SBAR Professional Learning. School Resourced	Showcased Robotics and coding with each class. All teachers participated in ICT Professional Learning.

Next Steps

Continued focus and familiarisation with Learning Progressions, tracking students' growth and planning future learning.

Update of ICT resources (ipads and notebooks).



Strategic Direction 3

Partnerships & Connections

Purpose

To foster and promote community engagement and partnerships through a range of school related activities to help build a cohesive educational community so that our students grow into confident, creative and resilient global citizens.

Overall summary of progress

Tell them From Me Parent and Student survey was made available to the school community.

See Saw app was introduced across the school and used by all classes to better communicate with and inform parents of student achievement.

Introduction of updated School Website platform.

Volunteers from nearby Treasury Wines had a Working Bee at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased responses and feedback from the Tell Them From Me survey and rating on the School Excellence Framework.	School Resources	Students and parents were able to participate in Tell Them From Me survey
Increased parent and community participation in a wider variety of school activities.	School Resourced	All classes using See Saw for parent engagement.

Next Steps

Increased parent participation in the Tell Them from Me survey.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SBAR \$4034	<ul style="list-style-type: none"> • Attendance 95.98% • Students in Years 3 and 5 achieved above National Minimum Standards in Literacy and Numeracy. • Financial support for students to access programs
English language proficiency	SBAR \$400	<ul style="list-style-type: none"> • Language support for students
Low level adjustment for disability	SBAR \$88063 <ul style="list-style-type: none"> • \$62468 Staffing • \$25595 Flexible 	<ul style="list-style-type: none"> • Two Student Learning Support Officers employed • Significant learning support provided for needy students • MiniLit and MultiLit training for staff
Quality Teaching, Successful Students (QTSS)	Staffing Entitlement 0.259 (\$26965)	<ul style="list-style-type: none"> • Support for staff implementing Professional Development Plans
Socio-economic background	\$60183	<ul style="list-style-type: none"> • Financial support for students to access programs



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	93	86	82	66
Girls	67	65	60	58

The total student enrolment has dropped slightly from previous years

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.2	89	93.5	94.1
1	92	92.6	94.9	93.7
2	92	93.5	94.1	93.5
3	93.5	94.1	95.4	94
4	94.2	95.3	95.5	93.2
5	95.7	96.3	95.1	94.7
6	92.7	93.2	93.9	91.9
All Years	93.3	93.7	94.7	93.6
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, along with the Home School Liaison Officer, monitors attendance and especially low attendance.

Information for parents is included in the newsletter and on the school's website.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.67
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

Staff members have not 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

All teachers and support staff participated in a wide variety of Professional Learning throughout 2017. The main areas of focus included:

- Positive Behaviour for Learning
- MiltiLit
- CPR and Anapylaxis
- ICT –robotics and Coding
- LMBR Financial, System and HR management
- \$21,766 was spent on Professional Learning in 2018.

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	132,392
Revenue	1,476,630
Appropriation	1,421,928
Sale of Goods and Services	1,900
Grants and Contributions	50,804
Gain and Loss	0
Other Revenue	0
Investment Income	1,998
Expenses	-1,464,692
Recurrent Expenses	-1,464,692
Employee Related	-1,293,233
Operating Expenses	-171,458
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	11,938
Balance Carried Forward	144,331

- Substantial funding support was provided to needy students
- The school purchased a new ride-on mower
- Carry over funds will be used again to support needy students

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	1,059,368
Base Per Capita	27,458
Base Location	18,258
Other Base	1,013,652
Equity Total	152,680
Equity Aboriginal	4,034
Equity Socio economic	60,183
Equity Language	400
Equity Disability	88,063
Targeted Total	33,943
Other Total	48,882
Grand Total	1,294,873

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

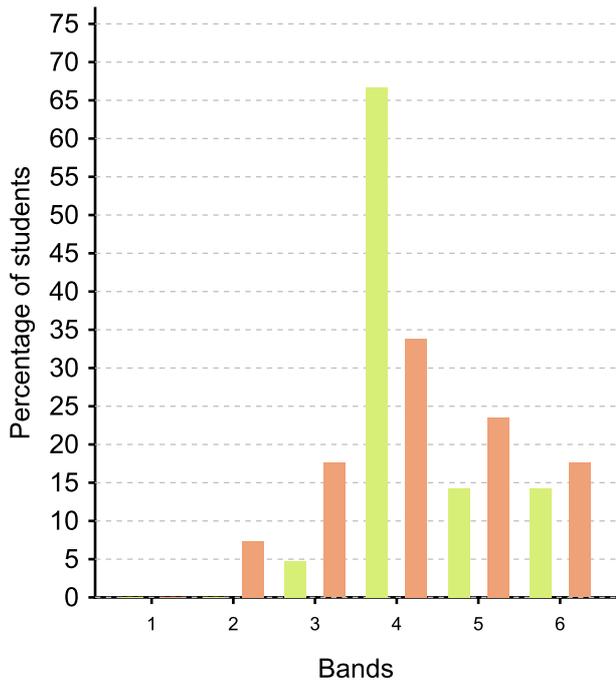
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

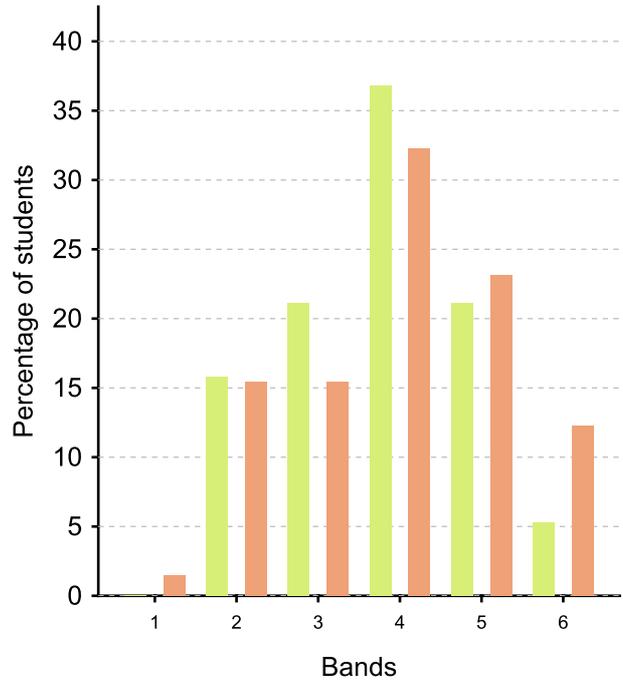
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

- Results in writing match the focus on that area
- Fewer students were recorded in the lower bands

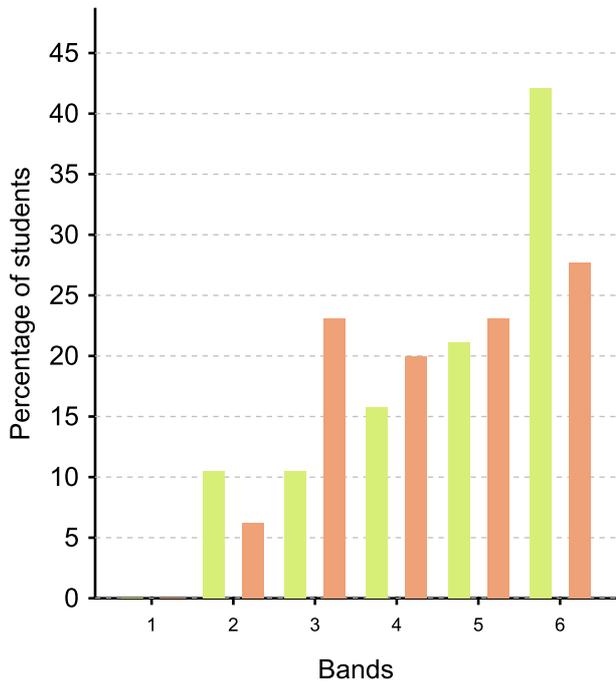
Percentage in bands:
Year 3 Reading



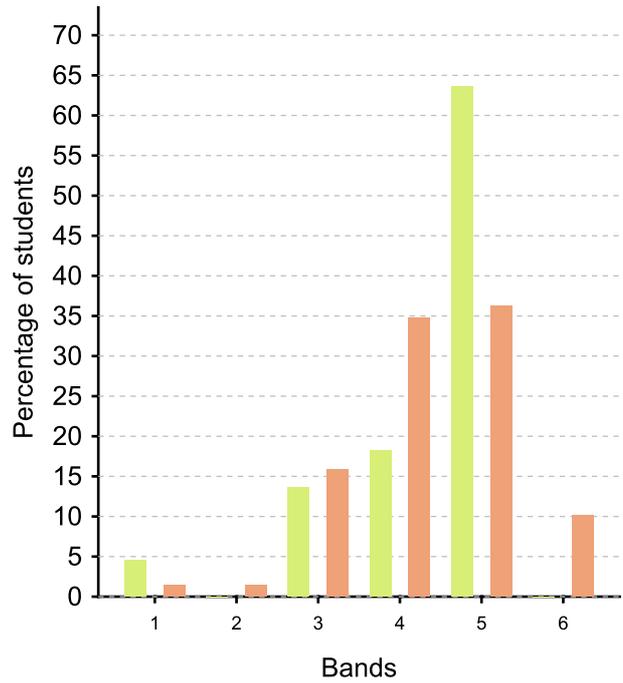
Percentage in bands:
Year 3 Spelling



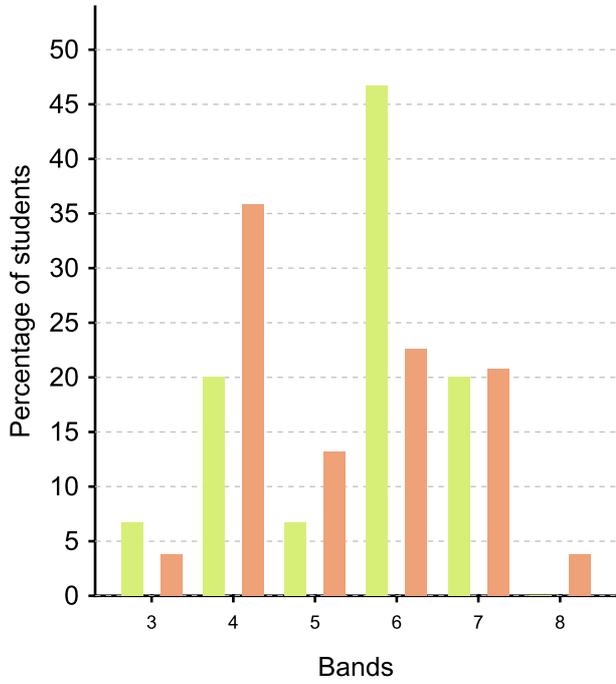
Percentage in bands:
Year 3 Grammar & Punctuation



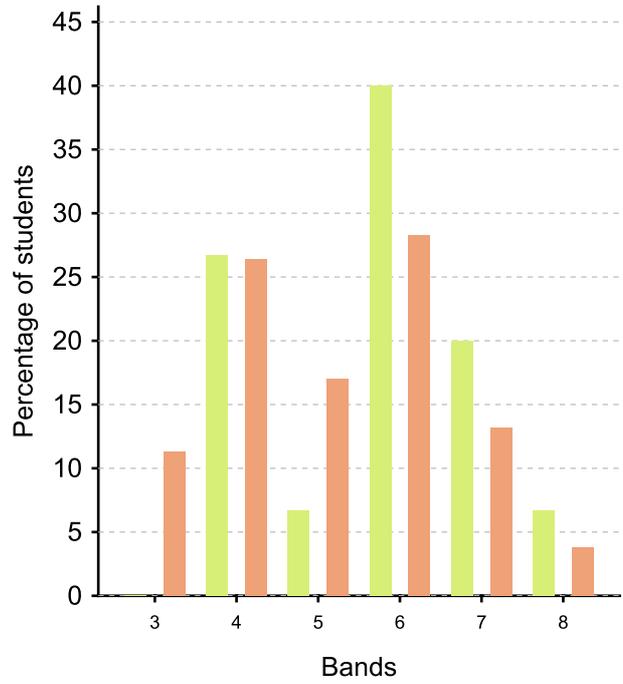
Percentage in bands:
Year 3 Writing



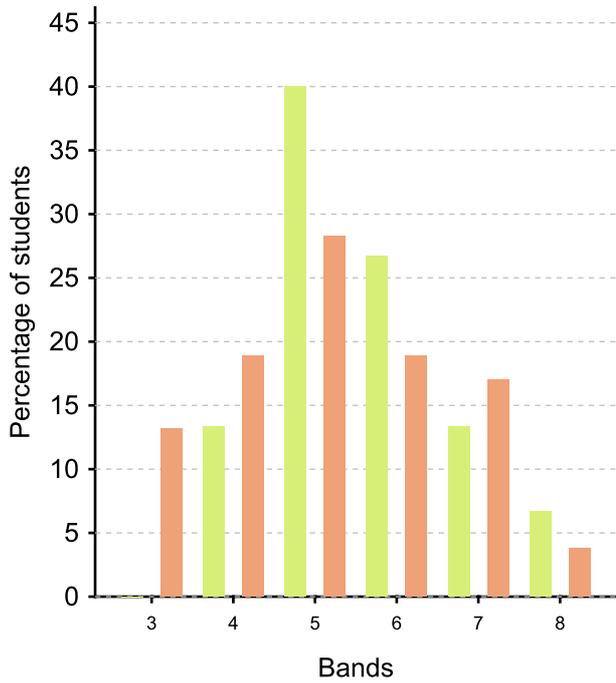
Percentage in bands:
Year 5 Grammar & Punctuation



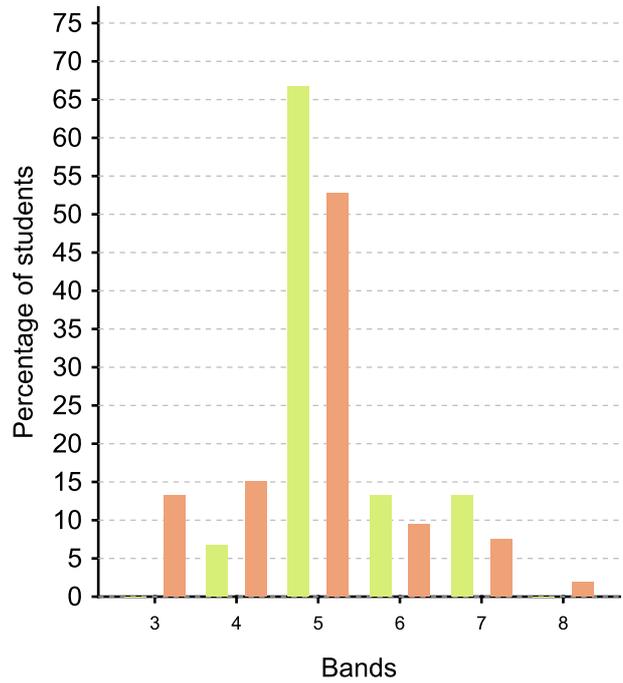
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

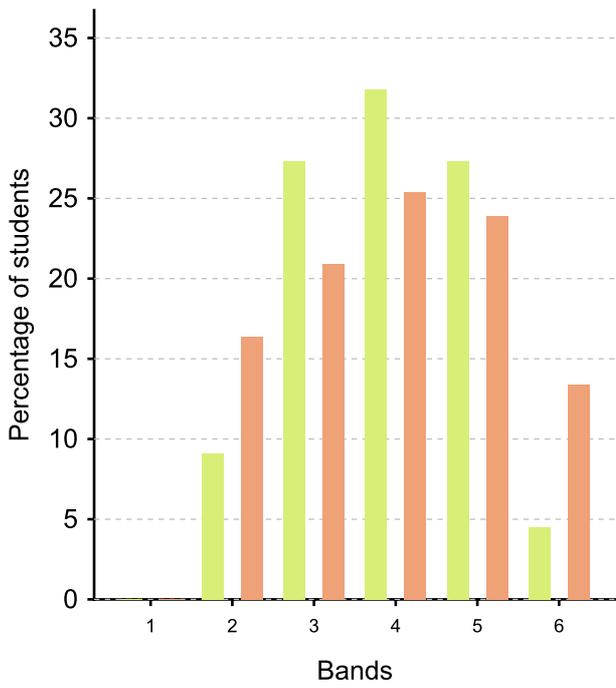


Percentage in bands:
Year 5 Writing



- Fewer students in 2018 were in the lower bands

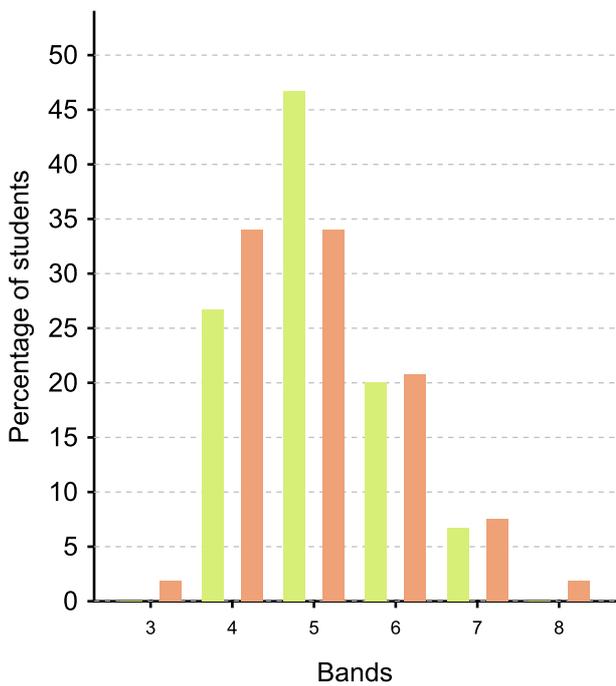
**Percentage in bands:
Year 3 Numeracy**



Parent/caregiver, student, teacher satisfaction

In satisfaction surveys with parents, caregivers, students and teachers the overwhelming majority indicate that they are either satisfied or very satisfied with the school.

**Percentage in bands:
Year 5 Numeracy**



Policy requirements

Aboriginal education

- Attendance rate of 95.98%, above the average of both similar schools and the state
- Senior Aboriginal students led Sorry Day and Reconciliation Week Assemblies
- Aboriginal background funding was used to develop personal learning plans and to support learning and engagement



Multicultural and anti-racism education

Barooga Public School in 2017 recognised Diversity Day with a range of class activities celebrating difference. The school uses its Stephanie Alexander Kitchen Garden to showcase the influence of Australia's Multicultural nature.

The school has a trained Anti–Racism Contact Officer who keeps staff informed and updated with current policies and programs.