

# Batemans Bay Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Batemans Bay PS 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.

Mr Kel Smerdon

Principal

### School contact details

Batemans Bay Public School

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## School background

### School vision statement

All students are known, valued, educated and cared for through curious and powerful learning experiences.

### School context

Batemans Bay Public School has a student population of approximately 600. The school includes a Preschool and 4 Support Classes. Batemans Bay Public School has approximately 170 Aboriginal students (29%) and is an attractive well-resourced school. We have been on our present site since September 2002. The school is a proud member of the Eurobodalla Learning Community (ELC) and the Batemans Bay Community of Schools, providing continuity in education from Preschool to Year 12. The staff of approximately 90 includes a Principal, Deputy Principal, 3 Instructional Leaders, 5 Assistant Principals, 26 classroom teachers, 3 full-time administration staff, 2 Aboriginal Education Officers, 4 School Learning Support Officers in the Support Unit, 1 General Assistant and numerous temporary and casual support staff.

Our area boasts a strong and active Aboriginal Education Consultative Group (AECG) and they form a partnership with our community of schools to deliver positive educational outcomes for all students. Batemans Bay Public School is in the second phase of the Early Action for Success (EAFS) initiative. The school has two Instructional Leaders working with teachers and students in K–2 to improve student outcomes in Literacy and Numeracy. This initiative will continue until the end of 2020 and forms an integral part of our school plan. Batemans Bay Public School is also in its second year of having a Community Engagement Leader for Aboriginal students in Years 3–6, to support the Premier's priorities. The school promotes active citizenship within the community and gives all students opportunities to participate in school and community events.

## 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. Our findings are outlined below:

#### Learning

In the sub area of wellbeing the school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. The school's wellbeing approach focuses on creating an effective environment for learning and we continue to refine these whole school systems. Teachers and other school staff explicitly communicate expectations of behaviour across school settings. In their learning the needs of all students are explicitly addressed in teaching and learning programs. The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students and we continue to develop robust systems to greater meet the differentiation of learning for all students. Assessment is planned and undertaken regularly in all classes and data is systematically collected. The school's next step planning is around connecting this assessment in clearer ways to individual student needs and developing systematic use of this data to guide teaching and provide quality feedback. Our school provides parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. The school's next steps are to look at embedding growth focused data and feedback into this reporting.

#### Teaching

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. It was found that teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. The school looks to enhance this feedback capacity in deeper ways moving forward. Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning. The Leadership Team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN) with internal measures to build consistent and comparable judgement of student learning. This data is used by the Leadership Team to resource and make decisions about the school. Professional

Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage and we continue to refine our skills in this area. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

## **Leading**

Professional Learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The Leadership Team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. The leadership team engages in a process of planning, implementation, monitoring and self-assessment and leads the collaborative development of evidence-based school plans. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually. The Leadership Team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. Use of school facilities by the local community delivers benefits to students. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The Leadership Team measures school community (parent and student) satisfaction.

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

Leading

### Purpose

Creating a learning culture that builds on the leadership capacity of all staff through focused professional learning, where every staff member is engaged in ongoing, relevant and evidenced based learning.

### Overall summary of progress

2018 saw the Curiosity & Powerful Learning Action Team formed and formally trained as the commencement of what will be a minimum five year commitment to teacher quality and whole of school systems improvements. Internally, the school invested heavily in creating the structures and time for collaborative practice and ongoing feedback opportunities to occur as a vehicle for this improvement to occur through. Staff actively embraced formal professional learning opportunities delivered collaboratively by designated Instructional Leaders and Stage Assistant Principal's. In the later part of the year staff commenced classroom observation sessions as they worked towards building the relationships and common protocols that will enable specific feedback upon practice using the Theories of Action Rubrics in 2019. Professional learning for staff has had a strong focus to build in not bolt on learning and also around ensuring our school builds a strong internal learning culture rather than relying on external buying in of learning. this has ensured that learning meets the evidenced based needs of our staff and builds leadership capacity from within.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of class based teachers can state their current teaching practice strengths and their areas for development using the Curiosity for Powerful learning Theories of Action rubrics as well as regular feedback on their teaching practice from their peers.	<ul style="list-style-type: none"> <li>– Curiosity &amp; Powerful Learning training costs \$20,000</li> <li>– Staffing provisions to accommodate collaborative practice and colleague feedback sessions (delivered through staffing allocation &amp; school and community funded teacher)*</li> </ul>	<ul style="list-style-type: none"> <li>– School implementation team have completed C&amp;PL induction and implementation training.</li> <li>–100% of staff have completed preliminary training in the C&amp;PL program.</li> <li>–Stage based release and collaborative learning sessions data shows 100% of staff feeling their practice has been positively impacted.*</li> <li>– Staff feedback on trial feedback session implementation saw faster than expected requests from staff to receive more detailed and targeted feedback opportunities.</li> </ul>
100% of staff voice that their learning is relevant to their needs, an integral, planned and supported school focus.	<ul style="list-style-type: none"> <li>– C&amp;PL training \$20,000</li> <li>– Targeted whole staff learning opportunities external provider \$15,000</li> <li>– SWAY training \$4,500</li> <li>– SLSO Professional learning \$2200</li> <li>– Provision of ongoing Literacy &amp; Numeracy based professional learning (eg L3) \$50,000</li> <li>–* as above</li> </ul>	<ul style="list-style-type: none"> <li>–* as above</li> <li>– Strong positive feedback was collected fro staff who completed the school's Aspiring Leadership program.</li> <li>– recruitment and planning for 2019 SLSO restructure has been completed and lays the foundation for greater investment in this resources quality and impact.</li> </ul>

## Next Steps

- Enhanced Executive professional learning prior to weekly collaborative practice sessions (TLC–Teacher Learning Communities) will be developed to ensure a stronger line of sight and continuity of delivery is in place for all TLS sessions.
- Increased Instructional Leader input into the Curiosity & Powerful Learning (C&PL) model will be built in to allow for higher quality, planned and supported deliver to Executive and Stage teams.
- Narrowed focus and feedback inclusive teacher observations will be built around teacher reflection upon their practice using the Theories of Action rubrics now that staff have experienced the phase 1 approach to teachers visiting each other's rooms.
- A stronger PDP process will be implemented in 2019 with close accountable alignment to the C&PL
- the school will look to ensure our RF, SLSO and IVT resources are supported with structured, planned and high quality learning to ensure the school's investment is a maximised and that staff are utilised to their full potential

## Strategic Direction 2

### Learning

#### Purpose

Every student in our care is actively engaged in meaningful, challenging and explicit learning experiences to achieve success as a learner.

#### Overall summary of progress

The school has commenced training and implementation of the Curiosity & Powerful Learning (C&PL) whole of school culture focus. This evidenced based initiative delivered by UK Professor David Hopkins will guide the school through a series of Theories of Action focused on individual teacher as well as whole of school improvement. In 2018, the structures for weekly staged based collaborative practice as well as weekly feedback to colleague sessions were invested in and built into the school timetable. In terms 3 & 4 whole of school feedback to colleague sessions commenced and have built a platform for more strategic and targeted feedback in 2019. Significant investment in classroom based Literacy & Numeracy supports in the form of Interventionist teachers as well as learning Support Officers from RAM funds as well as staffing entitlement was evident across the K–6. the school's preschool also undertook Assessment & Rating which saw an overall rating of 'Meeting' and Learning programs rated at 'Exceeding' levels.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students state that their classroom teacher makes learning visible through effective feedback, clear learning intentions, success criteria and differentiated explicit instruction.	<ul style="list-style-type: none"> <li>– Provision of IT upgrades \$118,000</li> <li>– Support of Kinder transition, Best Start and Learning Support Officer Provision \$35,290</li> <li>– Provision of Occupational &amp; Speech Therapist \$43,500</li> <li>– Provision of high quality Preschool Program \$18,810</li> <li>–resourcing of high quality support Unit x 4 classes (not including staffing) \$18,550</li> <li>–K–6 data collection and evaluation release for class teachers \$20,500</li> </ul>	<ul style="list-style-type: none"> <li>– Strong and positive feedback has been gathered surrounding the school's disability support class structures that note quality differentiation for students.</li> <li>–C&amp;PL's focus on developing staff capacity in feedback, learning intentions and success criteria is rolling out in 2019 and will be evaluated with reliability at year's end.</li> </ul>
Above state level Literacy and Numeracy growth is evident for all students	<ul style="list-style-type: none"> <li>– \$162,560 Targets Lit/Num Learning Support Officers</li> <li>– \$7,500 provision of SWAY program and training</li> <li>–Funding of high quality Library \$20,944</li> <li>– MultiLit Provision \$20,080</li> <li>–Resourcing of Reading recovery (not inclusive of teacher salary) \$1,200</li> </ul>	<ul style="list-style-type: none"> <li>–K–3 Value Add Lit &amp; Numeracy data is at Sustaining &amp; Growing levels and has had 4 successive years of improvement to above state levels.</li> <li>–3–5 Value Add Lit &amp; Numeracy data is just below state level at Delivering with a five year decline from well above state levels.</li> <li>– 5–7 value Add Lit &amp; Numeracy data is at Sustaining &amp; Growing levels and has remained stable at slightly above state levels.</li> <li>–Year 5 NAPLAN expected growth data displays</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Above state level Literacy and Numeracy growth is evident for all students		students achieving expected growth levels 42% Grammar & Punctuation, 58% Numeracy, 50% reading, 52% Spelling, 50% Writing

## Next Steps

- Evaluation of the Curiosity & Powerful learning implementation phase has shown that the collaborative practice sessions and teacher feedback opportunities need to have embedded a greater line of sight through the school's senior executive (Principal, Deputy Principal and x3 Instructional Leaders) through the school Assistant Principal–Stage Leaders and into classroom based teachers. In 2019, the senior executive will meet weekly to ensure on track and high quality learning is flowing through to class teachers with a cohesive message and leadership.
- New school leadership reflection and school performance evaluation has seen a strong need to focus on sustainable teacher quality investment. K–3 data shows the benefits of coupling targeted classroom based supports with high quality Instructional Leadership, evidenced based professional learning and in built accountability for teaching staff. The C&PL program will be used as a conduit to provide teachers with a greater opportunity to reflect upon their practice and improve the feedback and differentiated learning being provided to their students.
- The school learning culture will look to embed the underpinning of a growth focused culture to all teaching and learning across the school.. This will require growth focused assessment, reporting and teaching practice and will see staff review current practice to align with the philosophy of knowing where students are at and where they need to go to next and then delivering learning at this point of need for growth.
- School learning support resourcing will be aligned with the school's Instructional leadership team and will be assigned based upon evidenced based need rather than equitable distribution. Instructional Leader accountabilities will be built around student growth focused shift through teacher capacity development.



## Strategic Direction 3

### Wellbeing

#### Purpose

To strengthen the social and emotional wellbeing of the school community by providing a safe, nurturing, positive learning environment where all students and staff connect, succeed and thrive.

#### Overall summary of progress

The school has made significant progress in its journey to implement the Positive Behaviour for Learning (PBL) cultural change process. The whole school community have worked to develop the platform for whole of school cultural shift around student behaviour and wellbeing. This has included selecting and then defining core school expectations across all external locations within the school. Staff have also audited consistent judgment and action across minor and major behaviours. These two process will now underpin the school's PBL signage and the implementation of positive reward structures. Free and frequent reward systems are in place and have resulted in multiple whole of school PBL rewards celebrations for students. Systems for tracking and recording behaviour referrals have been developed and will underpin the evidenced based development and of intervention programs and the referral pathway for students into these wellbeing supports moving forward.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student suspension rates have decreased by 30% from 2017 baseline 2018/2019/2020.	<ul style="list-style-type: none"> <li>–0.5 FTE staffing top up to Learning and Support teacher team to allow for 2 full time teachers to support student integration, differentiated teaching, support provisioning and access, attendance monitoring and wellbeing response.*</li> <li>– Family Support Worker position 2 days/week \$15,000</li> <li>–PBL coach training and delivery requirements \$11,200</li> <li>– Provision of breakfast club program 7 days. \$7000 (supported by school funds, community funding and donations)</li> <li>– Provision of community playgroup and transition programs P–K and 6–7.</li> <li>–Top up of entitlement provisions for administrative SOA to support planning and wellbeing / community connection administration and delivery. \$25,000</li> </ul>	<ul style="list-style-type: none"> <li>–2018 number of suspension rates remain stable at 93 to 2017 91.</li> <li>– Total days out of school for students has reduced by 33%</li> <li>– Percentage of student receiving suspensions reduced from 8.2% to 6.4%</li> </ul>
85% of students displaying positive	– As above	– In 2018 reliable data could not be harvested in this domain as developing school wide consistent

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
playground and classroom behaviours (0–1 Major behaviour referrals in a calendar year).		judgement around Major and Minor behaviours was a focus as was developing the technological systems to collect, collate and analyse this reliable data base for future decision making.
100% of students requiring differentiated behavioural and learning supports have a documented intervention in place by 2020 with ongoing systems in place for continuation.	–As above	<p>– Review of ILP, E&amp;D level student reporting has been conducted with findings to underpin professional learning and systems changes around students requiring differentiated learning, assessment and reporting in 2019.</p> <p>– Provision of additional resourcing to the LAST team has ensured clearer identification of students with identified disabilities and/or high level support needs in all classrooms. This has led to improved handover processes year to year, ILP presentation in all class programs for students with needs and ore effective strategic resourcing.</p> <p>– Strong health care and risk assessment systems are in place to support student access to extra curricula and day to day activities following investment in core staffing needs to facilitate</p>

## Next Steps

- Sustainably embed whole school rewards processes to ensure continued focus on positive reinforcement against school expectations.
- Installation of whole school PBL signage to be completed before year's end 2019.
- Implementation of consistent classroom strategies based upon expectation aligned major and minors for classroom behaviours
- Implementation of Tier 2 interventions that use PBL behaviour incident data to support students with interventions that address their areas of need.
- Implementation of whole school lunchtime reflection processes as a consequence step for students exhibiting middle level behaviours and as a coaching opportunity for the delivery of replacement behaviour options.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$287,764 (Total funds consumed inclusive of balance brought forward in 2018 \$290,991)	<ul style="list-style-type: none"> <li>– Employing of two AEO \$135,000</li> <li>– Events and resources \$62,500</li> <li>– Norta program continuation \$17,000</li> <li>– SLSO supports in Kinder class</li> </ul>
<b>Low level adjustment for disability</b>	\$236, 246	<ul style="list-style-type: none"> <li>–.5 LAST \$156,000</li> <li>– SLSO supports</li> <li>–LAST resourcing</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	Full Time Staffing Equivalent (FTE) 1.113	Utilised to employ an Interventionist teacher to support Stage 1 readers and students who required intervention after failing to reach stage based benchmarks in their first year of schooling.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>–\$599,077 (Spent \$585,564: \$164,323 Staffing / General Resourcing \$421,241)</li> <li>–Full Time Staffing Equivalent (FTE) .7</li> </ul>	<ul style="list-style-type: none"> <li>– Support provisions of x5 interventionist teachers coupled with School and Community Funding.</li> <li>– Literacy &amp; Numeracy SLSO provision</li> <li>– Curriculum Resourcing across Key Learning Areas</li> <li>– Provision of Speech Therapist and Occupational Therapist</li> <li>– Library/Preschool and Support Unit operating budgets</li> <li>– Provision of learning support Intervention programs such as Multi Lit</li> <li>– Provision of wellbeing programs: Breakfast Club, students welfare</li> </ul>
<b>Support for beginning teachers</b>	\$59,308	<ul style="list-style-type: none"> <li>– Provision of release to enable coaching and mentoring</li> <li>– Professional learning</li> <li>– Accreditation supports</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	291	289	297	292
Girls	276	280	290	289

Batemans Bay PS continues to have relatively stable student enrolment figures. A enrolment peak in 2017, 2018 and 2019 Year 6 cohort numbers will contract in coming years with this contraction being offset by increasing enrolments as new housing is developed within the school zone.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.4	90.6	92.9	92.6
1	93.2	90.4	92.7	91.9
2	93.1	92.7	92.3	91.9
3	93	93.5	93.2	91.2
4	94.1	91.9	93.4	90.1
5	92.7	91.2	92.5	90.5
6	93.4	92	92.7	90.6
All Years	93	91.8	92.8	91.2
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

Under the Department of Education and Communities Guidelines, BBPS has developed an attendance policy and school attendance plan which is coordinated through the learning and support team. Where there are concerns that a child or young person is habitually absent, in addition to following the Department's Policies and Procedures for school attendance, all staff

should consider whether the habitual absence places the child or young person at suspected risk of harm and where there are concerns that it does, convey these concerns to their Principal or Workplace Manager.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.06
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	10.26
Other Positions	1

\*Full Time Equivalent

Our school is proud to employ four Aboriginal Teachers, two Aboriginal Education Officers, a Community Engagement Officer and two School Learning Support Officers.

### 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	15

### Professional learning and teacher accreditation

All staff commit to the school's strategic, evidence based and impact focused professional learning. This includes a range of personal, stage and whole school focus areas. All staff have actively engaged with the Department of Education's Performance and Development Plan (PDP) process as well as the school's strong focus upon collaborative practice and support from our three Instructional Leaders. Beginning teachers are supported with a strong induction and support programs with a number of staff early career teachers attaining their accreditation at Proficient level in 2018. The school also encourages teachers to

pursue highly levels of accreditation.

## 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>	1,005,659
<b>Revenue</b>	7,635,518
Appropriation	7,388,375
Sale of Goods and Services	32,610
Grants and Contributions	210,527
Gain and Loss	0
Other Revenue	0
Investment Income	4,005
<b>Expenses</b>	-7,494,408
Recurrent Expenses	-7,494,408
Employee Related	-6,850,337
Operating Expenses	-644,071
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	141,109
<b>Balance Carried Forward</b>	1,146,768

### School Financial Management Processes and Governance

The school monitors its budget regularly with the Principal, Deputy Principal and School Administrative Manager meeting weekly and then reporting in to the school's P&C. . In 2018, Batemans Bay Public School moved to the Department of Education and Communities integrated SAP HR and EFPT management systems. This required extensive training and support and did impact upon the school's capacity to forward map and forecast expenditure in 2018 an into 2019. The school looks forward to 2019 when the fullness of these systems capacity can be integrated and used to spend allocated funds more strategically and closer to allocated amounts.

### Spending patterns / Intended use of funds available

– 2018 Opening Balance carried forward was larger than normal due to one off OASIS transition to the new LMBR SAP Finance with School and Community and

surplus RAM equity combined into School & Community. The rol over figure into 2018 was \$479,425.

– In 2018 a large portion of this rolled School & Community funding was used to employ three additional teachers and the balance was put away for asset replacement.

– 2019 Balance Carried Forward funds to be spent in 2019 on long term planned refurbishments planned in our 5 year asset replacement plan.

– 2019 Balance carried forward includes internal order funds of approximately \$200,000

### 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>	3,777,944
Base Per Capita	119,765
Base Location	16,354
Other Base	3,641,825
<b>Equity Total</b>	1,197,905
Equity Aboriginal	287,764
Equity Socio economic	671,956
Equity Language	1,938
Equity Disability	236,246
<b>Targeted Total</b>	941,129
<b>Other Total</b>	813,046
<b>Grand Total</b>	6,730,024

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

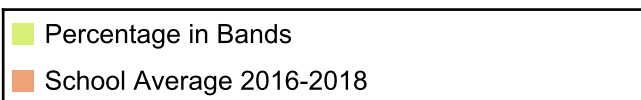
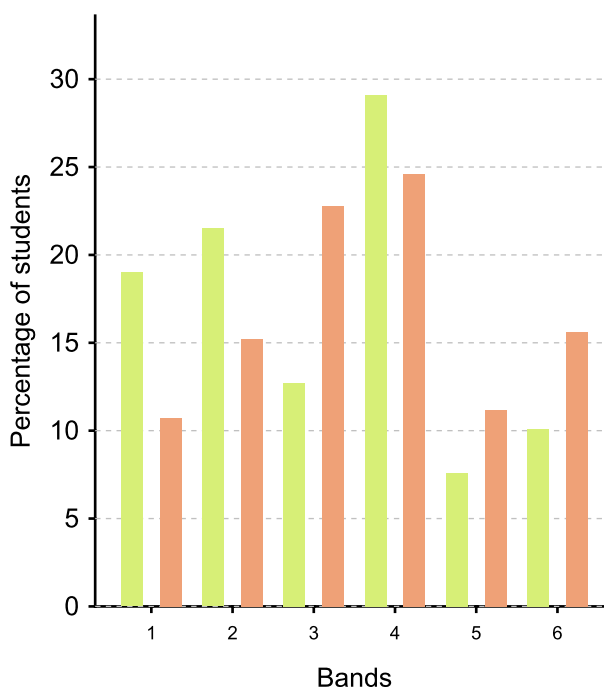
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

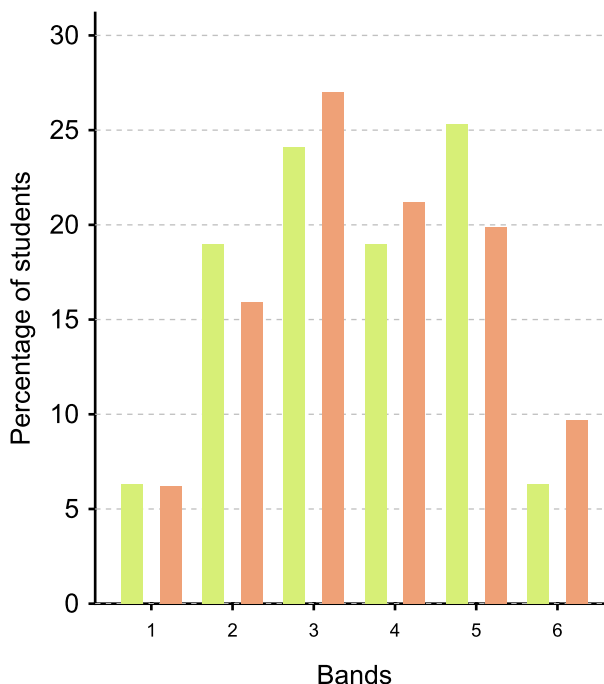
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

NAPLAN data shows consistent results across all domains. Reading remains the most consistent and remains a whole school focus for learning at Batemans Bay Public School, the results show strong knowledge around inferences, connecting ideas through prediction, monitoring and reflecting with a Year 3 – 6 focus on the Super Six reading comprehension strategies this data reflects student growth that has been seen across all classrooms. Writing results are down on previous years, outlier results indicate some non-attempts from students sitting NAPLAN. The big gain for students at Batemans Bay Public School is in the spelling domain. The results show gains in this domain over the past 3 years in both Year 3 and Year 5 students.

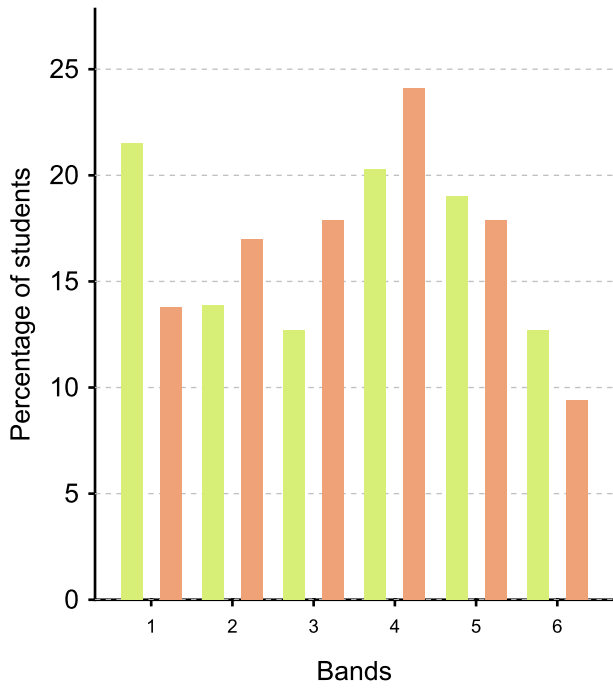
Percentage in bands:  
Year 3 Grammar & Punctuation



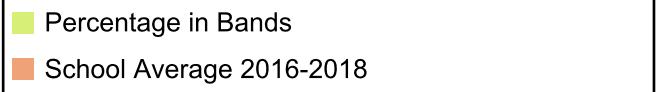
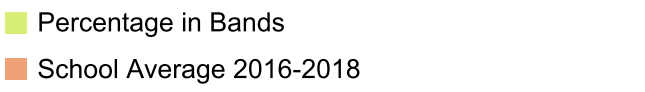
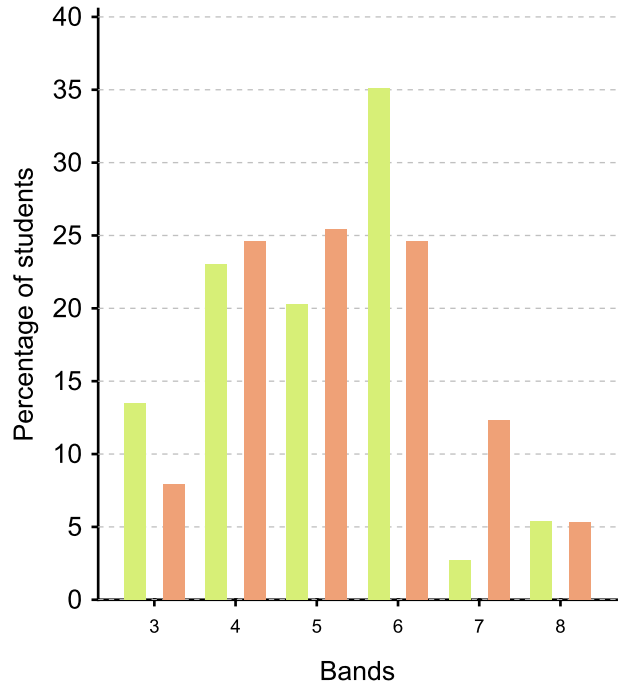
Percentage in bands:  
Year 3 Reading



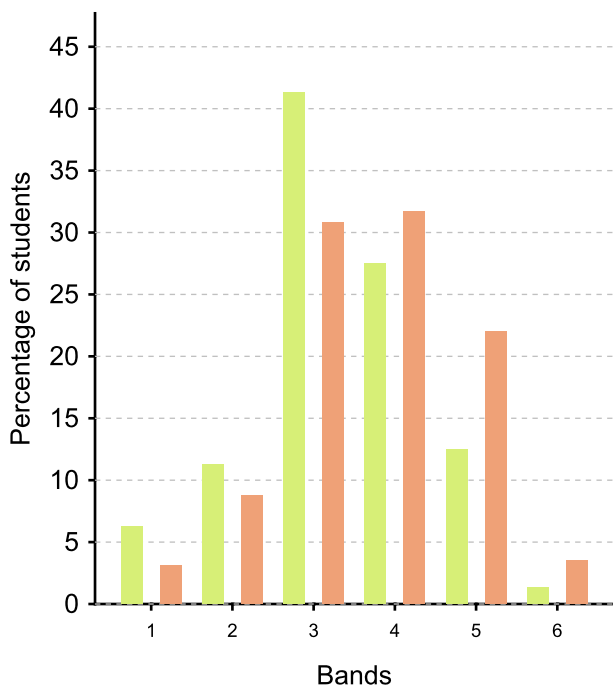
**Percentage in bands:**  
Year 3 Spelling



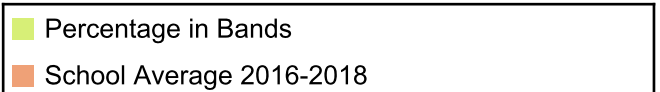
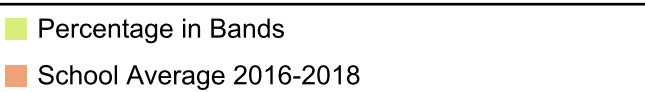
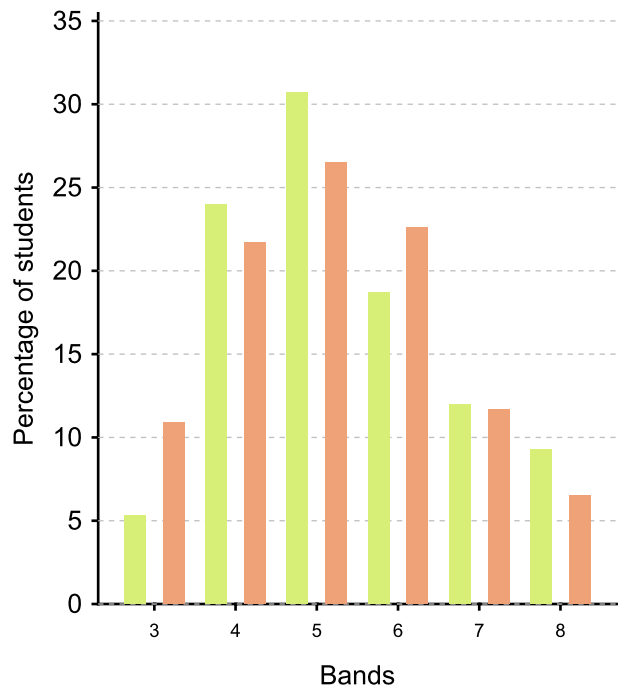
**Percentage in bands:**  
Year 5 Grammar & Punctuation



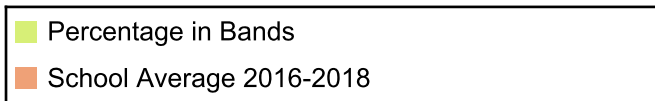
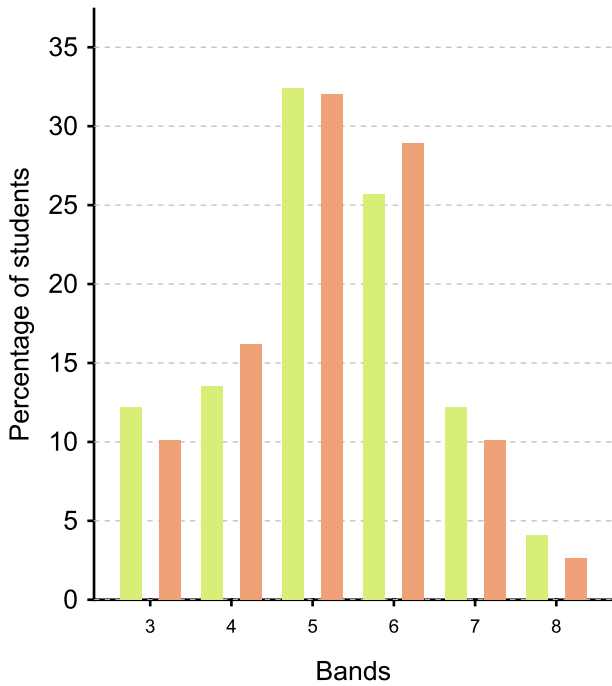
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

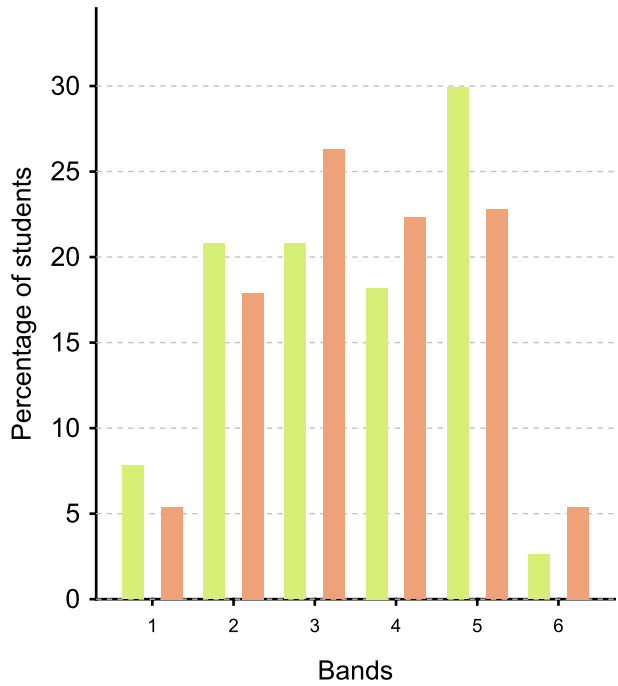


**Percentage in bands:**  
Year 5 Spelling

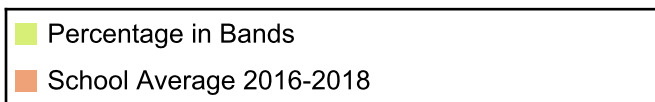
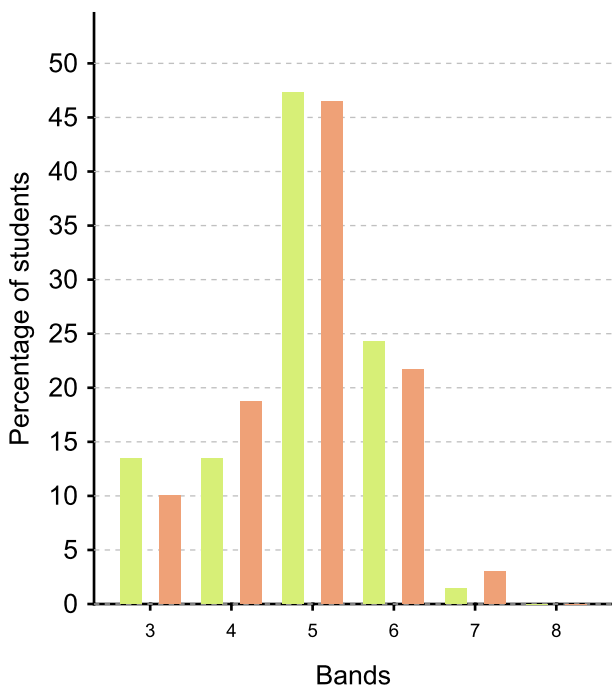


In Year 5, Batemans Bay Public School had its highest NAPLAN numeracy score of the past 3 years. The average score for Year 5 students was 465, this result sees the average student in Year 5 at Batemans Bay Public School achieving Band 7 results. This is reflective of the students sitting within the top 2 bands. The Year 5 students achieved strong results in using a range of mental strategies for addition and subtraction.

**Percentage in bands:**  
Year 3 Numeracy

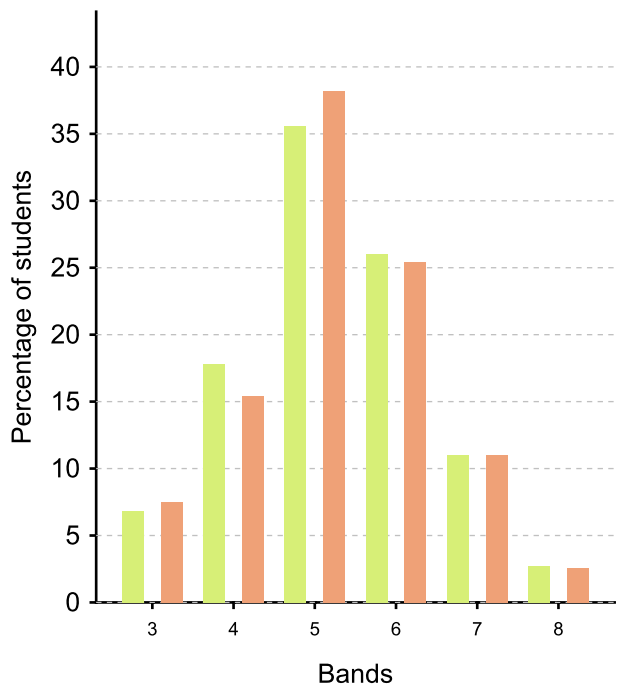


**Percentage in bands:**  
Year 5 Writing



NAPLAN data for Numeracy results show consistent outcomes, with an average score of 370, an upshot of these results is a majority of students sitting in Band 4, almost 30% of Year 3 students achieved Band 6 results. The test results indicate that Batemans Bay Public School students in Year 3 are strong in whole number (Place Value).

**Percentage in bands:**  
Year 5 Numeracy





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

Premier's Priorities goals, working towards 8% growth in top two bands in reading and numeracy. Batemans Bay Public School students have maintained consistent growth across reading and numeracy. 35% of Year 3 students are currently at Band 6 for reading and 32% at Band 6 for numeracy. 25% of all Year 3 and 5 students are in the top 2 bands for reading and numeracy. The school has seen steady growth over the past 3 years with 8% growth since 2016.

Premier's Priorities for Aboriginal students is a 30% increase in reading and numeracy. Batemans Bay Public School students are still working towards 30% growth, however, there has been a steady increase over the past two years. Aboriginal students are engaged in learning with targeted students in the middle bands, working with Instructional Leaders and Classroom Teachers to reach their potential.

## Parent/caregiver, student, teacher satisfaction

Each year our school chooses to review an area of the curriculum delivery, school process or system as part of our ongoing commitment to self-reflection and continuous improvement. This process was conducted through parent survey, student feedback focus groups along with parent and teacher feedback and focus groups. The area selected for investigation in 2019 was the school's provision of extra curricula activities including performing arts, cultural activities including Aboriginal culture, sporting programs, camps and wellbeing supports. 40 survey responses were received.

1. When asked for an overall satisfaction rating for the range of extra curricula activities offered:

95% of respondents rated as satisfied and very satisfied with the level and quality of extra curricula opportunities offered to their children. Of the two neutral responses some feedback was offered suggesting the school could look to expand these opportunities into the younger years of school where the school currently integrates the relearning of skills into classroom based activities.

2. When asked how satisfied they are with the range and access to creative and performing arts programs such as dance, music, drama and visual arts activities:

78% of responses rated being satisfied or very satisfied with the provision of programs in this area. Positive feedback was received for the inclusion of the new Clubs program on Friday afternoons for stage 2 and 3 students which aligned with additional feedback that called for ensuring students who were just developing their skills were also catered for outside of high performing students such as those selected in representative groups and teams. A sample of responses also called for continued focus on music with potential place for a school band or performance group.

3. 82% of responses were either satisfied or very satisfied ratings. Feedback was provided by the school that we could consider a gymnastic program along with potential exposure of students to a broader variety of sporting programs and opportunities. This is something we are already considering with a similar model to clubs being explored for 2019 roll out.

4. When asked how satisfied they were with the schools camp program:

86% of respondents replied with satisfied or very satisfied responses. Feedback was offered by respondents suggesting consideration should be given to camps that are not weather impacted / safer. A relevant quantity of parents also suggested that the school considers appropriate options for Year 2 and year 3 students with concerns for the age appropriateness of off site and overnight camps. Staff feedback has also mirrored both the positive connection to camp as well as thoughts for refining the age of campers and the style of camps dependent upon

age. Feedback was also offered around possible staggering of camps across the year to support parents with payment.

5. When asked how satisfied they were with the school's provision of cultural programs including those around Aboriginal culture:

83% responses were satisfied or very satisfied many noting the school's continued commitment to Aboriginal culture and community. Recommendations from responses included a focus on a broader range of cultural groups and activities in our programs. Support was also suggested for teachers in their learning to support their ability to offer Aboriginal cultural programs.

6. When asked if they were satisfied with the school wellbeing and intervention programs:

83% of responses were satisfied or very satisfied however, it was clear that there is work to be done to more effectively share the range of programs being offered with our community as some respondents were not aware of the scope of supports in place. Students in exit interviews from programs have provided strong feedback about the quality of programs as well as the impact on their social capacity moving forward.



## Policy requirements

### Aboriginal education

Batemans Bay PS continues to provide highly respected programs and embedded cultural practices designed to educate all students about Aboriginal Australia: its history, customs, culture and contemporary cultural issues. Whole school programming and teaching continues to reflect an integration of Indigenous Cultural dimensions across the Key Learning Areas. Our school works closely with our local AECG to develop strong community partnerships and ensures our significant Aboriginal community (greater than 25%) are deeply respected within and through our school programs and environment as the traditional owners of the land upon which we learn. As outlined in other sections of this report, the school enriches our school community through actively recruiting Aboriginal educators, develops strong partnerships with our Aboriginal community and strategically resources the significant funding the school receives in this area to ensure that high expectations and quality learning occurs for all students. Batemans Bay PS sets itself the highest expectations around ensuring that we lead the way in building Aboriginal cultural perspectives and respect through all that we do.



### Multicultural and anti-racism education

#### Anti racism

Batemans Bay Public School rejects all forms of racism. It is committed to the elimination of racial discrimination—including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment. Through our PBL culture values we work collectively to ensure:

- No student, employee, parent, caregiver or community member should experience racism within our learning or working environment.
- We eradicate and coach all parties away from

expressions of racism in our learning and working environments, and challenge the attitudes that allow them to emerge. This is the shared responsibility of all school staff, students and community.

–All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions as well as supports to scaffold better actions are applied against and around racist and discriminatory behaviours.

Our school has a trained Anti-Racism Contact Officer and provides timely and professional responses to complaints regarding racism.

### **Multicultural Education**

Batemans Bay Public School fosters student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.

–We provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

–We ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.

–We provide programs that enable students learning English as an Additional Language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

–We deliver differentiated curriculum as well as targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.

–We promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for active engagement in school life.