

Beelbangera Public School

Annual Report



2018



STRIVE FOR THE BEST

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Introduction

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

Kristie Symonds

Principal

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Message from the Principal

There are many things to be proud of at Beelbangera Public School. In 2018 we prepared our External Validation submission and this was an opportunity to build new, stronger cohesion between students and teachers, teachers and teachers and the parent and community body as we all contributed to the entire process. Everyone was very proud of the end result and it highlighted to us all the great things we do at Beelbangera Public without realising it. At the same time it showed us that with a few procedural changes we were able to move to the next level on the School Excellence Framework.

As usual the continually changing and evolving sensory garden is proving to be a huge success and major talking point for students and visitors to our school.

Walking around the school with visitors I am always met with an array of smiling faces and welcoming hellos; the students of Beelbangera Public School really do demonstrate pride in their school.

In classrooms, students are hard at work and focused on their learning. The staff are positive, enthusiastic and engaged in providing the best educational learning experiences for all students.

We are very grateful for the help of our highly supportive parents who contribute to our programs through such things as the P&C, assisting in classrooms, helping out at carnivals and on excursions, and through their tireless fundraising initiatives.

The School Chaplaincy program has continued to provide valuable support for students and parents. Social skills, coping with change, mental health and wellbeing have been key focus points for 2018.

2018 saw the introduction to clubs for the primary children. They enjoyed STEM activities, electronics, cooking, craft, card making, games, soccer and gardening/outdoor creations. Everyone enjoyed exploring their creative sides and the teachers appreciated sharing their skills in other areas.

School background

School vision statement

As a school our commitment to the community is to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our school has quality staff, supporting quality learning every day for every student.

School context

Beelbangera Public School (180 students) is located in the Riverina, 7.5km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are identified and supported as increasingly self motivated learners who are confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school had a thorough understanding of where it sits within the School Excellence Framework and was confident in supporting this with evidence from our daily routines. The External Validation Team also reinforced and supported our position. As a school, we identified in the Learning Domain the need to implement some changes to the protocols used during assessment and reporting to inform student performance measures. In the Teaching Domain, the areas of data skills and use along with learning and development will be targeted and structures put into place for regular collaborative discussion to take place during stage team meetings with set agenda criteria to follow and meeting minutes shared in a central online location to ensure this is monitored. In the Leading Domain, we have focused on school planning, implementation and reporting along with management practices and processes. We envisage that the new Leadership team will provide a more stable influence on staff and school management practices that will result in effective change. The evaluation of current systems and processes has been undertaken in a collaborative way. This collaborative approach will continue, with all stakeholders having input into the learning processes, effective practice and continuous improvement of Beelbangera Public School.

Our self-assessment and the external validation 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 – Quality Systems

Purpose

The establishment of quality systems that promote professional development, productivity, consistency and wellbeing.

To develop, maintain and improve school systems in order to create a well-resourced, quality learning environment for all students, staff and the community.

Overall summary of progress

The area of Wellbeing continues to be a strength for Beelbanger Public and 2018 has been the start of refining processes, implementing new online referral systems and a more collaborative school wide approach to learning and support. Staff are becoming more confident with the new online referrals. Independent Education Plans are more closely monitored and included in stage team discussions on a regular basis and there has been an increase in accessing outside agencies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are using the appropriate system when referring students for learning support.	Equity Funding \$3658	Funds were allocated for Learning and Support co-ordinator to prioritise referrals and timetable support. There are clear and consistent referral processes for additional support including LaST and counsellor assistance.
Student Independent Education Plans are created, implemented & updated for all identified students.	Equity Funding \$4873	Funds were allocated to allow staff to meet with students and parents when creating and reviewing Independent plans. Individual learning is supported by the effective use of school resources, systems and community expertise through collaborative decision making, planning and reviewing.
Surveys reflect improved wellbeing across the school.	This has been delayed until 2019.	
The school is accessing appropriate external agencies to support students.	Equity funding \$3658	Funds used for staffing to participate in review meetings and liaising with our ever growing external agencies that help support our students. In 2018, we collaboratively worked with speech pathologists, Occupational therapists, counsellors, welfare workers, FACS, Vision Australia, guide dogs and Intereach to name a few.

Next Steps

With the extra demands of External Validation we put staff development around the new Wellbeing framework on hold. This will be a focus for 2019 along with a review of the school's behaviour policy.



Strategic Direction 2

Learning

Purpose

To equip students with the skills and strategies to take ownership of their learning in order to succeed socially and academically now and in the future.

To develop the ability to communicate their learning needs effectively.

Overall summary of progress

A new program was trialled to support students who we estimated would be sitting in the middle 2 bands and an emphasis was placed on consolidating and improving their skills to move them into the top 2 bands. They were assessed, intervention programs were put in place to address areas of uncertainty and weakness. Discussions and instruction on how to answering multiple choice questions, ways to reduce stress during testing and managing time constraints were all part of the program. The program has proved successful with more than 60% of the students achieving higher result than previously expected. However, the growth into the top 2 bands had not been to the degree that we would have liked.

Student measures showed that most students in each year level had achieved the stage cluster level for comprehension and reading texts. This was pleasing and reflected the success of the new intervention style that had been implemented across K-6 classes..

Staff now have a greater awareness and have been interacting with the Australian Teaching Standards in a more productive way.

Progress towards achieving improvement measures

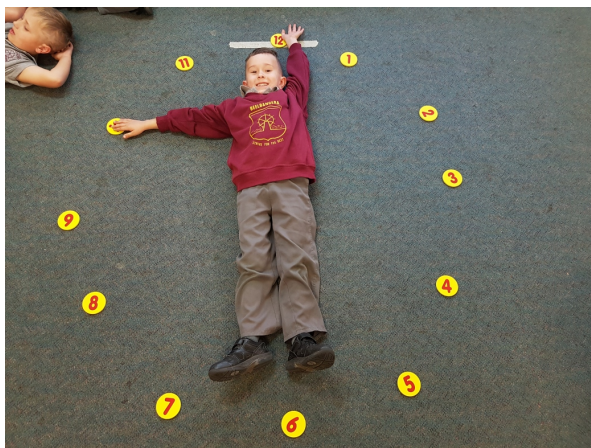
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student growth in NAPLAN to 50% between years 3, 5 and 7 for comprehension and 80% in all other areas of Literacy and Numeracy, with a focus on moving the students in the middle bands to the upper bands.	Literacy and Numeracy \$7000	Funds were used to employ an SLSO to implement the new NAPLAN support groups across Year 3 and 5. Literacy and Numeracy were the focus and the aim was to move students from the middle bands to the top 2 bands. This was achieved in 15% of students targeted.
To improve individual achievement with more than 80% of students achieving recommended Cluster for Literacy – Comprehension and Reading Texts. Kinder – C4, Yr 1 – C6, Yr 2 – C8, Yr3 – C9, Yr4 – C10, Yr5 – C11, Yr6 – C12.	Equity funding \$3500	Staff were released to discuss student achievement to provide consistency across classes and to plot students on the continuums.
Effective Independent Education Plans that are authentic, fluid, ongoing and regularly reviewed.	Socio Economic \$3500	Staff were released to attend planning meetings with students and parents and then review meetings to evaluate the effectiveness of the Individual Education Plans.
Achieve 80% of students in proficient bands for NAPLAN – Band 2 for Year 3, Band 4 for Year 5 and Band 5 for Year 7.		
Staff demonstrate growth against the Australian Teaching Standards.	School Support Allocation \$2000	Funds were allocated for the release of Assistant Principal to develop a school based program to monitor, support and mentor teachers through the accreditation process. This supported the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff demonstrate growth against the Australian Teaching Standards.		Professional Development Plan to also be inline with the Australian Teaching Standards.

Next Steps

The targeted NAPLAN groups will continue for 2019 as these were successful. There will be informed changes to the delivery of the program and students targeted with the aim to continue the growth of students in the top two NAPLAN bands.



Strategic Direction 3

Teaching and Leading

Purpose

To foster quality teaching and leadership characterised by ongoing, relevant evidence-based professional development focused on improving teacher capacity to maximise student learning outcomes.

To increase volunteer and community participation and collaboration to work together as a positive school community with a focus on students.

To improve school efficiency to streamline and modernise assessment and administrative tasks.

Overall summary of progress

All non-teaching and teaching staff completed Professional Development Plans and these were matched with Australian Standards and the School Excellence Framework. These reflected personal, school and departmental goals and priorities.

The new supervisory procedures have been received very well. The new observation strategies have allowed for greater dialogue and the chance for mentoring to take place.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All student development is tracked along the literacy and numeracy continuums using PLAN and reviewed regularly in accordance with school data collection timelines.	School Support Allocation \$2500	Staff were released to discuss student achievement to provide consistency across classes and to plot students on the continuums.
New supervisory procedures have been established and implemented and 95% of staff identify that these are productive and conducive to change in the teaching and learning culture.	School Support Allocation \$1000	Assistant Principal's were released to implement new supervisory procedures that included staff choosing different means of observation, allowing greater more productive feedback to be given in an authentic, meaningful way.
All teaching and non-teaching staff have Professional Development Plans that reflect personal, school and department goals and priorities.	Nil	All Beelbanger Public School Staff have Professional Development Plans that reflect personal, school and department goals. Professional development opportunities are created from these to support staff achieving their goals. There has been an increase in staff completing online training to support their goals.

Next Steps

With the implementation of Curiosity and Powerful Learning in 2019 there will be more occasions explicitly planned for; to allow mentoring and coaching between staff. Lesson observations will be regular and ongoing within a set group of colleagues.

Some staff have been trained in the new PLAN2 software and we are waiting to see what data may be requested and how it will be collected to determine if and when we will move to progressions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Background Loading budget allocation \$7 170</p> <p>Funds consumed \$643</p>	<p>Aboriginal students were supported using funds from RAM Equity this year. The lack of casual teachers has hampered implementation of new programs to target Aboriginal students. Funds carried over to 2019 will support students who will be sitting NAPLAN by employing extra SLSO time.</p>
English language proficiency	<p>English language proficiency budget allocation of \$15 360</p> <p>Total RAM Equity Funding</p> <p>(made up of Socio economic background, English Language proficiency and Low Level Adjustment for Disability) consumed</p> <p>\$136 936</p>	<p>Funding was used to employ and support an EAL/D teacher who worked with identified students 1 on 1, small group and within class. Also supporting teachers with resources and strategies within their classrooms. Students involved from across K–6.</p>
Low level adjustment for disability	<p>Low level adjustment for disability budget allocation of:</p> <p>Staffing – \$53 358</p> <p>Flexible – \$16 604</p> <p>Total RAM Equity Funding</p> <p>(made up of Socio economic background, English Language proficiency and Low Level Adjustment for Disability) consumed</p> <p>\$136 936</p>	<p>SLSO's worked tirelessly across the school to support students in classrooms. Programs included withdrawal groups for low achieving students to improve their literacy and numeracy skills, NAPLAN support groups, and Stage 3 student preparation for High School by improving their ability to read timetables and maps, Intensive support both in class and the playground for unfunded individual students with Autism; and playground programs for students needing social skills support.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS budget allocation \$31 859</p>	<p>Quality Teaching Successful Students funding was utilised to support teachers in their development of their Personal Development Plans, observing others and New Scheme Teachers program.</p>
Socio-economic background	<p>Socio-economic background budget allocation \$30 375</p> <p>Total RAM Equity Funding</p> <p>(made up of Socio economic background, English Language proficiency and Low Level Adjustment for Disability) consumed</p> <p>\$136 936</p>	<p>Socio-economic funds were allocated to employ SLSO staff to support students identified through the learning and support team.</p> <p>Funds were used to support families with the expense of major overnight excursions to allow all students to attend these educational opportunities.</p>
Support for beginning teachers	<p>Support for beginning teachers budget allocation \$13 109</p>	<p>The lack of casual teachers has hampered implementation of new programs for beginning teachers. Teachers were supported</p>

Support for beginning teachers	Funds consumed \$1233	when staffing allowed. Funds will be carried over and used to employ a casual staff member once a week to allow for observations, mentoring and professional development.
Targeted student support for refugees and new arrivals	<p>Targeted student support for refugees and new arrivals budget allocation \$4 111 this was increased during Semester 2 with a 0.2 staffing component.</p> <p>Funds consumed \$7 210</p>	Support was provided to refugees and new arrivals through subsidising excursions, sport representation at different levels and employing the use of translation services during parental meetings.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	87	80	89	91
Girls	82	99	94	97

Beelbanger Public School continues to see a positive growth trend in enrolment numbers. The allocation of students between infants and primary is still consistent. The arrival of a new demountable classroom at the end of Term 1 was a huge boost and the temporary classroom in the old hall quickly moved in making it feel like home.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	94.7	89.9	92.8
1	96.1	93.9	94.6	91.4
2	94.7	94.3	93.1	91.8
3	95.4	92.3	94	92.1
4	94	93.8	94.9	92.7
5	95.3	94.3	93	92.2
6	95.6	94.3	94.5	94.7
All Years	95.1	94	93.7	92.4
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 attendance rate was slightly lower than the previous year and the state average. This was mainly due to families taking extended holidays overseas and a winter sickness that struck many homes. Beelbanger Public School doesn't have attendance concerns that can not be explained.

Regular phone calls and communication home ensures we are fully aware of why children are absent. The introduction of the SkoolBag app has actually increased the number of explained absences quite significantly.

Class sizes

Class	Total
KM	20
K/1	21
1-Feb	23
2S	26
3M	19
4S	23
4-5SM	23
5_6W	26

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.94
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.94

*Full Time Equivalent

The school has 1 identified staff member of Aboriginal descent.

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	5

Professional learning and teacher accreditation

2018 saw three teachers successfully attain their teacher accreditation at Proficient and two staff complete their maintenance of accreditation. The school has developed and established a very successful and thorough accreditation process that is led by the Relieving Assistant Principal. All information is stored and monitored online and all Professional Learning is recorded for easy monitoring.

Professional Learning in 2018 centred around continuing the Language, Learning and Literacy (L3) training for the Kindergarten teacher, support for the School Learning Support Officers and staff in the areas of Autism, Down Syndrome, Vision Impairment and the start of Curiosity and Powerful Learning.

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	50,424
Revenue	2,058,144
Appropriation	1,991,021
Sale of Goods and Services	0
Grants and Contributions	66,980
Gain and Loss	0
Other Revenue	0
Investment Income	143
Expenses	-1,980,526
Recurrent Expenses	-1,980,526
Employee Related	-1,786,792
Operating Expenses	-193,734
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,618
Balance Carried Forward	128,042

The financial summary above indicates that throughout the transition to the new system, we were still learning. The balance that will be brought forward to 2019 is an indication of frugal and thrifty budgeting within a new system that we were uncertain of. These funds will be used to support students in classrooms with extra School Learning Support teacher days, Professional

Development opportunities for staff both within and outside the 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	1,516,990
Base Per Capita	35,387
Base Location	26,856
Other Base	1,454,747
Equity Total	121,566
Equity Aboriginal	7,170
Equity Socio economic	30,375
Equity Language	15,360
Equity Disability	68,661
Targeted Total	105,927
Other Total	158,011
Grand Total	1,902,493

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.

Beelbangera Public School had a significant increase in the average scaled growth in Numeracy, Literacy and Spelling compared to the State's expected growth. There was a positive 8% increase in students across both Year 3 and Year 5 that achieved results in the top two bands from 2016 results.

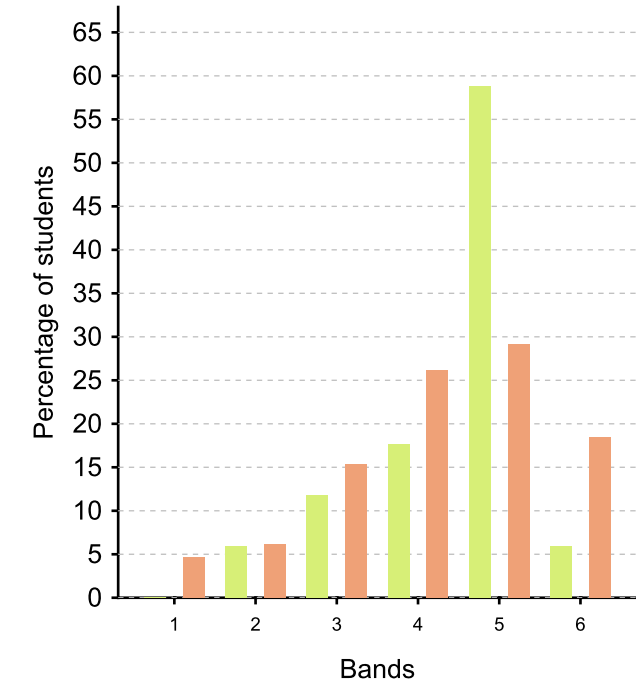
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

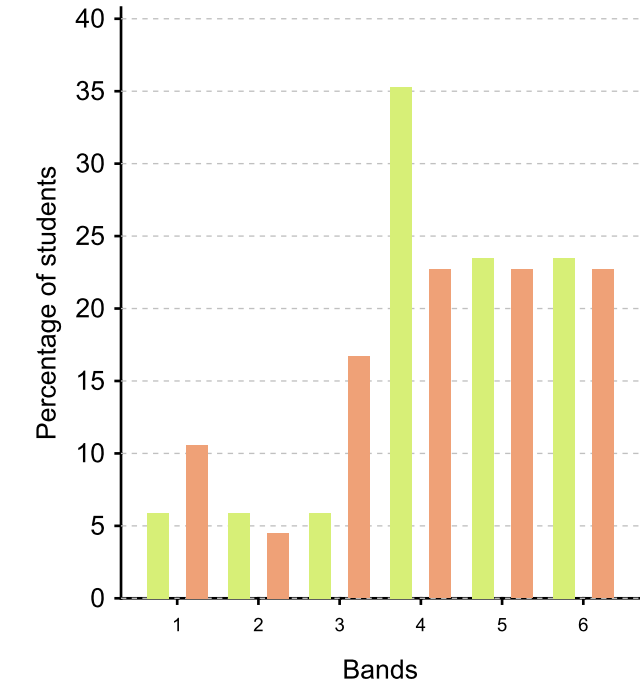
27 Year 5 students participated in the 2018 Literacy NAPLAN tests. Ten to fourteen students achieved at or above the state average for Grammar & Punctuation, Reading, Spelling and Writing. There was a 5% increase in students who achieved in the top two bands in Reading and a 2% increase in Writing.

18 Year 3 students participated in the 2018 Literacy NAPLAN tests. Nine to twelve students achieved at or above the state average for Grammar & Punctuation, Reading, Spelling and Writing. There was a huge 27% increase in students who achieved in the top two bands for Reading and a 13% increase in Spelling.

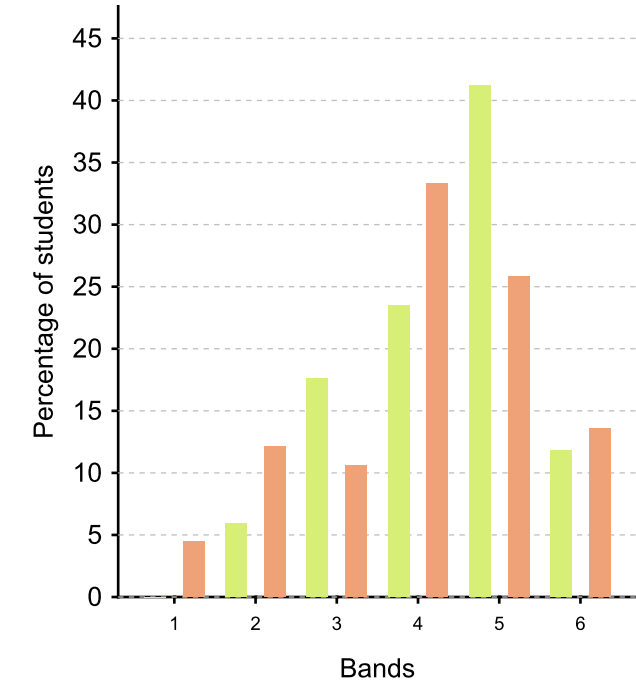
Percentage in bands:
Year 3 Reading



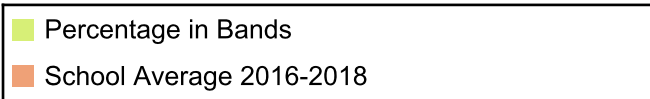
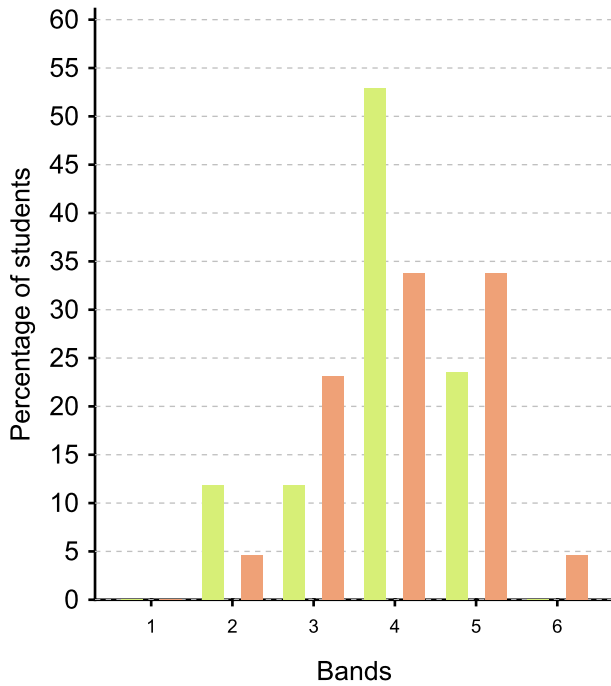
Percentage in bands:
Year 3 Grammar & Punctuation



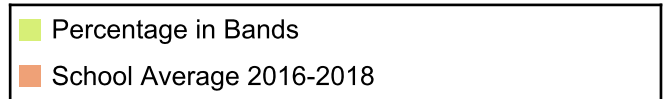
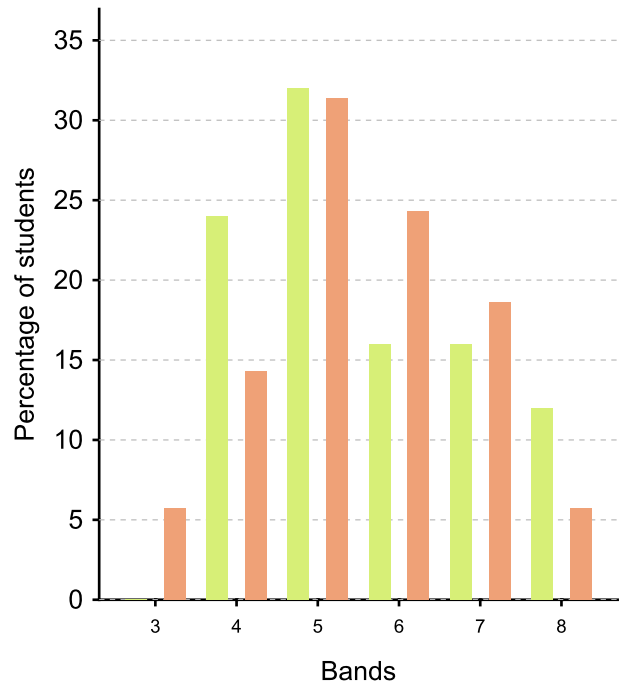
Percentage in bands:
Year 3 Spelling



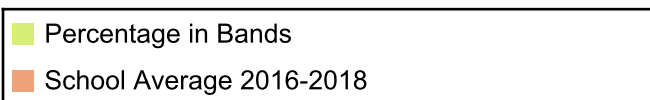
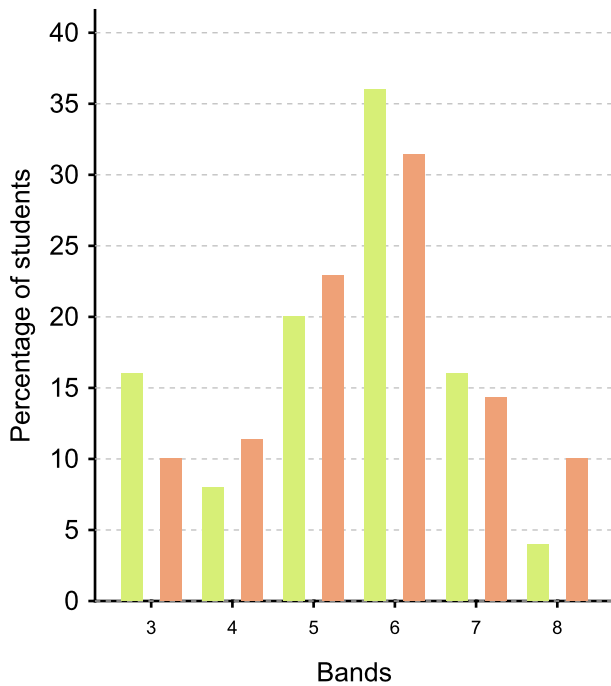
Percentage in bands:
Year 3 Writing



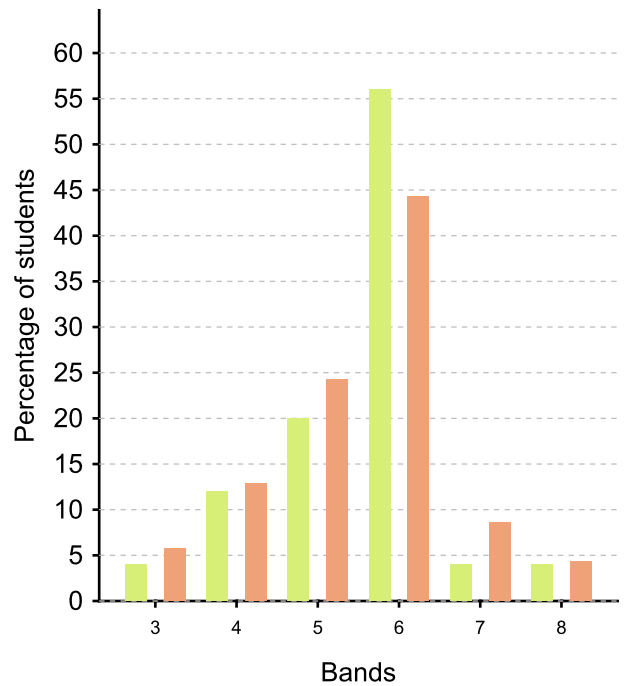
Percentage in bands:
Year 5 Reading



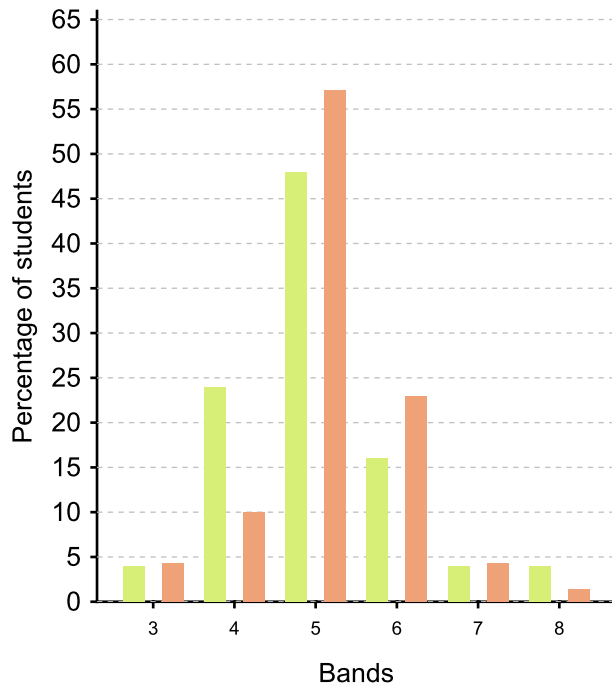
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

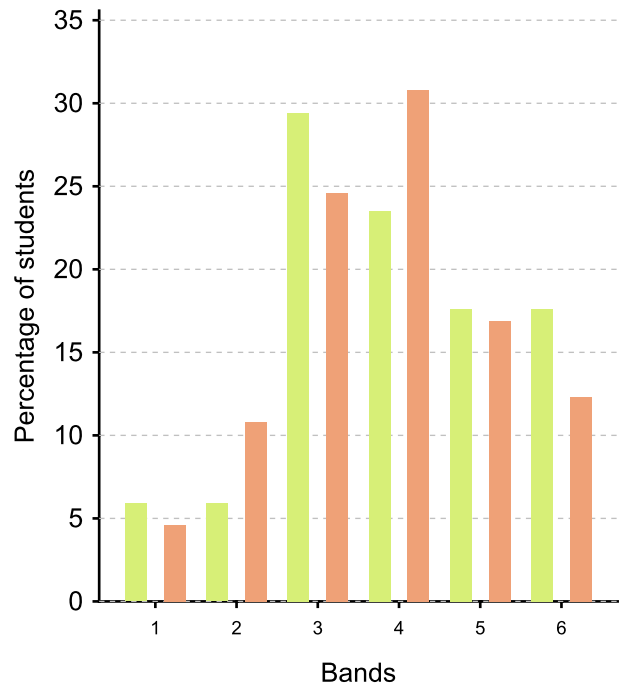


Percentage in Bands
School Average 2016-2018

Of the 27 students who completed the NAPLAN 2018 Numeracy test there were 12 who achieved at or above the state average for Year 5 with an increase of 2% more students achieving in the top two bands.

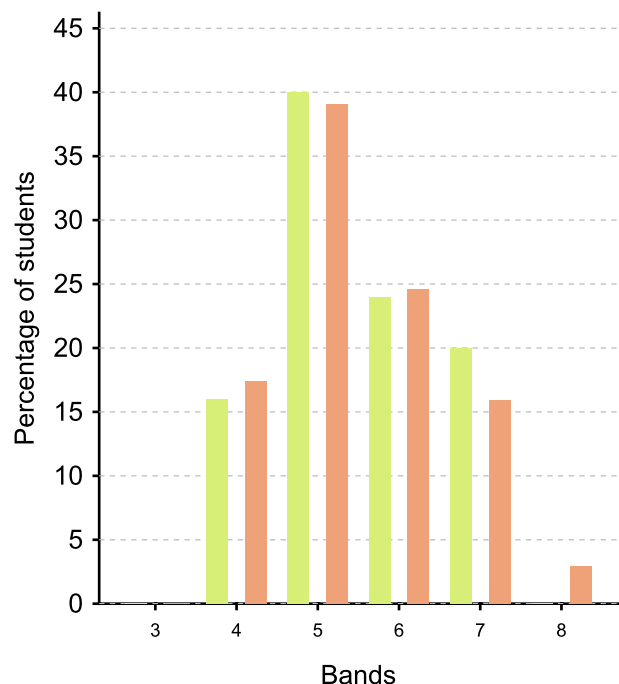
Half of the 18 Year 3 students participating in the Numeracy test achieved at or above the state average with an increase of 6% more students achieving in the top two bands.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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: Improving education results and State Priorities: Better services – Improving Aboriginal

education outcomes for students in the top two NAPLAN bands – has been a focus for Beelbangera Public School. With minimal Aboriginal students participating in 2018 results are not able to be identified – however there was pleasing growth.

There was a 6% increase in students achieving in the top two bands across Year 3 & Year 5 for Reading and Numeracy from 2017 to 2018 and an 8% increase from 2016.



Parent/caregiver, student, teacher satisfaction

2018 was the first year that Beelbangera Public School participated in the 'Tell Them From Me' surveys. Students completed a survey about Student Engagement relating to the areas of Social, Institutional and Intellectual engagement.

For social engagement the school results showed that 83% of students had a positive sense of belonging, 88% had positive relationships and 91% participated in school sports and clubs at Beelbangera Public School.

For institutional engagement the school results showed that 95% of students saw value in schooling outcomes, 91% demonstrated positive behaviour at school while only 48% of students had positive homework behaviours; this was compared to 63% of the state. Attitude towards homework and its importance and value will need to be addressed in 2019.

For intellectual engagement 63% of students were interested and motivated to learn, 88% thought they applied sufficient effort and 88% of students felt that they were receiving quality instruction from their teachers.

Overall, the student surveys indicated very low levels of early signs of disengagement with 4% in Year 4, 9% in Year 5 and 0% in Year 6. Very pleasing was the fact that the students scored the school 7.7 out of 10 for quality instruction, 8.2 out of 10 for positive teacher–student relations, 7.2 out of 10 for positive learning climate and 8.2 out of 10 for expectations for success. These scores were on par with the state levels.

Teachers completed the 'Focus on Learning' survey.

and their results were out of 10. Staff results were; leadership 7.2, collaboration 7.4, learning culture 7.7, data informs practise 7.5, teaching strategies 7.7, technology 6.1, inclusive school 8.1, parent involvement 6.9.

The next area identified the four dimensions of classroom and school practice, again these were scored out of 10. Teachers scored challenging and visible goals 7.2, planned learning opportunities 7.4, quality feedback 7.0 and overcoming obstacles to learning 7.8.

The staff results sat very close to the state results. This shows that Beelbangera Public School students and teachers demonstrate and feel about learning the same as their counterparts across the state. Nothing stands out as alarming or high achieving.

Parents were surveyed a few times during the year in relation to playground behaviours, new proposals, as part of the External Validation process and their overall satisfaction with how the school was performing. Feedback has been considered, changes to programs and school structures have occurred in response.



Policy requirements

Aboriginal education

The Aboriginal and Torres Strait Islander (ATSI) Education Plans and ATSI Education policy are fully implemented at Beelbangera Public. All Aboriginal students and their parents/caregivers participate in collaboratively designing, implementing and evaluating Personalised Learning Plans (PLPs).

Our Aboriginal students are represented at the local Aboriginal awards ceremony and participate in sporting, leadership and public speaking opportunities very successfully.



Multicultural and anti-racism education

Beelbanger Public School has a growing number of students from diverse cultural, linguistic and religious backgrounds. We promote harmony and inclusion of all people through teaching about diverse cultures, religions and belief systems across all curriculum areas. We foster tolerance, kindness, understanding and acceptance of all others through regular teaching and learning opportunities and active participation in National Anti-Bullying Day and Harmony Day. Beelbanger Public School has a trained Anti-Racism Contact Officer (ARCO) to support students, staff and the community.