

# Balmain Public School Annual Report



2018



7404

## Introduction

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

This year has seen the addition of seven new teachers – two of whom are permanent – to add to the team of dedicated, passionate educators. We continue to have incredibly supportive parents and caregivers, as well as enthusiastic, vivacious and energetic students. The school's stakeholders work together in partnership, to provide a creative and supportive environment, offering a rich and balanced education.

As a learning community, high expectations are held for all, with authentic support of diversified learning needs, throughout the school. The school aims to foster courage and self-belief in all students, building capacity for leadership, throughout the school years, as well as beyond the gates of Balmain Public School.

2018 has seen the first year of the 2018–2020 School Plan, with progress of the three Strategic Directions being evaluated and reported on in the Annual Report, as well as future directions for the year ahead.

Our aim is for each and every student to work towards achieving their potential and inspire within them, a life-long love of learning, as well as the courage to explore the world with integrity.

We look forward to continued growth and achievements, as we move into the second year of the School Plan in 2019.

*Maria Lambos – Principal*

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## Message from the school community

2018 was another year where the Balmain Public School (BPS) parents worked with the school to enhance the community and level of education at the school. Our achievements and efforts were made possible by the school staff and our community working together to achieve a common goal. It's important we all reflect on the past year with a sense of accomplishment. We have a plethora of different people, goals and aspirations – and we all worked as a cohesive group for the betterment of the children and the facility.

I take this opportunity to thank the Principal and the staff for working in an open framework, happily involving the community, and working as a team to achieve established outcomes. We should also note the very high staff attendance at many of our activities throughout the year – this is greatly valued and appreciated.

We commenced the year by welcoming new staff; our aim was to make these educators feel comfortable, supported, as well as part of a positive culture. Much feedback came into the P&C, throughout the year, about the excellent work these individuals had done. We were delighted to see some members of the school staff be successful applicants for permanent positions at BPS.

The school and suburb continues to change and we deal with many significant issues. One challenge is that of our numbers, where we have grown from 200 students to 380 students. Another issue is the changing demographic, and the reality that many families now have both parents working. This transition has significant impacts on our community and the way we function.

During 2018 the licence agreement for before- and after-care was due for renewal; this was a difficult process, one that required significant input from the parents and the school. The Eaton Street Centre (ESC) Members elected to keep operating as a community-based organisation. It became apparent that ESC required more space under legislation to operate within new guidelines and provide the best care to the children. The Principal saw the need to prioritise before- and after-school care for the community and made a difficult decision to make the school hall available. 2019 will continue to see the school deal with various knock-on impacts from this change to meet regulation, and of the issues regarding limited space and rising numbers at the facility. Issues such as storage and shared-activity zones remain a focus.

The school band operated on more of an outsourced model for 2018, with parents being heavily integral and volunteering to keep the program operating smoothly. The band remains well-funded, and we will work through timetabling and locational options in early 2019.

The canteen has been a massive program for Van A, a great contributor to the P&C and school. With the changing times, the canteen is to be outsourced in 2019. We take this opportunity to thank Van for her tireless years of work and the massive amount of funding and food this activity delivered to BPS. It was a marathon effort.

The Belle Property Balmain Fun Run (BFR) was, again a wonderful success; a team of dedicated parents worked all year to once again deliver the suburb's premiere event, the Belle Property Balmain Fun Run. Thanks to Doug T and his great band of supporters. It's great to have such a successful healthy community event that also delivers back to the school.

The 2018 Art Show, under the guidance of Josie S, was a huge success. The kids had a year of art funded by this program; we also saw a significant contribution back to the school. The event on the Friday evening and Saturday, were highly enjoyable for parents and kids. Art, music, sport and other activities, all add to the diversity of our program of learning.

BBQs, welcome breakfasts and Kindergarten morning teas were all great. We need to acknowledge these can only go ahead on parent power. I'd like to thank Anne I, Melissa S and Cliff P, for always stepping up to the plate. Discos have been part of our historic fabric for the kids, and Cliff organised two in 2018; Halloween and the regular disco. It was a highlight for Cliff to see the highest ticket sales ever at a school event, and I also enjoyed seeing so many parents helping. The events focused on all the children having fun with friends.

The Year 6 area playground was completed by Scott F, and we are already locked in for 2019 to commence enhancements in front of the toilet block. We have pre-allocated \$40 000 to the 2019 playground program. Van's contributions here are also greatly valued in design and support for the areas.

During the 2017/2018 year, the school community elected to change the school uniform colours. This program will take place over the next few years; people are at leisure to change when suits them, from brown to navy. We have a group of parents doing an in-house clothing stall as a pilot, to see if this is a worthwhile revenue raiser for the school. To date, significant orders have been received. It is surprising to see how rapidly the community are embracing the new uniform. Finances and margin from the stall are being monitored and it is currently self-sustaining and has not utilised P&C funding. Mel W, Josie and Lyndal R are executing the initial high volume of orders for the one-off changeover.

We have contributed over \$125 000 into the school in 2018, and we leave the P&C finances in an incredibly strong position. Our culture sees people help in so many ways; it's impossible to call them all out and to thank everyone. I'd like to highlight Richard B, Lyndal, Sophie K and Jason O, for being such a great, dedicated and honest group on the executive. It's been a pleasure getting to know you all.

Thanks to everyone for their support in my 6 years on the P&C. The school is well-resourced, and has a healthy focus by parents and staff on the education of the children. With my eldest son commencing high school next year, I feel nothing but gratitude toward Balmain Public School for the excellent education provided, as well as the many warm and close friends Susan and I have made in the community.

*Rob Taubman – 2018 P&C President*

### Message from the students

Well, what a year we have had, and how quick has it gone! For some of us Year 6s, it has been our seventh year at this amazing school. In my case, it was my second year. Although I have only been here for a short while I have still had the opportunity to see first hand the enormous advantages of our school. As a school, we have done some excellent learning with the assistance of our new ambition... flexible learning spaces. Some amazing sporting achievements and, I'd say, that we have all had fun.

Balmain has had a great year! Between the amazing fundraisers, the brilliant Balmain Fun Run, the great book week, the exciting Easter Hat Parade, the awesome swimming, athletics and x-country carnivals... and who can forget the Halloween disco! All these events, (and Fortnite), have made 2018 so memorable.

Personally, what I think Balmain Public School does so well, is allowing everyone to do what they like, at their level. It doesn't matter if you're a fantastic footballer, a chess king, a debating demon, or even a loyal leader. Like letting me showcase my awesome alliteration skills, Balmain always finds a way to allow you to do something that you enjoy. Things like PSSA, PCYC, Chess club and Gymnastics, aid with making our in school experience even better.

We would like to take this opportunity to thank Mrs Lambos for everything she has done this year! This year alone we have witnessed the building of the Year 6 area, oh, sorry... the 'Oasis', the expansion of the Kindy rooms and the enormous increase of students. Recently, we also have grown jealous of the air-conditioning in the demountable, oh my bad... the 'Island'.

Now, we all love our classroom teachers; the dedication that every single staff member puts in every single day, makes us feel privileged to have them here. However, I believe that there are 3 special teachers that deserve a huge thank you. Ms Biggins, Ms Smith and Ms Whelan. I can't even begin to imagine the hard work that goes into planning lessons for the entire school! You help us strive in activities out of the classroom, and for that, we are extremely thankful.

Someone once told me that primary school goes in a 'flash'; I don't know about this. Yes, it does feel like yesterday that I walked through the gates in my unnecessarily large hat, or looked up at the Year 6s wondering, 'how could anyone be that tall?' But it definitely doesn't feel like yesterday that I was doing a dance about superheroes, or making a heap of pompoms in Year 3 that all fell apart within a minute of their creation, (such was the extent of my pompom making ability... ). Or became PM this time in 2017, not really realising it until Term 1, Week 2 of this year. But whether it went slow, or in a flash, it has been an incredible 7 years in my life. Thank you!

So, unfortunately, as it is the end of the year, all the Year 6s will have to say goodbye. We are so thankful of everything that Balmain has done for us, as well as the memories that we have of this incredible school that we will treasure forever.

Daphne and I are definitely happy that our Prime Ministership lasted this long (being PM in Australia sometimes doesn't). I am really thankful that I was elected, being a citizen of another country. So, on behalf of Year 6, we would like to say *goodbye, farewell*, and most importantly, *thank you and good luck!*

*Daphne and Luca – 2018 Prime Ministers*

# School background

## School vision statement

Balmain Public School is embracing contemporary education within our future-focused vision. We aim to provide opportunities for rich, engaging and active learning, through a combination of:

- integrated curriculum delivery
- a mix of teacher-directed and student-driven experiences
- project-based learning
- explicit teaching
- critical thinking and problem-solving skills
- innovative and creative thinking
- social interactions and relationship building.

## School context

Positioned in the heart of the Balmain Peninsula, Balmain Public School is a dynamic and innovative inner-city school, known locally as the 'school in the park'. Gladstone Park is our school's 'backyard' and is an extension of our teaching and learning spaces.

The school has reached capacity with 15 classes, including two Opportunity Classes (OC).

Approximately 2% of students identify as Aboriginal or of Torres Strait Islander descent, whilst 30% of students come from an English as an Additional Language/Dialect (EAL/D) background.

The school is staffed by dedicated, enthusiastic and supportive teachers, who deliver highly effective, quality teaching and learning programs, underpinned by the school's targets and vision.

There is an increasing emphasis on developing the creative arts curriculum, parallel to the academic curriculum. In order to meet the needs of our 21st Century learners, Balmain Public School is ensuring all teaching/learning programs are implementing creativity, critical thinking, collaborative learning environments and building on effective communication skills.

The school values effective partnerships with parents and a highly-involved community, committed to providing opportunities for all students to develop to their full potential.

Balmain Public School is an active member of CoLAS (Community of Leichhardt Area Schools), meeting once a term to coordinate shared professional learning.

Balmain Public School is also involved in Peninsula Partnerships, a network of schools working together to raise the profile of gifted education, as well as to provide teacher professional learning. An annual, two-day student engagement program targets identified gifted Year 5 students from the peninsula schools.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

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

In the domain of **Learning** we pride ourselves on innovative practices embedded in our whole–school 'Keeping it REAL' initiative. Students experienced quality teaching and learning, in line with authentic learning tasks such as investigative learning, play–based learning, 'ProjectNEST' and 'Freedom to Learn'. These programs considered assessment, planning, programming, implementing and evaluating, to ensure they are aligning with syllabus outcomes and moving student learning forward. Professional learning opportunities provided staff with current and meaningful information to support the ever–evolving world we live in. This whole–school approach considered real world experiences, where learning opportunities were current, authentic and meaningful.

The reflection process was a pivotal part of our teaching and learning programs. Staff at our school reflected on the effectiveness of programs through program review sessions. We encouraged students to be self–reflective in their learning, through formative assessment. Students were supported by their teachers to self–reflect on their learning goals and focus on the next step in their learning journey. We asked parents to be involved in the goal setting process, where we reported back to parents on progress in the end of semester reports. Our next step is to gain objective data to measure student engagement and assess how students feel about the learning that takes place at Balmain Public School.

In the domain of **Teaching** we analysed and evaluated whole–school scope and sequences in the area of literacy and numeracy. Scope and sequences were aligned with a realistic progression of learning, ensuring effective teaching takes place over a two year cycle, based on stage syllabus documents (except for Early Stage 1, who operate on a yearly cycle). These scope and sequence documents form the basis of our teaching, whereby quality learning sequences were established, delivered and evaluated.

Teachers identified their own philosophy as part of their program in order to shape the classroom environment and establish a positive classroom context. Observations took place within a classroom setting to ensure best practice. This gave teachers the opportunity to evaluate their teaching practice and adjust where necessary. Our next step is to align these observations with our Performance and Development Plan in order to obtain feedback in areas specific to the professional teaching standards.

In the domain of **Leading** the capacity of teachers was developed through authentic opportunities to take on specific leadership roles and responsibilities within the school. Expertise and skills have been identified in order to upskill staff and build on existing knowledge. We have seen our teachers lead in areas of formative assessment, student engagement, catering for the Gifted and Talented Student, Aboriginal Education and investigative learning.

Coaching and mentoring in an authentic and relevant manner has developed the teaching practice in our school. Expertise is utilised to ensure that knowledge and skills are shared, and the capacity of our teachers maximised. The Performance and Development Plans for each teacher have been aligned to the professional teaching standards and the school's strategic directions to ensure that teachers take ownership for their own professional development. This sets a high standard of teachers within our school. Our next step is to access our leadership teams, aligned with each of the strategic directions, to further build knowledge and expertise across the school.

Student leadership has continued to thrive and flourish. Student voice has come to the forefront of decisions made within the school. Students feel valued and confident in voicing their ideas, thoughts and opinions. We hold school parliament meetings and classroom meetings to initiate change within the school.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## Strategic Direction 1

### Delivering Quality Education

#### Purpose

Improving student outcomes by supporting teachers to use data and evidence to create high-quality, differentiated, and visible literacy and numeracy programs.

*All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability, in line with the NSW Department of Education's Strategic Plan for 2018–2020.*

#### Overall summary of progress

Staff undertook professional learning in line with the delivery of quality teaching and learning. An emphasis was placed on formative assessment, whereby teachers were able to pinpoint student achievement and establish "where to next?" This supports our whole-school approach to differentiated teaching and learning programs, giving teachers the ability to teach to any learning gaps, revise content and provide the right amount of stretch in the extension of learning. In addition to quality teaching and learning programs, we support the implementation of ICT and consolidation of learning through external programs such as 'MathSpace', an adaptive program designed to respond to current levels of achievement. A structural support of teaching and learning programs was implemented through the creation of flexible learning spaces, across Stages 2 and 3. We continued our 'Keeping it REAL' initiative journey, by taking already established Project-Based Learning and embedding a cross-KLA approach through 'ProjectNEST'.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent growth in student achievement in literacy as measured against the syllabus and Learning Progressions, whilst using consistent teacher judgement.	\$1 500	Introduction of Learning Progressions to staff. Regular CTJ meetings inform benchmarking against the syllabus, ensuring programs are moving student learning forward.
Consistent growth in student achievement in numeracy as measured against the syllabus and Learning Progressions, whilst using consistent teacher judgement.	\$1 500	Introduction of Learning Progressions to staff. Regular CTJ meetings inform benchmarking against the syllabus, ensuring programs are moving student learning forward.
Quality teaching and assessment practices evident in all classrooms, ensuring all students receive appropriate support according to their point of need in literacy and numeracy.	EAL/D Reading Recovery Learning and Support Withdrawal	Formative assessment processes highlighted students requiring targeted support.
Increased proportion of students achieving the top 2 bands in NAPLAN.	N/A	Year 5 students achieved 9% overall growth.
Achieve excellence in NAPLAN Value-Add.	N/A	Analysing data to establish areas of concern and subsequent next steps.

#### Next Steps

Obtaining objective data in order to benchmark student progress and track growth overtime within the school. We intend to provide teachers with opportunities to learn about this data and analyse it. This will result in using this data to establish meaningful and relevant learning, embedded in our quality teaching and learning programs. It will also assist in exposing "where to next?" for our teachers and inform professional learning opportunities.

## Strategic Direction 2

### Growing into the Future

#### Purpose

Developing and supporting well-rounded global citizens, who will use 21st Century capabilities to interact and learn in a future-focused environment.

*Every student in our school is known, valued and cared for, in line with the NSW Department of Education's Strategic Plan for 2018–2020.*

#### Overall summary of progress

We are continuing to embed the 'You Can Do It!' ('YCDI!') Education program into our PDHPE programs across K–6. Students and staff actively use the language of the program and refer to the catastrophe thermometer when navigating challenges. In addition, the 'Rock and Water' program was introduced to staff and students to support the values of the 'YCDI!' program, to provide additional practical strategies to assist with the reflection and resolution of social and emotional challenges. Our whole-school 'Positive Behaviour for Learning' ('PB4L') program, known as 'The Balmain Way', was collaboratively written by staff and students. Clear and consistent expectations were established throughout the school, supported by the introduction of a new behaviour management process and reward system. This data has been documented in a whole-school tracking system database, established to register student wellbeing and variations in student behaviour.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student achievement and wellbeing will be recorded and tracked on a school-wide system, ensuring that all students are catered for at their individual point of need.	N/A	Established a whole-school tracking system, recording minor and major incidents, as well as a tracking system for positive behaviour.
Reduction in the number of negative behaviour incidents.	N/A	Executive members are responsive to the amount of minor and/or major incidences, and aim to reduce these.
Increase in student engagement.	CoLAS PL – \$3 150 ProjectNEST PL – \$6 500 school-based PL – \$500	Embedded tasks into programs, in line with a cognitive, operative and affective approach.

#### Next Steps

Expand the 'Rock and Water' program across K–6 and establish a team of upskilled staff. With the introduction of the new PDHPE syllabus, ensure that our K–6 PDHPE programs are revised and integrate both the 'YCDI!' and 'Rock and Water' programs.

## Strategic Direction 3

### Leading the Way

#### Purpose

Ensuring continual growth and development of every student, staff member and leader, by providing authentic leadership and mentoring opportunities, as well as encouraging the sharing of knowledge, skills and expertise.

*Every student, every teacher, every leader will improve every year, in line with the NSW Department of Education's Strategic Plan for 2018–2020.*

#### Overall summary of progress

Leadership skills and student voice were priority for staff and students. The school parliament process continued throughout 2018, where student leaders were elected and meetings were held at a whole-school and classroom level. Students took great initiative in devising fundraising opportunities for our key charities, such as Stewart House. Students received recognition of these efforts through the acceptance of a Silver Award, acknowledging the hard work and active citizens within our school. Our buddy system enabled Year 6 students to take on leadership opportunities outside of parliament, whereby Kindergarten students were supported during a new and significant time of their lives, the transition to primary school. Leadership skills were a priority for staff, in various areas including procedures and policies, responsibility in areas of the curriculum, exposure to the Learning Progressions and up taking various responsibilities within the school. Staff were given opportunities to relieve in executive positions, where one teacher relieved in an Assistant Principal role and supported the 2018 executive team.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students developing and demonstrating leadership skills in an authentic context.	DoE-funded – \$5 000	Stage 3 representatives researched, planned and executed flexible learning spaces in their respective classes. Visit from Murat Dizdar (DoE Deputy Secretary) to showcase end-product.
Increased proportion of teachers taking on areas of responsibility and professional learning within the school.	PL – external and internal, within allocated budget	100% of staff committed to additional roles and responsibilities; 61% leading professional learning as a result of personal skills/expertise, as well as attending external PL.
Demonstrated evidence of professional growth against the Australian Teaching Standards.	Beginning Teacher funding – \$55 144	All staff identified Australian Teaching Standards in individual PDPs (Performance Development Plan), with 4 teachers gaining Proficient Accreditation.

#### Next Steps

Teachers foster responsibility, citizenship, active listening and pride through a consistent approach to school expectations. Stage meetings, with teachers and students present, will take place regularly to ensure that all students are aware of expectations, enabling a clear understanding of how we as school can work cohesively as a staff, student community and wider school community. We will establish a platform and opportunities for teachers to share their knowledge, expertise and learning, so other staff members can benefit from these experiences.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4 189	100% of Aboriginal students were supported and had Personalised Learning Pathways (PLP) in place.
<b>English language proficiency</b>	\$14 784	EAL/D students received weekly in-class and withdrawal support, in order to work towards and achieve independence in the classroom, to ensure access to the curriculum.
<b>Low level adjustment for disability</b>	\$58 985	0.4 FTE Learning and Support teacher, with 0.2 FTE supplementation from Equity, to ensure 3 school days of support per week.  An SLSO was employed to assist in increasing strategies to cope with changes from regular routines, as well as support students to actively participate in school life K-6.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$59 969	100% of teachers observed, and were observed, in their classroom environment; feedback discussions took place.  Teachers were mentored, both in their teaching practice, as well as areas of leadership, within the school.
<b>Socio-economic background</b>	\$2 452	Families that required assistance sensitively received support. As a result, all students could attend excursions, were given access to necessary resources and school uniforms.
<b>Support for beginning teachers</b>	\$55 144	Six beginning teachers were supported throughout the year. They were given opportunities to engage in discussions with their mentor, received additional RFF and attended relevant professional learning according to their self-identified areas of need.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	165	191	185	182
Girls	139	144	161	186

In 2018, student enrolments increased, bringing our number of classes to 15.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.4	97	97	97.1
1	96.1	95.8	96.3	96.4
2	96.4	97.5	95.3	97.2
3	94.3	96.6	97	95
4	96.4	96.6	96.7	96.6
5	96.8	96.7	96.3	95.7
6	94.6	96	94.9	92.9
All Years	95.9	96.5	96.2	95.7
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

Student attendance is recorded and monitored as required. Most lengthy non-attendance is a result of families going on extended overseas holidays. Where necessary, students with ongoing attendance issues are reported to the Learning and Support Team for additional guidance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.81
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

There are no teachers who identify as Aboriginal or Torres Strait Islander at Balmain Public School.

### 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	67

### Professional learning and teacher accreditation

In 2018, \$26 266 was spent on Teacher Professional Learning. The school continued to place focus on building staff expertise in 21st Century learning capabilities, in line with our school's 'Keeping it REAL' initiative. Expanding upon our current design and implementation of investigative and Project-Based Learning across the school, a team of staff attended a 'ProjectNEST' conference, to continue the journey of establishing authentic, cross-KLA experiences for students.

One teacher is currently undertaking voluntary accreditation at Highly Accomplished and/or Lead. Four teachers gained their Proficient accreditation 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 (\$)
<b>Opening Balance</b>	370,774
<b>Revenue</b>	3,266,014
Appropriation	2,879,532
Sale of Goods and Services	2,730
Grants and Contributions	376,222
Gain and Loss	0
Other Revenue	1,800
Investment Income	5,730
<b>Expenses</b>	-3,094,796
Recurrent Expenses	-3,094,796
Employee Related	-2,655,459
Operating Expenses	-439,337
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	171,218
<b>Balance Carried Forward</b>	541,992

The Principal, school executive team and School Administration Manager, oversee the school's finances. All financial priorities and decisions are determined by the school executive team, in line with the 2018–2020 School Plan.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,520,893
Base Per Capita	66,906
Base Location	0
Other Base	2,453,987
<b>Equity Total</b>	80,411
Equity Aboriginal	4,189
Equity Socio economic	2,452
Equity Language	14,784
Equity Disability	58,985
<b>Targeted Total</b>	50,107
<b>Other Total</b>	94,756
<b>Grand Total</b>	2,746,166

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.

Growth between Years 3 and 5 in reading and grammar and punctuation is improving, with 71% and 93% of students meeting or exceeding expected growth respectively. Spelling and writing results remain an area for growth.

Growth in mathematics is also improving, with 75% of students at or above expected growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

All Aboriginal students had a Personalised Learning Pathway, which was developed in consultation with families.

## Parent/caregiver, student, teacher satisfaction

Parents/Caregivers:

"Your Kindergarten team has delivered an exciting, interesting and challenging year of teaching. To see my daughter feel confident as a young learner and enthusiastic in her approach to learning is all I could ask for. I've never seen investigative/ child-centred learning in action, but I am converted. It's a bubbling activity base with on-task learners and happy kids each time I'm there. Thank you so much – to you for your leadership and to the staff for their tireless efforts. It's a special community at Balmain Public, and one I'm proud to be part of." – Kindergarten

"As much as we try to instil a love for learning, it helps immensely to have a teacher and a school community that makes it real every day for the students." – Stage 1

"Choosing an opportunity class for your child is a no-brainer from an academic perspective. The new challenges and stimulation are exactly what our children need. The teachers help the children to form new friendships, provide them with the chance to interact with their peers in social and academic situations and give them a Year 6 mentor when they start. The school is friendly and welcoming and there is a strong tie to the local community. Both of our children have thrived in the Balmain PS OC environment. They are much happier, more confident and far more open to change. We would recommend Balmain PS OC wholeheartedly to any prospective family." – Stage 3 Opportunity Class

Students:

"You get to learn really well. We learn about a lot of things. I learn about Dharug language. That's the Aboriginal peoples of our area, Sydney Aboriginal Language." – Kindergarten

"I like Balmain because I like my teacher and you get to make friends and go to assembly to get an award." – Kindergarten

"I like school because if there's a word that you don't know, you come to school and know it." – Kindergarten

"We like going to the library." – Kindergarten

"I like Balmain Public School because it has a lot of space to run around and we can use the playground next to it." – Stage 1

"I do a lot of learning like maths and art." – Stage 1

"I like doing science, you learn about environments and the world. I love using the iPads to do Kahoot and answer questions." – Stage 1

"We like doing maths and literacy. We have 7 different groups in literacy and when we learn a lot we move groups." – Stage 1

"We do assessments and get good and bad feedback. Sometimes the bad helps us." – Stage 1

"Balmain Public School is friendly, I have lots of friends." – Stage 2

"I like how we learn, my teacher explains things so I learn." – Stage 2

"I like how decorative our classrooms are." – Stage 2

"I like how we don't have to be assigned a seat and our classroom is flexible." – Stage 2

"Flexible learning means I can work with different people." – Stage 2

"We learn about culture and the history of Australia." – Stage 3

"I like the teachers, they're really nice." – Stage 3

"I like the programs at Balmain like music and Freedom 2 Learn. It's fun how it's all about you and you can do it with flexibility. You can do different projects that you're interested in." – Stage 3

"I like that Balmain is small, you get to know a lot of people and make a lot of friends." – Stage 3

"Maths is hard but it means I'm learning. I like the maths projects." – Stage 3

Teachers:

"Thank you for your positive feedback on the 'Shout Out' board in the ConneXion Hub – I really appreciate it!"

"Thanks for the forward thinking and positivity in the workplace... AMAZING!"

"Thanks for making the staffroom a place we want to be!"

"Thanks so much for making us feel 'at home at work'. We love the HUB!"



## Policy requirements

### Aboriginal education

Aboriginal and Torres Strait Islander perspectives are incorporated into our teaching and learning programs across the school. To commence our whole-school assembly with the community each morning, the student ministers give an Acknowledgement of Country, showing respect for the traditional custodians of our land. All Aboriginal students had a Personalised Learning Pathway (PLP), developed in collaboration with the parents, classroom teacher and Learning and Support Teacher, ensuring that all Aboriginal students accessed the curriculum appropriately and engaged in classroom programs successfully. An Aboriginal Education committee including staff members across K–6, led professional learning surrounding the authentic implementation of Aboriginal and Torres Strait Islander perspectives and resources into our teaching programs.

At the annual 'Deadly Kids Doing Well' awards, Waima-Lee A in Year 4 was recognised for her commitment to school life.



### Multicultural and anti-racism education

At Balmain Public School, all teachers recognise and respond to the diverse cultural backgrounds of the school community. In 2018, approximately 2% of students identified as Aboriginal or of Torres Strait Islander descent, and 30% of students came from an English as an Additional Language/Dialect (EAL/D) background.

Classroom teachers have the opportunity to work alongside the Learning and Support team and EAL/D teachers, to ensure that individual student needs are identified and addressed.

A Harmony Day committee including staff members across K–6, led whole-school celebrations allowing an opportunity for our community to come together and celebrate the diversity of cultures and family backgrounds in our school.