

Ballimore Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Ballimore Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Students have exceptional skills in literacy and numeracy, the ability to learn, adapt and to be responsible citizens who demonstrate critical thinking, creativity, communication and collaboration as well as developing the vital skills for flourishing – now and in the future years.

School context

Ballimore Public School is an Early Action for Success school, located 32km north east of Dubbo on traditional lands of the Wiradjuri People and belongs to the Mudgee Network of Schools. The school, with an enrolment of approximately 15 students, 7% indigenous, is a small rural school with a committed staff and high expectations that all students learn and grow through a supported and inclusive environment. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School. The majority of students live in the outlying district surrounding Ballimore and travel to and from school by bus.

At Ballimore Public School we;

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of Excellence, Respect, Participate and Co-operate, Responsibility and Care and explicitly teach expectations of behaviour across all settings;
- embrace the use of technology to enhance learning programs of students;
- actively engage our community in the decision making processes at school;
- are supported by a hard working P&C Association; and
- work closely with Small Schools Network to provide our students with a vast range of extra curricula experiences.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Inspired Learning

Purpose

To engage all students in relevant and inclusive future focused learning activities to gain skills required for life long learning. To create a learning environment to enable students to connect, thrive and succeed.

Improvement Measures

Every student achieves their individual set goals.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased number of learning opportunities which explore future focused learning skills.

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver personalised student learning and experiences which enable students to self regulate, understand how they learn and identify where to next.

Evaluation	Funds Expended (Resources)
<p>Observation and anecdotal comments indicate that all students are able to speak to their goals and future directions. Parents have a basic understanding of the goal setting process for their child. Parents and students are continuing to develop an understanding of a SMART Goal.</p> <p>All students supported by teachers to work towards an identified SMART Learning Goal – the process positively received by students and families alike. The procedure of how to achieve an identified goal is scaffolded and worked through on an individual basis with each individual student.</p>	<p>Classes organised into Kinder/Year/Year 2 and Years 3 – 6 for Literacy and Numeracy.</p> <p>Assistant Principal, Instructional Leader</p> <p>All students meet at least twice a year in 3 way Meetings with parents and teachers to identify clear Learning Goals.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2454.00)

Process 2: Student Wellbeing

Develop a strategic and planned approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Staff at BPS continue to develop strong connections with parents, community and other agencies to support and benefit our students.</p> <p>The establishment of the Year 6 Kindness Garden was revealed to the wider school community at the Annual Presentation Night. The Year 6 students were able to choose a growth mindset phrase which resonated with them as their Legacy to Ballimore PS students; "Create Your Success" and "Believe in Yourself".</p> <p>The Year 6 students and their families were actively involved in the decision making, planning and preparation required to host the 2020 Year 6 Farewell. It was a great success with past students and extended friends, families and staff attending. The feedback was extremely positive.</p>	<p>School Community Survey created as a Google form and shared through the school's Facebook page, newsletter as well as emailed to parents.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Community Funds (\$1500.00)

Progress towards achieving improvement measures

Process 3: Future Focused Learning

Collaboratively investigate and implement innovative practices which build upon future focused learning skills.

Evaluation	Funds Expended (Resources)
<p>There is a common language throughout the school. Student collaboration has increased. Google Classroom and Google Drive is used in 3–6 for collaborative work. Additionally, primary students provide peer tutoring to Infants students; providing 1;1 support in demonstrating and sharing their knowledge and skills in digital technologies. Students regularly work together in STEM activities.</p> <p>All students across the school were actively engaged in the STEM T4L Tablet Robotics Share Kit. Teaching and learning experiences enabled students to explore, use and create individually and together. Collaboration and problem solving was the foundation of learning. All students were supported by a number of Tablet Robotics Workshop Days involving a STEM Team Leader. The experience also included hosting neighbouring small schools for the workshop sessions, further building upon collaboration and social skills.</p>	<p>T4L Tablet Robotics Share Kit</p> <p>Google Drive and Classroom</p> <p>Coding Programs such as Minecraft Education</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• School Operational Funding (\$500.00)

Next Steps

For 2020 to continue to build upon the students' sense of belonging as well connecting and succeeding in the early years of their schooling, plans are underway to establish a Ballimore Playgroup. The playgroup will registered with Playgroup NSW. Initial planning is underway for the Playgroup will run on a monthly basis utilising a classroom at school on Fridays. Introducing a regular Playgroup to be conducted at Ballimore PS will support a number of established programs; Kindergarten Transition and school working closely with community.

STEM T4L Share Kits will continue to be utilised in 2020. A 3D Printer Kit is booked for Term 1 2020, comprising of two 3D Printers and associated resources to enable all students K–6 to explore, engage and create.



Strategic Direction 2

Excellence in Teaching

Purpose

To develop the capacity of teachers to use evidenced based teaching and feedback strategies to improve student outcomes with a focus on Literacy and Numeracy. Through collaborative partnerships, teachers will share and embed best practice to drive on-going school wide improvement in teacher practice and student results.

Improvement Measures

All teachers embed evidence informed teaching strategies into programs and practices.

All students meet expected or above expected growth in literacy and numeracy.

Increased collaborative professional learning within and across network.

Progress towards achieving improvement measures

Process 1: Evidence based teaching

Continue to build teacher capacity implementing evidence based teaching practices, with a focus on Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Literacy and numeracy remain a focus and priority for the school. Staff professional development focused on teaching standards and building capacity in the use of progression and the analysis of analysis. Ongoing support for early career teacher was embedded in school timetabling and scheduling of regular teacher professional network meetings.</p> <p>Professional Learning in Reading, Numeracy, Technology, Visible Learning and Supporting Students Mental Health and well-being was undertaken by staff.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and Numeracy (\$1699.00)• Professional Learning (\$2000.00)

Process 2: Professional learning

Develop and embed explicit systems within and across small school network that facilitates professional dialogue, collaboration, modelling of best practice, observations and provision of high quality feedback to drive improvement.

Evaluation	Funds Expended (Resources)
<p>Utilising the updated Teacher Supervision Schedule, teachers were guided through the annual Performance and Development (PDP) Framework. This process was completed in a collaborative and meaningful manner by supporting teachers with regular monitoring and reviewing of PDP goals, class observations as well as providing timely and effective feedback to inform reflection, goal achievement and future focus.</p> <p>All teaching and non – teaching staff completed their PDPs in 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$2289.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding towards the employment of a part time teacher. Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 559.00) 	The student demonstrated increased achievement in both school based and external assessments in literacy and numeracy. The students was engaged in network SRC training, school based leadership projects (Eco Schools Project) and organisation of the Year 6 Farewell.
Low level adjustment for disability	Funding towards additional staff costs. Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$13 099.00) Integration Funding (\$13 916.00) 	Individual students received additional support to meet their learning goals. Every student had a PLSP/ PLP which were formally reviewed twice a year and adjusted throughout each term, as required.
Socio-economic background	Additional staff Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$9 012.00) 	Subsidies were provided for all students for transport and school performances. Additional staff were employed to support individual student academic growth and well being.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	4	5	6	5
Girls	10	11	9	9

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	93.6	95.4	93.6
1	98.9	95.2	92	93.8
2	100	95.2	93	91.3
3	96.8	97.8	98.1	91
4	88.4	95.1	84.2	97.9
5	97.3	96.8	92.6	89.6
6	100	97		91.4
All Years	97.1	95.4	93.1	92.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3		92.1
All Years	94	93.9	93.5	92.8

General attendance is very close to State levels.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.03

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	43,874
Revenue	397,659
Appropriation	383,209
Grants and contributions	13,893
Investment income	556
Expenses	-374,578
Employee related	-327,762
Operating expenses	-46,816
Surplus / deficit for the year	23,080

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	13,916
Equity Total	23,670
Equity - Aboriginal	1,559
Equity - Socio-economic	9,012
Equity - Language	0
Equity - Disability	13,099
Base Total	302,748
Base - Per Capita	3,520
Base - Location	7,519
Base - Other	291,709
Other Total	28,485
Grand Total	368,819

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Literacy

Due to our very small cohort, no NAPLAN data is available due to confidentiality restrictions.

Numeracy

Due to our very small cohort, no NAPLAN data is available due to confidentiality restrictions.

Parent/caregiver, student, teacher satisfaction

Response from the School Community Survey was overwhelmingly positive. Specific mention to the importance of the personalised learning and support provided to every student, as well as the above and beyond commitment from all the staff towards every student. Feedback reinforced that each and every student at Ballimore PS is known, valued and cared for.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

During 2019, Wiradjuri Language and Culture Program continued across all classes in collaborations with Dubbo AECG.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

As part of whole school Anti-Bullying Programs, students are encouraged to demonstrate tolerance, acceptance and understanding of cultures other than their own.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The Student Leadership Team visited Wentworthville Public School. This exposed them to a wide range of multicultural experiences and practices. Ongoing relationships were developed through whole school involvement.

Other School Programs (optional)

A major project in 2019 was the development of the Year 6 Legacy Kindness Garden. Year 6 designed and established the garden for all students to use and for future Year 6 students to extend.

This complements the Sustainable Garden Project which involved all students and wider community members to establish and build upon the framework of an existing vegetable garden. Planning and preparation was incorporated into all KLAS.