

Bangalow Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Bangalow 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

A commitment to excellence in providing quality teaching in a positive learning environment where all students aspire to reach their full potential.

School context

Our school is proud to be a part of a supportive and connected community that makes up the historic village of Bangalow. Students are at the centre of decision making and everything we do. The core values of 'Respect', 'Responsibility' and 'Personal Best' underpin our student wellbeing and learning programs.

The school provides a friendly, welcoming environment in which parents and staff work in genuine partnership for the benefit of all students. We have a passionate and dedicated parent community who are actively involved in class and whole school programs to support learning.

Our school prides itself on delivering strong academic, sporting and creative educational opportunities. A student centred learning environment focuses on high expectations, continual improvement in learning and engagement, leadership and building emotional intelligence. Our mission is to foster a lifelong love of learning that best prepares students for a happy and successful future.

Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation and is a member of the Lighthouse Valley Learning Community.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful Students

Purpose

To deliver a differentiated curriculum that is responsive and reflective to the learning needs of all students and engages active and responsible learners. We share a commitment to high expectations for learning, as well as providing opportunities for students to develop as confident and creative individuals, independent thinkers and problem solvers.

Improvement Measures

Increase proportion of students receiving and using effective feedback and reflection strategies to add improve their personal growth and learning.

Increase the percentage of students in the top 2 bands of NAPLAN by 8% in literacy and numeracy.

Increase the proportion of students demonstrating expected growth for one year's learning in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Personalised, differentiated learning and data driven practice.

Evaluation	Funds Expended (Resources)
The focus this year has been on evaluating our data collection practices and utilising Learning Sprints for writing. Two rounds of Learning Sprints were completed in writing, with improvement noted as teachers reported more confidence in explicit instruction and engagement of students. PLAN2 was used to begin to track student progress in writing, with teams led by executive staff using the data from Learning Sprints to analyse writing data, plot data in PLAN2 and review student progress to inform future teaching and learning programs.	Professional Learning funds – TPL Wednesday afternoon schedule and collaborative planning days QTSS to release executives to support staff

Process 2: Building student's self efficacy through access and use of feedback and reflection to promote academic achievement.

Evaluation	Funds Expended (Resources)
Goal setting was achieved through 'Crew Time', with students formulating and examining goals and self reflecting in team environments. Crew Time conversations helped students to engage positively with their learning and goals. Teachers saw the value in giving the student ownership of their learning and behaviour. We also established Three-Way Interviews, with clear Literacy and Numeracy goals developed in collaboration between students, staff and parents being communicated. Students were encouraged to take an active role in determining their own goals, leading to greater student self efficacy and parent satisfaction with the process. As a result, Three-Way Interviews will continue to be used at the school in future. The iPlay program was implemented, with staff incorporating active breaks into lesson time to aid in student concentration and focus. The year-long program was deemed to be extremely successful, with more students being more active more of the time. Evaluation by the iPlay coordinator found that staff demonstrated confidence in the implementation of the program.	Professional Learning funds and TPL schedule Gordon Smith – iPlay coordinator

Strategic Direction 2

Leaders in Learning

Purpose

To effectively build the capacity of all teachers within a collaborative learning community focused on high expectations and continual improvement. A shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

All teaching and learning programs provide opportunities for students to develop collaboration, critical thinking, creativity, problem solving and communication skills.

The leadership team maintains and develops a focus on distributed and instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

All teaching and learning programs reflect current research, innovative practice and include Aboriginal language perspectives.

Professional learning goals show improvement, as measured against the Australian Professional Teaching Standards.

Progress towards achieving improvement measures

Process 1: Future Focused Learning pedagogy, including inquiry based learning and STEM.

Evaluation	Funds Expended (Resources)
<p>Staff participated in professional learning in order to understand the new Science and Technology syllabus. They then worked together to amend the Scope and Sequence to meet new outcomes and incorporate STEM. Teachers developed new units of work and these were successfully implemented. The focus on STEM learning was achieved partly by the borrowing and implementation of STEMshare kits. These were very successful, with students engaged in learning activities, leading to the school purchasing additional robotics and video kits to expand our STEM equipment. In 2020 the school will look into purchasing Virtual Reality kits to add to our other STEM stock. The school will continue to borrow and implement STEMshare kits into teaching and learning.</p> <p>Inquiry learning was achieved by integrating into our Project-Based Learning units. These culminated learning showcases presented to the parents and school community including the Stage 1 Robots showcase, Stage 2 Eco-pods showcase and the Stage 3 Asian Market day. Feedback from all stakeholders indicated that all were impressed with the high-levels of engagement and of the quality of work produced. In 2020 we will continue to look into best practice for integrating inquiry learning and STEM into our teaching and learning units.</p>	<p>Professional Learning</p> <p>Teaching Resources funds</p> <p>STEMShare</p>

Process 2: Building collective teacher efficacy. Quality teaching systems underpinned by evidence, research and continuous improvement.

Evaluation	Funds Expended (Resources)
<p>In order to build collective teacher efficacy, time was given to teams to work together in order to plan. These Collaborative Planning sessions began as half days, and, after positive staff feedback was collected, eventuated in teams working together for the entire day. Executives were given some guidance in how to conduct the day, including data analysis as the first agenda item, to ensure that students were getting the correct support, and to ensure accurate planning of teaching plans for the term. This also ensured consistency of programs across stages.</p>	<p>QTSS</p> <p>Professional Learning</p>

Progress towards achieving improvement measures

Teams trialled programming on online platforms throughout the year. The benefit found was that this was a good way to keep key documents for reference. However many staff continued to use a paper based program as registration and reflection was found to be easier this way, and also ensured access to programs for other staff such as casuals.

Feedback from staff around the PDP process was that it is valuable for all staff to support development, particularly around the collegial discussion and observations. In 2020 we will focus on ensuring PDPs align with State, DoE and school priorities.

Strategic Direction 3

Wellbeing

Purpose

An integrated and shared approach to wellbeing that supports all students to connect, succeed, thrive and learn. Positive and respectful relationships ensure a connected school community.

Improvement Measures

An increased proportion of students demonstrating positive behaviour, a growth mindset and a greater understanding of social and emotional intelligence.

An increased proportion of students staff and parents feel respected, valued and supported to succeed.

An increase in parent engagement and understanding of their child's learning needs as a result of open communication with the school.

Progress towards achieving improvement measures

Process 1: Embedded wellbeing strategies enable students to connect, communicate and develop positive mindsets and capabilities.

Evaluation	Funds Expended (Resources)
<p>Wellbeing strategies continued to be implemented across the school including Braingrow and Peer Support.</p> <p>Feedback from staff and students regarding Peer Support was positive from all stakeholders. Peer leaders particularly enjoyed the leadership opportunity given to them and the ability to run special event days such as NAIDOC Celebrations and Harmony Day. Students from Years K–5 enjoyed the ability to learn from other students, and interact with students from across the school. The program will continue to operate in 2020.</p> <p>In evaluation of Braingrow, teachers K–4 reported positively in regard to student participation and engagement. However Year 5 and 6 staff reported that, while the activities were interesting and informative, students seemed to be losing interest, as this was the third time these students had participated in Braingrow consecutively. Staff have indicated a preference to only run Braingrow every second year, and an alternative program between. New programs are being investigated for 2020.</p>	<p>Braingrow Program funded by P&C</p>

Process 2: Family and Community Partnerships in learning.

Evaluation	Funds Expended (Resources)
<p>Surveys and feedback indicated that this year was quite a successful year in terms of developing partnerships with parents in regards to learning. Parent information sessions were well attended across the school, helping to connect parents with teachers. Three-way interviews were well received by parents and students commented that they felt more involved in the process and were happy to share their goals, successes and challenges with parents. Phone surveys conducted indicated that parents are overall happy with Bangalow Public School. They particularly enjoyed the learning showcases in 2019 and are generally happy with communication from school to home. Kindergarten parents commented on the use of Seesaw as a positive tool between home and school. As a result of the trial use of Seesaw in Kindergarten, it may be used more widely in 2020.</p>	<p>SeeSaw app</p> <p>TPL schedule to demonstrate SeeSaw</p> <p>Google forms for data collection from students, parents and staff</p> <p>School Interview booking site subscription</p>

Process 3: Whole school practices and support structures reflect the wellbeing framework and enhance a positive and collaborative school culture.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Structures and programs put in–place to enhance student wellbeing at Bangalow Public School are demonstrating good success.. The K–6 use of the You Can Do It program helped with common language throughout the school. This program will be updated in 2020. Smiling Mind was trialled in some classes and was found to be effective in supporting student and staff wellbeing. The school will broaden the use of Smiling Mind in 2020, and is looking to send staff to training in order to properly implement. Sentral is being used more consistently to enter and analyse wellbeing data. This will be useful as the school looks to implement Positive Behaviour for Learning in 2020. Given the importance all stakeholders place on wellbeing, Bangalow Public School plans to establish a committee of staff, students and parents in 2020 to help drive the direction of wellbeing programs and ensure that programs are cohesive and complimentary. The aim is to use the Be You umbrella and surveys to prioritise areas of need.</p>	<p>SLSO time for BPS News</p> <p>New iPad for BPS News</p> <p>Smiling Mind app</p> <p>Sentral wellbeing data records</p> <p>Teacher release to plan TPL of new PDHPE Syllabus</p> <p>You Can Do It resources and teacher release time to update lessons and resources</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal background loading – \$5136</p> <p>SLSO wages</p> <p>Teacher relief to create PLPs</p>	<p>Personalised Learning Plans were written for students, and consultation with parents occurred regularly to ensure that students were working towards outlined goals.</p> <p>Our SLSOs continued to provide support, working well with students and staff to ensure that student wellbeing and education was valued, and that students continued to thrive.</p>
English language proficiency	<p>English Language Proficiency loading – \$565</p> <p>Learning and Support Teacher</p>	<p>Students supported by a Learning and Support Teacher in class and for specific withdrawal programs. Class programs adjusted by teacher, and the EAL/D Learning Progressions were utilised to track student progress and plan future learning.</p>
Low level adjustment for disability	<p>Low level adjustment for disability loading and staffing allocation – \$87,756</p> <p>Teacher relief for PLP writing and for training</p> <p>PL for staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>These funds were used to employ a Learning and Support teacher 3 days per week (as per staffing entitlement). Further the funds contributed to employing an AP off class to assist with LaST programs. The AP and LaS teacher provided additional support for identified students (including extension students) across the school in literacy, numeracy and wellbeing programs. Students benefited from explicit and differentiated instruction, with in class and withdrawal support provided.</p> <p>Flexible funds were used to release staff in order to write support plans and meet with parents, caregivers and other stakeholders, enabling all parties to work towards goals outlined in plans. Supported students showed progress against academic, emotional, social and behavioral goals.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS staffing allocation – 50,690</p> <p>Teacher release timetable</p>	<p>QTSS funding was used to release the APs to work with all class teachers 1:1 on PDPs and class program supervision. Assistant Principals were utilised for team teaching, observations and reflection in line with staff PDP goals. The program was seen as beneficial by staff and executive teachers in 2019 with staff stating they felt supported by this process. However feedback from all staff has indicated that in 2020, these funds would be best used to have one leader off class in an Instructional Leader role, ensuring consistency in programs and assessment across the school.</p>
Socio-economic background	<p>Socio-economic background loading – \$8,406</p> <p>SLSO wages</p> <p>Financial support for students and families</p>	<p>Funding was used to employ SLSOs across the school to support the academic, emotional, behavioural and social goals of students. Support was provided both both in class, and in the playground. The assistance was provided to identified students and was seen as invaluable by all stakeholders.</p> <p>Learning and financial support was also provided to identified families and students to ensure participation in the full range of educational programs available to all families..</p>

<p>Support for beginning teachers</p>	<p>Beginning teacher support funds – \$13450</p> <p>teacher and mentor release</p> <p>PL and travel costs</p>	<p>In 2019 Beginning Teacher funding was allocated to support one first year temporary teacher. In line with the Beginning Teacher Plan, funds were utilised to support the teacher's PDP goals by:</p> <ul style="list-style-type: none"> • reducing teaching loads for assessment and reporting, programming, acquiring evidence for accreditation, observing others and additional RFF; • allowing time to work collaboratively with a mentor teacher and supervising AP for feedback and professional dialogue; • facilitating access to professional learning, particularly around Project Based Learning, and effective teaching strategies in literacy and numeracy. <p>The teacher was successful in submitting a completed Accreditation folio and achieved Proficiency. The staff member indicated that the program was successful in allowing for a smooth transition to full-time teaching, and to ensuring support by facilitating time to work with a mentor.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	145	155	162	154
Girls	146	133	131	128

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	95	92.9	92.7
1	91	94.7	92.9	91.2
2	93.2	92.9	94.2	93.7
3	93	94	92.7	93.5
4	92.9	92.3	93	93.3
5	95.6	93	93	91.1
6	92.5	93.6	91.3	92.5
All Years	93.1	93.5	92.9	92.6
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	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Assistant Principal(s)	3
Classroom Teacher(s)	9.44
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*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	302,529
Revenue	2,781,228
Appropriation	2,555,292
Sale of Goods and Services	29,074
Grants and contributions	193,694
Investment income	1,817
Other revenue	1,350
Expenses	-2,582,088
Employee related	-2,242,129
Operating expenses	-339,959
Surplus / deficit for the year	199,140

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	139,674
Equity Total	101,863
Equity - Aboriginal	5,136
Equity - Socio-economic	8,406
Equity - Language	565
Equity - Disability	87,756
Base Total	2,017,528
Base - Per Capita	68,749
Base - Location	6,312
Base - Other	1,942,468
Other Total	191,758
Grand Total	2,450,823

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 website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2019 the school sought feedback from parents, students and staff using various informal and formal methods, including:– phone call surveys, exit slips, P&C, verbal and written feedback and online platforms such as Google Forms and Survey Monkey. All forms of feedback are considered by staff and discussed at appropriate meetings.

Parents and students surveyed indicated that they found the Project Based Learning showcases extremely enjoyable and a wonderful way to interact with one another directly on student learning. They also were positive about the newly introduced Three–Way Interviews as these fostered student autonomy and meaningful conversation between all stakeholders on student goals and learning directions.

Staff feedback indicated that staff feel positively about their school, and are proud to work at Bangalow Public School and to be part of the local community. They were particularly impressed by the addition of Collaborative Planning Days as a way to continue to evaluate student data, and to develop effective, cohesive and collaborative teaching and learning programs.

All stakeholders indicated a growing confidence that the school would continue to provide strong educational, emotional and social support for students, especially after the appointment of a substantive principal.

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.

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.

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.