

Bargo Public School
2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Bargo 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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Message from the principal

2019 was an important year at Bargo Public School as the school celebrated its 150th year.

Throughout the entire twelve month planning process, the one thing that was clearly evident was the important role that the school has played as the educational and social centre of the community. With 150 years of education the school is steeped in history – from the days of being a stopover town along the Hume Highway from Sydney to Melbourne, to its importance as a pioneers village and supportive suburb in the construction of the local dams, Bargo Public School has been the one constant in the community. With support from local historians and historical organisations we were able to bring back to life in documents and photographs the rich history that the school has. Once news broke of a 150th anniversary celebration the school was contacted by many ex-residents and students, both local and abroad, requesting information and asking how they could add their stories and artefacts to assist in presenting the history of the school to the current generation.

The 150th anniversary included a week long celebration of activities, concluding with the anniversary fete and car show on Saturday October 26th. This event was extremely well attended and the community thoroughly enjoyed all the activities on the day – in particular the historical classroom and photographs of past decades. It was a pleasure to meet so many past students and parents, who shared memories of their fond education here at Bargo Public school. Many generations of families have grown up locally and their children and children's children have attended this school. In fact it was amazing to meet a family who had five generations of children graduate Bargo Public School.

The week was a great celebration of the local community and a NSW Public School. I would like to formally recognise the past staff who have had a significant impact on education in the Bargo area, together with thanking current staff for the time, dedication, passion and enthusiasm in which they were able to celebrate this great school's 150th birthday. An enormous thank you to the school P&C and the wider Bargo community for embracing the celebrations, collaboratively working together with the school to create such a successful celebration.

Bargo Public School holds such special memories for so many generations of students and families. It is with great pride and pleasure that we all, staff and community, as the custodians of this great school, ensure that this continues for the next 150 years.

Mr Ben Green

Principal

School background

School vision statement

Bargo Public School aims to provide a supportive, engaging, respectful learning community that promotes student responsibility, lifelong learning, global awareness and inclusivity.

School context

Bargo Public School is in a semi-rural township located in the lower plains of the Southern Highlands of NSW, serving a varied socio-economic context.

There are approximately 290 students with 10% of students having an Aboriginal and Torres Strait Islander background and students from language backgrounds other than English (2.5%). The school consists of 13 classes, including one support class catering for students with Autism.

Staff and parents have high expectations of excellence for students across academic, cultural, social and sporting programs. Parents are active participants in the school, demonstrating an interest in their children's learning. This strong parental commitment is also reflected by a very active P & C which supports students, learning programs, as well as the school's plan and all consultative processes.



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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Student Learning

Purpose

Bargo Public School is committed to providing an authentic learning environment that focuses on quality literacy and numeracy skills, promoting student responsibility for learning and challenging students to become critical and creative global citizens.

Improvement Measures

Increased levels of students achieving grade expected exit levels for literacy and numeracy progression and proficiency in NAPLAN.

Improvements in students being able to articulate what they are learning, why they are learning and the future directions of their learning.

Progress towards achieving improvement measures

Process 1: Implement school literacy and numeracy strategies K–2 to provide students with strong foundations for learning.

Evaluation	Funds Expended (Resources)
<p>2019 saw the second year that the Language Learning and Literacy (L3) program was implemented. Coaching visits resulted in reflection of teaching practices and collegial discussion about where to next for students. The L3 framework was embedded into the English scope and sequence, resulting in a consistent delivery of this literacy program across Early Stage 1 and Stage 1 classes. Demonstration lessons upskilled staff who were not L3 trained.</p> <p>An indication of the impact of L3 at the conclusion of 2019 included:</p> <ul style="list-style-type: none">• 74% of Early Stage 1 students meeting stage outcomes in Reading compared to 58% in 2018. This represented a 16% increase of students reaching or exceeding expected reading outcomes by end of Kindergarten. <p>As a result of Best Start Kindergarten Assessment (BSKA) online professional learning, staff developed an understanding of how to deliver BSKA online and how the information from the assessment could effectively inform their teaching practice. Teachers analysed and used the data and information captured from BSKA to plan for targeted and quality teaching and learning experiences for Kindergarten students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and Numeracy (\$20000.00)

Process 2: Develop a whole school approach to student goal setting.

Evaluation	Funds Expended (Resources)
<p>There was a continued focus on learning intentions and success criteria (LISC) to strengthen both teacher and student understanding, with the inclusion of student formative assessment strategies. Staff were encouraged to continue to use the language of learning intentions and success criteria, while also ensuring students developed their knowledge and understanding of the concepts. Students were able to articulate what they are learning in class, why they are learning and the future directions of their learning. Formal goal setting will be introduced in 2020.</p> <p>The Tell Them From Me Survey focused on student engagement. Results indicated an increase in students valuing schooling outcomes, which could reflect students use and understanding of LISC as a means to understand what they are learning and why it is important. Other results from the survey reflected that students were exposed to LISC and developing the ability to set goals including:</p> <ul style="list-style-type: none">• 96% of students reflect on their learning.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$10000.00)

Progress towards achieving improvement measures

- 91% of students recorded that their teachers advise them of what is expected to be learnt.
- 85% of students said that their teachers ask them to explain their answers to set tasks.

Process 3: Continue to engage in professional learning that strengthens the use of STEM and enquiry based teaching practices across the school.

Evaluation	Funds Expended (Resources)
<p>In 2019 the school engaged in the Department of Education's STEM (Science Technology Engineering Maths) Share Program as a method to engage students in STEM based activities. Staff were provided with Professional Learning about how to use the STEM Share Kit. Each class was timetabled to use a variety of technological and robotic resources. Class teachers were supported by two trained STEM experts that assisted with the implementation of the STEM activities.</p> <p>Students involved in the coding group, together with the Indigenous students from Stages 2 and 3, participated in a LEGO EV3 Battle Bot Challenge day led by the Aboriginal Education Instructional Leader and supported by staff involved in STEM and coding. This was a highly engaging day, well participated by all students involved. The day concluded with a presentation of working robots and was attended by the Principal and P&C President.</p> <p>Evaluation of the STEM Share program showed that over 80% of staff were accessing the STEM kits outside of RFF times, and 40% provided feedback about purchasing LEGO WeDo resources.</p> <p>Teacher capacity and self-confidence was increased due to the supportive implementation method of peer teaching in classrooms.</p> <p>The student engagement survey showed that on average 64% of students enjoyed the activities, were actively engaged and felt that they were completing productive learning.</p> <p>There is strong evidence from both teacher and student surveys for continuing STEM programs in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$1000.00)• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Strategic Direction 2

Teacher Learning

Purpose

Bargo Public School fosters a culture of delivering high quality, current and evidenced based teaching practices as a key driver for school improvement.

Improvement Measures

Increase in teacher knowledge of the Australian Professional Standards for Teachers.

Increase in the results from the collaborative practice survey.

Increase in students achieving at or above national standards in NAPLAN.

Progress towards achieving improvement measures

Process 1: Deliver formative assessment professional learning.

Evaluation	Funds Expended (Resources)
<p>Assessment and Reporting included guiding staff through a Formative Assessment project, with the aim to develop a consistent whole school understanding and approach towards Learning Intentions and Success Criteria. The project involved the executive staff attending various professional learning courses, where the establishment of the project was formed.</p> <p>Whole school reflection using the School Excellence Framework determined that the Formative Assessment theme was evaluated as Delivering. To improve this evaluation and ensure an integrated approach to Formative Assessment in every classroom, student self-assessment was selected as a focus area for staff to implement. As a collective, staff began using this form of assessment in the area of reading and comprehension and then progressed to other areas once competency was developed. Teachers were supported by stage supervisors during the implementation phase of the project to monitor successes and provide feedback.</p> <p>There was a significant shift of teacher knowledge about Formative Assessment from 2018 to 2019. It was noted that:</p> <ul style="list-style-type: none">• 95% of all staff developed a strong understanding of Formative Assessment and the impact this has on teaching and learning.• In 2019, 80% of staff knew of Learning Intention and Success Criteria as being part of Formative Assessment.• At the commencement of 2019, 53% of staff used Formative Assessment in the classroom. There was significant growth of 42%, with 95% of teachers effectively using Formative Assessment in their classroom by the end of 2019.• All staff have used Learning Intentions and Success Criteria in their program for at least one Key Learning Area.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$5000.00)• Socio-economic background (\$60000.00)

Process 2: Staff engage in professional learning communities and collaborative planning processes that focus on the core business of teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Staff have been involved a variety of quality teacher professional learning opportunities which supported this strategic direction as well their own professional growth.</p> <p>The Quality Teaching Successful Students allocation provided all staff with</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$60000.00)• Professional Learning (\$10000.00)

Progress towards achieving improvement measures

an opportunity to develop their understanding of teaching pedagogies and practices. In some cases teachers were able to observe the practice of colleagues both within and outside of their school. Areas of development that staff engaged in were L3 Reading, Targeting Early Numeracy, Writing, Reading Groups and providing mentoring and teacher support to implement the STEM Share program during Term 3.

The Curriculum Project, collaboratively delivered by DoE School Services was a major focus in 2019, which tied in with the schools Formative Assessment Project and collaborative planning days.. Introduction to the project focused on the Australian Professional Standards for Teachers and the expectations and requirements of teaching proficiency. The focus was on staff collaborating in a professional learning community to develop a consistent whole school model and high expectations and practices in differentiation programming, planning and assessment. A working party that included staff of various experience and expertise established the drive and direction for the project. The party met fortnightly in the initial stages to develop the plan of implementation and to suggest models and strategies for change. A significant product as a result of the project was the development of a programming template that was first created and trialled for writing, however then developed into the model of documentation that would be adopted by all staff for all Key Learning Areas.

Working with School Services to improve curriculum delivery provided the foundation and opportunity to produce consistent expectations for template use, syllabus implementation, content delivery, consistent teacher judgment when assessing and reporting. planning and programming.af were provided with opportunities to collaboratively plan in stage groups each term in preparation for the following term. 43% of staff noted that these collaborative planning days also led to professional discussions around quality teaching and learning practices. 83.3% highly valued collaborative planning days with their stage supervisors. Staff completed the Tell Them From Me 'Focus on Learning' teacher survey. 83% of staff agreed that effective teaching practices are supported, evidenced by a high level of collaboration in particular, being the sharing of lesson plans and materials and discussion about student learning difficulties. As a result of these collaborative planning days 67% developed a deeper understanding of syllabus implementation.

The school was chosen to work with a Principal, School Leadership (PSL) to trial a process of in depth analysis of a theme within the school excellence framework. Working with the PSL over 2 days, the executive team evaluated the element of Curriculum in the Learning domain. The analysis involved utilising the statement of excellence and understanding its components and aligning the school's participation in the Curriculum Project to those statements to determine a judgement at this point in time. The leadership team was also required to appraise the process to determine the effectiveness of the activity for state wide implementation. The leadership team valued the guidance of the PSL, while also developing their own ability to comprehensively analyse and evaluate school practices and direction.

Executive staff engaged in a professional learning opportunity titled Linking Leaders, connecting with other leaders from across three different networks and analyse an area of current leadership practice, concluding in a group presentation of its research and findings. Bargo Public School staff were placed into a group of mixed executive from various schools and provided with a topic such as Instructional Leadership, School Finance, School Culture and Early Career Teachers. Groups met consistently over an eight week period, collecting data, administering surveys and researching current practice, resulting in a comprehensive, evidenced based project that was presented to all participants, school Principals and Directors, Educational Leadership. This leadership development opportunity provided Bargo Public School executive with an in depth understanding of their topic area, an understanding of current practice both in the Department of Education and other local schools, and also the opportunity to network with executive colleagues in an authentic professional learning community setting.

Progress towards achieving improvement measures

Process 3: Develop a supportive culture that focuses on observation and constructive feedback to ensure the delivery of high quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>Providing staff with knowledge about observation and feedback was the next step in the Formative Assessment Project for 2019, however this was placed on hold due to the school being supported by DoE School Services to improve curriculum implementation.</p> <p>A grant application to improve the academic growth of potentially high performing Aboriginal and Torres Strait Islander (ATSI) students was submitted and successfully granted for 2019. This grant provided the school with an Instructional Leader, allocated to the school one day a week to work collaboratively with class teachers and ATSI students to increase the growth in NAPLAN results for the top 2 bands in both Numeracy and Literacy. The IL worked with staff to identify areas of growth through NAPLAN and PAT data, resulting in a focussed approach towards delivering learning experiences that would assist student progress.</p> <p>A change in staff member during Term 3 hindered progress and the ability to obtain evidence of student improvement. The executive staff have worked with the new Instructional Leader to develop a comprehensive implementation plan for 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)



Strategic Direction 3

Wellbeing

Purpose

Bargo Public School nurtures a cohesive culture of collective efficacy and collaboration, through enhanced communication and consultation, ensuring students, staff and school community connect, thrive and succeed.

Improvement Measures

Improvement in positive workplace culture audit.

Decrease in student incidences of negative behaviours.

Improved school practices from sustaining and growing to delivering in the School excellence Framework element of *Wellbeing*.

Progress towards achieving improvement measures

Process 1: Review and implement changes to the Positive Behaviour for Learning system.

Evaluation	Funds Expended (Resources)
<p>The staff member responsible for coordinating Positive Behaviour for Learning (PBL) attended the PBL coach training where the PBL team members conducted an evaluation of the whole school reward/consequences processes. After this evaluation it was noted that although there were processes to celebrate student success in the classroom through the awards system, similar incentives did not exist for the playground. As a result, a school-wide playground token system was trialled in an effort to highlight positive playground behaviour rather than focus on negative behaviours. The collection of tokens for positive behaviours culminated in a whole school celebration event for students when the total amount of tokens achieved reached a certain quota.</p> <p>In addition to the playground positives, it was determined that it could be beneficial for students to receive lessons to teach the skills associated with positive behaviour and learning. The "You Can Do It" (YCDI) program was trialled for 2019. The program focused on the skills: confidence, persistence, resilience, organisation and getting along. Lessons were delivered weekly in all classes on a Monday afternoon to ensure consistency. At the end of 2019, the PBL team conducted a review of YCDI. 95.8% of the students surveyed in K-2 classes indicated they found the program helpful at least some of the time, when dealing with a variety of difficult situations. 73% of the students in 3-6 classes indicated that they learnt something from the program to help them. Of these, over 50% of the students indicated they learnt a lot from the program.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$2000.00)• Socio-economic background (\$3000.00)

Process 2: Use the Wellbeing Framework to improve the support systems provided to the whole school community.

Evaluation	Funds Expended (Resources)
<p>Wellbeing Framework</p> <p>Professional learning was conducted to ensure that staff were familiar with the Wellbeing Framework and its themes. After this learning, all staff indicated that the professional learning improved their understanding of the framework and all were able to identify the themes of the framework. There was also a significant shift in the confidence of staff about how to access department resources related to wellbeing. Staff became familiar with the evaluation tool with a view to use it in 2020 to complete the wellbeing audit.</p>	

Progress towards achieving improvement measures

Positive Workplace Culture

The positive workplace culture survey was conducted and showed significant growth in all areas. In areas concerning clarity around processes and systems, growth of between 17% and 24% was noted. The most noteworthy shift of 25% occurred in the clarity and ownership of the school vision. Although there was significant shift it remains an area for development.

Student Leadership

The school student leadership processes were evaluated and adjusted as a result of feedback from staff, students and parents. This change in procedures ensured that there was equity when electing student leaders.

After a successful trial in 2018, School Parliament continued. Processes were improved and evaluated to ensure a great student voice. At the end of 2019, it was again evaluated and further improvements made. It is envisaged that School Parliament will be expanded to involve students across all stages rather than just Stage 3.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$15 000.00)	The same model used in 2018 was again used in 2019 where a class teacher was employed one day per week over 30 weeks to engage 22 Aboriginal students in their culture and country. The staff member collaborated with Kirli Saunders, a proud Gunai Woman and an award-winning international Children's Author and Poet as well as a teacher, and emerging artist. Kirli delivered a workshop to students where they were required to create a poem in the first language of Dharawal.
English language proficiency	Funding Sources: • English language proficiency (\$17 000.00)	A teacher was employed one day per week to support student English language development according to required needs. The program supported a range of students across K-6 operating in small collaborative groups with a focus on literacy or numeracy. A component of the support provided this year was the opportunity for students to develop their language use through coding.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$30 000.00)	An SLSO was employed to support student engagement and learning in the classroom, and for social support in the playground.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$60 000.00)	A teacher was employed part-time to provide release for all staff to develop in areas of identified literacy or numeracy need or interest. The funding was also partially allocated towards executive staff, enabling class teachers to access their stage supervisor to improve their literacy and numeracy teaching practice.
Socio-economic background	Funding Sources: • Socio-economic background (\$145 000.00)	This funding allocation was used to support a number of initiatives across the school to improve teaching and learning delivery and support improvement in student outcomes. <ul style="list-style-type: none"> • To support the QTSS program an allocation was used so executive staff could provide in class support to classroom teachers. • The L3 literacy program included four staff either beginning or in the second year of training. • L3 reading texts were purchased to support this program. • Teachers were provided with time released from classroom duties to engage in collaborative planning sessions with colleagues to ensure consistency in programming across classes and stages. A portion of funding was used for casual employment to assist these planning days. • An SLSO was employed part-time to assist students who required additional support in the classroom and playground. • A large portion of this allocation was used to purchase eight interactive whiteboards at the conclusion of 2019 to support the delivery of teaching and learning programs in the classroom for 2020.
Support for beginning teachers	Funding Sources: • Support for beginning	A teacher was employed to provide a beginning teacher with additional release time

Support for beginning teachers	teachers (\$10 000.00)	so they could access professional learning and complete new learning in relation to their first year of teaching. A mentor program was also implemented that enabled the beginning teacher to sit with the mentor for an hour per week to support self-selected areas of improvement in teaching practice. Funding was also used to employ replacement teachers when the beginning teacher attended offsite professional learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	186	178	172	147
Girls	173	171	154	140

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	95.1	92.8	93.3
1	94.4	94.8	93.5	92.6
2	94.4	93	91.1	89.8
3	95.4	95.3	92.5	93.2
4	94.8	95.6	94.1	90.6
5	94.2	94.6	92.4	93.8
6	94	91.8	93	90.7
All Years	94.6	94.3	92.8	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	92.5	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)	10.63
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.62

*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	447,642
Revenue	3,099,983
Appropriation	2,980,104
Sale of Goods and Services	2,618
Grants and contributions	114,065
Investment income	3,196
Expenses	-2,914,584
Employee related	-2,541,032
Operating expenses	-373,552
Surplus / deficit for the year	185,399

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	229,045
Equity Total	334,400
Equity - Aboriginal	28,708
Equity - Socio-economic	150,407
Equity - Language	17,175
Equity - Disability	138,109
Base Total	2,045,256
Base - Per Capita	77,905
Base - Location	5,826
Base - Other	1,961,526
Other Total	190,829
Grand Total	2,799,530

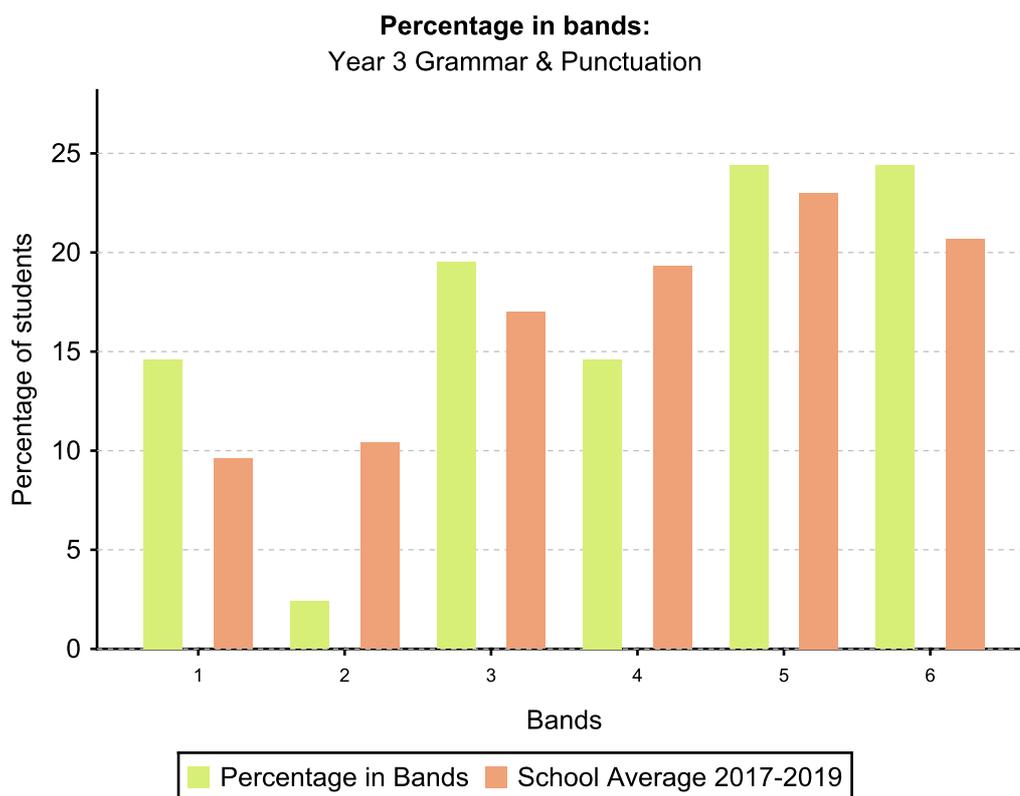
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

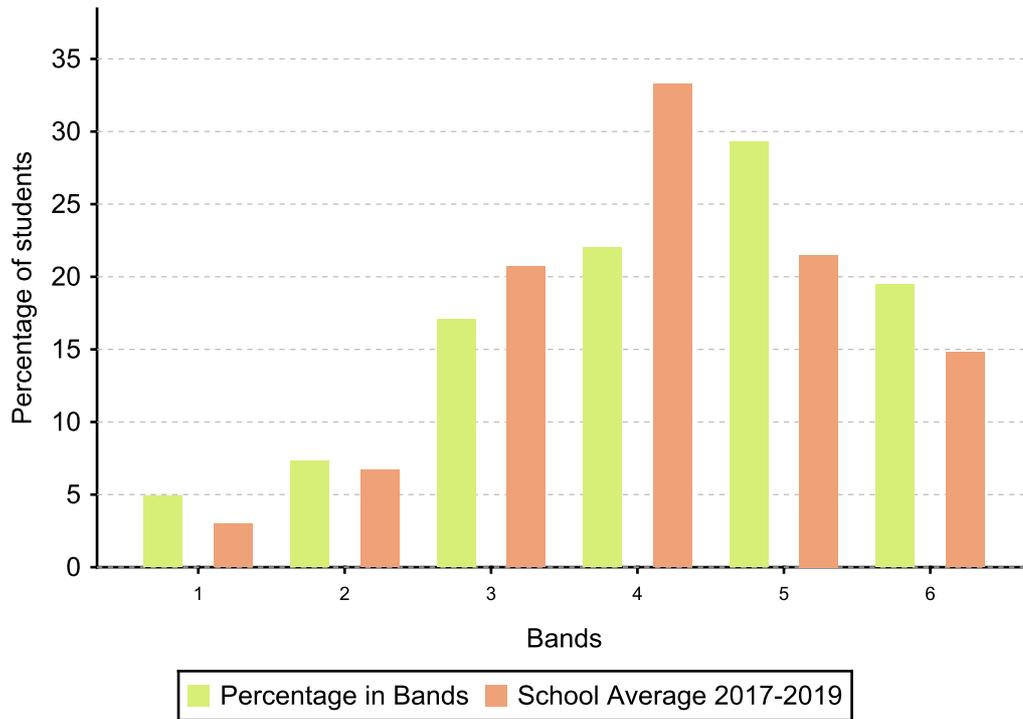
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



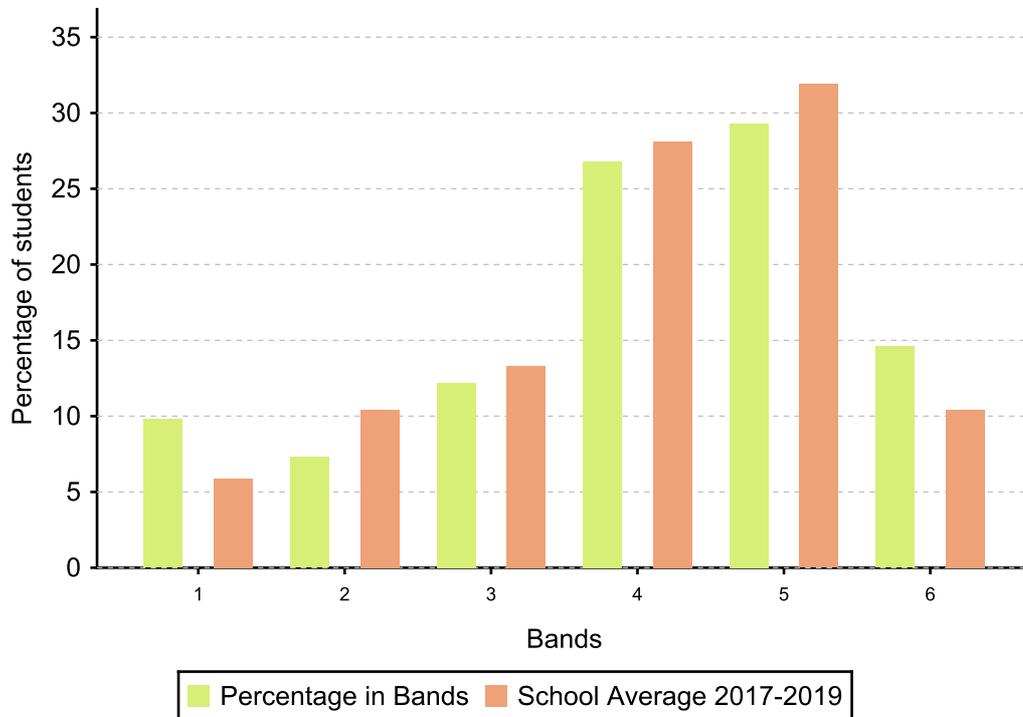
Band	1	2	3	4	5	6
Percentage of students	14.6	2.4	19.5	14.6	24.4	24.4
School avg 2017-2019	9.6	10.4	17	19.3	23	20.7

**Percentage in bands:
Year 3 Reading**



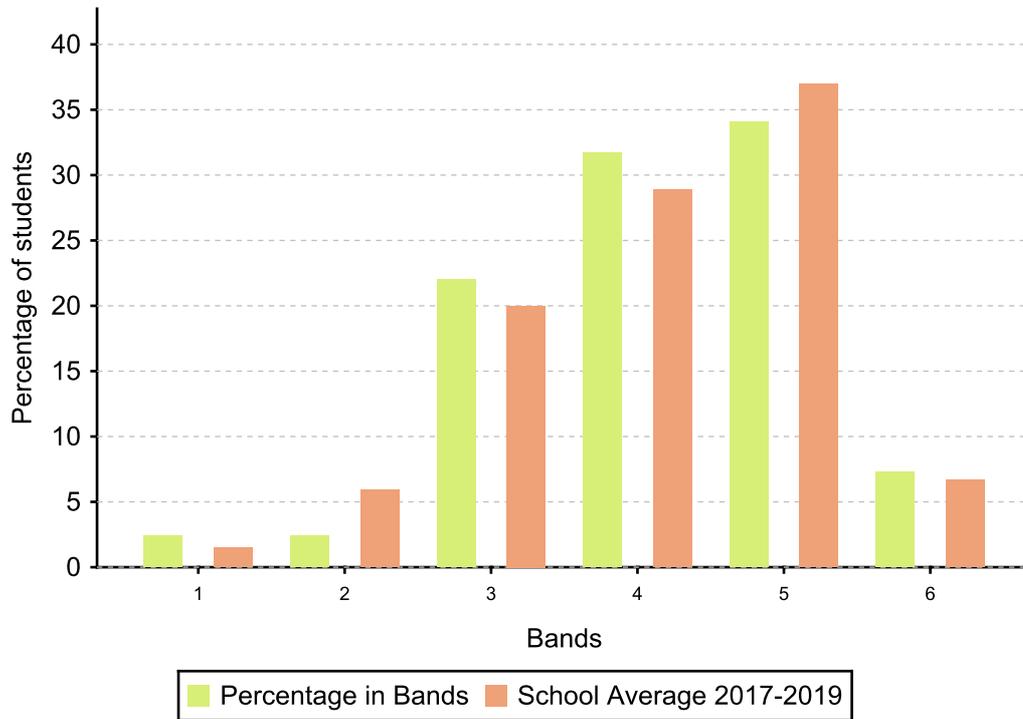
Band	1	2	3	4	5	6
Percentage of students	4.9	7.3	17.1	22.0	29.3	19.5
School avg 2017-2019	3	6.7	20.7	33.3	21.5	14.8

**Percentage in bands:
Year 3 Spelling**



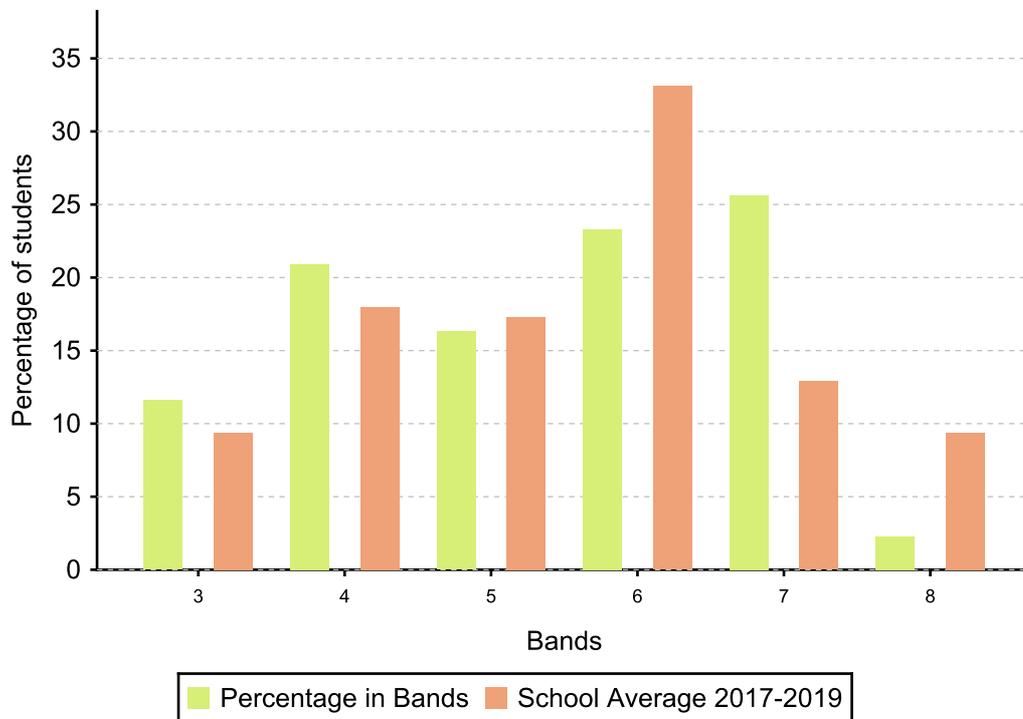
Band	1	2	3	4	5	6
Percentage of students	9.8	7.3	12.2	26.8	29.3	14.6
School avg 2017-2019	5.9	10.4	13.3	28.1	31.9	10.4

**Percentage in bands:
Year 3 Writing**



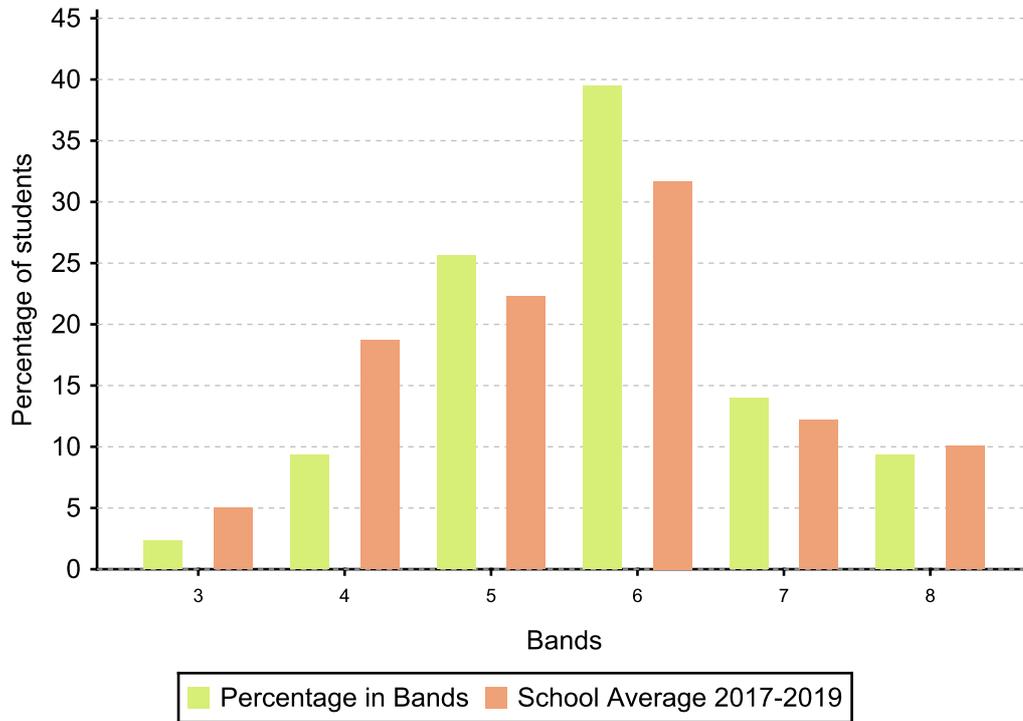
Band	1	2	3	4	5	6
Percentage of students	2.4	2.4	22.0	31.7	34.1	7.3
School avg 2017-2019	1.5	5.9	20	28.9	37	6.7

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



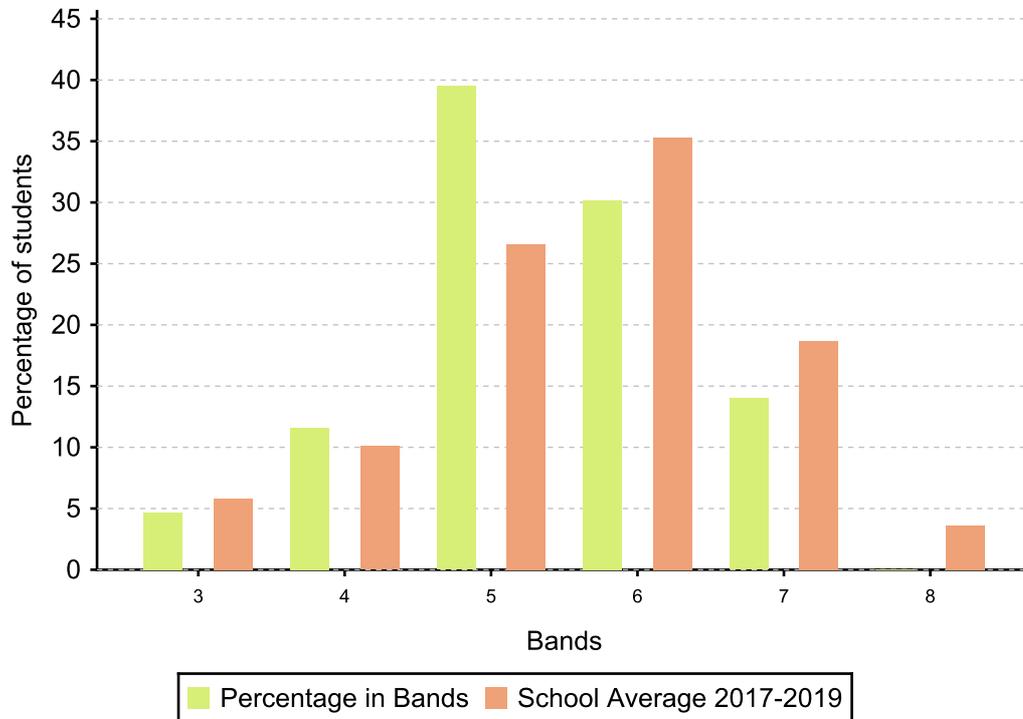
Band	3	4	5	6	7	8
Percentage of students	11.6	20.9	16.3	23.3	25.6	2.3
School avg 2017-2019	9.4	18	17.3	33.1	12.9	9.4

**Percentage in bands:
Year 5 Reading**



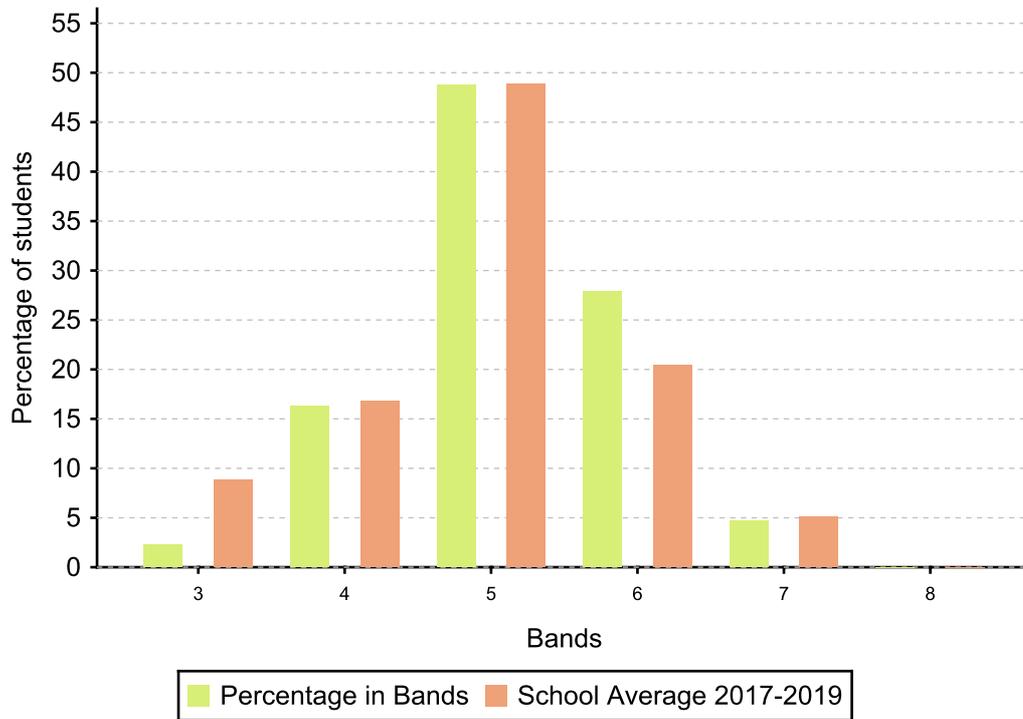
Band	3	4	5	6	7	8
Percentage of students	2.3	9.3	25.6	39.5	14.0	9.3
School avg 2017-2019	5	18.7	22.3	31.7	12.2	10.1

**Percentage in bands:
Year 5 Spelling**



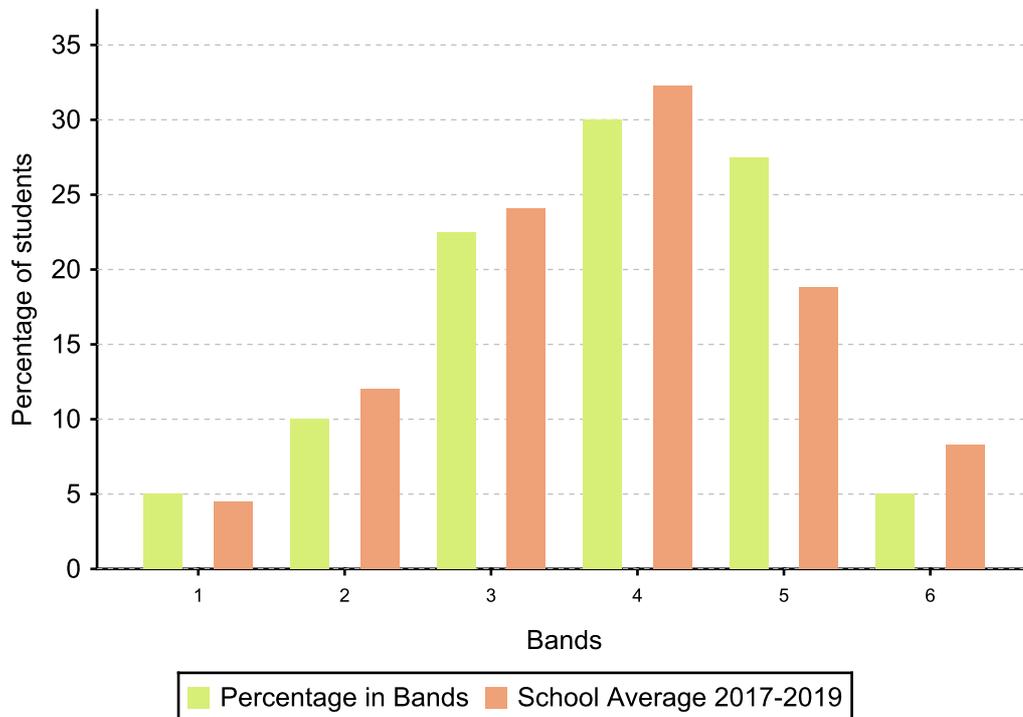
Band	3	4	5	6	7	8
Percentage of students	4.7	11.6	39.5	30.2	14.0	0.0
School avg 2017-2019	5.8	10.1	26.6	35.3	18.7	3.6

Percentage in bands:
Year 5 Writing



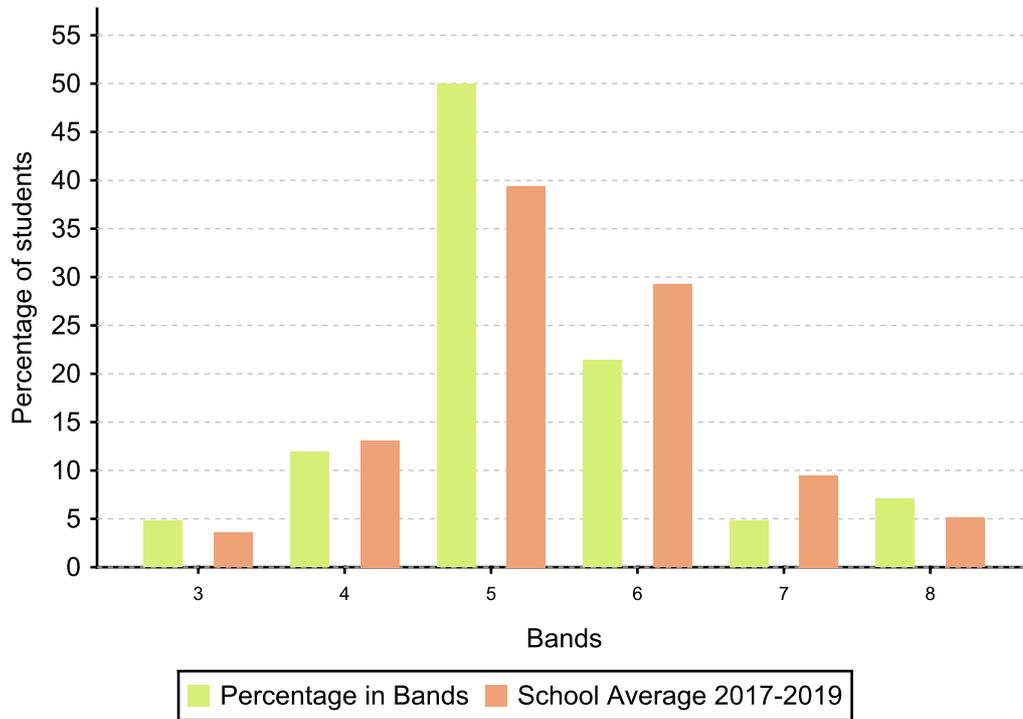
Band	3	4	5	6	7	8
Percentage of students	2.3	16.3	48.8	27.9	4.7	0.0
School avg 2017-2019	8.8	16.8	48.9	20.4	5.1	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.0	10.0	22.5	30.0	27.5	5.0
School avg 2017-2019	4.5	12	24.1	32.3	18.8	8.3

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	4.8	11.9	50.0	21.4	4.8	7.1
School avg 2017-2019	3.6	13.1	39.4	29.2	9.5	5.1

In Year 3 results:

- . An increased proportion of students achieving Band 6 in Grammar and Punctuation.
- . An increased percentage of students achieving Band 6 in Spelling.
- . A significant increase on the school average in students achieving Band 4 & 5 in Writing.

In Year 5 results:

- . Reading percentages in Bands 6, 7 & 8 were above the average for the past 3 years.
- . An increased proportion of students achieving Band 7 in Grammar & Punctuation.
- . A significant increased percentage of students achieving in the middle bands 5 & 6 in Writing.

Years 3 and Year 5 results this year were similar in Numeracy. Commonly:

- . a higher percentage of students achieving results in the top 2 bands than the average of the previous three years.
- . an increased proportion of students achieving results in Band 5 across both grades, exceeding the school average for the past 3 years.

Parent/caregiver, student, teacher satisfaction

Students:

The Tell Them From Me (TTFM) student survey indicated that there was an increase of students with positive relationships at school. It also indicated that there was a 6% increase in student interest and motivation at school. A further area of development would be to capitalise on this growth using STEM and robotics as students' indicated they had particularly enjoyed the technology offered.

Parents:

This year the school sought the opinions of parents and carers using the Net Promoter Score (NPS). This is the first time that the school has implemented this assessment tool. The NPS measures customer experience and provides a measurement for growth. It provides the opportunity for community members to score the school and comment about why they provided this score. Parents are asked one key question: How likely it is that they would be to recommend the school to a friend? Their response is scored on a rating of 0–10 with 10 being the highest score. Scores are then grouped as follows:

- **Promoters** (score 9–10) are loyal and refer others, fuelling growth.
- **Passives** (score 7–8) are satisfied but unenthusiastic customers.
- **Detractors** (score 0–6) are unhappy customers.

Subtracting the percentage of Detractors from the percentage of Promoters calculates the Net Promoter Score, which can range from a low of –100 (if every customer is a Detractor) to a high of 100 (if every customer is a Promoter). In this particular survey the percentage results were as follows:

- **Promoters:** 28%
- **Passives:** 39%
- **Detractors:** 32%

The NPS for this particular survey was calculated at –4%.

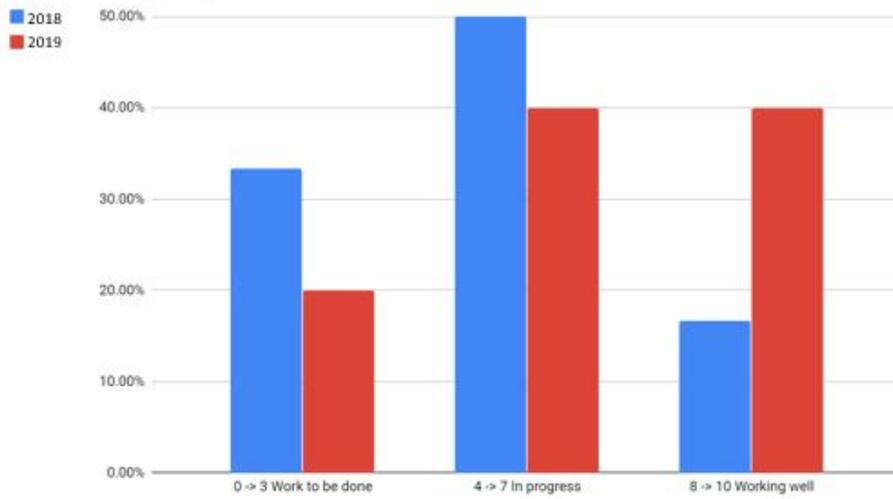
The school will use this score as a baseline and compare it with the 2020 survey when completed. This will then begin to provide an indication of positive or negative growth of school improvement relative to the customer experience of parents. Written comments will be assessed and grouped according to common responses as a means to determining future areas for improvement.

Staff:

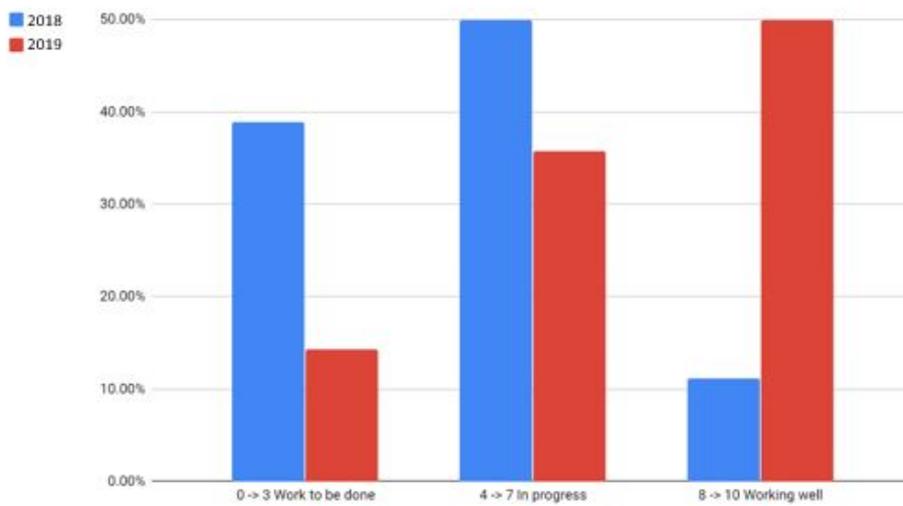
Staff completed the Focus on Learning teacher survey. Staff surveyed indicated that there was a high level of collaboration in particular, the areas of sharing lesson plans and materials and discussion about student learning difficulties. 83% of staff agree that effective teaching practices are supported.

The Positive School Culture survey indicated that there was a considerable shift in school culture between 2018 and 2019 (see graphs). Of particular note was the significant improvement in the staff's belief that they were supported and valued. Another noteworthy increase was indicated in open, honest communication where applicable. Although there was appreciable improvement celebrating success it remains an area for development.

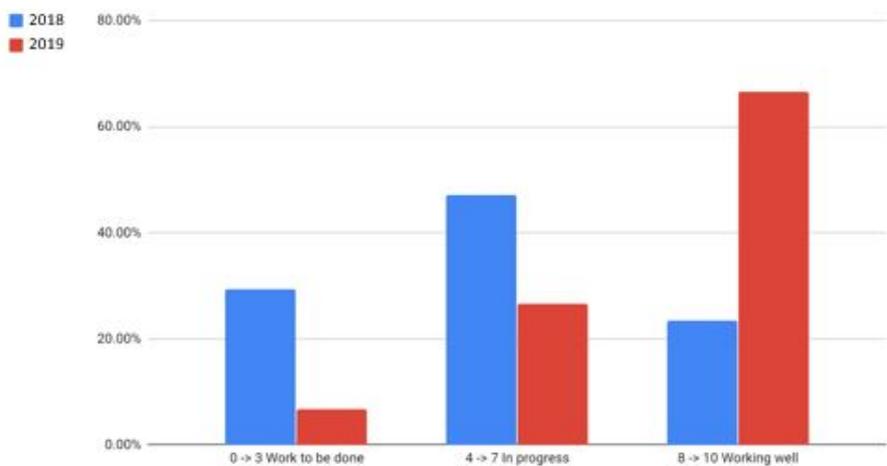
The school regularly celebrates staff success



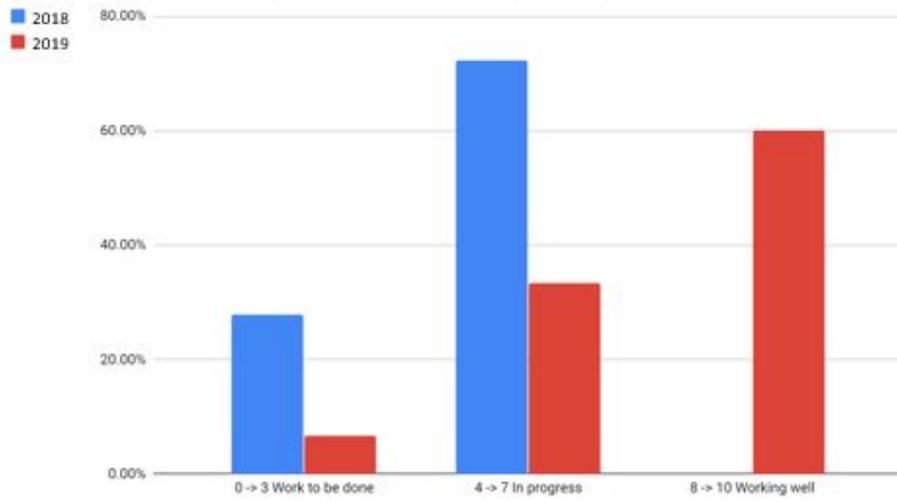
Staff feel supported and valued



There is respect for individual differences - cultural, beliefs, values, personalities and interests



Communication is open, honest and transparent, where appropriate



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.

Other School Programs (optional)

150 Year Anniversary BPS

2019 proved to be an extra special year for Bargo Public School and the local school community with the school celebrating its 150th Anniversary. This large event involved a weeklong celebration for the entire school community – students, staff, parents and the wider Bargo community, concluding with the finale, the 150th Anniversary Fete and Car Show, held on Saturday October 26th, 2019.

A P&C sub group was first established to ensure the community were involved in the formation and preparation of the events that took place over the week. Contact was made with a local historian where we settled on a date of the 1st of May 1869 as this represented the appointment of the first Principal, and was considered the traditional opening of the school. (However celebrations were placed on hold due to ongoing construction within the school during May). All teaching staff were involved in preparing students for a class dance performance on the fete day as well as establishing a class stall. Honorary invitations were sent to special delegates within the local community inviting them to attend all events in recognition of the school's special celebrations. This included local members of Parliament, members of the Department of Education and past staff and students of the school. Student involvement included designing a commemorative 150th anniversary t-shirt. A competition was held where students voted for their favourite design that would then be printed on a t-shirt that each student would receive as a gift from the P&C. As part of the Year 6 student farewell gift to the school in 2018, students gifted to the school funds for the restoration of the old school bell in preparation for the 150th Anniversary.

Order of events that took place throughout the week:

Monday 21st October – Official 150th Formal Assembly.

This included a blessing, the presentation of the refurbished school bell, the cutting of the cake, a morning tea/reception and the fig tree planting. The fig tree resembling this momentous occasion was planted out the front of the school

administration building on the day. Honorary local parliament members and members of Public Education attended the day's formalities.

Tuesday 22nd October – Whole School 150th Photo – aerial shot (framed)

A professional photoshoot of all staff and students wearing their commemorative 150th school shirts occurred. This photo was framed and presented at the formal assembly. 150th t-shirts were funded by the P&C and presented as a gift to all students.

Wednesday 23 October – Official opening of the refurbished frog pond area. (Also previously known as BELA – Bargo Environmental Learning Area)

A successful submission of the Woolworths Junior Landcare Grant allowed us to restore the fishpond. A parent and the owner of local business, Water Leaf Life led the restoration of the pond with assistance from students across the school. The local newspaper attended the official opening along with family members, who have had five generations of students enrolled at Bargo Public School.

Friday 25 October – Old School classroom and school dress up

The Oaks Historical Society set up the old school classroom. Students were able to visit the classroom to see firsthand what school life was like 150 years ago. The classroom was then reopened on the Saturday at the 150 Fete and Car show. Photos were sourced and then displayed inside the classroom and along the hall of fame corridors, with other memorabilia relevant to BPS.

Saturday – 150th Fete & Car Show

Students were involved in performing for the local community along with their class. These performances were held on the Saturday and were highly applauded by family and friends of the school community.

