

Barooga Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Barooga 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.

School contact details

Barooga Public School

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School background

School vision statement

Barooga Public School is a vibrant and innovative learning community that is committed to delivering quality teaching and learning programs, focusing on the overall wellbeing of each and every individual, through effective communication and connections.

School context

Barooga Public School is the only public school located in the rural town of Barooga, adjacent to the Murray River. The school's student population is generally around 150. The school provides education for students drawn from the Barooga township, its surrounding rural farming area and the larger Victorian town of Cobram.

The school attracts equity funding to support the needs of students based on;

- Socio-economic background
- Aboriginal background
- Low level adjustment for disability
- Isolation
- English Language Proficiency

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

Wellbeing

Purpose

To create a strategic and planned approach to whole school wellbeing processes that support the wellbeing of students and staff so that they can connect, succeed, thrive and learn.

Improvement Measures

Increase overall student attendance to and the number of students above 90%.

Increase in positive behaviour in the playground and classroom as measured by a reduction in negative incidents.

Progress towards achieving improvement measures

Process 1: Staff Wellbeing

Focus on the wellbeing of staff through the review and implementation of strategies, structures and processes to minimise work related stress and create a cohesive workplace.

Evaluation	Funds Expended (Resources)
All staff were supported to develop personal professional goals to support their ability to manage their own and students' wellbeing. Social activities were organised with almost 100% participation. Celebrations and recognition of teachers' involvement in extra-curricular activities, community events and care for students were regularly acknowledged. Staff enthusiastically participated in Bluearth training which focused on emotional wellbeing and self-reflection.	Professional learning resources \$3000.

Process 2: Wellbeing Framework

Develop a deeper knowledge of the Wellbeing Framework and evaluate and update current policies and practices within the framework.

Evaluation	Funds Expended (Resources)
In 2019 professional learning focused on building deep knowledge, understanding and capacity of all teachers to understand the impacts of trauma on students and their learning. Berry Street training and Kidsexpress developed the school's capacity to meet the needs of all students by supporting them in their understanding of how their feelings impact on their learning and behaviour.	Kidsexpress \$3500 Berry Street Training \$1000 Casual Relief \$1000

Process 3: Positive Behaviour for Learning

Implementation and further development of Positive Behaviour for Learning including professional learning for staff.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) has become the wellbeing framework for Barooga Public School. Signage was completed and installed communicating our three agreed values; respect, safe and responsibility. Training for 3 of the 9 modules have been completed by all staff who are implementing them in their classrooms. The school handbook was updated to reflect Positive Behaviour for Learning values and approach.	Coaching Network training \$1000

Strategic Direction 2

Teaching & Learning

Purpose

To create an integrated approach to quality teaching practice, curriculum planning and delivery, and assessment promoting learning excellence and responsiveness in meeting the needs of all students.

Improvement Measures

Improve expected student growth, as measured in NAPLAN reading and numeracy and increase the number of students in the top 2 bands.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions.

Integration of ICT is evident throughout learning in all classes.

Progress towards achieving improvement measures

Process 1: Data Collection

Develop staff knowledge in and a comprehensive system for the effective collection, analyse and use data across the school to inform student learning and effective future planning.

Evaluation	Funds Expended (Resources)
Data was collected and analysed and indicated that numeracy was an area that needed to be developed to ensure that every student demonstrated growth. Training in SCOUT data allowed all staff the ability to analyse where students were at and to plan teaching and learning activities which focused on the next steps in their learning. Additive strategies training ensured consistency of understanding and strategies to be used by teachers.	SCOUT training for staff \$1000 Numeracy additive strategies \$1000

Process 2: ICT

Development of ICT knowledge to effectively enhance learning through age appropriate learning progression.

Evaluation	Funds Expended (Resources)
The ICT scope and sequence was reviewed and evaluated by staff and implemented in teaching and learning programs. A teacher with specialised knowledge of ICT taught all classes as part of RFF. This ensured that all students had access to quality ICT learning. A further review of the changes took place mid-year and adjustments were made as required. The purchase of 18 ipads and 20 notebook computers allowed for students to have access to the latest technology.	Grants were used to purchase 18 ipads and 20 notebooks \$18000 Casual relief 3 by \$500

Process 3: Collaborative Practice

Develop staff skills through targeted Professional learning and create a comprehensive framework whereby all teachers use mentoring, coaching, collaboration and evidenced based research to improve practise and respond to student needs.

Evaluation	Funds Expended (Resources)
CESE's publication on Observation and Feedback processes were presented to all staff to develop their understanding of the purpose of observations and how to give quality feedback to each other.	Beginning teacher support for mentoring and classroom observation \$500.

Progress towards achieving improvement measures

CESE's publication on Observation and Feedback processes were presented to all staff to develop their understanding of the purpose of observations and how to give quality feedback to each other.

Beginning teacher's conference \$1000

Strategic Direction 3

Partnerships & Connections

Purpose

To foster and promote community engagement and partnerships through a range of school related activities to help build a cohesive educational community so that our students grow into confident, creative and resilient global citizens.

Improvement Measures

Increased responses and feedback from the Tell Them From Me survey and rating on the School Excellence Framework.

Increased parent and community participation in a wider variety of school activities.

Progress towards achieving improvement measures

Process 1: Professional Learning

Provided effective training on developing specific targeted links between the school, parents and the community.

Evaluation	Funds Expended (Resources)
Links with the parents/carers and school community were strengthened by providing multiple opportunities for parents to be engaged and supportive of their child's learning. This included Meet the Teacher afternoons, Parent/teacher interviews, assemblies, Fathers' Day breakfast, Mothers' Day lunch, Grandparents' Day, open classrooms and sporting carnivals and activities. As well parents and carers have the opportunity to participate in regular P&C meetings.	Catering \$200

Process 2: Community Engagement

Increasing opportunities for parent and community involvement in a variety of school activities incl. Kitchen/Garden, Tell Them From Me survey.

Evaluation	Funds Expended (Resources)
Barooga Public School's kitchen and garden has a positive effect on students, staff and the community. It allows for practical activities which engages students in their learning. Many parents and community members have been involved in helping in both the garden and helping students prepare food in the kitchen..The school has been an active participant in a local market selling excess produce. This has strengthened the school's connection with the wider community.	Kitchen/garden resources \$1000.

Process 3: Community Partnerships

Develop the processes and structures giving parents and community the knowledge and confidence to actively engage in all aspects of school life.

Evaluation	Funds Expended (Resources)
Barooga Public School is committed to involving the parents, carers, and wider community into the life of the school. In 2019 there were multiple opportunities to do this. The school participates in the annual show, NAIDOC Week activities, Lions Club Public Speaking, Anzac Day ceremony, Harmony Day and work closely with the pre-school and High Schools on transitions.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Excursions \$1100 Art work \$200 Resources \$150 SLSO support \$600 Funding Sources: • Aboriginal background loading (\$2 188.00)	Financial support was provided for students to access programs including years 3 and 4 visiting the Bangarang Cultural Centre in Shepparton which was highly valued by all students. Each student and their family were supported to complete an individual learning plan (PLP) which was communicated to all staff. NAODOC week was celebrated by students during lesson specific activities. Existing Aboriginal art panels were re-painted by all students and installed on outside walls of the school.
English language proficiency	Not applicable	Not applicable
Low level adjustment for disability	SLSOs Funding Sources: • Low level adjustment for disability (\$25 595.00)	Extra Student Learning Support Officers were employed to work closely with the classroom teachers and individual students to support their learning. Significant learning support, including health support was provided to identified students. Ongoing InitialLit, MiniLit and MultiLit training for staff took place and was implemented in teaching and learning programs.
Quality Teaching, Successful Students (QTSS)	Professional Learning and casual relief \$22000	Staff members have been involved in numerous professional learning opportunities and ongoing mentoring and coaching roles within the school. This is enhancing their capacity and leadership qualities. Staff participated in professional learning with Berry Street training, Positive Behaviour for Learning (PBL) and a writing program focusing on Vocabulary, Connectives, Openings and Punctuation (VCOP). Additionally, staff were able to access Professional Learning in Best Start, Progressions, Additive Strategies, Science and Technology, PEPDH syllabus and had opportunities to engage in reflective practice. Executive staff were able to attend network meetings and conferences.
Socio-economic background	Funding Sources: • Socio-economic background (\$58 349.00)	Financial support for students to access programs including the Canberra excursion, Lake Nillahcootie camp, performances, sport events and other school activities. .
Support for beginning teachers		The beginning teacher was provided with specific mentoring by an experienced teacher in order to build their skills and capacity. Classroom observations were conducted regularly with written and oral feedback provided in order to build confidence and skills. Attendance at the Beginning Teachers conference built networks, connections and understanding of policies and practices.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	86	82	66	61
Girls	65	60	58	57

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89	93.5	94.1	96.6
1	92.6	94.9	93.7	92
2	93.5	94.1	93.5	94.2
3	94.1	95.4	94	92.2
4	95.3	95.5	93.2	93.1
5	96.3	95.1	94.7	91.5
6	93.2	93.9	91.9	92
All Years	93.7	94.7	93.6	93.1
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)	1
Classroom Teacher(s)	5.77
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	144,331
Revenue	1,521,673
Appropriation	1,457,086
Sale of Goods and Services	1,850
Grants and contributions	61,658
Investment income	1,079
Expenses	-1,400,233
Employee related	-1,230,379
Operating expenses	-169,855
Surplus / deficit for the year	121,440

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	20,647
Equity Total	150,162
Equity - Aboriginal	2,188
Equity - Socio-economic	58,349
Equity - Language	0
Equity - Disability	89,624
Base Total	1,195,161
Base - Per Capita	29,095
Base - Location	17,549
Base - Other	1,148,516
Other Total	81,264
Grand Total	1,447,234

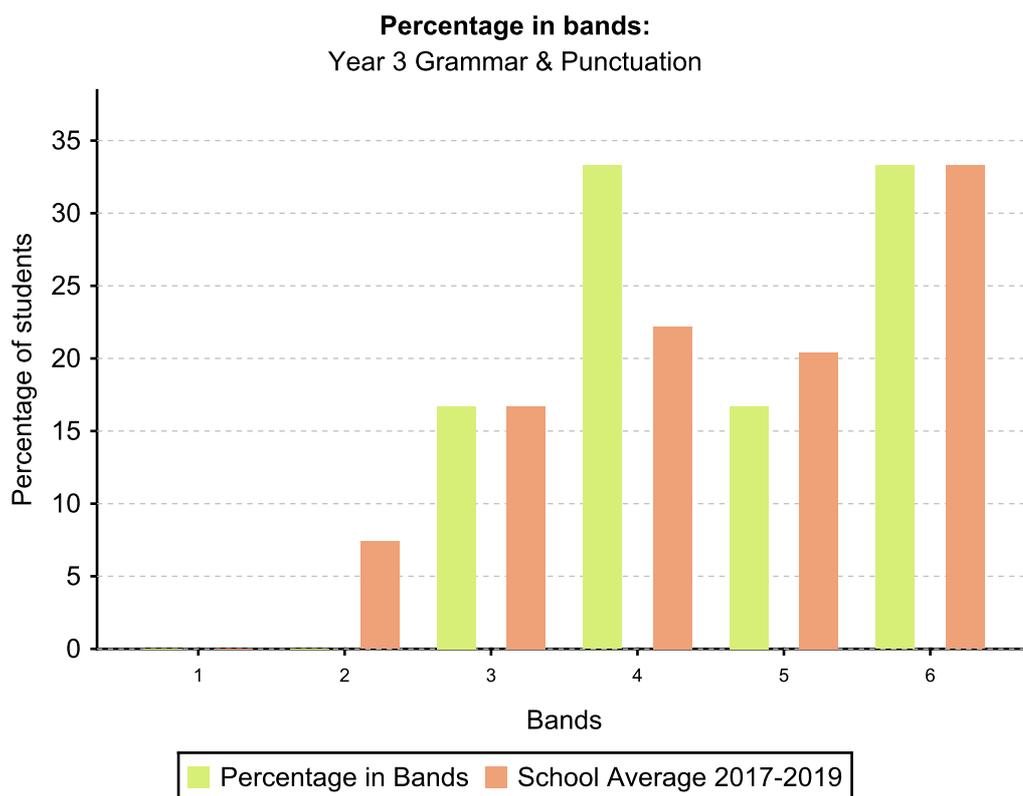
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School performance - NAPLAN

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.

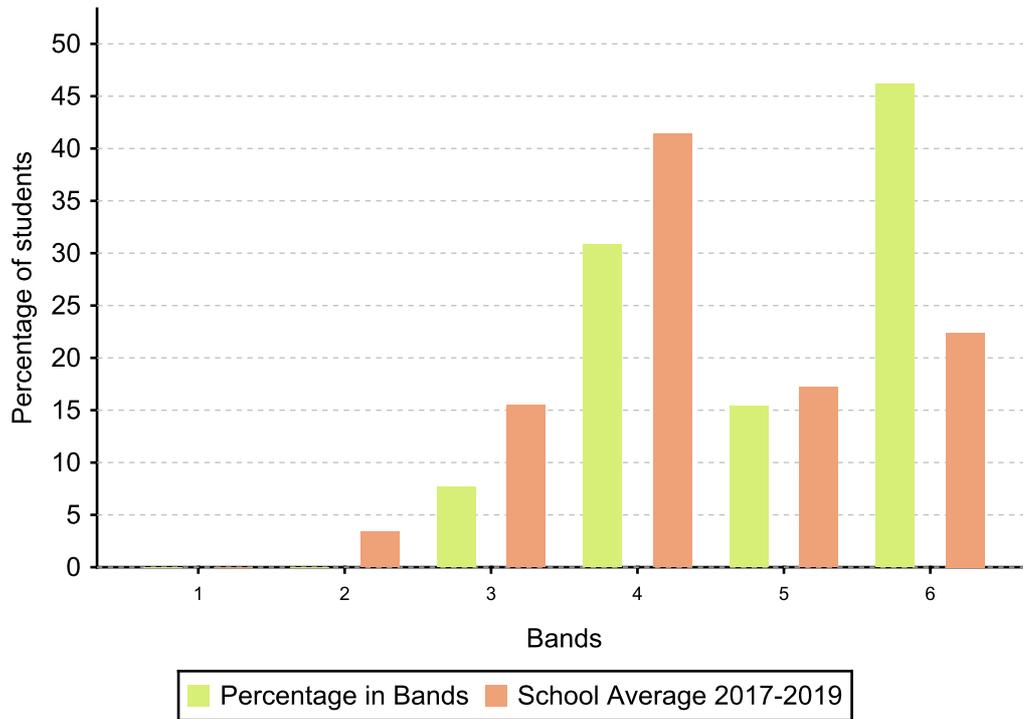
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



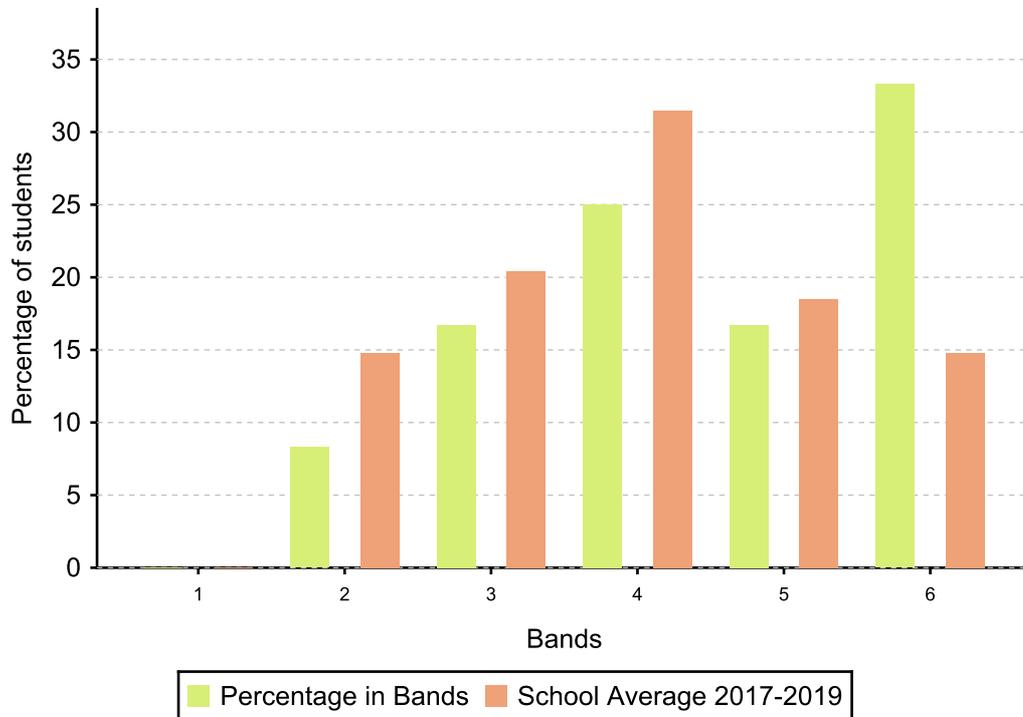
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.7	33.3	16.7	33.3
School avg -2019	0	7.4	16.7	22.2	20.4	33.3

**Percentage in bands:
Year 3 Reading**



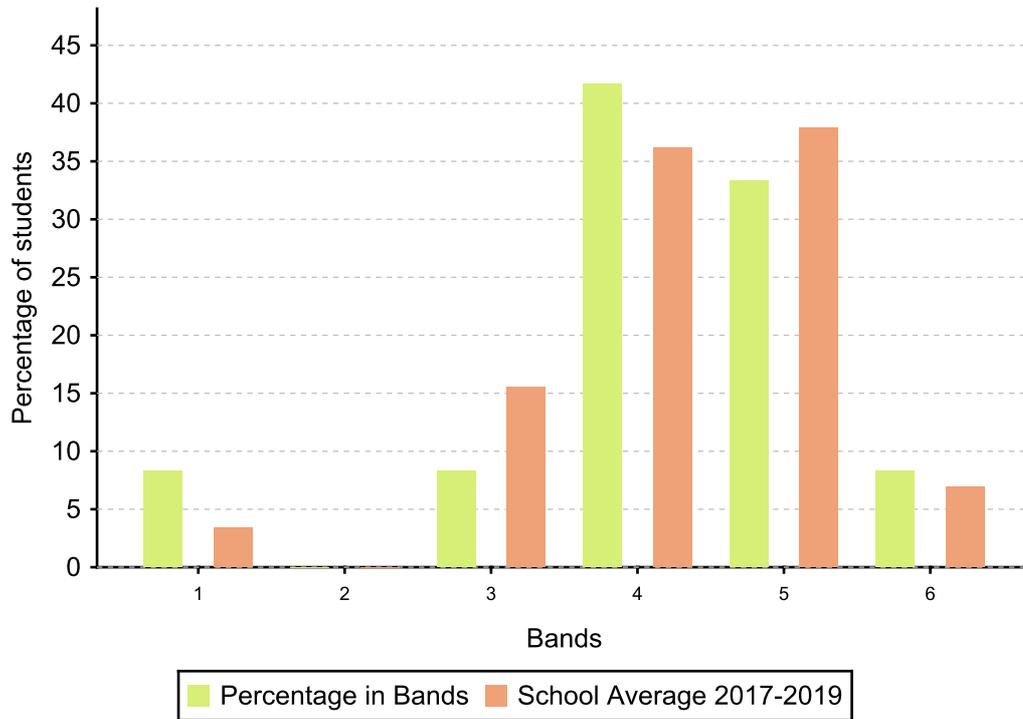
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.7	30.8	15.4	46.2
School avg -2019	0	3.4	15.5	41.4	17.2	22.4

**Percentage in bands:
Year 3 Spelling**



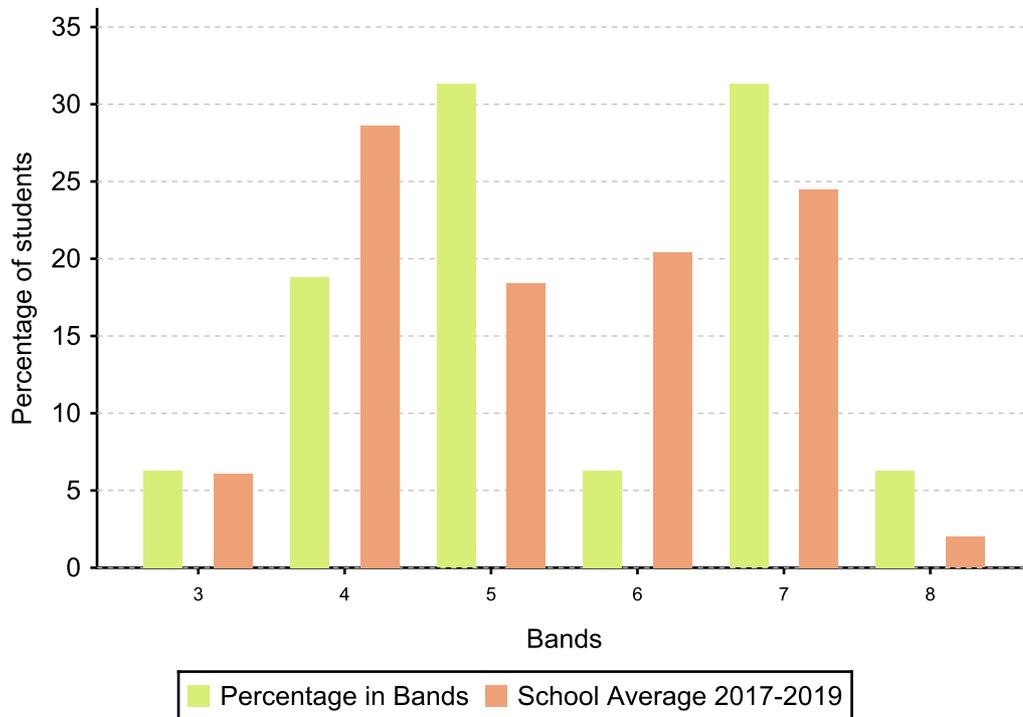
Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	16.7	25.0	16.7	33.3
School avg -2019	0	14.8	20.4	31.5	18.5	14.8

Percentage in bands:
Year 3 Writing



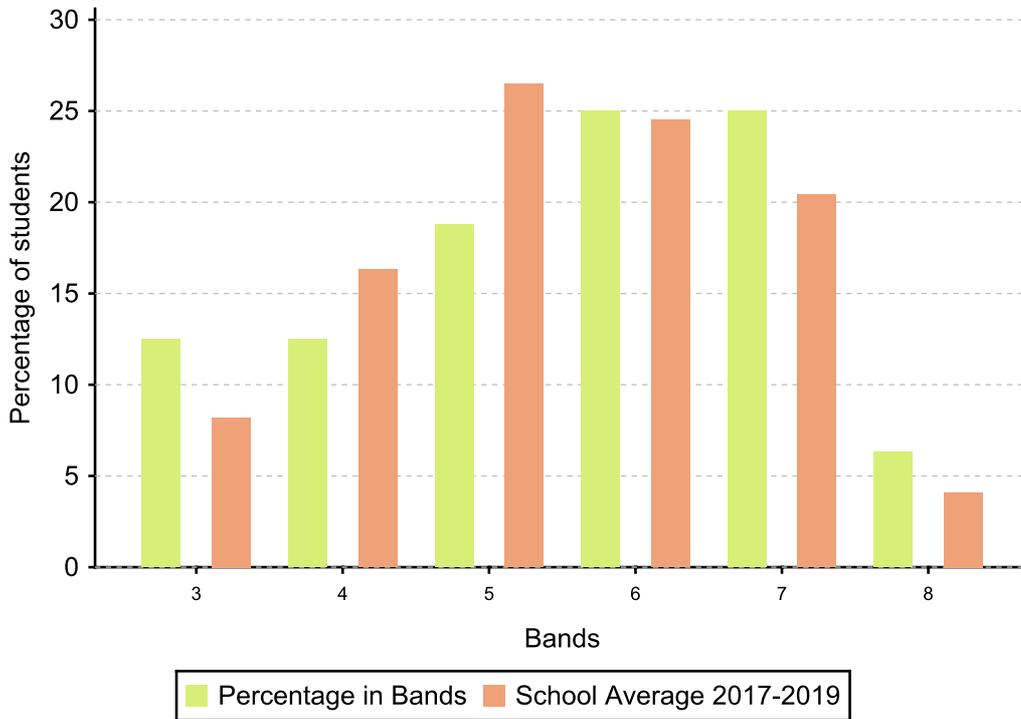
Band	1	2	3	4	5	6
Percentage of students	8.3	0.0	8.3	41.7	33.3	8.3
School avg -2019	3.4	0	15.5	36.2	37.9	6.9

Percentage in bands:
Year 5 Grammar & Punctuation



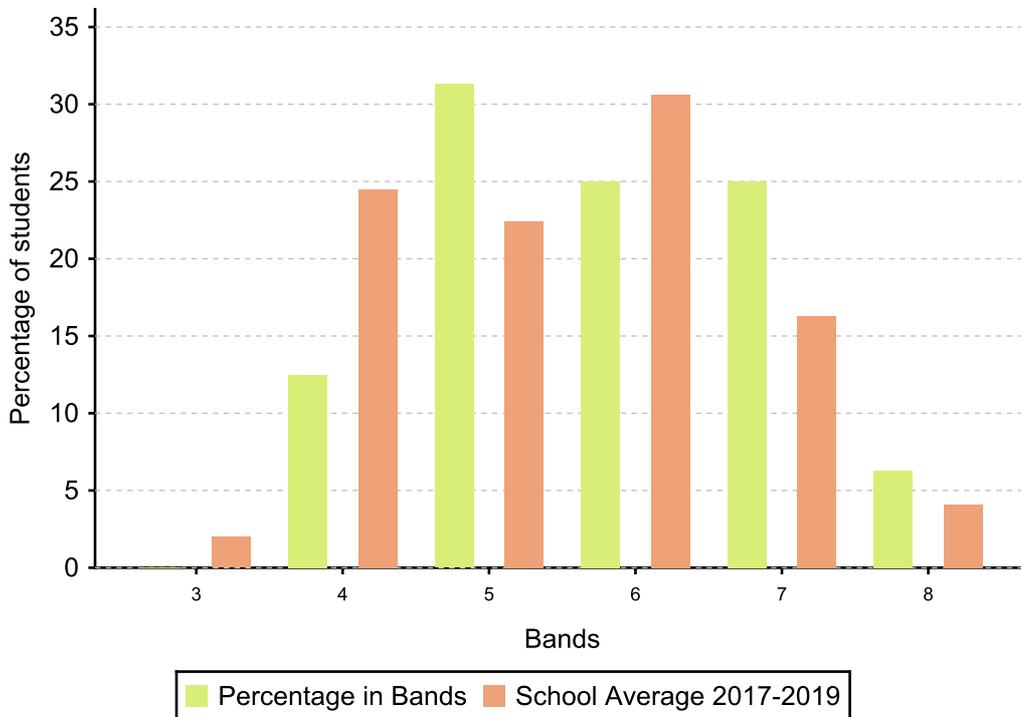
Band	3	4	5	6	7	8
Percentage of students	6.3	18.8	31.3	6.3	31.3	6.3
School avg -2019	6.1	28.6	18.4	20.4	24.5	2

Percentage in bands:
Year 5 Reading



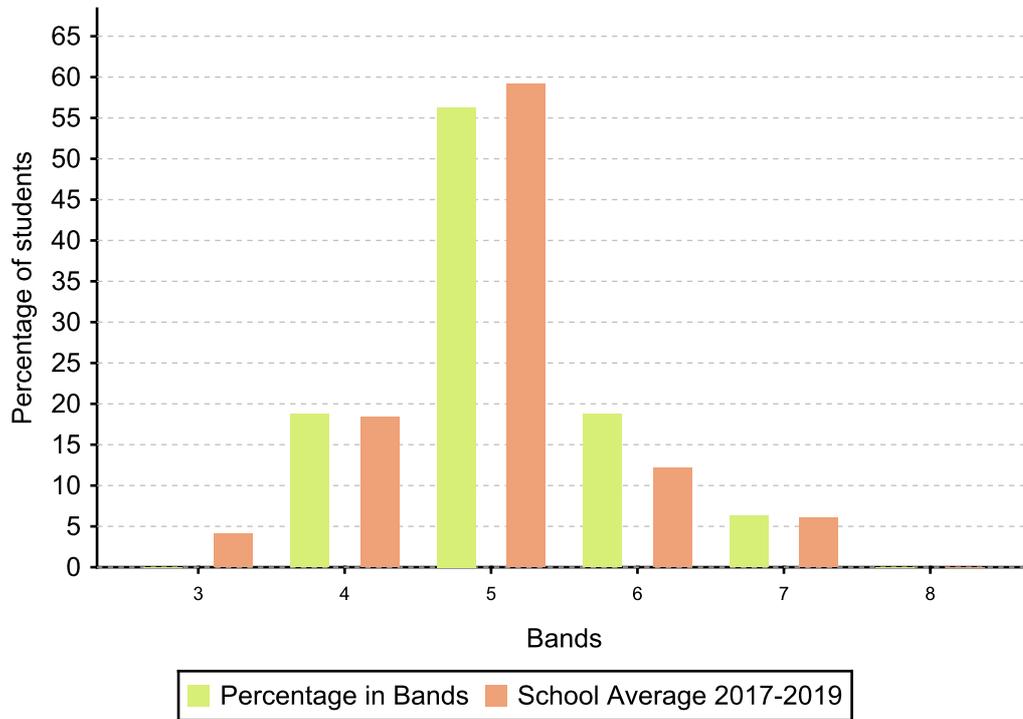
Band	3	4	5	6	7	8
Percentage of students	12.5	12.5	18.8	25.0	25.0	6.3
School avg -2019	8.2	16.3	26.5	24.5	20.4	4.1

Percentage in bands:
Year 5 Spelling



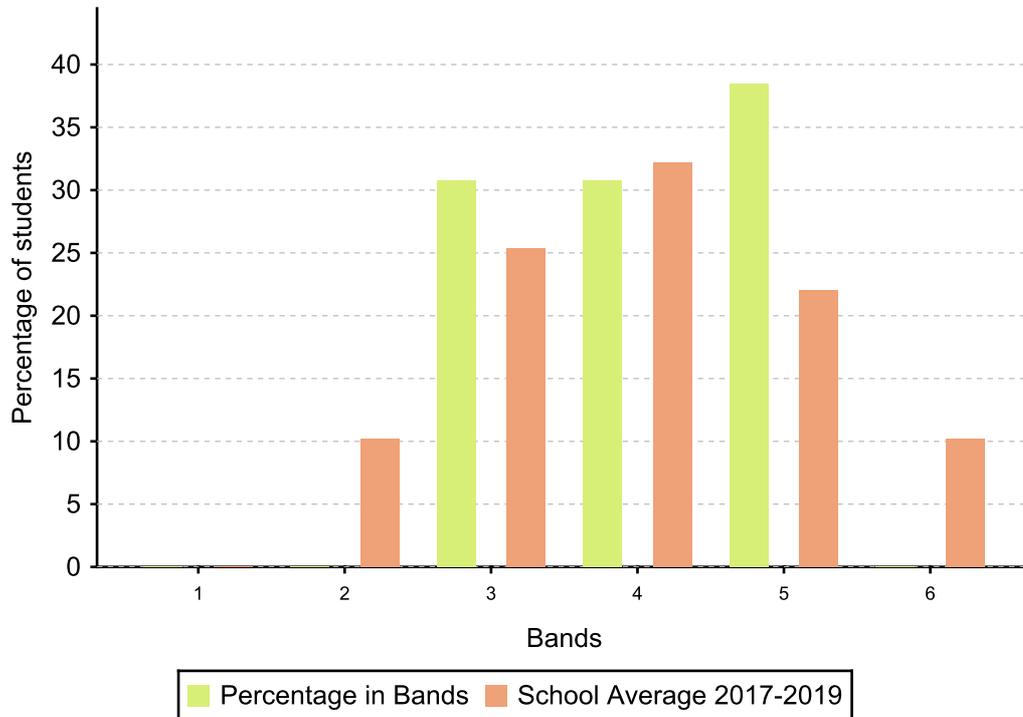
Band	3	4	5	6	7	8
Percentage of students	0.0	12.5	31.3	25.0	25.0	6.3
School avg -2019	2	24.5	22.4	30.6	16.3	4.1

Percentage in bands:
Year 5 Writing



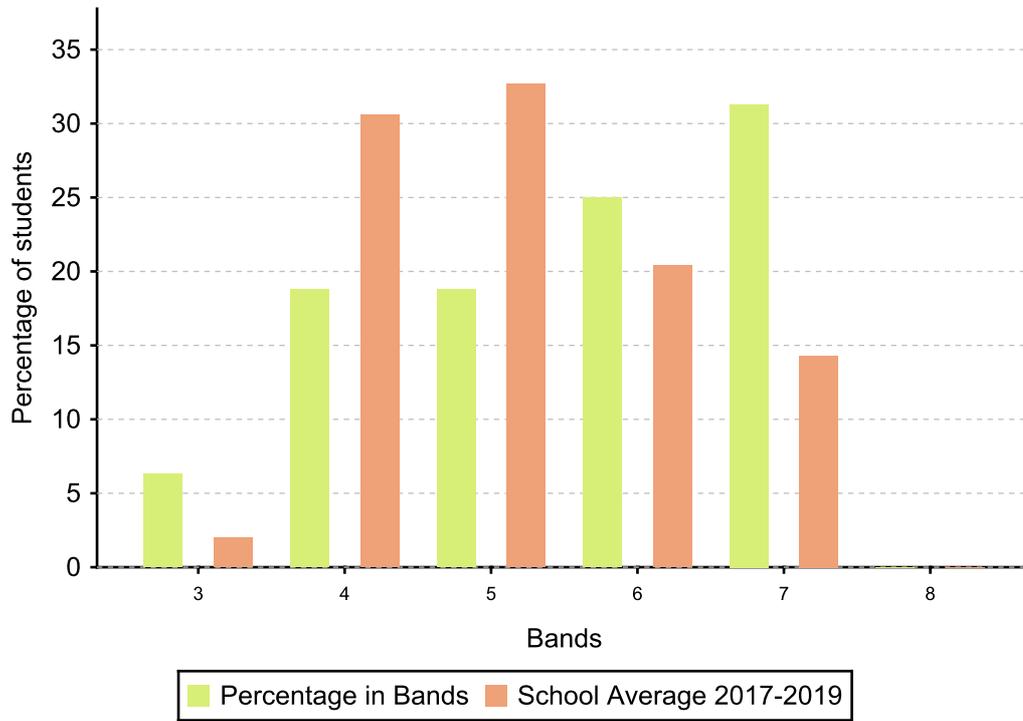
Band	3	4	5	6	7	8
Percentage of students	0.0	18.8	56.3	18.8	6.3	0.0
School avg -2019	4.1	18.4	59.2	12.2	6.1	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	30.8	30.8	38.5	0.0
School avg -2019	0	10.2	25.4	32.2	22	10.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	6.3	18.8	18.8	25.0	31.3	0.0
School avg -2019	2	30.6	32.7	20.4	14.3	0

Parent/caregiver, student, teacher satisfaction

In conversations, emails and social media generated by parents, caregivers, students and teachers the overwhelming majority indicate that they are either satisfied or very satisfied with the school. The P&C consists of a small, committed group of parents who are active and positive in their support of the school.. Feedback from this group about how systems and processes can be improved are acted on when appropriate. The Kitchen/garden is highly valued by our school community and generates much positive feedback and involvement by parents and the community. We communicate with our parents and community through our weekly newsletter, Facebook page, Seesaw and articles in the Cobram Courier newspaper.

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.