

Beelbangera Public School

2019 Annual Report



STRIVE FOR THE BEST

1167

Introduction

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

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School background

School vision statement

As a school our commitment to the community is to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our school has quality staff, supporting quality learning every day for every student.

School context

Beelbanger Public School (180 students) is located in the Riverina, 7.5km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are identified and supported as increasingly self motivated learners who are confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.



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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering

Strategic Direction 1

Wellbeing – Quality Systems

Purpose

The establishment of quality systems that promote professional development, productivity, consistency and wellbeing.

To develop, maintain and improve school systems in order to create a well-resourced, quality learning environment for all students, staff and the community.

Improvement Measures

Staff are using the appropriate system when referring students for learning support.

Student Independent Education Plans are created, implemented & updated for all identified students.

Surveys reflect improved wellbeing across the school.

The school is accessing appropriate external agencies to support students.

Progress towards achieving improvement measures

Process 1: Wellbeing

Develop staff and community understanding of the wellbeing framework, leading to the design and implementation of whole school wellbeing practices and policies which allow students to thrive, succeed and connect.

Evaluation	Funds Expended (Resources)
<p>Does the current policy align with the Wellbeing framework?</p> <p>This is still an area that will be focused on in 2020 as it encompasses such a large area for review and many new programs have been implemented as part of our Chaplaincy program along with mindfulness in the classroom and the introduction of The Berry Street Educational Model.</p> <p>What areas need to be modified to incorporate a better understanding and alignment?</p> <p>New programs that have been identified for implementation, a timeline and plan for delivery to best meet the needs of all students and more professional development time needs to be incorporated and embedded into the new policy to ensure that it is aligned and catering for a maximum number of students.</p>	<p>Wellbeing framework</p> <p>Behaviour policy</p>

Process 2: Provide staff with the skills and evidence based strategies needed with the purpose of improving professional practice, collective efficacy and being better teachers for students, through a strategic focus on wellbeing.

Evaluation	Funds Expended (Resources)
<p>Is the current professional development timeline for Wellbeing on track to meet the needs of both students and teachers?</p> <p>After starting to explore and engage with the Wellbeing framework, the staff have identified a need for more professional development in the area of implementing teaching strategies that assist trauma based students to fully engage in their learning. This will be a focus for 2020.</p>	<p>Discussion questions and data sheets to collate staff responses.</p>

Strategic Direction 2

Learning

Purpose

To equip students with the skills and strategies to take ownership of their learning in order to succeed socially and academically now and in the future.

To develop the ability to communicate their learning needs effectively.

Improvement Measures

Improve student growth in NAPLAN to 50% between years 3, 5 and 7 for comprehension and 80% in all other areas of Literacy and Numeracy, with a focus on moving the students in the middle bands to the upper bands.

To improve individual achievement with more than 80% of students achieving recommended Cluster for Literacy – Comprehension and Reading Texts. Kinder – C4, Yr 1 – C6, Yr 2 – C8, Yr3 – C9, Yr4 – C10, Yr5 – C11, Yr6 – C12.

Effective Independent Education Plans that are authentic, fluid, ongoing and regularly reviewed.

Achieve 80% of students in proficient bands for NAPLAN – Band 2 for Year 3, Band 4 for Year 5 and Band 5 for Year 7.

Staff demonstrate growth against the Australian Teaching Standards.

Progress towards achieving improvement measures

Process 1: Data Analysis

Focus professional learning on building the understanding of and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Survey will identify and answer these questions</p> <p>Is data that is being collected being used to inform teaching and learning programs?</p> <p>Is there evidence of change in practice based on mentoring, peer discussion and coaching?</p> <p>Is there growth in student outcomes?</p> <p>The survey found that there is always a need to evaluate what data is being collected, how it is being used to inform teaching and learning programs and different ways to identify how this is influencing growth in student outcomes. This evaluative process around the collection of data will continue on a more scheduled time frame.</p>	<p>Survey</p>

Process 2: Research Based Pedagogy

Develop staff knowledge through researched based pedagogy and focused, targeted professional learning aimed at improving student outcomes with a focus on Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Have staff professional development needs been met in Literacy and Numeracy? Is the model being established for networking across the school</p>	<p>Collegial discussion</p>

Progress towards achieving improvement measures

through triads, discussions, mentoring and coaching being effective?

Professional development needs in Literacy and Numeracy will continue to be a focus with Writing being a target for 2020.

The implementation of the triad process has been highly successful across all staff. The collegiality, networking, improvement in consistent teacher judgement and mentoring has been rewarding to see. This has led to increased student outcomes being achieved through more explicit and consistent teaching protocols across the school.

Staff survey

Process 3: Professional Capacity

Develop and implement a professional development framework for all teachers which is personalised and driven by the Australian Teaching Standards.

Evaluation	Funds Expended (Resources)
New policy for PDP has been completed. Staff are more independent when matching goals to the Australian Teaching Standards and the School's Excellence Framework.	PDP process and timelines.

Strategic Direction 3

Teaching and Leading

Purpose

To foster quality teaching and leadership characterised by ongoing, relevant evidence-based professional development focused on improving teacher capacity to maximise student learning outcomes.

To increase volunteer and community participation and collaboration to work together as a positive school community with a focus on students.

To improve school efficiency to streamline and modernise assessment and administrative tasks.

Improvement Measures

All student development is tracked along the literacy and numeracy continuums using PLAN and reviewed regularly in accordance with school data collection timelines.

New supervisory procedures have been established and implemented and 95% of staff identify that these are productive and conducive to change in the teaching and learning culture.

All teaching and non-teaching staff have Professional Development Plans that reflect personal, school and department goals and priorities.

Progress towards achieving improvement measures

Process 1: Consistent Teacher Judgement

Put in place structures and processes allowing staff to collaborate on the collection and evaluation of materials to ensure consistency of judgement within and across classrooms.

Evaluation	Funds Expended (Resources)
Has moderating work samples, sharing data and collegial discussion led to more consistent teacher judgement across stages? The use of triad observations as part of the Curiosity and Powerful learning framework has facilitated and further embedded the effectiveness of collegial planning, programming, assessing and evaluating student work. K-2 staff have a more established routine for this and now 3-6 staff have started to move towards this model with a greater awareness.	Staff meeting discussion

Process 2: Systems & Structures & Processes

Review, develop and implement effective systems and structures to support student learning and school management.

Evaluation	Funds Expended (Resources)
Has the stage meeting time been used to improve staff capacity to evaluate, program and work collaboratively to increase student achievement? K-2 have a well established routine that allows for effective collegial discussion, evaluation and efficient use of stage meeting times to achieve meeting goals. 3-6 staff have seen the benefits of this and are now beginning to move towards a more explicit and productive meeting process.	Staff survey Staff discussion

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO</p> <p>High School Timetables, Maps, transition days</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$10 920.00) 	<p>Has this helped prepare Year 6 Aboriginal students for the changes that they will experience in Year 7 with their workload?</p> <p>The current program for implementing targeted support has seen impressive student growth academically, in resilience and self confidence. Students are more prepared for the next step in their learning. In 2020 Stage 3 will look at incorporating more ICT skills similar to those being used in Year 7 to assist even further in their preparation.</p>
English language proficiency	<p>Visuals</p> <p>High school maps, timetables, computer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$10 920.00) 	<p>Has providing support for the Kinder and High School transition programs helped to support the needs of EAL/D students effectively?</p> <p>The targeted transition programs for Kindergarten and High School has been productive and effective in reducing the anxiety in students and ensuring they are confident and prepared.</p>
Low level adjustment for disability	<p>Teacher</p> <p>Learning Support identified students</p> <p>Literacy/Numeracy</p> <p>In class support provided by SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$64 278.00) 	<p>Student achievement is monitored and effective programs implemented to ensure identified students are supported in their learning.</p> <p>Has the in class support facilitated students to meet or work towards achieving their learning goals and outcomes in a more effective way?</p> <p>In class support has allowed students to be scaffolded and guided in applying the skills they are developing and how to effectively use these in class learning.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$32 408.00) 	<p>Teachers are engaged in lesson observations, providing effective feedback and mentoring staff to inform best practice.</p>
Socio-economic background	<p>Teacher</p> <p>Literacy/Numeracy support programs to suit identified student needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$31 908.00) 	<p>Is the current identification process being implemented by the Learning and Support team being effective in targeting the students K-6 most vulnerable who require assistance with meeting their learning needs?</p> <p>The identification of students and applying for learning support processes are extremely effective in meeting the needs of students.</p>
Support for beginning teachers	<p>Teacher</p> <p>Mentoring/professional development opportunities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$30 952.00) 	<p>Has the accreditation and mentoring programs provided along with professional learning opportunities been effective in supporting our beginning teachers?</p> <p>The mentoring program is continually being modified and updated as the resources change to meet the specific needs of each teacher. During 2019 one teacher</p>

Support for beginning teachers	<p>Teacher</p> <p>Mentoring/professional development opportunities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$30 952.00) 	<p>successfully met accreditation requirements and two teachers participated in the beginning teacher mentoring program.</p>
Targeted student support for refugees and new arrivals	<p>Teacher</p> <p>Literacy/Numeracy programs</p> <p>Translation programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$50 200.00) 	<p>Has the established program met the needs of both students and teachers in meeting educational needs and assimilating successfully to feel a part of their new school and community?</p> <p>The established program is continually being modified and adapted as new resources become available along with specific needs being met for students from different language backgrounds. Children develop a sense of belonging and are quickly accepted into the school community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	80	89	91	91
Girls	99	94	97	101

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	89.9	92.8	90.3
1	93.9	94.6	91.4	91.4
2	94.3	93.1	91.8	91.5
3	92.3	94	92.1	91.8
4	93.8	94.9	92.7	93.4
5	94.3	93	92.2	90.2
6	94.3	94.5	94.7	94.1
All Years	94	93.7	92.4	91.7
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)	2
Classroom Teacher(s)	7.94
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.94

*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	128,042
Revenue	2,202,125
Appropriation	2,114,140
Grants and contributions	87,511
Investment income	374
Other revenue	100
Expenses	-2,056,530
Employee related	-1,816,652
Operating expenses	-239,878
Surplus / deficit for the year	145,595

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	128,787
Equity Total	128,967
Equity - Aboriginal	10,375
Equity - Socio-economic	34,431
Equity - Language	10,407
Equity - Disability	73,756
Base Total	1,537,520
Base - Per Capita	44,112
Base - Location	28,039
Base - Other	1,465,369
Other Total	211,418
Grand Total	2,006,693

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. Using the student Tell Them From Me surveys:

- 83% of students felt accepted and valued by their peers, demonstrating a positive sense of belonging
- 84% of students try hard to succeed in their learning
- 73% of students felt that they have someone at school who consistently provides encouragement and can be turned to for advice.
- 82% of students felt that teachers are responsive to their needs and encouraged independence
- 87% of students felt that the school staff emphasise academic skills and hold high expectations for all students to succeed

Staff were surveyed in relation to Professional Development opportunities provided within Curiosity & Powerful Learning:

- 97% of staff found the process of observation triads a very effective way to improve consistent classroom practice across the school
- 95% of staff felt that the observation process should be continued and refined to meet specific needs

Parents were surveyed about the things that they felt the school did well and areas for development;

Strengths

- inclusion
- knowing all students
- positive atmosphere
- mixture of sport, academic and cultural activities

Areas for Development

- Consistency in the playground with behaviour expectations
- Increased use of technology for Year 6 in preparation for High School





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.

