

Ben Lomond Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Ben Lomond 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

The Snow Gums Learning Alliance is an innovative, learning community that seeks every opportunity to extend collaborative opportunities to create successful and engaged learners.

Ben Lomond Public School is an engaged, active contributor to the Snow Gums Learning Alliance. We live our values of respect, responsibility, leadership and resilience.

School context

The Snow Gums Learning Alliance consists of five small schools, Bald Blair Public School, Black Mountain Public School, Ben Lomond Public School, Chandler Public School and Ebor Public School. The Alliance was formed in 2013 to enhance teaching and learning.

Ben Lomond Public School is a small rural school with a population of fourteen students, across Kinder to Year 6.

The Family Occupation and Education Index (FOEI) is a school level measure of relative socio-economic disadvantage developed specifically for NSW government schools. FOEI is based on students' parental background information provided on enrolment forms. This measure has been developed by the Office of Education's Centre for Education Statistics and Evaluation (CESE). Ben Lomond Public School's FOEI value is 36 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. Ben Lomond Public school's FOEI value is among the lowest 20 per cent of FOEI values across NSW government schools.

The school provides a high quality education, with a curriculum designed to engage and challenge each and every student. Online learning supports and enhances the strong literacy and numeracy focus. Critical and creative thinking is central to project based learning that allows the students to take mastery of their own learning.

The school is situated twenty two kilometers from Guyra on the Ben Lomond Road. The student population is mostly drawn from farms within the local area.

Ben Lomond Public School has a talented staff, which is committed to quality learning outcomes for students. We have 2 teaching staff with a full time equivalent of 1.4. The school has 3 Non-teaching staff with a full time equivalent of 1.2

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

Excellence in Teaching and Learning

Purpose

To ensure that learning builds the capabilities for every student so they are

- literate
- numerate
- collaborative
- self – directed
- resilient
- innovative
- critical and creative life long learners.

Improvement Measures

All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/Progressions) with the school achieving at or above state averages and at or above like school groups in all measures; national minimum standards, % top two bands, value added, attendance, equity measures.

New curriculum and revised wellbeing framework measurably enhance teaching, learning and student wellbeing.

Visible learning, as one aspect of Assessment for learning, is evident in classrooms and teaching and learning programs.

Progress towards achieving improvement measures

Process 1: 1. Engaged successful students

Revise and reinvigorate student wellbeing policies, practices and programs across the Alliance.

Evaluation	Funds Expended (Resources)
Working across the Snow Gums Learning Alliance staff have collaborated to embed initiatives.	Professional development funds

Process 2: 2. Quality pedagogy

Implement new syllabus documents using inquiry/project based models collaboratively within the Alliance.

Evaluation	Funds Expended (Resources)
All syllabus requirements are fulfilled.	Professional learning funds to release teachers to collaborate.

Process 3: 3. Personalised learning, assessing and reporting

Learning will be both student and data driven. Using assessment for learning (AFL) strategies and formative assessment practices and the National Literacy and Numeracy Progressions.

Evaluation	Funds Expended (Resources)
Students and staff have a shared language around evaluation.	

Strategic Direction 2

A Dynamic, High Performing Learning Culture

Purpose

Strong, collaborative, collegial directions strengthen teaching and learning across the Snow Gums Learning Alliance.

- Highly Professional, Collaborative Staff
- Continually Improving, Evidenced Practice
- Empowered Systems Leaders

Improvement Measures

All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/Progressions) with the school achieving at or above state averages and at or above like school groups in all measures; national minimum standards, % top two bands, value added, attendance, equity measures.

All students receiving additional learning support have a detailed learning and support plan implemented across the school and shared with parents.

Student development and achievement of learning goals is evidence of their own ability and a commitment to improve.

Progress towards achieving improvement measures

Process 1: Collaboration across the Snow Gums Learning Alliance is embedded to sustain a commitment to engage in and implement some or all of:

- Learning Walks
- Instructional Rounds
- Classroom walk throughs
- Lesson Study.

The NSW Quality Teaching Model is used by teachers to improve teaching practice and hence student learning outcomes.

Evaluation	Funds Expended (Resources)
Improvement needed in the management of this.	Professional learning funds.

Process 2: Develop and embed a growth mindset culture across the school.

Evaluation	Funds Expended (Resources)
Students approach challenges with resilience and positivity.	

Process 3: School data will be analysed in order to take an evidence based approach to school improvement.

Evaluation	Funds Expended (Resources)
Ongoing use of data.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		Targeted student support.
Low level adjustment for disability	\$10672	Students with specific learning needs have been given targeted individualised support.
Quality Teaching, Successful Students (QTSS)	\$1281	Allowing principal to spend extra time in classrooms doing teacher observations.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	5	3	6	8
Girls	2	3	8	6

Student attendance profile

School				
Year	2016	2017	2018	2019
K		93.5	100	100
1	100		83.7	95.1
2	89.8	100	84.9	86.2
3	100	94.4	99	95.8
4		100	92.1	96.9
5			98.2	97.3
6	98.4		95.7	98.4
All Years	96.1	96.4	94.7	96.5
State DoE				
Year	2016	2017	2018	2019
K		94.4	93.8	93.1
1	93.9		93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4		93.9	93.4	92.9
5			93.2	92.8
6	93.4		92.5	92.1
All Years	93.9	94.1	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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*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	112,770
Revenue	427,021
Appropriation	420,062
Sale of Goods and Services	436
Grants and contributions	6,081
Investment income	442
Expenses	-412,766
Employee related	-361,096
Operating expenses	-51,671
Surplus / deficit for the year	14,255

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	61,710
Equity Total	14,444
Equity - Aboriginal	889
Equity - Socio-economic	340
Equity - Language	0
Equity - Disability	13,215
Base Total	299,248
Base - Per Capita	3,285
Base - Location	8,085
Base - Other	287,878
Other Total	41,926
Grand Total	417,327

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

In 2018 the school gathered information from students, staff, teachers and community members about the school. The information was gathered through parent meetings, emails, School Assemblies, the Ben Lomond Community ANZAC Day Service, and visits from community partners.

Some of the feedback included;

- * The majority of feedback from the wider community was positive recognition of the manners and positive behaviour of the students.
- * The majority of students agreed that school was a positive place and their needs are catered for.
- * The majority of parents reported the school was catering to the learning needs of their child.
- * All staff reported feeling supported to carry out their role within the 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.

In 2019 Ben Lomond Public School had one student who identified as Aboriginal. Aboriginal perspectives are embedded across the curriculum so that all students gain an understanding of Aboriginal and Torres Strait Islanders' contributions, both past and present to Australian society and culture. Acknowledgement of Country was included at all assemblies.

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.

Students celebrated Harmony Day with the students and staff of Black Mountain Public School. They participated in a variety of games and activities originating from different countries around the world. The students and staff then shared a meal consisting of a range of foods from different cultures.

Other School Programs (optional)

Premiers Sporting Challenge

The NSW Premiers Sporting Challenge is a NSW Government initiative that aims to engage young people in sport and physical activity and encourages them to lead a healthy and active lifestyle. The students were challenged to engage in physical activity every day for a period of ten weeks. Overall the school achieved Gold status for physical activity each week.

Wellbeing

Positive Behaviour for Learning (PBL) is an embedded practice at Ben Lomond Public School that supports students to Connect, Succeed and Thrive. PBL supports students and staff to live our values of *Respect, Responsibility, Leadership and Resilience*.

Creative Arts

The school continued to employ a specialist music teacher, Mrs Tanya Siddell, to provide a music program. The students were involved in learning recorder. Through the sponsorship of RuralAid the school was donated 3 trumpets, 3 flutes and 3 clarinets, specialist teachers from *New England Conservatorium of Music (NECOM)* then travelled to Ben Lomond to teach a band program to students in years 3–6. Students successfully performed at the annual presentation day.

Mrs Kelly Vimpany worked with the students to produce items to submit to the Glen Innes and Guyra Shows. The students were again successful at the Glen Innes Red Cross Christmas Tree Exhibition.

Snow Gums Learning Alliance

The school continued to be a proud member of the Snow Gums Learning Alliance in 2019. This network provides opportunities for both students and staff in the other four small schools to interact and deepen their learning. In 2019 this Alliance provided opportunities such as:

- * Small schools swimming carnival, hosted by our school
- * The Highland Fling, a sport and culture day hosted by Black Mountain Public School
- * The Finlaysons Sport Day, hosted by Chandler Public School
- * STEM (Science, Technology, Engineering and Mathematics) Camp at Thalgarrah with support from staff from the University of New England and private enterprise.
- * Combined staff development days and professional learning.
- * Combined planning to develop common Strategic Directions.