

Bilambil Public School

2019 Annual Report

Bilambil PUBLIC
SCHOOL

Inspiring 21st Century Learners

1224

Introduction

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

Bilambil Public School aims to be an *inspiring* and *engaging* environment where children are *enabled* to have maximum choices for their life!

School context

Bilambil Public School is a dynamic school on the far North Coast in a peaceful, learning environment. The dedicated staff believe that explicit and engaging teaching will develop the whole child cognitively, socially, emotionally, creatively and physically. A focus on explicit teaching in all areas is complemented by differentiated pathways designed to meet the needs and interests of each child. Bilambil parents, staff and students proudly work together to create a great nurturing school.

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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Deep Learning for Today

Purpose

For every student and every staff member know their own skill journey with teaching and learning in Literacy and Numeracy.

Improvement Measures

Each child is tracked through the department's Literacy and Numeracy progressions to record and analyse learning growth in all aspects of Literacy and Numeracy

Each child is tracked through school internal diagnostic testing to realise a minimum of one year's learning growth in all aspects of Literacy and Numeracy

Each Year 5 child is tracked through NAPLAN testing to realise at or above test ACARA expected learning growth in all aspects of Literacy and Numeracy

Progress towards achieving improvement measures

Process 1: Literacy & Numeracy – Student Development

Expand the progression of each student's individual Literacy and Numeracy learning journey within the school.

Evaluation	Funds Expended (Resources)
Did we do what we said we were going to do? Yes	Nil
What has been the biggest shift in teacher practice? Analysing data to inform teaching	
Are students showing improvement? Yes	
What successes/challenges has this identified? Time restraints	
What further actions are needed? Continued commitment	

Process 2: Literacy & Numeracy – Staff Collaboration

Staff collaboratively support each other to ensure individual and team growth with highly effective teaching practice in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Did we do what we said we were going to do? Yes	
What has been the biggest shift in teacher practice? Analysing data to inform teaching	
Are students showing improvement? Yes	
What successes/challenges has this identified? Time restraints	
What further actions are needed? Continued commitment	

Strategic Direction 2

Deep Learning for Tomorrow

Purpose

For every student and staff member is enthusiastic and passionate about their current and future world of teaching and learning.

Improvement Measures

Annually increase the proportion of students achieving ICT skill outcomes as defined in the school ICT Scope and Sequence.

Annual increase in levels of teacher's professional ICT knowledge, skills and application.

High teacher engagement in connected cross-curricular teaching and the provision of innovative learning experiences.

Progress towards achieving improvement measures

Process 1: Communication Technology

Staff and students acquire new, and expand our current Information Communication Technology (ICT) skills within their wider learning experiences.

Evaluation	Funds Expended (Resources)
Did we do what we said we would do? Yes	
Were there been any barriers? Broad range of teacher IT competencies	
How are the staff using the new technology in their classrooms?	
What has been the impact on student learning? Improved problem solving and IT skills	

Process 2: Passion and Innovation

Investigate, explore and engage in a connected, cross-curricular alternative teaching framework to have teaching and learning experiences driven by passion and innovation.

Evaluation	Funds Expended (Resources)
Did we do what we said we were going to do? Yes	
What has been the biggest shift in teacher practice? Team teaching and collaborative planning	
Are students showing improvement? Yes	
What successes/challenges has this identified? Time restraints	
What further actions are needed? Continued commitment	

Strategic Direction 3

Deep Wellbeing for us all

Purpose

For every student, parent, carer and staff member engage in making their world, and others, positive and productive.

Improvement Measures

High levels of student wellbeing and engagement.

Increased levels of parental and community with and engagement in student learning and whole school events as measured by attendance or participation data.

Increased usage levels of communication streams between school, home and the community.

Progress towards achieving improvement measures

Process 1: Components of Wellbeing

Expand and grow the many components of the Bilambil Wellbeing Umbrella and its impact on student, staff and parent/carer's lives within our school.

Evaluation	Funds Expended (Resources)
Are the activities being implemented as intended? Yes	
Are the outcomes realistic? Yes	
Is there further professional learning needed? Yes	
Has there been a shift in teacher practice? Yes	
What successes/challenges has this identified? Budget restraints	

Process 2: Home/School Connections

Enhance the connection between school and home leading to greater understanding and engagement of parents/carers within their child's specific learning journey.

Evaluation	Funds Expended (Resources)
Did we do what we said we would do? Yes	
What successes/challenges has this identified? Some logistical organisation	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	School staff Student data	Draft 2020 Class Lists reflect an understanding of EALD student's needs and a plan for their success,
Low level adjustment for disability	School Staff Students Parents/Carers	Analysis of effectiveness of 2019 strategies and draft finalised for SLSO/targeted students and their strategies for 2020.
Quality Teaching, Successful Students (QTSS)	PLAN2Staff, EAFS Leaders, AP Teaching & Learning * Quality Teaching, Successful Students(QTSS) (\$ 6250.00) * Quality Teaching,Successful Students(QTSS) (\$ 1500.00) Funding Sources: * Quality Teaching, Successful Students(QTSS) (\$6 250.00) * Quality Teaching, Successful Students(QTSS) (\$1	100% of students plotted on PLAN2 "Understanding texts", "Creating texts" and "Quantifying numbers" School Plan & Milestones formulated 2020–2021
Socio–economic background	ICT Committee DoE ICT suppliers * Socio–economic background (\$ 15000.00) * Socio–economic background (\$ 2600.00) * Socio–economic background (\$ 2600.00) Funding Sources: * Socio–economic background (\$15 000.00) * Socio–economic background (\$2 600.00) * Socio–economic background (\$2 600.00)	Staff have equipment to implement teaching and learning as required. ICT audit reflects this. Executive staff reflect end of year teacher reports are of a high and consistent standard. Staff understand the impact of their 2019 teaching practice and determine areas for self–improvement for 2020 focus.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	167	175	176	172
Girls	145	148	148	163

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	95.2	93.9	93.2
1	95.6	95.1	93.2	94.1
2	94.8	94.6	94.8	93.1
3	94.2	95.5	94.5	94.5
4	92.1	95.2	93.2	93
5	94.6	95.1	93.8	92.7
6	93.9	94.3	94.2	93.1
All Years	94.5	95	93.9	93.4
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)	12.73
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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	190,996
Revenue	3,829,027
Appropriation	3,201,439
Sale of Goods and Services	5,679
Grants and contributions	620,470
Investment income	1,438
Expenses	-3,913,362
Employee related	-2,937,760
Operating expenses	-975,602
Surplus / deficit for the year	-84,335

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	184,561
Equity Total	257,162
Equity - Aboriginal	19,313
Equity - Socio-economic	83,608
Equity - Language	3,213
Equity - Disability	151,027
Base Total	2,453,437
Base - Per Capita	76,023
Base - Location	0
Base - Other	2,377,414
Other Total	198,011
Grand Total	3,093,170

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

100% of Bilambil school staff have a strong attachment to the school and understand what is expected of them to do well in their role. Over 95% of staff feel supported and their individual differences are respected. More than 85% of staff are satisfied with the leadership in the school and how changes are managed. 50% of Bilambil staff are interested in taking on leadership roles within the school.

Over 95% of students report that their classroom is an interesting place to learn and their teachers care about them. Over 90% of students are proud of the work they do in class and like coming to school.

Over 85% of parents agree that school is continually finding ways to improve what it does and the students are the school's main concern. 95% of parents are proud of their child's school and support what is happening at the school. More than 80% of parents think that the school is well organised and the school ensures everyone at the school is treated fairly.

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.