Balarang Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Balarang 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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School background

School vision statement

Balarang Public School provides a caring environment where safety, respect and learning are valued. The vision of the Balarang Public School community is to foster high expectations and to deliver excellence within a rich and innovative learning environment, where every student has the opportunity to achieve their personal best through engaged and active learning.

We acknowledge and encourage development across academic, creative, physical and technological domains. We promote diversity, resilience, equity and tolerance to enable all students to reach their full potential – socially, emotionally, physically and academically.

We are safe, respectful learners.

School context

Balarang Public School is located in the southern Wollongong suburb of Oak Flats, within close proximity to Shellharbour. In 2019 the school had a student enrolment of approximately 265 students, with 11 mainstream classes.

The school's enrolment trend is reducing in numbers, consistent with the maturing demographics of the area, but remains the first choice school for local families.

The school's ICSEA, at 950 (ACARA website), shows a broadly average socio–educational spread with 48% in the lowest quartile and 5% in the highest quartile. The NSW Department of Education measure of Family Occupation and Education Index (FOEI) is 114.

35 Aboriginal students are enrolled at our school and student performance for our Aboriginal students is consistent with all other students in each cohort.

The continuation of Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) continues to result in significant gains in Literacy and Numeracy levels for all students in Kindergarten, Year 1 and Year 2, as indicated in our value–added data. The continuation of Daily 5 in all Year 3 to 6 classes has facilitated the creation of innovative, creative and collaborative learning spaces for both students and teachers. Technology is used extensively by all Year 5 and 6 students in all KLAs through the implementation of a BYOD learning model, providing the foundations for students to become inquisitive, responsible and self– reliant learners for the future.

Professional learning in evidence based assessment and teaching practices has resulted in the establishment of systematic and explicit assessment strategies across the school and this will be an area for continued focus.

Balarang Public School is a Positive Behaviours for Learning (PBL) school where our three values of Safe, Respectful, Learners is reinforced by the community, students and staff at all times. The well–being of students socially, emotionally and academically is a priority. The continuation and further development of our wellbeing programs, for both boys and girls, means that all our students are known, valued and cared for.

The engagement of a Community Liaison Officer in Semester 2 has resulted in enhanced community partnerships and this will continue to be developed in 2020.

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

Strategic Direction 1

A personalised approach that inspires learning excellence.

Purpose

Our purpose is to create a culture that promotes educational aspiration and promotes learning excellence. Our learning programs provide a range of quality learning experiences that are personalised to meet the cognitive, social, emotional and physical needs of all students. Our teaching pedagogy promotes a culture of high expectations and excellence through the provision of evidence based learning experiences that enable all students to become successful, confident, creative learners and actively informed global citizens.

Improvement Measures

Increase the proportion of students in the top 2 bands as outlined in Premiers Priorities.

Increase in the number of students achieve year appropriate growth in Literacy and Numeracy.

Improved evidenced based practices in place, resulting in measurable improvements in wellbeing and engagement.

Progress towards achieving improvement measures

Process 1:   Wellbeing Develop a strategic and planned approach to deliver whole school wellbeing processes that support students' learning, engagement and wellbeing.

Evaluation	Funds Expended (Resources)
Enhancement of wellbeing practices formed a key focus throughout 2019. A more consistent approach to the implementation of intervention practices for students requiring additional support, both academically and within the social and emotional domains, was increasingly evident. This included enhanced communication and reporting processes through the Learning and Support team. Regular scheduled PBL workshops in staff meetings, facilitated by the school's PBL coach, ensured consistent understanding of reporting processes and relevant support interventions applied. Throughout Semester 2, the school's PBL coach was released from class full–time to act as coach / mentor in trauma informed practices. This was further supported by a school team participating in Berry Street Education Model professional learning sessions. The modelling of restorative practices in incidents of reported conflict was also introduced in 2019. The strategic and planned processes for the monitoring of students attendance continued throughout 2019, however, with frequent outbreaks of viral infections, and families taking extended holidays overseas, attendance data was impacted. Additional wellbeing programs included our weekly Rock and Water program for boys in Years 4, 5 and 6. The weekly Stage 3 girls' "tea and talk" sessions were also conducted,; these were co–ordinated and implemented by the School Counsellor and the school's Learning and Support Teacher.	Attendance at Berry Street Education Model training workshops – $6,000 Teacher release for one teacher throughout Semester 2 in role of Intervention Support Coach was funded through flexible use of staffing allocation. Introduction of Learning to Play social skills programs K–2 – $6,000.00 Engagement of SLSOs to compliment and support social skills programs across the school, particularly during play breaks **Funding Sources:** • Socio–economic background ($12000.00) • Aboriginal background loading ($15000.00)

Process 2:   Curriculum and Learning. Delivery of an integrated approach to quality teaching and curriculum planning that is student centred, supports high expectations and enables students to understand how they learn and how they can achieve personal goals.

Evaluation	Funds Expended (Resources)
A review of our school's Scope and Sequences across all curriculum areas was completed. This will now be fully implemented in 2020 and reviewed at the end of the year, and will ensure a consistent and sequential delivery of curriculum knowledge and content across all stages of learning. Representative teachers from each stage worked in collaboration to ensure the final document complied with NESA requirements, and outlined a	$96,044.00 – salary Learning and Support teacher for Low level adjustment for disability and the use of additional equity funding enabled the engagement of the Learning and Support Teacher in a full time

Progress towards achieving improvement measures	
continuum of learning that built on students' prior knowledge from Kindergarten to Year 6. SLSOs were engaged to provide support for students to achieve their full potential both socially and academically, and assist identified students to practice self–regulation strategies. High levels of classroom support for students identified through Learning and Support Team processes were funded with the use of Low Socio–economic and Low level adjustment for disability equity funding. Additional in–class and social support was made possible for identified Aboriginal students, including enrichment activities for some students, through the utilisation of Aboriginal Background loading.	capacity. **Funding Sources:** • Aboriginal background loading ($8000.00) • English language proficiency ($14725.00) • Low level adjustment for disability ($130923.00)

Process 3: **Assessment and Feedback.** Consistent school–wide practices of formative assessment and use of learning progressions to monitor, plan and report on student learning. Timely feedback, and targeted intervention reflects best practice for support and enrichment to maximise student achievement.

Evaluation	Funds Expended (Resources)
A comprehensive and systematic schedule for the collection, analysis and reporting of assessment data was developed in 2019. A data team was formed with teachers from Stages 2 and 3. Following the testing of all students in Years 3 to 6 in PAT reading and mathematics in term 1, a detailed analysis of data was undertaken and reported back to all teachers K–6. Patterns of incorrect responses were identified for further consolidation in all classes – time, measurement and fractions and decimals were identified as areas of priority. Further testing of identified students using SENA 2 enabled differentiated programs to be implemented. PAT data was further triangulated on release of Year 3 and 5 NAPLAN data, and this was followed by PAT testing in term 4 for all students in Years 2 to 6. End of year data analysis enabled teachers and Stage teams to assess growth for all students. Professional Learning in embedding formative assessment will become a key focus for all teachers in 2020 and will further enhance our understanding of using quality assessment strategies.	**Funding Sources:** • Professional learning ($5000.00)

Strategic Direction 2

Evidence based teaching practices.

Purpose

Passionate and skilled teachers are committed to identifying, understanding and implementing explicit evidence–based teaching practices. Our purpose is to create and sustain a stimulating and engaging professional environment that is supported by a culture of collaboration, and where all staff demonstrate a commitment to reflecting on and developing their professional expertise. Through the provision of quality professional learning opportunities for teachers and leaders, teachers and support staff will have the capacity to provide curriculum that is sufficiently responsive to meet the needs of all students

Improvement Measures

Increased number of teachers participating in leadership and mentoring opportunities.

All teachers actively engaged in TPL priorities to ensure school planning milestones are met.

100% teachers reference Australian Professional Standards for Teachers in PDPs and teaching and learning programs.

100% of teachers embedding evidence based teaching practices including learning intentions, success criteria learning goals and student feedback. Anecdotal evidence will include professional conversations, teaching programs, and lesson observations.

Progress towards achieving improvement measures

Process 1: **Collaborative Practice (Learning and Development and Professional Standards))** Implementation of explicit systems for collaboration through whole school facilitation of strategic professional learning programs, lesson observations, mentoring and modelling of effective practice to develop a culture of continuous improvement and growth mindset– including measurement against Professional Teaching Standards and Accreditation for all teachers.

Evaluation	Funds Expended (Resources)
QTSS funding has enabled the implementation of a structured mentoring program through the employment of an additional teacher 2 days per week to release lead teachers and members of the executive team. Mentoring programs enabled teachers to work with one another to share expertise and provide feedback, support and assistance. Mrs McLean, Mr Bromwich, Mrs Kidd and Mr Gatwood supported their teams by: promoting active learning by offering teachers opportunities to become involved in meaningful discussion and planning, observe other teachers, be observed, and receive feedback; modelling, observing and providing feedback in trauma informed practices; mentoring colleagues in the collation, analysis and using data to inform practice; and offering teachers opportunities to link the ideas learned in professional learning sessions to their teaching context.

Balarang Public School continues to provide professional learning opportunities to support the consolidation of the whole school curriculum implementation. Staff K–6 engaged in lesson observation as part of the planned whole school and stage learning priorities. The observations were based on:

* Individual Professional Development Plan goals

* linked to the Australian Professional Standards for Teachers

.*observations were peer to peer, supervisor to teacher, or teacher to supervisor.

100% of teachers have PDP's that align personal and school identified learning goals. All teachers referred to the Australian Professional Standards | Proportion of funds were utilised from both QTSS and Professional learning funds.

Funding Sources:
 • Quality Teaching, Successful Students (QTSS) ($49558.00)
 • Professional learning ($16823.00) |

Progress towards achieving improvement measures

for Teachers in order to develop their goals. Every teacher is provided with an annual review of their performance and goal attainment as part of the PDP process. This is after significant investment in goal setting, observations and progress review with supervisors	

Process 2: **Assessment for Learning. (Data Skills)** Strengthen processes for evaluative practice by enhancing understanding of student assessment and data concepts (analysis, interpretation and extrapolation of data) with a focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
A comprehensive and systematic schedule for the collection, analysis and reporting of assessment data was developed in 2019. PAT testing in reading and mathematics was completed by all students in Stages 2 and 3 in term 1, and then again in term 4. Year 2 also completed PAT testing in term 4. A data team was formed in term 1 with teachers from Stages 2 and 3 and a comprehensives collation and analysis of PAT data was undertaken. This information was presented to all staff, with explicit recommendations for targeted learning Years 1 to 6, particularly in mathematics. A data wall was established as a tool to track student progress and identify need at all levels of achievement. Sena testing and termly reading benchmarking in Kindergarten to Year 2 was completed. PAT data was further triangulated on release of Year 3 and 5 NAPLAN data. End of year data analysis enabled teachers and Stage teams to assess growth for all students. Professional Learning in embedding formative assessment will become a key focus for all teachers in 2020 and will further enhance our understanding of using quality assessment strategies. The sharing of Year 7 Best Start data in 2020 will enhance teachers' opportunities to assess student growth for students from Year 6 moving to Year 7.	Proportion of funds were utilised from both Socio–economic background and Professional learning funds. $10,000.00 transferred from Equity funding to Professional learning. **Funding Sources:** • Professioanl learning ($16823.00) • Socio–economic background ($10000.00)

Process 3: **Explicit evidence based teaching practices. (Effective classroom practice)** Implementation of effective evidence based teaching strategies, including visible learning practices, Daily 5, L3 and future focused pedagogies

Evaluation	Funds Expended (Resources)
On–going stage reflections on teaching and learning programs have created an enhanced culture of collaboration, and greater understanding and implementation of evidence based teaching. Regular comparisons of work samples, together with data from standardised testing, is enhancing evidence based practices. With a number of new staff beginning their first year at our school, a review of Daily 5 practices in Stages 2 and 3 was undertaken and modifications implemented to meet the needs of students, and the experience of teachers. Individual conferencing with students on a weekly basis provided quality feedback. Collaborative goaling setting between classroom teachers and each student was imbedded in formative assessment practices. Stage 3 mini lessons were delivered in a team teaching model which ensured that learning delivery was consistent across all Stage 3 classrooms. The physical modification of two classrooms has enabled the establishment of a flexible learning space and team teaching classroom for Stage 2. A whole school review of the school's scope and sequences in all KLAs has resulted in the development of a scope and sequence that: is linked to all syllabus outcomes; meets NESA registration requirements; builds on students' prior knowledge; and is a continuum of learning from Kindergarten to Year 6.	Creation of flexible learning space Stage 2, including repainting, carpet and display areas $6,500.00 **Funding Sources:** • Socio–economic background ($6500.00)

Strategic Direction 3

High expectations for continuous improvement.

Purpose

The school leadership team is committed to fostering a school–wide culture of high expectations by establishing a learning community that is focused on the continuous improvement of teaching and learning. The leadership team will continue to build teacher and distributed leadership capacity, with a focus on instructional leadership. By working within and across the school community, a planned and proactive approach to the implementation of school priorities will foster a culture of collaboration, where students will experience a shared sense of responsibility and parents feel valued as partners in their child's education

Improvement Measures

Increased participation of parent and community members in school events and decision making opportunities.

100% of teachers participate in combined COS learning initiatives.

100% teachers engaged in mentoring and /or team teaching programs.

Parents indicate a increased level of understanding of their child's learning needs as a result of surveys, forums and face to face meetings.

Progress towards achieving improvement measures

Process 1: **Supporting a culture of high expectations through educational leadership** Maintain a focus on distributed Instructional Leadership and deployment of expert teachers, with a focus on delivery of high quality learning programs to support sustainable school improvement, and create a culture of accountability and best practice.

Evaluation	Funds Expended (Resources)
All staff, including SLSOs and administration staff, have participated in a range of professional learning opportunities throughout 2019. All SLSO attend SLSO network workshops one afternoon per term, in their own time. Feedback from SLSOs has been positive, with all attendees reporting that workshop sessions provide new learning, and that learning more about what is happening in other schools inspires new thinking. A data team was formed in term 1 with teachers from Stages 2 and 3 and a comprehensive collation and analysis of PAT data was undertaken. This information was presented to all staff, with explicit recommendations for targeted learning Years 1 to 6, particularly in mathematics. A data wall was established as a tool to track student progress and identify need at all levels of achievement. Sena testing and termly reading benchmarking in Kindergarten to Year 2 was completed. PAT data was further triangulated on release of Year 3 and 5 NAPLAN data. End of year data analysis enabled teachers and Stage teams to assess growth for all students. This team was lead by two early career teachers, working with a mentoring teacher with a high level of skill in data analysis and interpretation.	

Process 2: **Collaborative learning communities.** Strategies and processes developed in consultation with, and reported to, the parent community, with parent feedback to be shared and analysed for action. Strengthening of opportunities for students, teachers and the school leadership team to participate/ collaborate in a range of COS learning opportunities.

Evaluation	Funds Expended (Resources)
In 2019 the Oak Flats Community of Schools (OFCOS) was successful in its application for a funding grant for teachers to undertake research into the textual concepts in writing. The Year 6 to 7 English Transition Project enabled Stage 3 and 4 lead teachers to work in collaboration with one	Year 6 to 7 English transition Project funding – $2,000.00 $14,337.00 – School Support

Progress towards achieving improvement measures	
another to undertake collaborative research into textual writing concepts in Stage 3 and 4 , and design an OFCOS transition program to facilitate a consistent approach to the teaching of writing across all schools. In Semester 2 a Community Liaison Offer was engaged to build community partnerships within and across schools. This resulted in a number of new community events being held at the school, including Wave FM hosting their breakfast program from the school grounds. A community Music, Art and Dance event was held which was very well supported by our community. The annual Carols at Balarang, at the end of the year, was also very successful, with the Community of Schools (COS) combined band adding to the entertainment program. Tell them From Me survey results indicate that parents feel welcome at school, with a school score of 7.7 against a NSW government norm of 7.4 A comprehensive transition program was implemented throughout Terms 2 and 3. Students from Years 5 and 6 participated in a range of KLA experiences including CAPA, mathematics, English, agriculture and science, each of which ran for a period of 5 weeks. Students reported that they are less apprehensive about commencing Year 7, and Oak Flats High School has now experienced an increase in local enrolments and applications for enrolments for students living outside the school intake zone.	Allocation (Principal Support) was utilised for the engagement of a Community Liaison Officer

Process 3: **Strategic use of school resources for delivery of quality learning outcomes**.: Technology supports the learning of teachers and students and is integrated into teaching and learning programs, including BYOD. Physical learning spaces are to be enhanced and used flexibly, to create engaging learning spaces.

Evaluation	Funds Expended (Resources)
QTSS funding has enabled the implementation of a structured mentoring program through the employment of a temporary teacher 2 days per week. Mentoring programs enabled teachers to work with one another to share expertise and provide feedback, support and assistance. Mrs McLean, Mr Bromwich and Mr Gatwood supported teams by: *promoting active learning by offering teachers opportunities to become involved in meaningful discussion and planning, observe other teachers, be observed, and receive feedback * offering teachers opportunities to link the ideas learned in professional learning sessions to their teaching context. $17,000 of Equity Funding was utilised as part of Phase 1 of the playground rejuvenation project in Term 2. Landscaping works in the quiet Area has created a welcoming place for students, both as an outdoor learning space and for students to gather during class breaks. Large rocks, tree trunks, a slippery dip and a boat were installed in a disused area of the playground. This has resulted in a creative and welcoming space for students to play and is well used by students of all ages. $15,000 of Equity funding was used for the construction of a storage shed for playground equipment Students are able to use a range of equipment including tyres, milk crates, ropes, water play equipment etc. and cross–age construction is a popular lunch–time activity. Drought conditions have resulted in a number of plants succumbing to the conditions, and Phase 2 of the landscaping project will continue when conditions improve. $6,000 of Equity Funding was used for the creation of a Stage 2 shared teaching space. The removal of bi fold doors between two classrooms, repainting and new furniture has provided a Stage 2 teachers with a team teaching learning area.	$16,800 – P&C donation for Stage 1 of playground rejuvenation project **Funding Sources:** • Socio–economic background ($17000.00) • Socio–economic background ($15000.00)

Progress towards achieving improvement measures	
The Stage 3 Bring Your Own Device (BYOD) program continued throughout 2019.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding allocation, and additional funds where fully utilised throughout the 2019 year. **Funding Sources:** • Aboriginal background loading ($34 000.00)	Our teachers worked with students throughout the year, using PLP's as a guiding point for targeted individualised learning. They were consistently reviewed and adjusted at point of need throughout the year. Student consultative meetings where held throughout the year and provided a voice for the student body. SLSOs support continued to be a valuable part of the learning structures at Balarang PS and provided a valuable resource for individualised and targeted learning. One teacher was engaged to enhance cultural and environmental understandings for students throughout Semester 1. Release from Face to Face (RFF) time allowed for all students to work with Mr Bentley to: building cultural understandings of Dharrawal country; recognise and understand cultural significance of dreaming stories; work in the school's indigenous garden; and recognise and experience indigenous bush tucker as found in the school's environs. Balarang Public School representatives were selected to lead the Shellharbour Reconciliation Walk. Students from Kindergarten and Year 5 presented the Aboriginal flag to local elders as a part of Reconciliation Week. School based activities for all students enhanced the understanding for all students of this significant annual event.
English language proficiency	**Funding Sources:** • English language proficiency ($14 725.00)	The loading for EAL/D is calculated using each school's reported level of English language proficiency need, identified by the English as an Additional Language or Dialect (EAL/D) Learning Progression. 100% of students made progress on the EALD progression and all students are on track to have progressed at least 1 phase over a 2 year period. One student was supported one day per week through New Arrivals Program (NAP) funding throughout Semester 1. With targeted support from SLSOs, EAL/D students are progressing through the Learning Progressions and ESL scales as evidenced through PLAN 2 data analysis and EAL/D data analysis. One SLSO, NAP teacher and the Learning and Support Teachers engaged in professional learning opportunities through the EAL/D networks.
Low level adjustment for disability	$34,879.00 – flexible funding $96,004.00 – Learning and Support teacher staffing **Funding Sources:**	The equity loading for Low Level Adjustment for Disability is an allocation to support students in regular classes who have additional learning and support needs. 0.9 FTE Learning and Support Teacher allocation was increased to 1.0 through equity funding to more effectively support students, teachers

Low level adjustment for disability	• Low level adjustment for disability ($34 879.00) • Low level adjustment for disability ($96 004.00)	and learning programs. All classroom teachers complete relevant Adjustment and Tracking proformas for every student requiring this support to reflect policy. Additional SLSOs engaged to enable students to successfully engage in the curriculum and socially dynamic settings. Timetables have met student need. LST minutes document history of discussions and interventions provided.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($47 915.00)	The Quality Teaching, Successful Students(QTSS) initiative provided an additional funding allocation to improve the quality of teaching in all primary classrooms. This allocation was used to: create collaborative practices in the school to allow teachers to jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks; work together to assess and analyse student data; establish mentoring and coaching practices in the school to provide constructive feedback; to provide comprehensive and focused support for teachers completing accreditation processes; and undertake Performance and Development processes. Supervising teachers were released from class one day per week to enable teachers to work with one another to facilitate the sharing of expertise and provide feedback, support and assistance. Expert teachers were also provided with additional release from class, to facilitated mentoring programs within Stage teams. Throughout Semester 2, the school's PBL coach was released from class full–time to act as coach / mentor in trauma informed practices. This was further supported by a school team participating in Berry Street Education Model professional learning sessions. The modelling of restorative practices in incidents of reported conflict was also introduced in 2019.
Socio–economic background	**Funding Sources:** • Socio–economic background ($136 483.00)	RAM equity loading for socio–economic background is calculated using information on parental level of school education, highest non–school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment Registration Number system. The equity loading for socio–economic background is a funding allocation to support NSW public schools to meet the additional learning needs of students from low socio–economic backgrounds. Support programs assisted students with varying degrees of funding to fulfill their educational and social interactions, both in the classroom and in the playground. Student Assistance provided to families ensured equitable access to curriculum and extra–curricular activities for all students. $10,000 of low–socioeconomic funding was allocated to provide additional professional learning for teachers. Data teams were formed and this facilitated a

| Socio–economic background | **Funding Sources:**
• Socio–economic background ($136 483.00) | school– wide systematic approach to the collection, analysis and reporting of internal and external data. targeted whole –school learning needs were identified and LaST to identified student cohorts to plan, implement and monitor precise intervention strategies.

A P&C donation of $16,400 supported Phase 1 of the playground rejuvenation project. The construction of some parts of the playground, and the purchase of additional play equipment, completed the rejuvenation of Quiet Area, along with Phase 1 of the back playground. Some equity funds from 2019 have been retained in order to facilitate Phase 2 of the project. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	159	139	142	131
Girls	145	135	128	135

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	98	96.4	93.2
1	95.2	96.6	95.4	95.2
2	94.1	95.4	95.3	94.4
3	96	94.8	93.1	94.8
4	95.1	97.2	93.7	92.4
5	93.6	96.5	95.5	93.8
6	93.8	94.2	94.5	94.4
All Years	94.8	96.1	94.8	94
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)	8.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.67

*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	399,233
Revenue	2,733,247
Appropriation	2,636,199
Sale of Goods and Services	14,321
Grants and contributions	80,968
Investment income	1,759
Expenses	-2,728,049
Employee related	-2,522,184
Operating expenses	-205,865
Surplus / deficit for the year	5,198

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	68,286
Equity Total	318,823
Equity - Aboriginal	34,844
Equity - Socio-economic	136,483
Equity - Language	14,725
Equity - Disability	132,771
Base Total	1,902,176
Base - Per Capita	63,352
Base - Location	0
Base - Other	1,838,824
Other Total	164,019
Grand Total	2,453,304

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

Our school canvasses thoughts on a range of topics using the Tell Them From Me survey. The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Survey results are based on data from 18 parents, a decrease in parent participation from 2018 from 21 to 18.

Survey results supported the notion that parents feel welcomed as members of our community, they support their child's learning at home and that the school supports positive behaviour. The survey includes 7 separate measures that are scored on a 10–point scale. The measures are 'Parents are informed', 'Parents feel welcome', 'Inclusive school', 'Safety at school', 'School supports positive behaviour', 'School supports learning' and 'Parents support learning at home'. Our results are compared to state averages, and in all 7 measures there was a considerable higher score than the state average for Balarang Public School, with the most notable gaps in the areas of 'Inclusive School' and 'Parents support learning at home.' These results support the conclusion that we work with an active and caring community who value the work of the school and support their children's ongoing education at home.

Tell Them From Me: student engagement. In September, 107 students from Years 4 to 6 completed the Tell Them From Me survey which included measures of student engagement alongside the drivers of student outcomes.

Social engagement: Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extracurricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 84% of students stated they had positive relationships at school with 78% feeling they 'belonged'.

Institutional engagement: Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their classroom and school behaviour. 95% valued their schooling with 90% stating they had positive behaviours at school.

Intellectual engagement: Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails using higher–order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. 93% of students indicated they received quality instruction and 84% indicated a higher level of effort is given to their learning.

The results obtained through the completion of these surveys will be extensively utilised by the staff to drive systemic improvement to enhance the educational experiences for students, teachers and the broader community at Balarang Public 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.

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