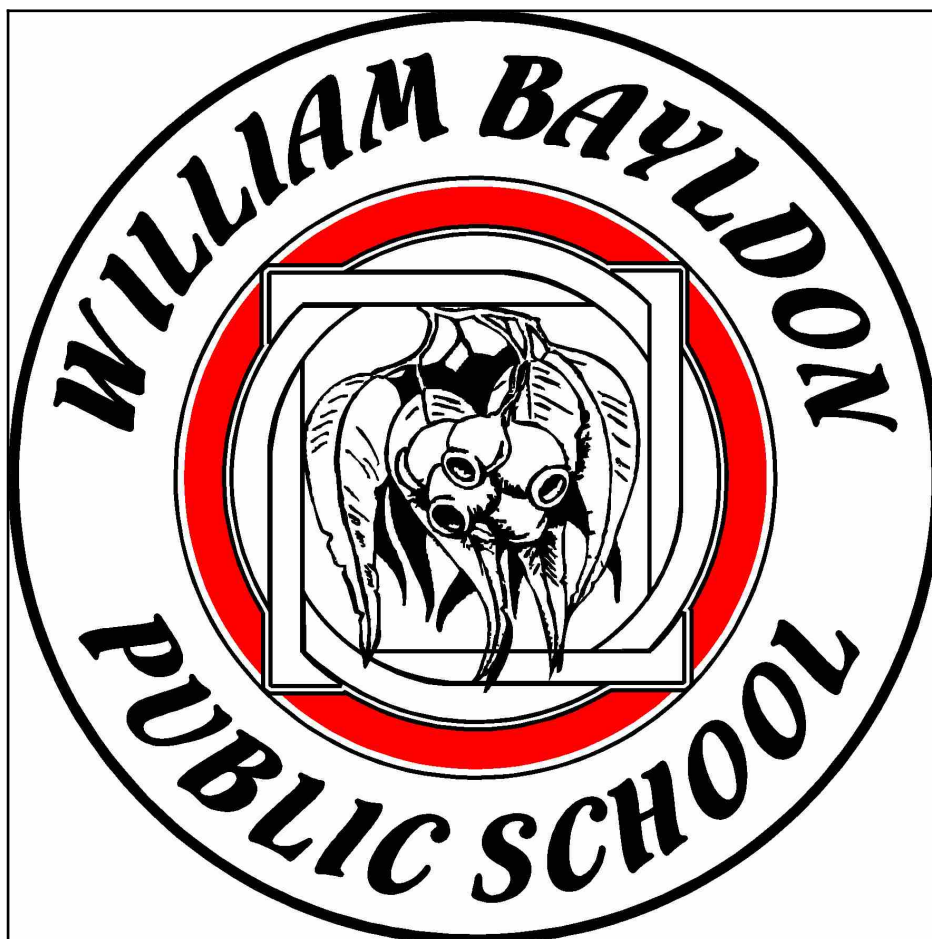


William Bayldon Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of William Bayldon 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

At William Bayldon Public School:

our commitment is to lead and engage our school community in quality learning and teaching opportunities that challenge, nurture, guide and inspire.

School context

The school is staffed on a P2 entitlement with our enrolment figures for 2019 at 210, with 37% of our student population being Aboriginal students.

The school has four small Special Education Classes that cater for students with complex needs.

A strong Performing Arts focus across the school ensures students have the opportunity to learn an instrument, engage in whole school performances and productions, and enjoy drama and music as part of their classroom learning.

William Bayldon is a PBL school and has a strong focus on developing the whole child through embedded practices that support our students to connect, succeed and thrive.

The school is accredited Sunsafe and is recognised as a Live Life Well and Crunch and Sip school.

The NSW measure of Family Occupation and Education Index (FOIE) for 2019 is 165 compared with the NSW average of 100. Higher FOIE values indicates greater disadvantage.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning

Purpose

Teachers, parents, students and the broader community are committed to implementing evidence-based change to whole school practices that result in improved student learning outcomes and wellbeing.

Improvement Measures

Student wellbeing improves from baseline data, as indicated by increased attendance, engagement feedback and student voice via Tell Them from Me Survey.

In 3 years the school's value add is similar to or above the value added average school, K-3 and 3-5 (SEF from Working Towards in Student performance to Delivering).

Progress towards achieving improvement measures

Process 1: LEARNING IS VISIBLE

Leaders lead sustained professional learning on evidenced based strategies to improve student learning outcomes.

Teachers are skilled at explicit teaching techniques and use Learning Intentions, Success Criteria, effective questioning and feedback to meet student learning needs.

Evaluation	Funds Expended (Resources)
Students are beginning to explain where they are at and their where to next. They are working towards understanding what they need to do to get there. Feedback will be a continuing focus in visible learning for teachers and students in 2020.	Executive and teacher release to conduct student survey data and focus group data. x 3 casual days. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1500.00)

Process 2: BELONGING

Leaders and staff develop whole school holistic, responsive and intentional practices to ensure every students' wellbeing.

Evaluation	Funds Expended (Resources)
The draft scope and sequence for PDHPE has been developed for staff review and trial in 2020. Whole school intentional practices to embed wellbeing through the explicit teaching of PBL are in place. Several planned, proactive and responsive programs have been developed and implemented as a result of data collection around student wellbeing. This has resulted in student health and wellbeing being supported through daily breakfast club, before school fitness/skill development, lunchtime library activities, art club and guitar group. 100% of parents and carers surveyed indicated their child was known, valued and cared for. This will be extended in 2020 as further collaboration with families and carers will be prioritised to address student wellbeing. The whole school analysis of data for positive behaviour and wellbeing has indicated the ongoing need to readdress and embed wellbeing practices in 2020.	2 Whole day release x 2 staff Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1500.00)

Strategic Direction 2

Quality Teaching

Purpose

Teachers use data effectively to reflect on quality teaching practices that meet the needs of all students.

Improvement Measures

100% of teachers have quality syllabus driven, differentiated, sequenced teaching and learning programs (SEF from Delivering in Curriculum to Sustaining and Growing).

80% of students are meeting EAFS growth targets, K–2. (SEF Student Performance Measures from Working Towards to Delivering).

23.6% of Yr 5 students achieve NAPLAN top 2 bands in reading.

16% of Yr 5 students achieve top 2 bands in numeracy.

23.7% of Aboriginal students achieve in the top 3 bands in numeracy (3 and 5).

30% of Aboriginal students achieve in the top 3 bands in reading (3 and 5).

50% of Yr 5 students achieve at or above expected growth in NAPLAN reading.

45% of Yr 5 students achieve at or above expected growth in NAPLAN numeracy.

Progress towards achieving improvement measures

Process 1: WHAT WORKS

Teachers plan learning experiences that engage and challenge students by selecting the most effective quality strategies . (Transference of skills across all learning areas is a focus).

Evaluation	Funds Expended (Resources)
Teachers indicate they are confident in teaching comprehension using effective quality strategies. This is evidenced by student growth in internal comprehension assessment. Assessment of comprehension requires additional professional learning in 2020.	English syllabus and Literacy Learning Progressions Learning Walk information Relevant professional reading regarding the teaching of comprehension

Process 2: LITERACY AND NUMERACY MATTERS

Teachers create individual student profiles and differentiate their literacy and numeracy instruction through deep knowledge of syllabus documents and learning progressions. (A focus on assessment of, as and for learning).

Evaluation	Funds Expended (Resources)
K–2 ALAN data shows a clear direction for 2020. There is a need for grammar and punctuation to be explicitly taught to improve student achievement in Understanding Texts and Comprehending Texts. A deeper understanding of the Numeracy Learning Progressions is required to ensure accuracy in describing student achievement. In 3–6, a focus will on using the progressions to track student learning will be implemented in 2020.	

Strategic Direction 3

Quality Leading

Purpose

A culture of evidenced based teaching and learning, as well as quality systems and processes for school excellence, lead to measurable improvement in learning for all students.

Improvement Measures

Teachers demonstrate enhanced teaching capacity by implementing quality systems and processes in their daily practices.

Teacher PDPs and GROWTH plans provide evidence of enhanced quality teaching as a result of differentiated professional learning.

Progress towards achieving improvement measures

Process 1: Culture of Instructional Leadership

The leadership team identifies and delivers professional learning and support for continuous improvement and high performance.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 91% of teachers who attended the PL feel more informed about about syllabus requirements in teaching coding. They also indicated they are more informed about the resources available to teach coding• 54% of teachers are using Minecraft and Kodable in their classrooms since the PL	

Process 2: Leaders systematically implement, monitor and evaluate Professional Learning through timely dialogue and mentoring that enhances teacher capacity to improve the educational outcomes of students.

Evaluation	Funds Expended (Resources)
Learning Walks protocols, procedures, formats and forms will be established for implementation in 2020.	feedback data from teachers

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO \$16,900.00</p> <p>SLSOs \$30,000.00</p> <p>Aboriginal Background loading (\$46,900.00)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$93 209.00) 	<p>Targeted support for Aboriginal students was provided, with a focus on Stage 2 and 3 as per NAPLAN results in English, specifically comprehension, and numeracy. Student confidence and engagement in learning has improved due to success in reading and maths.</p> <p>NAIDOC Week activities and transport to the Bongil Bongil Community of Schools NAIDOC events ensured all students were engaged in Gumbayngirr language and cultural experiences.</p> <p>A Yarning Circle designed by the Yarn Up parent and community group was successfully installed for student and community use. Positive relationships and opportunities for further cultural activities has been established for our school community.</p>
Low level adjustment for disability	<p>LaST – Low level adjustment for disability (\$2,600.00)</p> <p>SLSO for low level support for students with disabilities in mainstream classrooms</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$56 975.00) 	<p>The employment of a speech pathologist, Kidsstep, one day per week has had significant impact on students with receptive and other language concerns in K–2. Immediate feedback to class teachers and positive working partnerships have improved language within the classroom setting.</p> <p>SLSOs employed to support low level needs in K–6 has enabled class teachers to implement specific support programs to improve student learning outcomes and engagement.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching, Successful Students (QTSS) (\$10,500.00)</p>	<p>Teachers, at different stages of their career, indicate their practice, programming and achievement of goals has improved through the consistent, planned and quality coaching and mentoring they have received from Executive leaders.</p>
Socio–economic background	<p>Socio–economic background (\$77,300.00)</p>	<p>Teachers and SLSOs employed to support additional programs have had a positive impact on improved student learning outcomes in literacy, social interactions and transitions.</p> <p>The increase of the Assistant Principal, replacing the Instructional Leader, to 5 days a week in K–2 has ensured consistent leadership within the team.</p>
Support for beginning teachers	<p>3 x Beginning Teachers release –\$5,000.00</p> <p>Support for beginning teachers (\$5,000.00)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$32 530.00) 	<p>Extra release of 2 hours per week was provided to 3 beginning teachers.</p> <p>They utilised this time to work collegially with stage teams. They also worked with the Instructional Leader for co planning, co teaching and co reflecting.</p> <p>Other PI opportunities included:</p> <p>L3 training for the Kindergarten teacher</p> <p>L3 training for the Year 1 teacher</p>

<p>Support for beginning teachers</p>	<p>3 x Beginning Teachers release –\$5,000.00</p> <p>Support for beginning teachers (\$5,000.00)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$32 530.00) 	<p>Early Career Mentors PI x 2 days for 3 teachers– the focus was 'The Early Years, What Really matters.'</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	114	110	111	99
Girls	82	87	106	103

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	95.9	94.6	91.7
1	91.2	95.9	93.4	93.4
2	91.6	94.4	91.2	91.8
3	91.7	91	91.9	90.8
4	92.1	93.5	90.3	91.2
5	92.2	92.2	90.7	90.3
6	90.6	93.3	90.9	87.6
All Years	92	93.8	91.9	91.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.92
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	8.4
Other Positions	1

*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	775,526
Revenue	4,042,204
Appropriation	3,985,524
Sale of Goods and Services	1,901
Grants and contributions	52,032
Investment income	2,747
Expenses	-3,870,786
Employee related	-3,557,431
Operating expenses	-313,355
Surplus / deficit for the year	171,418

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	895,299
Equity Total	724,518
Equity - Aboriginal	161,604
Equity - Socio-economic	409,895
Equity - Language	0
Equity - Disability	153,020
Base Total	1,757,448
Base - Per Capita	55,759
Base - Location	2,034
Base - Other	1,699,655
Other Total	492,102
Grand Total	3,869,367

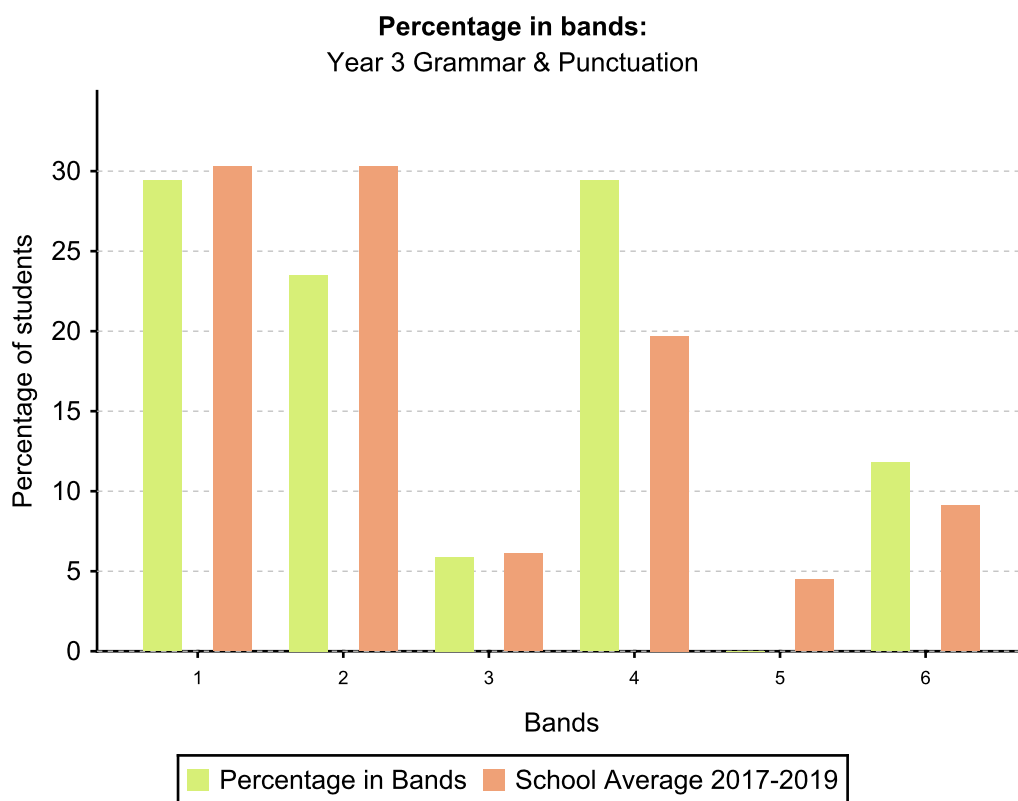
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

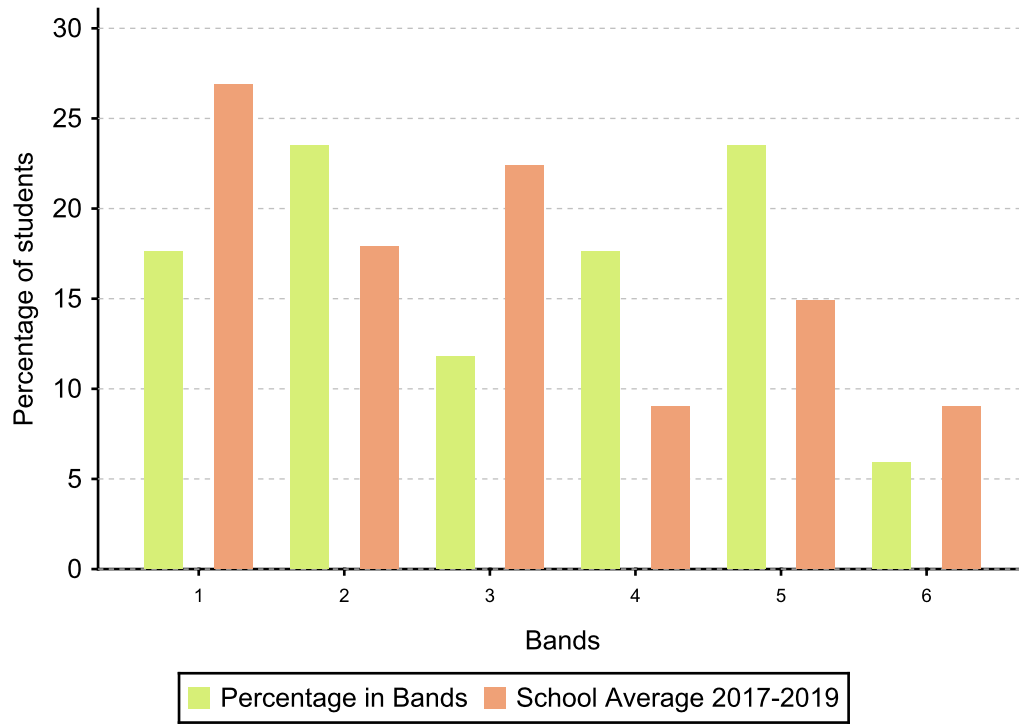
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	29.4	23.5	5.9	29.4	0.0	11.8
School avg -2019	30.3	30.3	6.1	19.7	4.5	9.1

Percentage in bands:

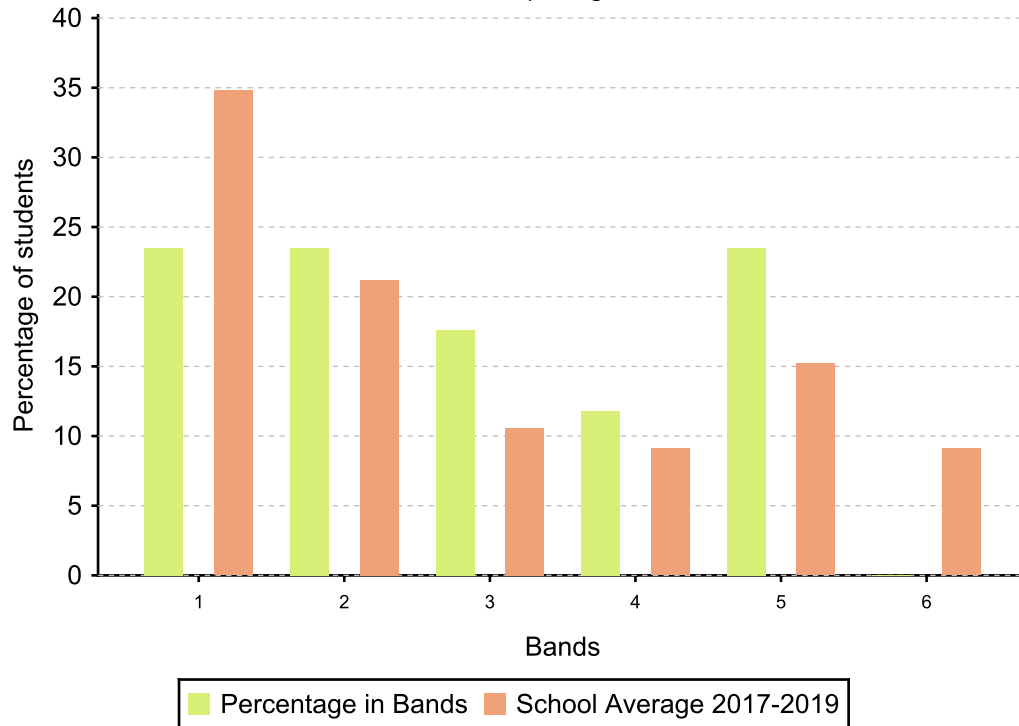
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	17.6	23.5	11.8	17.6	23.5	5.9
School avg -2019	26.9	17.9	22.4	9	14.9	9

Percentage in bands:

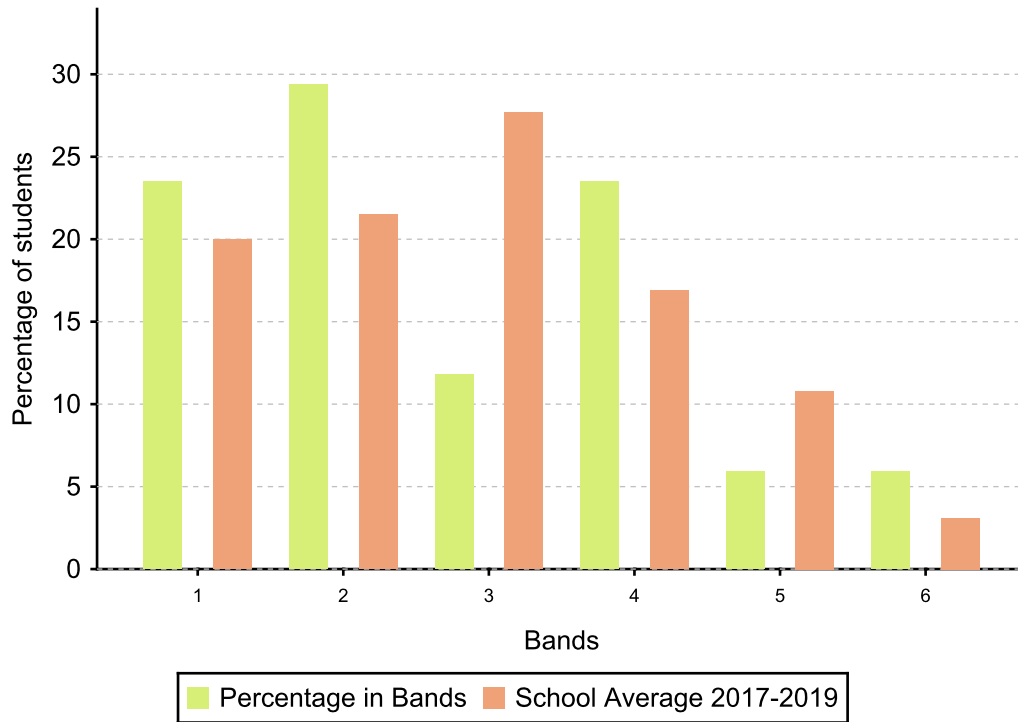
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	23.5	23.5	17.6	11.8	23.5	0.0
School avg -2019	34.8	21.2	10.6	9.1	15.2	9.1

Percentage in bands:

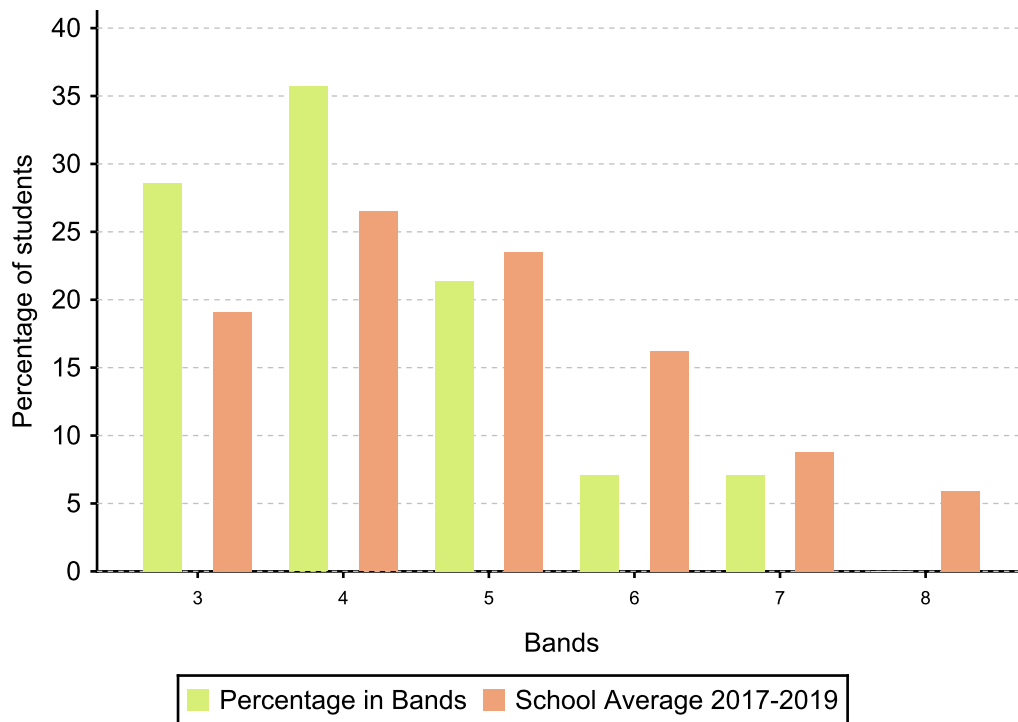
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	23.5	29.4	11.8	23.5	5.9	5.9
School avg -2019	20	21.5	27.7	16.9	10.8	3.1

Percentage in bands:

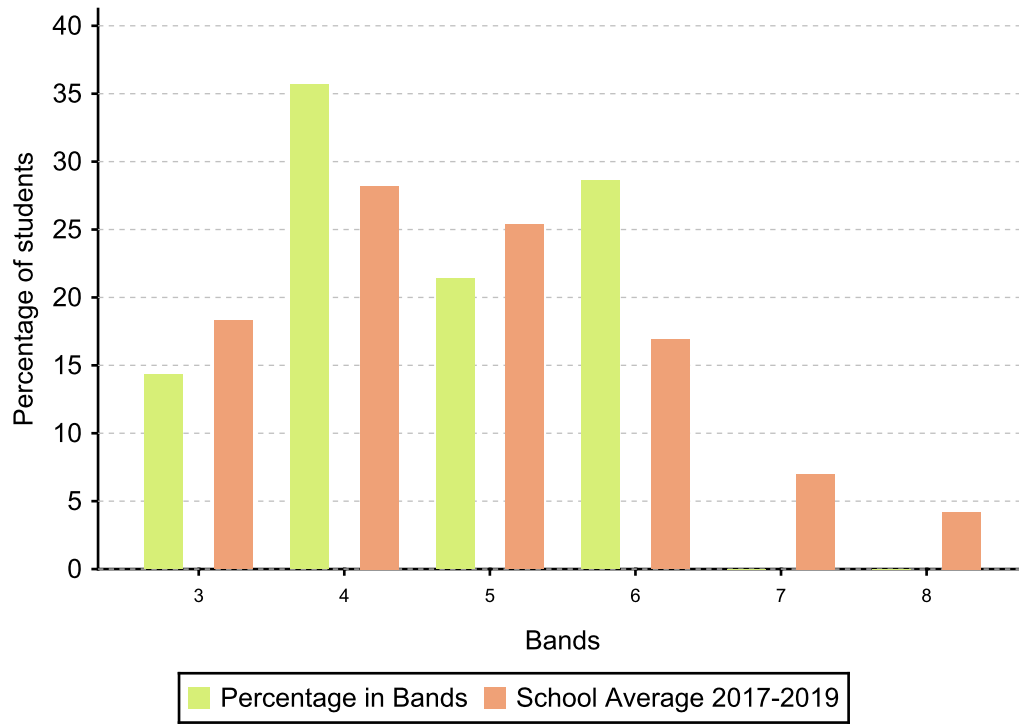
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	28.6	35.7	21.4	7.1	7.1	0.0
School avg -2019	19.1	26.5	23.5	16.2	8.8	5.9

Percentage in bands:

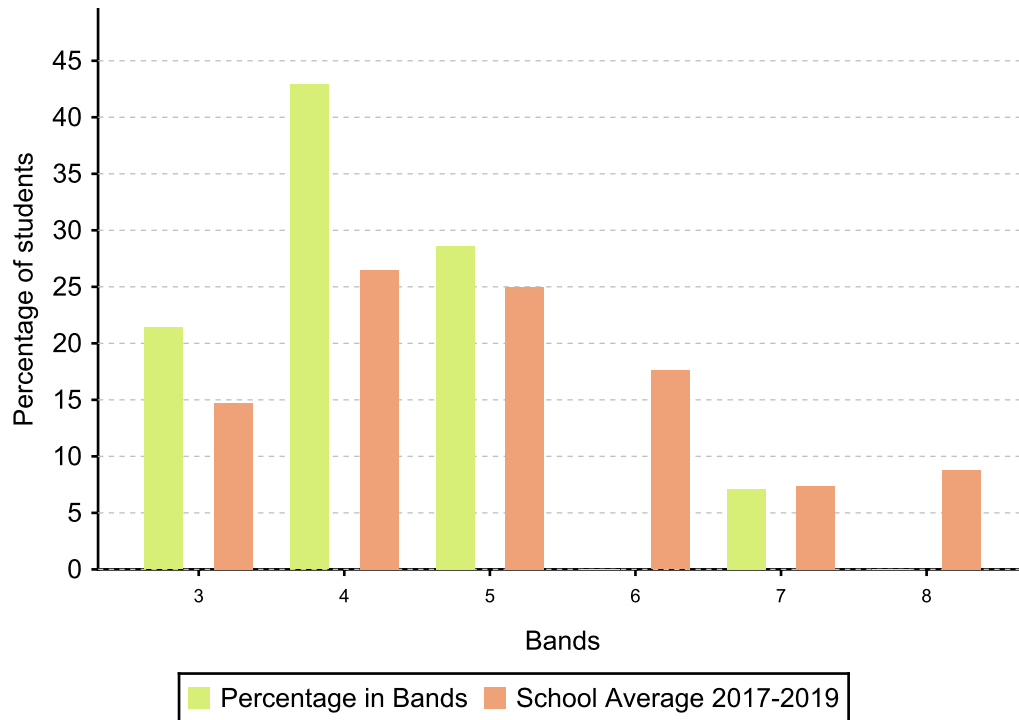
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	14.3	35.7	21.4	28.6	0.0	0.0
School avg -2019	18.3	28.2	25.4	16.9	7	4.2

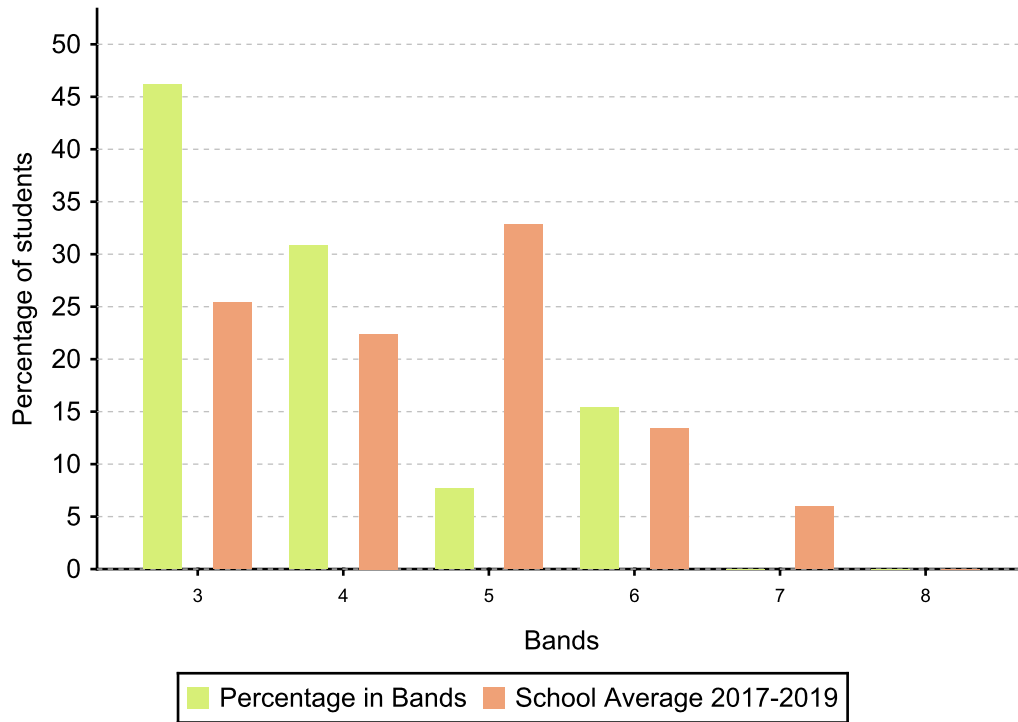
Percentage in bands:

Year 5 Spelling



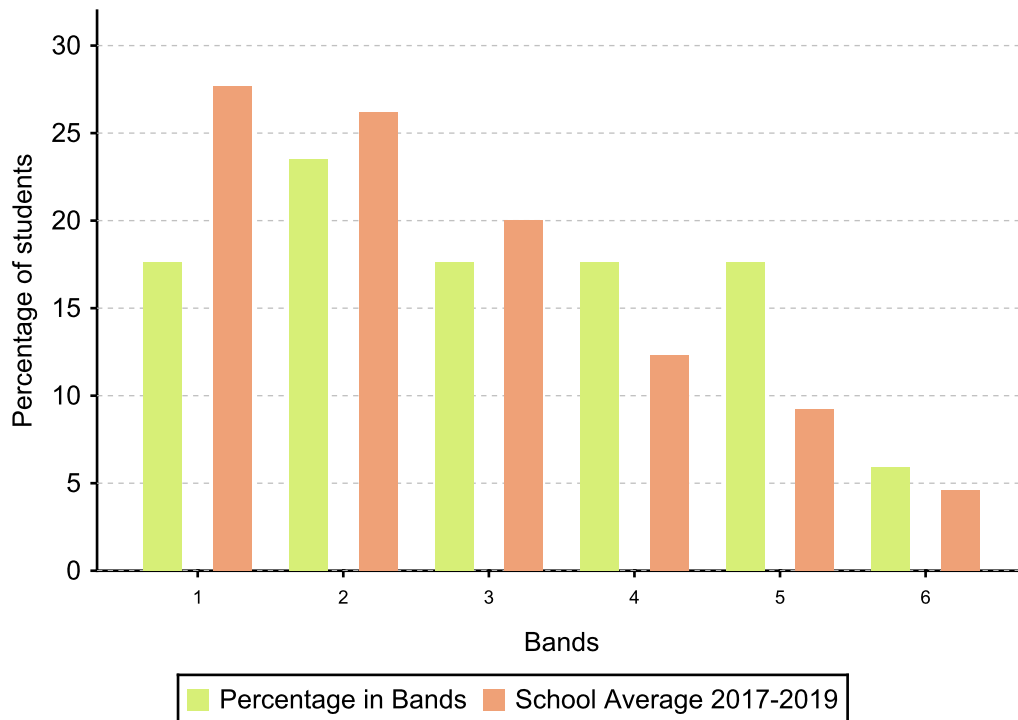
Band	3	4	5	6	7	8
Percentage of students	21.4	42.9	28.6	0.0	7.1	0.0
School avg -2019	14.7	26.5	25	17.6	7.4	8.8

Percentage in bands:
Year 5 Writing



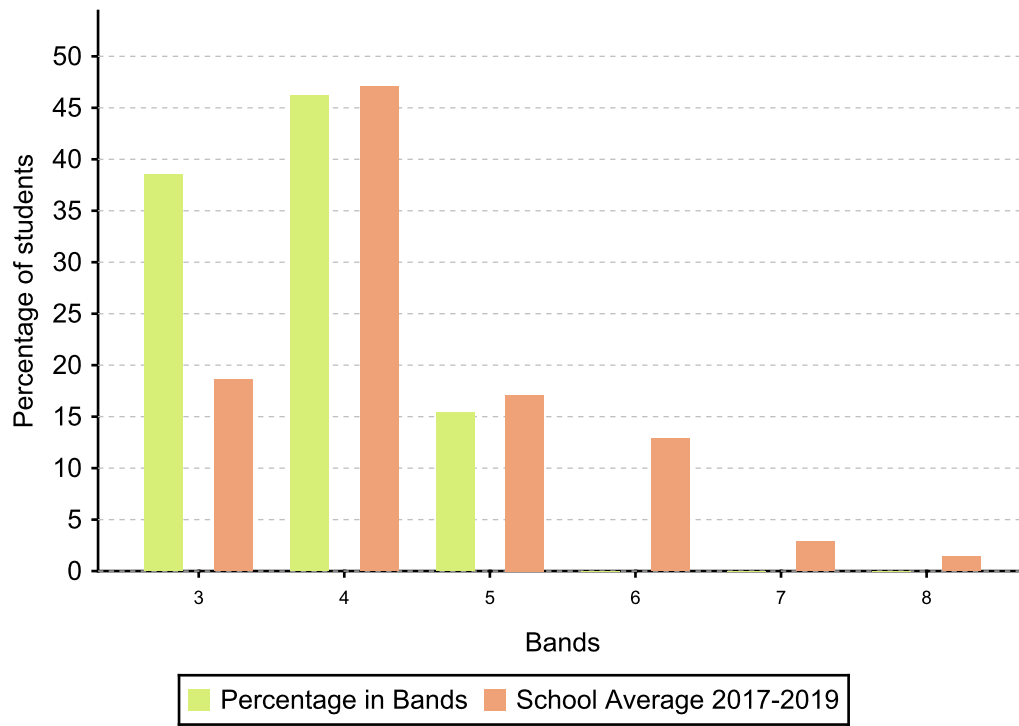
Band	3	4	5	6	7	8
Percentage of students	46.2	30.8	7.7	15.4	0.0	0.0
School avg -2019	25.4	22.4	32.8	13.4	6	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	17.6	23.5	17.6	17.6	17.6	5.9
School avg -2019	27.7	26.2	20	12.3	9.2	4.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	38.5	46.2	15.4	0.0	0.0	0.0
School avg -2019	18.6	47.1	17.1	12.9	2.9	1.4

Parent/caregiver, student, teacher satisfaction

Parent/Carer Responses

28 parents responded to the satisfaction survey available on Survey Monkey.

- 78.5% of respondents indicated they feel welcome when they come to the school.
- 68% indicated that the students support each other at William Bayldon Public School.
- 96.5% believe the school grounds are tidy and well maintained and 82% said the appearance of the school is attractive to visitors and the community.
- 61% indicated that there are positive links between parents, students and the broader community.
- 86% believe the staff, including teachers and office staff, care about their child.
- 75% indicated that they agree their child is well instructed in the basics of education.
- 75% believe the school has excellent resources to support learning.
- 72% said their child is exposed to a wide range of extra activities to develop the whole child.
- 86% indicated that they would recommend William Bayldon Public School to other parents.

Future Directions

- Ensure prompt follow up to issues reported by parents to build stronger partnerships and communication to support all student needs.
- Promote our newly established Parent Caf  , which has replaced the P&C model, to engage parents in their child's learning and value the importance of a quality education for all. Parent Caf   will meet twice a term in 2020 with workshops offered to support learning and wellbeing of students, and opportunities to discuss what is happening in the school in an informal and relaxed forum.
- Continue to work with the General Assistant and interested parents to build on the positive changes to the school grounds, such as our newly built Yarning Circle.

Students

In the 'Tell Them from me Survey,' the following results show improvement in 'Advocacy at School,' 'Expectations for Success' and 'Belonging.'

Students in Year 6 indicated their advocacy at school, expectations for success and sense of belonging, have improved from 2018–2019. Expectations for success are the most improved over five years.

93% of students in Year 5 indicated strong advocacy at school compared to like school groups and State at 87%. Expectations for success was 100% for Year 5 compared to 93% for like school groups and 95% for state.

84% of students in Year 4 indicated a strong sense of belonging compared to 77% in like school groups and 79% for state.

Staff

100% of staff completed the 'People Matter Survey.' The improvements from the 2018 to 2019 survey were as follows:

- My manager listens to what I have to say from 80% to 90%
- I receive help and support from other members of my work group from 89% to 97%
- My manager encourages and values employee input from 80% to 87%
- My organisation focuses on improving the work we do from 94% to 100%
- In the last 12 months I received useful feedback on my work to enable me to deliver required results from 85% to 90%
- My job gives me a feeling of personal accomplishment from 89% to 94%

Future Directions

- Ensure communication to relevant staff is relevant, timely and lets them know what is happening in the workplace
- Work collaboratively with all staff to effectively lead and manage change
- Build a culture where all employees feel they are heard and action will be taken
- Continue to support staff wellbeing

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.