

2020 Annual Report

Ballimore Public School



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Introduction

The Annual Report for 2020 is provided to the community of Ballimore 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 vision

Students have exceptional skills in literacy and numeracy, the ability to learn, adapt and to be responsible citizens who demonstrate critical thinking, creativity, communication and collaboration as well as developing the vital skills for flourishing - now and in the future years.

School context

Ballimore Public School is an Early Action for Success school, located 32km north east of Dubbo on traditional lands of the Wiradjuri People and belongs to the Mudgee Network of Schools. The school, with an enrolment of approximately 15 students, 7% indigenous, is a small rural school with a committed staff and high expectations that all students learn and grow through a supported and inclusive environment. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School. The majority of students live in the outlying district surrounding Ballimore and travel to and from school by bus.

At Ballimore Public School we;

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of Excellence, Respect, Participate and Co-operate, Responsibility and Care and explicitly teach expectations of behaviour across all settings;
- embrace the use of technology to enhance learning programs of students;
- actively engage our community in the decision making processes at school;
- are supported by a hard working P&C Association; and
- work closely with Small Schools Network to provide our students with a vast range of extra curricula experiences.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Inspired Learning

Purpose

To engage all students in relevant and inclusive future focused learning activities to gain skills required for life long learning. To create a learning environment to enable students to connect, thrive and succeed.

Improvement Measures

Every student achieves their individual set goals.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased number of learning opportunities which explore future focused learning skills.

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver personalised student learning and experiences which enable students to self regulate, understand how they learn and identify where to next.

Evaluation	Funds Expended (Resources)
<p>In addition to GROWTH Goals, students were also setting and working on weekly goals set in class, for example writing and reading goals. Semester GROWTH Goals are reviewed at the end of each semester and commented on within Semester Reports. Class goals are reviewed and adjusted on a weekly basis or when a change in need occurs. GROWTH Goals and 3 Way Meetings are established however more consideration needs to take place regarding greater parental involvement in the review of plans/goals and how this may occur.</p> <p>In future, it is a recommendation that parent workshop dates and focus be set and run regardless of parent take up - as previously parents have indicated that they did not think that they need workshops to be run. AP Instructional Leader to coordinate this.</p> <p>It is also recommended that the first 3 Way Meetings occur post week 5 term 1 data collection.</p>	Internal expertise, staff meetings

Process 2: Student Wellbeing

Develop a strategic and planned approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Students have continued to be provided many opportunities to be involved in activities. Student voice is strongly encouraged with input requested from students. The Sustainable Garden is incorporated into a "paddock to plate" program which is run regularly and has been a very positive initiative within our school. The newly established Bush Tucker Garden will be further developed in future years - AECG Wiradjuri Language and Culture Program is encouraged to included learnings of medicinal and cultural significance within the weekly program.</p> <p>Student engagement and attendance has increased throughout 2020, with a notable improvement on partial absences.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$912.00)

Progress towards achieving improvement measures

During Learning from Home, majority of the students and families were "connected" with Seesaw App on a daily basis.

Internal school data throughout 2020 shows a decrease in significant negative behaviours and an increase in participation and involvement in whole school wellbeing programs such as the Smiling Minds Program, Anti Bullying initiatives, Student Leadership opportunities and a whole school community focus on Core School Values; 67% of students reporting that *Together we care, share and learn* as the most important School Value at Ballimore PS.

Process 3: Future Focused Learning

Collaboratively investigate and implement innovative practices which build upon future focused learning skills.

Evaluation	Funds Expended (Resources)
<p>All students have engaged in technology and utilise technology as a tool for learning on a very regular basis. In addition to school based initiatives, STEM T4L Leader Robotics Workshop occurred following easing of covid restrictions.</p> <p>Additionally, all staff utilise platforms such as MS Teams and Google Drive for teaching and learning as well as school management processes and procedures on a daily basis. Feedback from staff has been positive and changes implemented as necessary.</p>	<p>Professional learning via online platforms and resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$1000.00)

Strategic Direction 2

Excellence in Teaching

Purpose

To develop the capacity of teachers to use evidenced based teaching and feedback strategies to improve student outcomes with a focus on Literacy and Numeracy. Through collaborative partnerships, teachers will share and embed best practice to drive on-going school wide improvement in teacher practice and student results.

Improvement Measures

All teachers embed evidence informed teaching strategies into programs and practices.

All students meet expected or above expected growth in literacy and numeracy.

Increased collaborative professional learning within and across network.

Progress towards achieving improvement measures

Process 1: Evidence based teaching

Continue to build teacher capacity implementing evidence based teaching practices, with a focus on Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Literacy and numeracy remain a focus and priority for the school. Professional learning was undertaken by all teaching staff in Effective Reading PL. AP Instructional Leader continued to support class teachers to develop learning environment for K-2 and further develop the individualised teaching and leaning of reading, writing and numeracy.</p> <p>Internal expertise and support provided by AP Instructional Leader was provided at Consistent Teacher Judgement Meetings and the newly established Mudgee Small Schools Network Group.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$1600.00)

Process 2: Professional learning

Develop and embed explicit systems within and across small school network that facilitates professional dialogue, collaboration, modelling of best practice, observations and provision of high quality feedback to drive improvement.

Evaluation	Funds Expended (Resources)
<p>Ballimore Public School coordinated the establishment of the Mudgee Small Schools Network Group. Within this group, shared professional learning was undertaken, professional dialogue and collaboration with teaching and learning programs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4310.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding towards the establishment of a Bush Tucker Garden. Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$912.00) 	In consultation with Dubbo AECG Wiradjuri Language Tutors, a Bush Tucker Garden was established at Ballimore PS. Whole School Community interaction and involvement is exceptionally positive and high.
Low level adjustment for disability	Funding towards additional staff costs Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$13 825.00) Integration funding support (\$14 970.00) 	Individual students received additional support to meet their identified learning goals. Every students had a PLSP / PLP which were reviewed at least twice a year and adjusted throughout the term, as required.
Socio-economic background	Additional staff Extra curricula activities and experiences. Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$14 577.00) 	Subsidies were provided for all students for transport, school excursions and performances. Additional staff were employed to support individual student growth and achievement as well as wellbeing.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	5	6	5	6
Girls	11	9	9	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	95.4	93.6	97.4
1	95.2	92	93.8	97.9
2	95.2	93	91.3	95.7
3	97.8	98.1	91	88.5
4	95.1	84.2	97.9	93.2
5	96.8	92.6	89.6	97.9
6	97		91.4	83.3
All Years	95.4	93.1	92.1	94.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3		92.1	91.8
All Years	93.9	93.5	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.03

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	66,955
Revenue	401,013
Appropriation	392,044
Grants and contributions	8,774
Investment income	194
Expenses	-413,440
Employee related	-368,032
Operating expenses	-45,408
Surplus / deficit for the year	-12,427
Closing Balance	54,527

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.

	2020 Approved SBA (\$)
Targeted Total	31,484
Equity Total	29,314
Equity - Aboriginal	912
Equity - Socio-economic	14,577
Equity - Language	0
Equity - Disability	13,825
Base Total	312,162
Base - Per Capita	3,367
Base - Location	7,377
Base - Other	301,418
Other Total	29,223
Grand Total	402,184

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Internal school data shows that 100% of the student responses indicate that staff care about student learning,.

Response from School Community surveys were very positive. Specific mention made to personalised learning and "staff maintaining excellence during 2020".

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.

During 2020, Wiradjuri Language and Culture Program continued across all classes in collaboration with Dubbo AECG.

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.

As part of the whole school Anti Bullying programs, students are encouraged to be tolerant, accepting and respectful. Teaching Principal undertook the Anti Racism Contact Officer training during 2020.

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.

Due to covid-19 restrictions, the planned excursion to Wentworthville Public School as part of the Student Leadership Program and further development of multicultural experiences and practices was not able to be held. It is planned that through ongoing Student Leadership Program, the students will continue to be involved in multicultural experiences supported by the ongoing relationship with Wentworthville PS.

Other School Programs (optional)

The Sustainable Garden continued to be a strong focus this year. In 2020, a Bush Tucker Garden was established in consultation with Dubbo AECG Wiradjuri language tutors.

Student Leadership and Student Voice initiatives incorporate the whole school community involvement projects with the Eco Schools framework.