

2020 Annual Report

Beelbangera Public School



STRIVE FOR THE BEST

Introduction

The Annual Report for 2020 is provided to the community of Beelbangera 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

As a school our commitment to the community is to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our school has quality staff, supporting quality learning every day for every student.

School context

Beelbangera Public School (180 students) is located in the Riverina, 7.5km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are identified and supported as increasingly self motivated learners who are confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.



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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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

Wellbeing - Quality Systems

Purpose

The establishment of quality systems that promote professional development, productivity, consistency and wellbeing.

To develop, maintain and improve school systems in order to create a well-resourced, quality learning environment for all students, staff and the community.

Improvement Measures

Staff are using the appropriate system when referring students for learning support.

Student Independent Education Plans are created, implemented & updated for all identified students.

Surveys reflect improved wellbeing across the school.

The school is accessing appropriate external agencies to support students.

Progress towards achieving improvement measures

Process 1: Wellbeing

Develop staff and community understanding of the wellbeing framework, leading to the design and implementation of whole school wellbeing practices and policies which allow students to thrive, succeed and connect.

Evaluation	Funds Expended (Resources)
Leadership Policy endorsed by school community after minor wording changes and students excited to start the 2021 process.	Leadership Policy
Further implementation during 2021 for the next student cohort of leaders.	

Process 2: Provide staff with the skills and evidence based strategies needed with the purpose of improving professional practice, collective efficacy and being better teachers for students, through a strategic focus on wellbeing.

Evaluation	Funds Expended (Resources)
Technology has now dominated the Professional Learning of all staff in 2020 due to COVID19 and the new mode of teaching delivery via online platforms.	Stage meeting time
What online platforms will we continue to implement in 2021?	Staff meeting time

Strategic Direction 2

Learning

Purpose

To equip students with the skills and strategies to take ownership of their learning in order to succeed socially and academically now and in the future.

To develop the ability to communicate their learning needs effectively.

Improvement Measures

Improve student growth in NAPLAN to 50% between years 3, 5 and 7 for comprehension and 80% in all other areas of Literacy and Numeracy, with a focus on moving the students in the middle bands to the upper bands.

To improve individual achievement with more than 80% of students achieving recommended Cluster for Literacy - Comprehension and Reading Texts. Kinder - C4, Yr 1 - C6, Yr 2 - C8, Yr3 - C9, Yr4 - C10, Yr5 - C11, Yr6 - C12.

Effective Independent Education Plans that are authentic, fluid, ongoing and regularly reviewed.

Achieve 80% of students in proficient bands for NAPLAN - Band 2 for Year 3, Band 4 for Year 5 and Band 5 for Year 7.

Staff demonstrate growth against the Australian Teaching Standards.

Progress towards achieving improvement measures

Process 1: Data Analysis

Focus professional learning on building the understanding of and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
2021 planning has been established identifying student outcome focus targeting writing and explicit teaching practice.	Dr Kate professional development training. School data collection and analysis - to develop 2021 planning focus. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2000.00)

Process 2: Research Based Pedagogy

Develop staff knowledge through researched based pedagogy and focused, targeted professional learning aimed at improving student outcomes with a focus on Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Dr Kate Bricknell from Crossroads Education to deliver targeted small group face to face Professional Development opportunities that target staff individual needs in 2021.	Crossroads Education - Dr Kate Bricknell Literacy online training - grammar

Process 3: Professional Capacity

Develop and implement a professional development framework for all teachers which is personalised and driven by the Australian Teaching Standards.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Staff are more independent when matching goals and the Australian Teaching Standards and the School's Excellence Framework.	PDP process and timeline.

Strategic Direction 3

Teaching and Leading

Purpose

To foster quality teaching and leadership characterised by ongoing, relevant evidence-based professional development focused on improving teacher capacity to maximise student learning outcomes.

To increase volunteer and community participation and collaboration to work together as a positive school community with a focus on students.

To improve school efficiency to streamline and modernise assessment and administrative tasks.

Improvement Measures

All student development is tracked along the literacy and numeracy continuums using PLAN and reviewed regularly in accordance with school data collection timelines.

New supervisory procedures have been established and implemented and 95% of staff identify that these are productive and conducive to change in the teaching and learning culture.

All teaching and non-teaching staff have Professional Development Plans that reflect personal, school and department goals and priorities.

Progress towards achieving improvement measures

Process 1: Consistent Teacher Judgement

Put in place structures and processes allowing staff to collaborate on the collection and evaluation of materials to ensure consistency of judgement within and across classrooms.

Evaluation	Funds Expended (Resources)
Creating more Stage based assessment will be a focus for 2021 to better build the consistency of teacher marking and assessing student achievement.	Assessment creation timeline for 2021

Process 2: Systems & Structures & Processes

Review, develop and implement effective systems and structures to support student learning and school management.

Evaluation	Funds Expended (Resources)
Re-establish the meeting protocols and procedures in 2021 after COVID19 interruptions in 2020.	Agenda proforma Sentral meeting minutes folder

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$8 467.00) 	The current program for implementing targeted support has seen impressive student growth academically, in resilience and self confidence. Students are more prepared for the next step in their learning.
English language proficiency	Teacher SLSO Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$21 003.00) 	Funding was utilised to employ a SLSO to support students in kindergarten to year 6 with English language acquisition.
Low level adjustment for disability	Teacher Learning Support identified students Literacy/Numeracy In class support provided by SLSO Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$73 877.00) 	Student achievement is monitored and effective programs implemented to ensure identified students are supported in their learning. Has the in class support facilitated students to meet or work towards achieving their learning goals and outcomes in a more effective way? In class support has allowed students to be scaffolded and guided in applying the skills they are developing and how to effectively use these in class learning.
Quality Teaching, Successful Students (QTSS)	Teacher Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$35 222.00) 	Teachers are engaged in lesson observations, providing effective feedback and mentoring staff to inform best practice.
Socio-economic background	Teacher outside agencies Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$43 135.00) 	All teaching and learning programs show evidence that they are adjusted to meet individual student needs, 100% of students with a disability, in Out of Home Care, Aboriginal students and students performing below the National Minimum Standard in NAPLAN have a personalised plan with goals reviewed..
Support for beginning teachers	Teacher - mentors Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$14 845.00) 	Beginning teachers were allocated extra release for observations, mentoring and professional development tailored to their individual needs.
Targeted student support for refugees and new arrivals	Resources SLSO support Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$314.00) 	Students were provided with withdrawal and in-class support to meet their individual needs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	89	91	91	81
Girls	94	97	101	97

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.9	92.8	90.3	93.3
1	94.6	91.4	91.4	96.2
2	93.1	91.8	91.5	96.4
3	94	92.1	91.8	95.6
4	94.9	92.7	93.4	95.5
5	93	92.2	90.2	93.5
6	94.5	94.7	94.1	93.8
All Years	93.7	92.4	91.7	94.9
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	92.5	92.1	91.8
All Years	93.9	93.4	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
Assistant Principal(s)	2
Classroom Teacher(s)	7.96
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.94

*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	273,637
Revenue	2,246,389
Appropriation	2,214,319
Grants and contributions	31,935
Investment income	135
Expenses	-2,220,580
Employee related	-1,942,667
Operating expenses	-277,913
Surplus / deficit for the year	25,809
Closing Balance	299,445

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	137,357
Equity Total	146,482
Equity - Aboriginal	8,467
Equity - Socio-economic	43,135
Equity - Language	21,003
Equity - Disability	73,877
Base Total	1,596,109
Base - Per Capita	46,177
Base - Location	29,118
Base - Other	1,520,814
Other Total	207,454
Grand Total	2,087,402

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

Beelbangera Public School welcomes the feedback provided by all stakeholders. In 2019 we surveyed students, staff and parents/caregivers. The Tell Them From Me survey offers a valuable insight into perceptions of the school and allows the school to celebrate successes and identify areas for improvement. Parent feedback indicates that they feel welcome and valued as members of the school community and that their children are known, valued and cared for as individuals. Parents believe that teachers have high expectations and set realistic goals for their child's learning and that they are able to approach teachers to discuss their child freely.

Initial evaluation of the communication channels being used by the school has prompted the need for further data to be collected and changes to the methods being used will be explored in 2021. The school Facebook page has a high level of traffic but this was not meeting the needs of all families. The use of Skoolbag has not progressed the way we had intended due to performance issues with the online platform and administration staff and parents feel that this may no longer be an effective communication channel.

Student feedback indicates that they have a strong sense of belonging and feel a strong connection to the school and community. Internal school surveys indicated that students appreciated being given a voice in decision making processes, being asked for feedback and taking on leadership roles and responsibilities within the school. Students have indicated that they appreciate having their efforts to be respectful, safe learners recognised and value the opportunity to give feedback on the school and school events, have a chance to share their ideas and contribute to future decision making. Tell Them From Me surveys indicated a 16% increase in student interest and motivation in their learning and a 3% decrease in students who felt they were subjected to bullying. 75% of students felt proud of their school and felt valued and accepted by their peers and others at school.

Tell Them From Me teacher surveys indicated that 76% of staff felt that the school leaders were leading improvement and change, 82% felt that the school's strategic vision and values of the school were clearly communicated and 94% had the confidence and skills needed to support students with special needs.





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.

