

2021 Annual Report

Balgownie Public School



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Introduction

The Annual Report for 2021 is provided to the community of Balgownie 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 Strategic Improvement 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

Living and learning through high expectations, perseverance and kindness.

School context

Balgownie Public School is set in the Illawarra escarpment, in the suburb of Balgownie.

Balgownie is an inclusive, community oriented school with a motto of 'living and learning.' The school has 14 classes with approximately 18% of the student population who identify as having English as an Additional Language or Dialect, and 3% who identify as Aboriginal. Our school was built in 1889, and there is a strong link with our local village and local heritage. This is evident with a comprehensive local history museum being located on the site. The school is highly regarded in the local community where it has provided exceptional public education for over 130 years. Our staff are deeply committed to ensuring all students reach their absolute potential.

We are proud to provide an education that is diverse and rich, while focusing on the core business of teaching and learning. Dedicated staff ensure that every student reaches their learning potential through a balance of traditional and innovative approaches. Quality programs are implemented, catering for student strengths and needs using contemporary methodology that links to the Australian Curriculum as well as current research and best practice.

The strong partnership between home and school results in high academic standards and high expectations for our students. The school community values the provision of a wide variety of learning opportunities at the school - academic, cultural, environmental and sporting.

We actively promote the core values of respect, responsibility and learning which guide all of our school practices.

The school staff have engaged in ongoing community collaboration, through whole school communication, P and C meetings and NIAECG (Northern Illawarra Aboriginal Education Consultative Group) meetings. We have recently (November 2020) completed our External Validation and situational analysis.

As a result, our 3 strategic directions are ***Student growth and attainment, Collaborative, evidence informed teaching and High aspirational culture.***

Student growth and attainment - Our work with all students will reflect clearer student voice and student agency. Feedback will be a focus in this area. Individual and targeted support will be provided where growth is not evident and this will be underpinned by more rigorous processes and structures.

Collaborative, evidence informed teaching - We are focusing on ensuring teacher professional learning is specific and directed by the students they are teaching, while ensuring collaboration is timetabled. Innovation and a focus for future directions of planning for teaching will be highlighted. Instructional Leadership, Data analysis and use of data for future teaching and learning will be a focus in this area.

High aspirational culture - The building of rigorous educational leadership at Balgownie Public School will be addressed through mentoring and coaching programs, high expectations and a high performance culture. Community collaboration and a strong focus on management practices and processes will be a focus in this area. Close links to the community, including the NIAECG and Community of Schools will be a focus in this area.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build on strong foundations for academic success, we will develop a culture of high expectations in which student advocacy and feedback determine the future learning of all students. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations and Differentiation
- Student Engagement and Wellbeing

Resources allocated to this strategic direction

English language proficiency: \$13,400.00
Low level adjustment for disability: \$67,271.00
Integration funding support: \$112,310.00
Literacy and numeracy: \$16,119.00
Socio-economic background: \$21,000.00
Aboriginal background: \$7,919.46

Summary of progress

Our focus in 2021 was to provide increased opportunities for teachers to engage in professional dialogue around evidence-based practise in reading and in strengthening our engagement and wellbeing practises. Using Spirals of Inquiry, cross-stage teams were guided through the process of reflecting on current practice, looking at evidence-based research and trialling different practices within their classroom programs. Collaboration time provided to teams of teachers enabled them to review student progress and achievement data and to plan teaching and learning activities based on student need. Staff utilised the Universal Resources Hub to inform their work. The introduction of goal setting conferences was widely celebrated across the entire learning community as an opportunity to strengthen home-school partnerships. Staff engaged in high impact professional learning related to student goal setting which enabled teachers and students to collaboratively identify aspirational and realistic learning goals based on student progress and achievement data. The students and teachers then met with parents to discuss they goals and how each party can contribute to achieving it. As a result, the goal setting process will continue into the new school year as will the inclusion of student identified goals in the review process for students with additional needs. In 2022, we will also focus on strengthening our clear and consistent high expectations for learning and behaviour by defining with all members of our school community what these are within each classroom and across the whole-school. Staff will also engage in continuing professional learning in effective differentiation so that lesson content provides the right amount of support and challenge for every student and there is a shared understanding of the differentiation process across all teaching staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 1% in the percentage of students achieving in the top two bands in NAPLAN Reading. An uplift of 1% in the percentage of students achieving in the top two bands in NAPLAN Numeracy.	Data indicates that 51.81% of students achieved in the top 2 bands reading showing decline from baseline data. Data indicates that 38.27% of students achieved in the top 2 bands numeracy showing minimal change from baseline data.
An uplift of 2% in the percentage of students making expected growth in NAPLAN Reading.	The percentage of students achieving expected growth in reading decreased to 52.5% indicating progress is yet to be seen toward the lower bound target.

<p>An uplift of 2% in the percentage of students making expected growth in NAPLAN Numeracy.</p>	<p>The percentage of students achieving expected growth in numeracy decreased to 42.11% indicating progress is yet to be seen toward the lower bound target.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>Whole School Monitoring of Student Learning</p> <p>Self assessed at delivering with some practices evident at sustaining and growing.</p> <p>Wellbeing</p> <p>Self assessed at sustaining and growing.</p> <p>Student Performance Measures</p> <p>Self assessed at sustaining and growing.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Whole School Monitoring of Student Learning to be sustaining and growing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Student Performance Measures.</p>
<p>An uplift in the percentage of students attending greater than 90% of the time to be above the system identified baseline.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 2.6%.</p>
<p>Tell Them from Me wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the system identified baseline.</p>	<p>88.1% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.</p>

Strategic Direction 2: Collaborative, evidence informed teaching

Purpose

The best teachers use effective assessment and data to drive improvement. Effective use of data is a consistent attribute of high performing systems. It is a critical foundation for high expectations, explicit teaching and feedback, and it provides teachers with information to guide and direct students as well as data to reflect on their own effectiveness.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Teaching Practice and Collaboration
- Use of Data to Inform Practice

Resources allocated to this strategic direction

Professional learning: \$16,020.00

English language proficiency: \$3,683.00

Socio-economic background: \$18,740.00

QTSS release: \$62,449.73

Literacy and numeracy intervention: \$22,423.60

Summary of progress

Our focus in 2021 was to trial an explicit system for collaboration so that teachers would have a structured process to reflect on their teaching and then inquire, as part of a team, about how to improve their practice. The Spirals of Inquiry collaborative process was valuable for staff to have the time to closely examine how students learn in reading and what students need when learning how to read. Collaboration time was provided weekly, with staff meeting in mixed stage teams to support a K-6 focus across the school. The provision of collaboration time for staff allowed for a deeper analysis of progress and achievement data to highlight where student strengths were and also to drill down on what teachers needed to improve their practice. Professional Learning that built staff skills in the analysis, interpretation and use of student progress and achievement data was also provided during collaboration sessions. Opportunities for mentoring and coaching were limited in the second half of the year, although some staff were able to be supported through online platforms. Beginning teachers received additional support, including attending the Beginning Teachers Conference in Term 2. In 2022, a new way of teaching reading will be trialled as a result of the professional learning staff undertaken in 2021. Spirals of Inquiry will continue to be utilised as our collaborative process. with time also built into the school's timetable for classroom walkthroughs, lesson observations and peer feedback. The whole school timetable will also include dedicated time for stage teams to work together on professional learning that reflects the particular needs of the staff within each stage.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework Data Skills and Use Self assessed at delivering with some practices evident at sustaining and growing.	Self-assessment against the School Excellence framework shows the theme of Data Skills and Use to be delivering. .
Identify and trial explicit systems for collaboration and feedback to enhance quality teaching practices across the school.	The staff have used Spirals of Inquiry and team collaboration time to ensure increased feedback and opportunities to enhance quality teaching practices K-6.

Purpose

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Educational Leadership
- High Impact Systems, Processes and Practices

Resources allocated to this strategic direction

Professional learning: \$4,000.00

School support allocation (principal support): \$19,639.25

Summary of progress

In 2021 our focus was on continuing to build and share effective leadership and management skills to facilitate whole school improvement and build the capacity of the leadership group in the school. To provide teachers who aspire to formal leadership positions, the role of stage coordinator was created. Stage coordinators were provided with the opportunity to shadow executive staff and to relieve as Assistant Principals when short term vacancies occurred throughout the year. Significant improvements to school's administrative processes were also made throughout the year, to ensure a streamlined and effective approach to school organisation and communication. A Business Manager was employed one day per week and implementing all components of the SENTRAL administrative system enabled the school to streamline processes related to variation of routines, risk assessments and to trial a Parents' Portal. A review of whole school communication led to improvements in the way the school communicates with our community. A School Administration Officer was employed one day per week to ensure the school's website was kept up to date and to overview the SENTRAL Parent Portal. We also moved to using Facebook to share celebrations of student learning. When reviewing our work we see opportunities to refine our use of feedback. To build on the work commenced this year, we will be formalising our processes in the implementation and analysis of Tell Them from Me survey data in 2022 to inform our school improvement activities on the basis of feedback from all sections of our school community (teachers, student and parents/community members). PBL (Positive Behaviour for Learning) was identified as an area requiring a reset. As a staff we began the process of whole school training. In 2022, we will continue the learning around PBL. Sentral database usage is being increased to maximise the full potential of the program. This includes adding aspects under student well being and the attendance data. This will continue to be developed as we move towards full PBL implementation, including communication for parents and accurate recording of behaviour data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement as measured by the School Excellence Framework</p> <p>Educational Leadership</p> <p>Self assessed at delivering with some practices evident at sustaining and growing.</p>	<p>Self-assessment against the School Excellence framework shows the element of Educational Leadership to be sustaining and growing.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>Management Practices and</p>	<p>Self-assessment against the School Excellence framework shows the element of Management Practices and Processes to be sustaining and growing.</p>

Processes

Self assessed at delivering with some practices evident at sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,310.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Balgownie Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs, including individualised instruction and working on Learning Plans. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs), including the development of learning plans. <p>The allocation of this funding has resulted in: students being supported at point of need throughout the school day, including in the playground where social support is required. Teachers and parents work closely with our SLSO's to ensure seamless, purposeful and intensive support is provided to students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued with individualised support for students at point of need, where families, staff and students work together to ensure maximum benefit from this valuable resource.</p>
<p>Socio-economic background</p> <p>\$39,740.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Balgownie Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Differentiation • Effective Teaching Practice and Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Spirals of Inquiry to support identified students with additional needs. • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in: teachers having the opportunity to engage in inquiry and evidenced based data. They also had the opportunity to collaboratively plan, to ensure expertise is shared and student achievement data is used to develop the next phases of learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with this program to ensure continuity of professional learning, including critical conversations. This will include increasing professional learning in data literacy and ensuring the student voice is included in the planning, implementing and assessment of all learning.</p>
<p>Aboriginal background</p> <p>\$7,919.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Balgownie Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$7,919.46</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>a co-construction of the Yarning Circle. This included working closely with our First peoples community to collaborate, plan and develop a new learning space. This has also led to an increased cultural competency regarding our First Nations People, with the NIAECg and families contributing to the knowledge of our school staff.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to work closely with our families to develop effective learning experiences that further increase our awareness and responsibilities for our First Nations students, their families and culture. We are looking to host opportunities for the local community to participate in the learning of First People's culture through joint activities and lessons.</p>
<p>English language proficiency</p> <p>\$17,083.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Balgownie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Differentiation • Effective Teaching Practice and Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p> <p>an increased awareness among staff of the needs of EAL/D students and support they can receive in the classroom. This has included professional Learning opportunities for staff to ensure deep understanding of the needs of our EAL/D students and their families. Students have received more intensive support at their identified level of learning, particularly in the area of writing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue this program in 2022, with EAL/D teacher receiving additional Professional Learning and then increasing the capacity of all staff in this area. Students have been identified through our LST process and the support of students can begin Term 1, day 1.</p>
<p>Low level adjustment for disability</p> <p>\$67,271.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Balgownie Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$67,271.00</p>	<ul style="list-style-type: none"> • High Expectations and Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: the development of strong processes in our Learning Support Team, resulting in all students who are referred to LST are tracked and have their learning needs addressed. All staff know and apply the process to ensure equity and effective use of this resource. SLSOs have been employed to meet the needs of individual and small groups of students, further increasing student achievement of learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with this format and further strengthen the process, embedding it across all classes where there is need. Staff will feel empowered to have knowledge based conversations with families about the learning support their child needs. Families will have a deeper understanding of what levels of support school can provide and what further actions they can take to ensure their child has every support needed.</p>
<p>Literacy and numeracy</p> <p>\$16,119.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Balgownie Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in the Spirals of Inquiry process, where staff have opportunities to observe practice and share best practice. Teachers engage in critical conversations regarding the current evidenced based research and how best to utilise this in their classrooms. Student voice is also used when looking at what works best for learning at Balgownie Public School. <p>The allocation of this funding has resulted in: teachers having the time and opportunity to share best practice and knowledge with colleagues. They participate in critical conversations around current research, best practice and data, to ensure our students are supported in their learning by confident and well-informed teaching staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with this program of teacher professional learning. Next steps will also include a teacher mentor program and classroom walk throughs to further strengthen quality teacher practice.</p>
<p>QTSS release</p> <p>\$62,449.73</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Balgownie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice and Collaboration <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$62,449.73</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: an increase to the High Impact Professional Learning undertaken by staff, in particular the area of reading. Time has also allowed for Assistant Principals to further support their teams, ensuring improvement in student achievement. This has included time allocated to consistency of teacher judgement and investigation in best practice teaching methods to be applied in teh classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue this model ensuring the development of staff and provide support to improve practice. The time allocated will mean that the teachers have opportunities to observe great teaching adn hold critical conversations regarding practice. This will lead to improvements in teacher capacity and increases in student achievement.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Balgownie Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice and Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: the capacity of the Instructional Leader to provide mentoring and coaching time to staff aligned to their PDPs. They have also worked with teachers on an individual basis to improve practice and increase student achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue providing individual support to teachers to improve their practice, as guided by their PDP. We will focus on the use of data and aligning this to the next steps in student learning.</p>
<p>COVID ILSP</p> <p>\$124,304.21</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were requiring extra support in Literacy and Numeracy as identified through the Learning Support Team. <p>The allocation of this funding has resulted in: an increase in student achievement by those students who were identified as requiring further support. This identification process was also strengthened and aligned to our Learning Support Team referral process.</p>

COVID ILSP

\$124,304.21

After evaluation, the next steps to support our students with this funding will be:

to continue this program and employ an experienced teacher to deliver high quality, intensive supports to small groups of identified students. This teacher will work alongside our Learning Support Team to ensure maximum opportunities for students, identified through Learning Support referrals, to receive intensive support across the week.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	165	171	160	176
Girls	168	162	173	165

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	95.4	97.5	94.6
1	95.2	93.5	96.5	95.4
2	94.1	95.5	95.6	93.9
3	93.7	94.3	97.1	92.4
4	92.3	94.7	96	95.3
5	94	94.5	96.4	92.5
6	94	93.6	95.3	92.4
All Years	93.9	94.5	96.4	93.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.75
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	443,455
Revenue	3,330,923
Appropriation	3,312,253
Sale of Goods and Services	-220
Grants and contributions	18,659
Investment income	231
Expenses	-3,398,168
Employee related	-3,073,821
Operating expenses	-324,347
Surplus / deficit for the year	-67,245
Closing Balance	376,209

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.

	2021 SBAR Adjustments (\$)
Targeted Total	133,385
Equity Total	153,809
Equity - Aboriginal	7,919
Equity - Socio-economic	18,740
Equity - Language	35,323
Equity - Disability	91,826
Base Total	2,560,938
Base - Per Capita	82,090
Base - Location	0
Base - Other	2,478,848
Other Total	280,425
Grand Total	3,128,557

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.

Parent/caregiver, student, teacher satisfaction

Families at Balgownie Public School have reported feeling a sense of belonging to our school community. During the Learning from Home period, families felt supported in their child's learning and reported that they felt they always had the support of the teaching staff, when required. Families are reporting that they are looking forward to being able to re-enter the school site and contribute with the day-to-day activities within the school. Families believe the level of communication has been excellent and consistent. The Tell Them From ME surveys have highlighted future areas of Belonging, for us to focus on.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.