

2021 Annual Report

Ballimore Public School



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Introduction

The Annual Report for 2021 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 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.

School contact details

Ballimore Public School
Bomen St
Ballimore, 2830
www.ballimore-p.schools.nsw.edu.au
ballimore-p.school@det.nsw.edu.au
6886 5151

Message from the principal

As the relieving Teaching Principal at Ballimore Public School 2021, it was an honour and privilege to lead a dynamic and inspiring learning school community.

What a year it has been. Unexpected, unprecedented, unrelenting, unusual, uncertain but not in the least, underwhelming. There were many memorable moments throughout the year at Ballimore Public School.

Our teachers and support staff have chosen this career for a reason. They love what they do and it shows every single day. This dedicated staff go above and beyond for our students and for the school. It has been an absolute pleasure to work with such a dedicated team. I am privileged and grateful for their presence and commitment to our students. Each of the staff are special, with so many amazing qualities. The motto of Ballimore Public School is "Together we care, share and learn". It is the day-to-day community, it is the common interests we share, the beliefs we have and our open communication that makes us amazing as a school community.

In the year that has been fraught with unpredictability, we have risen to the challenges. We adopted and adapted to change. 2021 taught us to grow, to be open to new things, it has given us opportunities to be innovative, to create, to dream, to aspire. We have forged ahead with one another, and within our community and never been separated.

With a pandemic arising, our expectations, hopes and dreams became a little unhinged. It will be the year we remember as the one where we battled a global pandemic so close to our homes and loved ones. It challenged our school and the community and nevertheless, we still embraced learning. Home learning tested us as a community. There were google classroom lessons, fun zooms literacy and numeracy activities, online book parades, 2D shape rap songs shared via media, emails between students, parents and staff. We made it work and we got through it together. This proved our strength and integrity as a community. We continued to nurture a strong commitment to striving for excellence in student learning outcomes for all. We embedded differentiated and personalised teaching and learning programs for all students.

Moving into 2022 as the substantive Principal of Ballimore Public School, I am truly optimistic about what we have before us. Our students will continue to remain our absolute priority.

We will continue to work hand in hand with the school and wider community to create an inspiring school, full of exceptional opportunities for all. I am very proud of the triumphs and rewards we have achieved in 2021.

Margot Jasprizza

Message from the school community

What another wonderful and weird school year it was. As president of the P&C, it was an amazing year for so many reasons. It is great to now have a stable and amazing school principal. We welcomed Margot Jasprizza as our fulltime

school principal. The kids have welcomed her with open arms and as parents and community, we are happy to have stability within our little school.

The children once again worked through home school learning but with amazing technology they were still able to be in contact with both teachers and friends. We were able to hold meetings via zoom and were able to host an auction and fundraising within the local community by doing raffles. We thank the school and teachers for another great year which was full of the unknown. The children were always at the forefront of every decision made.

Pip Cass

Message from the students

At school, I love writing, maths, literacy, art and colouring. I love the alphabet, reading and watching things, like the mini bug series. The most exciting thing was the eisteddfod. I got a new teacher and we got to do a book parade at home. I loved that I got to do my first athletics carnival and that I got a new classroom. I also got to do artwork for the big giant garbage truck. I really like coming to school with my friends and my teachers.

Hadley McInnes - Year 1

School vision

At Ballimore Public School, we aspire for all students to 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 17 students, 8% Aboriginal and/or Torres Strait Islander, 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.

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
- work closely with the Small Schools Network to provide our students with a vast range of extra curricula experiences

As a result of careful assessment of school practices the following areas have been identified as strengths in our school: Wellbeing, Reporting, Professional development and School resources.

Areas for further development have been identified as:

- Building teacher capacity
- Ensuring that every student demonstrates growth every year
- Building collaborative practice across the school through increased data skills and use
- Document school practices to ensure consistency in areas of administration and teaching
- Developing effective assessment processes and practices to inform teaching and learning

The consultation process involved all staff, parents/carers and students for both the Situational Analysis and the Strategic Improvement Plan. Consultation was conducted in both face-to-face and via brief survey.

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	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: Student growth and attainment

Purpose

In order to maximise student learning outcomes, we will explicitly teach literacy and numeracy through all subject areas, leading to success that is measured by improved student growth and achievement.

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.

- Differentiation for Literacy and Numeracy Success
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$14,099.00

QTSS release: \$2,803.00

Socio-economic background: \$12,745.00

Teaching Principal Relief: \$33,634.00

Aboriginal background: \$934.00

Literacy and numeracy: \$900.00

Professional learning: \$1,400.00

Location: \$1,100.00

Summary of progress

The employment of a second teacher four days a week allowed infants and primary to be split into two classes, which was a driving factor for greater and more successful differentiation and adjustments of individual student learning programs. Utilising the instructional leader in both infants and primary classes allowed for intervention programs to be implemented, shoulder to shoulder and team teaching which built teacher capacity. Modelling of rich literacy and numeracy tasks deepened beginning teacher knowledge and capacity.

Attendance was challenging during home learning, however student engagement was monitored and supported through staff communication and support given via the phone, email or zoom opportunities. All students returned to school when directed. Ballimore will continue to monitor attendance and utilise the 'Attendance Matters' resources to disseminate information to families.

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
A minimum of 50% of Year 3 and 5 students achieve expected growth in NAPLAN Reading (lower bound system negotiated target) A minimum of 50% of Year 3 and 5 students achieve expected growth in NAPLAN Numeracy (lower bound system negotiated target)	In Reading, 66.7% of students achieved at or above expected growth. The other 33.3% of students were below expected growth. In Numeracy, 33.3% of students achieved at or above expected growth. Whilst the other 66.7% of students were below expected growth.
A minimum of 30% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (lower bound system negotiated network target). A minimum of 30% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (lower bound	18% of targeted students achieved in the top 2 Bands for Reading, which did not meet the expected target. 9% of targeted students achieved in the top 2 Bands for Numeracy, which did meet the expected target.

system negotiated network target).	
Targeted attendance interventions are in place for non-attenders and partial attenders.	<p>Semester 1 Attendance Rate was 88.7%, in comparison to like schools where the attendance was 88.3%. 22.2% of students were below 85% attendance and 33.3% of students were between 85-90% attendance. 44.4% of students were at or above 90% attendance.</p> <p>Semester 2 Attendance Rate is 94.5%, against like schools which is 91.5%. Students attending 90%+ is 83.3%. 5.6% of students were below 85% attendance and 11.1% of students were between 85-90% attendance. 83.3% of students were at or above 90% attendance. Learning from home and student engagement played a part in this increase. All students have personalised learning plans (PLPs) which indicate individual student attendance percentages.</p> <p>In 2021 we had 77.8% of students attending 90% of the time or more.</p>
All students will show growth in understanding text and comprehension	100% of all students have shown growth in understanding texts and comprehension through PLAN2 data and the PM Benchmarking Assessment. Tracking books (colour coded system) show individual student growth from Term 1 - Term 4. Staff were supported with relevant professional learning and this was a weekly focus in staff meetings when collegial staff conversations were had.
All students will show growth in understanding of whole number, addition and subtraction, multiplication and division	All students have shown growth in understanding of whole number, addition & subtraction, multiplication & division through PLAN2 data and utilising the IfSR assessment tool. This progress measure was not able to be as greater focus as comprehension due to a change of leadership, home learning occurring in term three and student return to school in term four which was unsettling for some students.

Strategic Direction 2: Building High Quality Practice

Purpose

We will ensure all staff are consistently implementing effective, evidence based practices and working collaboratively to improve student outcomes

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.

- Collaborative Practice
- Data Skills and Use

Resources allocated to this strategic direction

Literacy and numeracy: \$550.00

Summary of progress

A change in leadership occurred in term two. Collaborative practice was a focus area. Building team morale, collegial discussion, building mentoring opportunities to support all staff and professional learning for all was embedded. Program supervision was introduced, which provides feedback and suggestions for future planning, consistency in teacher judgement and driving high quality teaching and learning programs for all students.

Data collection is evident for all students and this occurred because of staff training and building capacity in not only teachers but also SLSOs. Data skills and use was itemised weekly on the staff meeting agenda, and the result of ongoing weekly professional learning and modelled lessons and discussion, consolidated staff knowledge and skills. Data is now entered in PLAN2 every ten weeks for all students. A change in classroom teacher meant the newly appointed teacher required new and beginning training which up skilled them to continue on with the ongoing model created for data collection, analysis and use.

Collaboration with small schools network continued in a virtual model to support SIP analysis and learning and support. Mudgee network meetings were held face to face and virtually throughout the year with a pre-organised agenda.

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
Staff are trained in the procedures of delivering NAPLAN and the Check-in assessments Staff are trained in analysing the data from these external assessments	Selected staff who work with the designated age bracket completed the online training for administration of NAPLAN and Check-in assessment training. Analysis of data training was delivered to all staff at designated staff meetings. Staff now confidently enter and analyse data on a five weekly schedule. SLSO coordinated NAPLAN and Check-in assessment, building capacity in co-workers.
Staff are registered and complete the PL 'Starting Strong' initiative from Mathematics Professional Learning K-12	This professional learning was not attended as the teaching staff have demonstrated experience and expertise in the teaching and learning of numeracy.
Staff are trained in the input of data into ALAN - PLAN2	All staff were successfully introduced to PLAN2 (ALAN) at staff meetings and also during mentoring opportunities. All staff have had the opportunity to observe the input of PLAN2 data. Teacher staff and IL meet to discuss this data to ensure it drives student learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$14,970.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ballimore 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of targeted programs to differentiate teaching and learning programs • Additional staffing to assist students with additional learning needs • Co-planning and analysing student data for future learning. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • All students with additional needs being supported, ensuring progress towards their differentiated learning. Support was provided both in and outside the classroom, attending and supporting at excursions, carnivals and other inter-school related activities. The non-teaching staff worked side by side the teacher to formulate, plan and implement the adjusted programs for individual students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Non-teaching staff will be involved with the collaboration of student PLPs in 2022 and will use these formulated goals to plan the intervention programs each term.
<p>Socio-economic background</p> <p>\$12,745.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ballimore 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"> • Differentiation for Literacy and Numeracy Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support smaller class sizes allowing for student progress through program implementation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The ability to split the students into two classes three days a week, which allowed for more robust and explicit teaching programs for individualised learning. Data input and analysis has become an essential part of the school assessment scope and sequence, ensuring all students have data tracked and entered every five weeks. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continuing to engage an additional teacher which will support the delivery of a high quality teaching and learning program for all students in literacy and numeracy.
<p>Aboriginal background</p> <p>\$934.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ballimore 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 student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$934.00</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"> • Differentiation for Literacy and Numeracy Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Employment of an additional teacher which enabled the students to be separated into two different classes, which has allowed for targeted and differentiated teaching, maximising student growth through the use of a high quality teaching and learning program. • Employment of an additional teacher enhanced the collaboration of teaching staff. Collegial discussions and team programming built the professional capacity of individual teachers. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • To continue with the differentiated programs which were established this year. Having an increase in students that identify as Aboriginal this year will make it more critical to ensure the differentiation is individualised, targeted, implemented and evaluated.
<p>Low level adjustment for disability</p> <p>\$14,099.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ballimore 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> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support smaller class sizes allowing for student progress through program implementation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The ability to split the students into two classes three days a week, which allowed for more robust and explicit teaching programs for individualised learning. Data input and analysis has become an essential part of the school assessment scope and sequence, ensuring all students have data tracked and entered every five weeks. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continuing to engage an additional teacher which will support the delivery of a high quality teaching and learning program for all students in literacy and numeracy.
<p>Location</p> <p>\$7,221.00</p>	<p>The location funding allocation is provided to Ballimore Public School to address school needs associated with remoteness and/or isolation.</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"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for teaching principal release. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • A steady increase in student engagement and increased rates of

<p>Location</p> <p>\$7,221.00</p>	<p>attendance in the targeted group.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Providing release to allow teachers to actively monitor student attendance, as well engaging with those families that have poor attendance, in the hope of increasing student attendance. The teachers will act as mentors to those students with an attendance below 90%.
<p>Literacy and numeracy</p> <p>\$1,450.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ballimore 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"> • Differentiation for Literacy and Numeracy Success • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <p>The instructional leader guided and monitored the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</p> <ul style="list-style-type: none"> • Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessments, writing samples and teacher observation.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Engagement of additional teaching staff using other flexible funding to extend small group reading intervention programs and continue to drive the input and analysis of data by using the school assessment scope and sequence.
<p>QTSS release</p> <p>\$2,803.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ballimore 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"> • Differentiation for Literacy and Numeracy Success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support smaller class sizes allowing for student progress through program implementation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The ability to split the students into two classes three days a week, which allowed for more robust and explicit teaching programs for individualised learning. Data input and analysis has become an essential part of the school assessment scope and sequence, ensuring all students have data tracked and entered every five weeks. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continuing to engage an additional teacher which will support the delivery

<p>QTSS release</p> <p>\$2,803.00</p>	<p>of a high quality teaching and learning program for all students in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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"> • Employment of teachers/educators to deliver small group tuition. • Employment of educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • SLSO and teaching staff working collaboratively and reflectively to plan literacy intervention programs together which enhanced the skills of the SLSO. • SLSO implemented differentiated lessons according to students' needs. Data reflects student progress. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	5	6	9
Girls	9	9	8	9

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	93.6	97.4	97
1	92	93.8	97.9	90
2	93	91.3	95.7	88.2
3	98.1	91	88.5	96.8
4	84.2	97.9	93.2	86.6
5	92.6	89.6	97.9	89.6
6		91.4	83.3	93.5
All Years	93.1	92.1	94.4	91
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		92.1	91.8	91.5
All Years	93.5	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
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 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	54,527
Revenue	458,331
Appropriation	449,022
Grants and contributions	8,431
Investment income	78
Other revenue	800
Expenses	-438,917
Employee related	-390,182
Operating expenses	-48,735
Surplus / deficit for the year	19,414
Closing Balance	73,941

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	15,343
Equity Total	27,778
Equity - Aboriginal	934
Equity - Socio-economic	12,745
Equity - Language	0
Equity - Disability	14,099
Base Total	320,335
Base - Per Capita	3,451
Base - Location	7,471
Base - Other	309,412
Other Total	30,527
Grand Total	393,983

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

11 out of 15 parent surveys were returned (embracing 11 of the 15 student's attending) in Term 1 2022. 93% of the returned surveys indicated there was a consistent trend in responses indicating they had observed academic improvement in the area of literacy (reading, writing and spelling). 20% noted there had been academic progress in Maths (times tables was specifically noted). One parent (7%) had noted the impact home learning had on the academic progress for their child.

11 out of 15 student surveys were returned in Term 1 2022. 20% of students are most excited about new learning in Maths whilst 13% of students said they were excited to be learning about writing. 40% of students are excited when being made feel like confident learners and that learning is easier when made fun or delivered as a game. Students are motivated in different ways. 53% of students acknowledged teacher feedback is provided and responded as to how they used this feedback to assist them in their future learning.

6 out of 6 staff surveys were distributed and returned in Term 1 2022. All staff agreed on a rating scale of 1-5 (1 being the lowest and 5 being the highest rating), that Ballimore Public School sits between a 4-5 when rating student wellbeing, interactions between adults and peers, respect and resilience for themselves and others.

When rating community engagement and collaboration the rating scale was between 1 - 6 (1 being the lowest and 6 being the highest rating scale). Of the 13 questions asked, all staff rated Ballimore Public School between 4-6, predominately between 5-6. The areas that were rated at 4 will be the areas we focus on for future development as a staff.

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.

Aboriginal Education - School statement

Ballimore Public School is committed to building relationships and connections with our local AECG. We have invested in recommencing Wiradjuri language, however there have been some barriers with COVID restrictions. Our aim has been to strengthen, embed and support Aboriginal Education by weaving it across all our school processes. Incorporating indigenous perspectives has been promoted through engagement with community resources, for example aboriginal elders, Dubbo school bands, dancers and creative arts presenters.

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.

Anti-Racism - School statement

Respect is a core value at Ballimore Public School. We aim to provide a happy, safe and inclusive learning environment for all. As a school community, we share a mutual importance of value on inclusivity and equality. We are proud of our students and the empathy, resilience, tolerance and acceptance they bring to school each day.

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.

Multicultural and anti-racism education - School Statement

Living in a small rural village means it is critical for our school to continue to expose our students and school community to people from diverse races, ethnic and cultural backgrounds. We place value in building students knowledge of 'multiculturalism' as it plays a vital role in shaping their understanding of the different cultures they will encounter as they explore the wider community.