

# 2021 Annual Report

## Bangalow Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Bangalow 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

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## School vision

To deliver excellence in student learning as a result of our strong, collaborative, visible learning culture.

The school's mission is to foster a lifelong love of learning that best prepares students for a happy and successful future.

Our teaching is explicit and differentiated to deliver connected and deep learning as a result of data driven practices. Our cohesive and dynamic approach to wellbeing is responsive to our community's needs, and supports all students to reach their full potential.

## School context

Bangalow Public School, with a current enrolment of 250 students across K-6 is proud to be a part of a supportive and connected community that makes up the historic village of Bangalow, which stands proudly on Arakwal land within the Bundjalung Nation. Students are at the centre of decision making and everything that we do. Our core values, 'Be Safe, Be Respectful, Be a Learner' underpin our student wellbeing and learning programs. The school prides itself on delivering strong academic, sporting and creative educational opportunities, as well as those focused on sustainability. A student-centred learning environment drives high expectations, continual improvement in learning, engagement and leadership development. This will support our transition into new learning environments and contemporary modes of teaching for future-focused learning in line with our planned upgrade of school facilities. The school provides a friendly, welcoming environment in which parents and staff work in genuine partnership for the benefit of all students. There is a passionate and dedicated parent community who are actively involved in class and whole school programs to support learning.

Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan. These build on the work undertaken in the previous school planning cycle and were identified by the self-assessment process in our External Validation, including the use of data and high expectations for student growth, the improvement of teaching to deliver a differentiated curriculum that is responsive to student needs, and the school community working collaboratively to support the wellbeing of all stakeholders.

Analysis of our past NAPLAN data shows inconsistencies in achievement and growth from year to year. We have identified the need to use data driven, high quality teaching practices to ensure all students have access to consistently effective, explicit and differentiated learning. Continual monitoring, deep analysis of and responding to student performance data will be embedded in all teaching and learning practices, in order to ensure that staff 'Know thy Impact'.

We have recognised that a continued emphasis on embedding innovative, evidenced-based teaching and learning practices is required to improve student learning outcomes, ensuring our students achieve expected growth in literacy and numeracy. Through our Visible Learning practices, we will implement the use of Learning Intentions and Success Criteria, Effective Feedback, Learner and Teacher Dispositions to embed a culture of high expectations, engagement and shared responsibility for learning. We will develop a consistent understanding of learning modes to accompany our contemporary learning environments to encourage flexibility and collaboration in order to optimise learning.

Analysis of wellbeing metrics have indicated a need to improve student advocacy and sense of belonging. In addition, staff have indicated the need for a consistent approach to student behaviour. As a result, we will continue the work commenced in 2020 on implementation of Positive Behaviour for Learning. However results from all stakeholders indicates a wider-reaching approach to wellbeing is required, with a whole school focus on evidenced-based activities to be implemented and embedded.



## 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	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: Student growth and attainment

### Purpose

To implement evidence-based, differentiated teaching practices, which are responsive to the needs of every student, in order to improve student learning outcomes in reading and numeracy.

### 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.

- Data Driven Practices
- Differentiation

### Resources allocated to this strategic direction

**QTSS release:** \$45,632.03

**Literacy and numeracy intervention:** \$41,819.56

**6101:** \$20,868.00

**Literacy and numeracy:** \$5,626.74

**Professional learning:** \$10,702.30

**Per capita:** \$1,298.00

### Summary of progress

There has been substantial progress made in the key areas of data driven practices and differentiation to support achievement of school targets for growth and attainment. School evaluation in these areas indicates that sustained and consistent whole school procedures and systems for data driven practices have established effective assessment approaches to support the collection of reliable and useful student data. Termly staff engagement in data skills, literacy and analysis have ensured a clear and collective understanding of the target teaching areas and students to maximise attainment and progress for all students. Teachers are more consistently applying these skills in analysing data from our central data and assessment spreadsheet during stage meetings, collaborative planning meetings, professional learning meetings and Learning and Support Team meetings to determine how best to cater to student needs. There is strong evidence of flexible groupings being utilised across the school using ongoing data analysis in literacy and numeracy, including synthetic phonics groups, Learning and Support groups, High Potential and Gifted Education groups, numeracy groups and reading groups.

In 2022, data sessions through professional learning, collaborative planning and the Quality Teaching Successful Students (QTSS) model will continue to support teacher understanding and skill development in data concepts. We will be applying these skills to engage in collaborative and individual data analysis to support transfer, focusing on informing daily and weekly planning of teaching and learning. As a collective teaching community we are able to access, navigate and use internal and external school data to inform our target areas to plan, teach and reflect accordingly focusing on a year's growth for every student at our school.

Our focus on explicit, differentiated teaching within this Strategic Direction in 2021 has been on a sustained approach to reading. Developing and delivering a High Impact Professional Learning model paired with the Instructional Leader through our QTSS funding has reaped strong gains in the teaching and learning aspect of literacy. The investment in time and resources on professional learning (PL) and QTSS in reading had a direct correlation with our gains in reading achievement in both top two bands and growth measures for Y3 and Y5 respectively. This indicates the strength and impact of these approaches and strategies as seen below through the annual progress measure data breakdown.

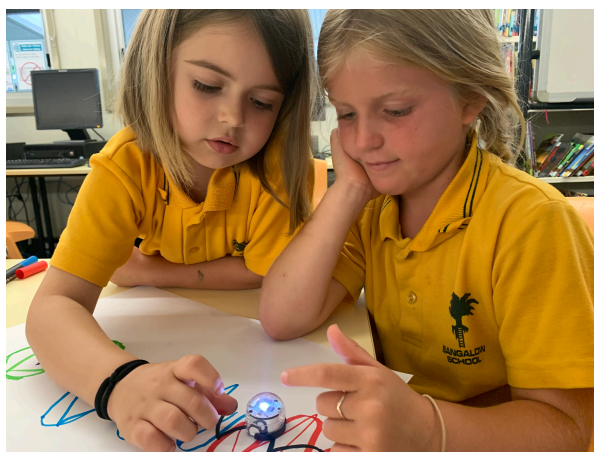
This focus and format of professional learning and QTSS Instructional Leadership will be applied to numeracy in 2022 to address our targets in this area, whilst we continue to consolidate our approach to explicit instruction in reading to ensure we maintain the gains and progress made in this area.

### 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
• Increase the proportion of students	• Data indicates that 58.73% of students are in the top two skill bands for

achieving in the top two bands in NAPLAN reading from 2019 Actuals by 13.23% (uplift).	reading, which is an uplift of 16.96% from 2019 Actuals, thereby exceeding our annual progress measure.
<ul style="list-style-type: none"> <li>• Increase the proportion of students achieving in the top two bands in NAPLAN numeracy to be above the system-generated target baseline.</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of students achieving in the top two bands in NAPLAN numeracy has increased to 30.2% and is progressing towards the lower-bound system negotiated target. The focus for professional learning and QTSS in 2022 will be on mathematics to assist progress towards targets.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN reading from 2019 Actuals by 8.06% (uplift).</li> <li>• 55% of students in K-6 achieve a year's growth in reading (0.4+ effect size) as measured by internal progress and growth data collected through the School's assessment schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in reading increased by 38.71% to 80.65%, far exceeding the annual progress measure, and surpassing the 2023 agreed upper bound of 79.50% of students achieving expected growth in NAPLAN reading.</li> <li>• Internal progress and growth data demonstrates that all cohorts K-6 experienced more than a year's growth in the instructional area of reading (0.4+ effect size) when results were averaged out for each stage cohort, indicating progress measure has been met.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN numeracy from 2019 Actuals by 10% (uplift).</li> <li>• 45% of students in K-6 achieve a year's growth in numeracy (0.4+ effect size) as measured by internal progress and growth data collected through the School's assessment schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in numeracy increased by 11.61% indicating achievement of the annual progress measure.</li> <li>• Internal progress and growth data demonstrates that the Year 5 cohort experienced more than a year's growth in numeracy (0.4+ effect size) when results were averaged out across the cohort. The remaining cohorts are working towards meeting this progress measure.</li> </ul>



## Strategic Direction 2: High quality learning culture

### Purpose

To develop a cohesive learning culture focused on high expectations, shared responsibility and continual improvement through collaboration and innovation.

### 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.

- Contemporary Learning Environments
- Visible Learning Culture

### Resources allocated to this strategic direction

**Per capita:** \$11,500.00

**Professional learning:** \$7,455.00

### Summary of progress

In 2021, we have maintained a strong focus on the development of high quality learning culture across our school through the key areas of Visible Learning and the Contemporary Learning Modes (CLMs). School evaluation in these areas indicates that sustained and consistent whole school approaches and professional learning for teachers to explore and develop understanding, skills and resources in these areas has resulted in collective understanding and readiness for further initiatives. In 2022, we will include student and community launches and engagement in this area, through the Bangalow Public School Learner Dispositions and the new build.

As a result of sustained professional learning, end of year staff evaluation data indicated that staff have developed skills and readiness in the contemporary learning modes of explicit, guided and independent teaching and learning, and enhanced their capacity in the modes of collaboration, and feedback and reflection. In 2022, as a result of teacher exploration and feedback through survey evaluation, a sustained focus on the student centred modes: demonstration, experiential and discussion will be maintained and pursued for all staff. This will occur through integration in QTSS cycles with the Instructional Leader to embed these modes as often as possible to the learning goal of teachers and students aligned to the curriculum target areas from Strategic Direction 1. In preparation for 2022 collaborative planning, a school key aligned to the CLMs and Bangalow Public School's Five Ways Learner Dispositions will be introduced and embedded into collaboratively developed programs to ensure we track and balance our use of the modes in the development of programs across the delivery of curriculum and high quality learning environments. A key focus on embedding opportunities for experiential modes as well as feedback and reflection will also align to the school launch of our Learner Dispositions within this strategic direction. Each Disposition has a launch event scheduled for 2022 across the first 4 months of the year, engaging students K-6 in an immersive experience. These will be accompanied by resources and activities, designed in collaboration between teachers, students and peers, to unpack and experience the learner disposition in each classroom in order to continue to build a strong culture of learning at the school.

### Bangalow Public School's Five Ways Learner Dispositions:-

- **connected/ way of being**
- **adventurous/way of living**
- **reflective/way of growing**
- **driven/way of doing**
- **perseverant/way of achieving**

With regards to our Visible Learning journey, external CORWIN data (obtained through the School Capability Assessment, observations, discussions and interviews with staff and students) and internal school data indicates significant progress in the understanding and implementation of the use of Learning Intentions and Success Criteria (LISC) to make learning, assessment and feedback visible, targeted and meaningful for students. Across the staff 91.7% indicated a high level of implementation with 41.7% embedding LISC in all lessons and a further 50% embedding them in all literacy and numeracy focused learning and lessons. Sustained focus to embed and enhance our use of LISC across the curriculum K-6 will occur in 2022 and align strongly with feedback and reflection practices across the school.

### 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
<ul style="list-style-type: none"> <li>• Maintain level of Delivering in the theme of Expertise and Innovation in the annual School Excellence Framework (SEF) self-assessment (SEF: Teaching: Learning and Development).</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Frameworks shows the school currently performing at sustaining and growing in the theme of Expertise and Innovation in the element of Learning and Development, thereby exceeding the annual progress measure.</li> </ul>
<ul style="list-style-type: none"> <li>• All teaching staff can demonstrate teaching practice utilising Learning Intentions to make learning purpose and achievement of learning visible to students in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations by, and discussions with supervisors and the Assistant Principal Instructional Leader indicates that 100% of teaching staff can utilise learning intentions in their lessons to make learning purpose and achievement of learning visible to students in literacy and numeracy.</li> </ul>
<ul style="list-style-type: none"> <li>• All teaching staff can identify and characterise each of the School's Learner Dispositions, appropriate to their grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teaching staff participated in Professional Learning, collaboratively developing and refining the school's five learner dispositions, ensuring that all teachers can identify and characterise each of the school's learner dispositions, appropriate to their grade level.</li> </ul>



## Strategic Direction 3: Collective wellbeing

### Purpose

To develop a consistent and strategic school-wide approach to collective wellbeing, focusing on creating a safe environment, ensuring connectedness, engaging students in their learning and promoting social and emotional skills.

### 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.

- Collaboration for Engagement
- Whole School Wellbeing Approach

### Resources allocated to this strategic direction

**Location:** \$5,788.09

**Per capita:** \$46,859.05

**Socio-economic background:** \$8,847.56

**Aboriginal background:** \$2,742.44

**English language proficiency:** \$6,180.50

**Low level adjustment for disability:** \$93,246.90

**Literacy and numeracy intervention:** \$5,270.00

**6101:** \$68,269.95

### Summary of progress

Our collective approach to wellbeing has made some strong gains this year and in other areas we have been challenged by the capacity to engage and connect with our community due to sustained COVID restrictions which affected some transition programs and parental involvement in school partnerships particularly with P&C. This key community organisation was impacted strongly in 2021 with very little capacity for fundraising. There were sustained difficulties engaging parent contributions and the committee was reduced to the executive. In 2022, a focus on P&C promotion including having P&C representatives speak at Meet the Teacher nights and a welcome back to school social event if COVID allows. To support the initiatives within this strategic direction in 2022, we will engage students, staff and parent representatives into a Bangalow Public School Collective Wellbeing Community Reference Group to consult and collaborate on wellbeing strategies, procedures, resources and ideas.

Strategically, our program for Kindergarten transition was broadened and lengthened and included taster sessions and school tours and principal meetings with incoming students and parents. This increased our intake dramatically for Kindergarten in 2022. There were some interruptions to High School transition programs however the supportive communication between staff across schools assisted students with additional needs with smooth transitions.

Our collaborative engagement with schools across our network and region were also limited. In 2022, the Lighthouse Valley Learning Community (LVLC) will share professional learning in the Rock and Water program, with Assistant Principals at each school to be trained. We will continue to work with Byron Bay, Ocean Shores, Mullumbimby, Brunswick Heads and Bangalow (BOMBB) schools in 2022, with shared opportunities for staff and students including mentoring and our continued journey with Visible Learning.

COVID guidelines continued to make attendance matters challenging, particularly in regards to system set targets. This year we trialed the Pioneering Attendance text messaging tool to engage students and parents each week with current learning. Survey results indicated that parents loved the communication aspect, but there was little impact on attendance. We have begun to look at improved attendance procedures, and will implement these more stringent procedures in 2022, including a teacher proforma for follow up, and new attendance certificates for students over 90% attendance, including reward time with the principal.

In Positive Behaviour for Learning (PB4L), there have been gains in widespread teacher and student implementation and engagement; however we identified a number of important aspects to streamline and improve in future, to ensure it is a genuinely cohesive system and structure for wellbeing. These include recording and communication systems for documenting and monitoring student incidents, repeat incidents, communication with parents, teachers and executive. We also intend for the BPS Collective Wellbeing Community Reference Group to provide guidance, input and feedback to improve and streamline our systems, tools and communication to engage parents and students in PB4L wellbeing processes.

Feedback from families indicates the need for a streamlined communication method, rather than the various options



currently available, including a more cohesive newsletter. The development and launch of the Sentral Parent Portal is to be rolled out in 2022, including parent information on how to make best use of it.

As a result of student and staff feedback, the Lifeskills program will continue to be delivered each year in Term 1. This will continue to be followed on by healthy and safe life choices through the RFF PDHPE program, which will support delivery of curriculum wellbeing initiatives in 2022.

Our Learning and Support program, including our COVID Intensive learning support program, demonstrated excellent student results.. In addition, staff and families have identified that our LaS program and structures have become more cohesive, running efficiently and effectively. As a result, many of our students are being identified earlier, leading to early intervention. Our structures have been recognised by external providers as excellent in our ability to cater for diverse needs, with many providers referring families of students with additional needs to our school. As a result, we will continue funding additional LaST time in 2022 in order to maintain our focus on growth and student attainment progression for students requiring additional support.

### 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
<ul style="list-style-type: none"> <li>• Increase the percentage of students attending school more than 90% of the time to be above the system-generated target baseline of 76.2%.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2021, 66.7% of students attended school greater than 90%, which was more than 10% greater than the network average. However, due to covid restrictions and safe practice guidelines, progress towards system-generated targets is yet to be seen.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be above the system-generated baseline data as measured by Tell Them from Me student survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell them From Me data shows an improvement of 0.2% of reported positive wellbeing, including an increased percentage (up to 93.88%) in expectations of success. This measure closely relates to the work being completed in Strategic Direction 2 on High Quality Learning Culture.</li> <li>• School results show that the proportion of students reporting positive expectations for Success, Advocacy and a Sense of Belonging are above state average in all three domains.</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain Sustaining and Growing in the School Excellence Framework self-assessment of the theme 'Community Engagement' from the element 'Educational Leadership'.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the them of Community Engagement to be delivering. This is due to the of impact of COVID restrictions.</li> </ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$138,494.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bangalow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of behaviour and occupational and speech therapy recommended strategies in the classroom and school context</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>Integration funding was greatly subsidised by operational and other school funds to ensure that all students identified by the school and Learning and Support team who required one on one or small group assistance were able to receive the support required to also achieve their personalised goals.</p> <p>Integration funding decision making has been incorporated into the learning and support team meetings to ensure funding use is regularly reviewed to support our funded students to maximum potential.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to ensure that integration funding is adjusted throughout the year in response to student Personalised Learning and Support Plan reviews to ensure funding is used to specifically address each student's support needs.</p> <p>SLSOs will meet fortnightly with the Assistant Principal Learning and Support in 2022 to ensure consistency in approach to different students' needs, and to ensure that all stakeholders are working towards achieving student PSLPs. Possible implementation of small group SLSO phonics and numeracy instruction in class to be investigated.</p>
<p>Socio-economic background</p> <p>\$8,847.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bangalow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional learning and support staffing to implement small group Synthetic Phonics (Get Reading Right) and numeracy groups to support identified students with additional needs</li> </ul>

<p>Socio-economic background</p> <p>\$8,847.56</p>	<ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improvement by students who have had Learning and Support intervention, evidenced by analysis of student data, indicates great literacy and numeracy progress by these students. Data analysis is from internal and external measures, including NAPLAN, check in, Essential Assessment, PLAN2 and reading level data.</p> <p>Through the school's focus (including in Learning and Support) on explicit reading, comprehension and phonics instructions, we saw the following impact:-</p> <ul style="list-style-type: none"> <li>- The percentage of students in the Top 2 bands in reading in NAPLAN is above both state and SSSG schools.</li> <li>- The percentage of students achieving expected growth in reading in NAPLAN in 2021 is above both state and SSSG schools.</li> </ul> <p>The funding also allowed the school to support students and parents with costs associated with uniforms, excursions, camps, subject area fees, etc, when required, ensuring all students had equal access to resources and were not disadvantaged and were able to participate in the full range of educational programs available to all families, which was particularly useful for those families greatly impacted by COVID restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to fund additional learning and support teacher time to maintain growth and student attainment progress. LaST data tracking in PLAN2 will be further utilised in future. Student referral decisions for assistance will continue to be derived from school internal and external data.</p>
<p>Aboriginal background</p> <p>\$2,742.44</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bangalow 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> great improvement in literacy and numeracy outcomes for targeted students through explicit learning and support programs. In 2021 Bangalow Public School did not have any identified ATSI students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be to continue to deliver differentiated and personalised support to Aboriginal students, as they enrol, including the use of Personalised Learning Plans to determine individual goals, and communicate progress of these with families.</p>
<p>English language proficiency</p> <p>\$6,180.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bangalow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul>

<p>English language proficiency</p> <p>\$6,180.50</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional Learning and Support staffing to support identified students with EAL/D needs and to assist with differentiation of reading and numeracy groups across the school</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• employment of additional Learning and Support staff to support delivery of targeted literacy and numeracy initiatives to identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>specific support for targeted EAL/D and other students in literacy and numeracy, including in class and small withdrawal groups to meet identified needs. The focus throughout school (including in Learning and Support) on explicit reading, comprehension and phonics instructions resulted in improvement by students who have had Learning and Support intervention in literacy and numeracy, evidenced by analysis of student data. Data analysis is from internal and external measures, including NAPLAN, check in, Essential Assessment, PLAN2 and reading level data.</p> <ul style="list-style-type: none"> <li>- The percentage of students in the top 2 bands in reading in NAPLAN at Bangalow is above that of both state and SSSG schools.</li> <li>- The percentage of students achieving expected growth in reading in NAPLAN in 2021 is above that of both SSSG schools and state.</li> </ul> <p>Additionally, teachers indicated more confidence in using and applying the EAL/D progressions to assess students after professional learning. Students on the EAL/D progressions have moved through the progressions as expected.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to fund additional learning and support teacher time to maintain growth and student attainment progress in EAL/D students. The next steps to support our students with this funding will be ongoing professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p> <p>Additionally, Learning and Support data tracking in PLAN2 will be further investigated and analysed in future to assist measuring progress of our identified EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$93,246.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Bangalow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention program (Synthetic Phonics and Get Reading Right) to increase learning outcomes</li> <li>• employment of additional LaST, AP LaS and AP IL</li> <li>• 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</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>students who have had Learning and Support intervention have shown improvement in literacy and numeracy progress, evidenced by analysis of</p>

<p>Low level adjustment for disability</p> <p>\$93,246.90</p>	<p>student data. Data analysis is from internal and external measures, including NAPLAN, check in, Essential Assessment, PLAN2 and reading level data.</p> <p>A consistent approach K-6 to explicit instruction in literacy has been achieved, allowing for in depth data analysis of program implementation and student growth. Internal data tracked similarly to external data (NAPLAN and Check In) to show that the school's focus on on explicit reading, comprehension and phonics instruction in 2021 throughout school (including in Learning and Support) saw strong positive results in reading across all cohorts. Averaged across the cohorts, our students demonstrated achievement of a year's growth in reading (0.4+ effect size).</p> <p>Supported HPGE students have shown improvement in confidence and achievement in mathematics, as evidenced by our Essential Assessment data.</p> <p>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to fund additional learning and support teacher time to maintain growth and student attainment progress and to further expand the impact of the learning support team. The school will also continue to provide additional support for identified students through the employment of AP L&amp;S to ensure a whole of school approach to meeting individual student needs.</p>
<p>Location</p> <p>\$5,788.09</p>	<p>The location funding allocation is provided to Bangalow Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Subscription to Sentral and SMS function</li> </ul> <p><b>The allocation of this funding has resulted in:</b> utilisation of the wellbeing module in Sentral to record student wellbeing matters, supporting our approach and data of Positive Behaviour for Learning, as well as attendance data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to renew our Sentral subscription, to better utilise wellbeing and attendance modules for the continued recording, documenting and monitoring of student incidents, communication with families, and attendance matters.</p>
<p>Professional learning</p> <p>\$18,157.30</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bangalow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Visible Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff attending online professional learning in Get Reading Right explicit synthetic phonics reading instruction</li> </ul>



<p>Professional learning</p> <p>\$18,157.30</p>	<ul style="list-style-type: none"> <li>casuals employed to release teaching staff for collaborative planning days</li> <li>CORWIN Visible Learning professional learning continued for second year, including staff conference day.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the second year of our Corwin Visible Learning journey being completed. Every staff member undertook training during school development days in Term 1 and Term 3 on Learning Intentions and Success Criteria (LISC). External, supported by our internal professional learning and QTSS model. CORWIN data and internal school data indicates a significant progress in the understanding and implementation of the use of LISC to make learning, assessment and feedback visible, targeted and meaningful for students. Across the staff 91.7% indicated a high level of implementation with 41.7% embedding LISC in all lessons and a further 50% embedding them in all literacy and numeracy focused learning and lessons. 66.6% of staff indicated that they have a very strong or strong level of understanding as a result of the sustained CORWIN and school PL related to LISC.</p> <p>Professional Learning funds were also used to support Professional Learning in other school priority areas, including Synthetic Phonics, which was also supported by our internal professional learning on reading, led by our APIL. Staff survey evaluations as well as correlated planning meeting minutes and anecdotal feedback regarding the sustained Professional Learning in reading and associated QTSS cycles indicated that 91.7% of teachers across the school indicated that these strategies to deliver instructional improvements in reading had a strong (25%) or significant (66.7%) impact on their understanding and teaching of reading. This is evidenced by our outstanding results in reading across the school.</p> <p>Additionally professional learning funds were used to release staff once per term for Collaborative Planning Days, and also to collaborate and upskill when having to adjust to remote teaching and learning during COVID lockdown periods. This ensured consistency in programs and teaching approaches across the school, effective collaboration and team building, and increased capacity of all teachers to embed effective practices in literacy, numeracy and visible learning pedagogical methods.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> implementation of LISC Visible Learning Walkthroughs each term in 2022, which will be a vital in determining the quality and consistency of LISC in teaching and learning, and the fidelity of its use from student perspectives. This will be done by all staff on a rotating basis using the school developed google form version of the CORWIN matrixes. To support consistency and visibility of LISC, a sustained focus on embedding them in collaborative programming processes is important to ongoing implementation. LISC will also remain a focus and lens for QTSS cycles with each individual teacher in both reading and maths with a focus on using LISC to give feedback and support student self assessment in 2022.</p> <p>Surveys and data have shown a significant need and purpose to maintain the APIL role and continue with this model. Ensuring allocation of Instructional Leader time and resources in 2022 to keep reading instruction as part of the regular cycles and support for teachers is vital to maintain the trajectory of improvement. The investment in this area for PL and QTSS had a direct correlation with our gains in reading achievement in both top two bands and growth measures for Y3 and Y5 respectively. Whilst numeracy becomes the PL and QTSS support focus area in 2022, maintaining support in reading is vital to support our ongoing performance improvement in literacy.</p> <p>Maintenance of collaborative programming days using data to inform plans and grouping will occur, to continue our work on consistency and evaluation to drive improvement.</p>
<p>Literacy and numeracy</p> <p>\$5,626.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bangalow Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$5,626.74</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy data collection</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students in synthetic phonics</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>effective student data obtained through ongoing adaptation and refinement of assessment tools, including Essential Assessment in mathematics, which is able to be analysed on a consistent basis by teachers to determine student progress, referrals, HPGE students, differentiation, groupings for literacy and numeracy, Learning and Support assistance, CILSP support and school progress towards targets.</p> <p>The literacy and numeracy resources, including those to support differentiated mathematics and literacy groups, synthetic phonics teaching and Top 10 mathematics have resulted in staff being able to effectively implement new literacy and numeracy programs.</p> <p>The purchase of decodable texts have increased student participation in home reading, particularly in the infants.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to purchase and subscribe to various assessment tools, based on teacher feedback, so that we can continue to adapt our data practices, collecting data we deem most appropriate to support targeted needs of students. For example, in 2021 we deemed it necessary change the assessment tool for Years 3 - 6 from PM Benchmark to Probe due to teacher feedback that Probe offers better, more in depth information relating to student achievement in reading. In 2022 we will include the addition of Renaissance Reader as a standardised reading assessment tool for Years 3-6 to triangulate school-based data.</p> <p>The school will also utilise these funds in 2022 to purchase additional mathematics and reading resources to continue to support our literacy and numeracy programs, such as decodable texts and hands on mathematics resources.</p>
<p>QTSS release</p> <p>\$45,632.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bangalow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>QTSS release</p> <p>\$45,632.03</p>	<p>the release of one assistant principal to be off class part time (0.6) to act as Instructional Leader across the school to assist with high impact professional learning, and to assist with structures and systems to embed data skills and effective teaching practices through the QTSS model.</p> <p>Through the QTSS model, each teacher was allocated time with the APIL on a rotational basis, which included time for observations, demonstration lessons, reflection and professional discourse. The APIL also met with each classroom teacher to drill down into classroom data sets to plan and differentiate accordingly, with particular focus on reading and LISC use in programs and teaching and learning, based on our professional learning focus.</p> <p>As a result, teachers indicated improved confidence in teaching practice in reading, as well as implementation of effective LISC to drive student learning and differentiation. Surveys showed that teachers valued their time with the APIL, gaining an improved insight into effective differentiation practices. Data also showed an increase in staff confidence in school leadership.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue releasing one assistant principal to be off class part time to act as instructional leader across the school, leading improvement in areas where teachers need support, until the employment of our APC&amp;I in 2023. In 2022 we will focus on numeracy, and continue the focus on Literacy and Numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bangalow Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the release of one assistant principal to be off class part time (0.6) to act as Instructional Leader across the school to assist with high impact professional learning, and to assist with structures and systems to embed data skills and effective teaching practices through the QTSS model. Professional Learning was run on assessments (how to conduct and moderate), data analysis and skills, effective instruction in literacy, Visible Learning - including LISC and Learner Dispositions, and Contemporary Learning Modes.</p> <p>Discussions with executive and teaching staff and observations through practice and QTSS structure indicate an increase in teacher confidence in analysing and embedding data skills in teaching practice, and on a more regular basis. Teachers are more consistently applying these skills in analysing data from our central data and assessment spreadsheet during stage meetings, collaborative planning meetings, PL meetings, LaST meetings to determine how best to cater to student needs. Evidence of flexible groupings being utilised across the school using ongoing data analysis in literacy and numeracy, including synthetic phonics groups, LaS groups, HPGE groups, numeracy groups, reading groups.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>Staff survey evaluations as well as correlated planning meeting minutes and anecdotal feedback regarding our sustained and school wide approach to assessment practices &amp; data use to interpret and act on student achievement and growth to inform teaching and learning indicate the following regarding the SEF elements within Data Skills and Use:</p> <ul style="list-style-type: none"> <li>- 9/12 of our teachers indicate they have very strong/strong skills in formative assessment.</li> <li>- 8/12 of our teachers indicate they have very strong/strong skills in summative assessment.</li> <li>- 7/12 of our teachers indicate they have very strong/strong skills in data literacy.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>the release of one assistant principal to be off class part time (0.6) to act as Instructional Leader across the school to assist with high impact professional learning, and to assist with structures and systems to embed data skills and effective teaching practices through the QTSS model.</p>
<p>COVID ILSP</p> <p>\$49,166.57</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the majority of the students in the program achieving significant progress towards their personal learning goals, despite interruption from COVID and lockdown in Semester 2.</p> <p>Stage 1</p> <ul style="list-style-type: none"> <li>- 100% of students made growth in grapheme/phoneme representation, with 56% of students achieving 95% or higher in the final assessment.</li> <li>- 100% of students made growth in grapheme spelling assessment. Three students showed exceptional growth with student 1 progressing from 29% - 95%, student 2 from 24%-76% and student 3 from 38% - 81%.</li> <li>- 100% of students made growth in camera word reading assessment, with 57% of students achieving an end result of 94% - 100%.</li> </ul> <p>Stage 2</p> <ul style="list-style-type: none"> <li>- 100% of students made growth in grapheme/phoneme representation, with 7/9 students achieving 100% in the final assessment.</li> <li>- 89% of students made growth in grapheme spelling assessment. Six students achieved marks of 95%-100% in the final assessment. All students achieved a mark of 71% or higher, compared to 61% average at the start of teaching.</li> <li>- 100% of students made growth in camera word reading assessment, with the average score increasing by 7 marks from 56% - 76% after teaching in Cycle 2.</li> <li>- All students read an unseen text with taught vowel diagraphs to assess their ability to transfer skills upon completion of cycle of teaching in Semester 2, with all 9 students demonstrating accuracy over 93%.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP

\$49,166.57

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will continue to be revised to involve regular monitoring of students as they transition back into classrooms, taking into account school-wide practices for data collection and analysis.

We will also continue to integrate our Learning and Support processes, with our COVID ILSP instruction, and our explicit in class programs for literacy and numeracy, including Synthetic Phonics and Top 10 Maths to ensure that all students are catered for.





## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	162	154	131	125
Girls	131	128	111	125

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	92.7	92.2	90.1
1	92.9	91.2	92.4	91.9
2	94.2	93.7	91.2	92.9
3	92.7	93.5	92.6	89.3
4	93	93.3	91.1	92.1
5	93	91.1	93.7	92.5
6	91.3	92.5	92.2	93.1
All Years	92.9	92.6	92.2	91.7
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

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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)	8.23
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	393,546
<b>Revenue</b>	2,556,974
Appropriation	2,458,680
Sale of Goods and Services	13,211
Grants and contributions	84,471
Investment income	276
Other revenue	335
<b>Expenses</b>	-2,626,585
Employee related	-2,378,140
Operating expenses	-248,445
<b>Surplus / deficit for the year</b>	-69,611
<b>Closing Balance</b>	323,935

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	103,724
<b>Equity Total</b>	111,017
Equity - Aboriginal	2,742
Equity - Socio-economic	8,848
Equity - Language	6,180
Equity - Disability	93,247
<b>Base Total</b>	1,955,387
Base - Per Capita	59,657
Base - Location	5,788
Base - Other	1,889,942
<b>Other Total</b>	185,226
<b>Grand Total</b>	2,355,354

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](https://myschool.edu.au) to access the school data.



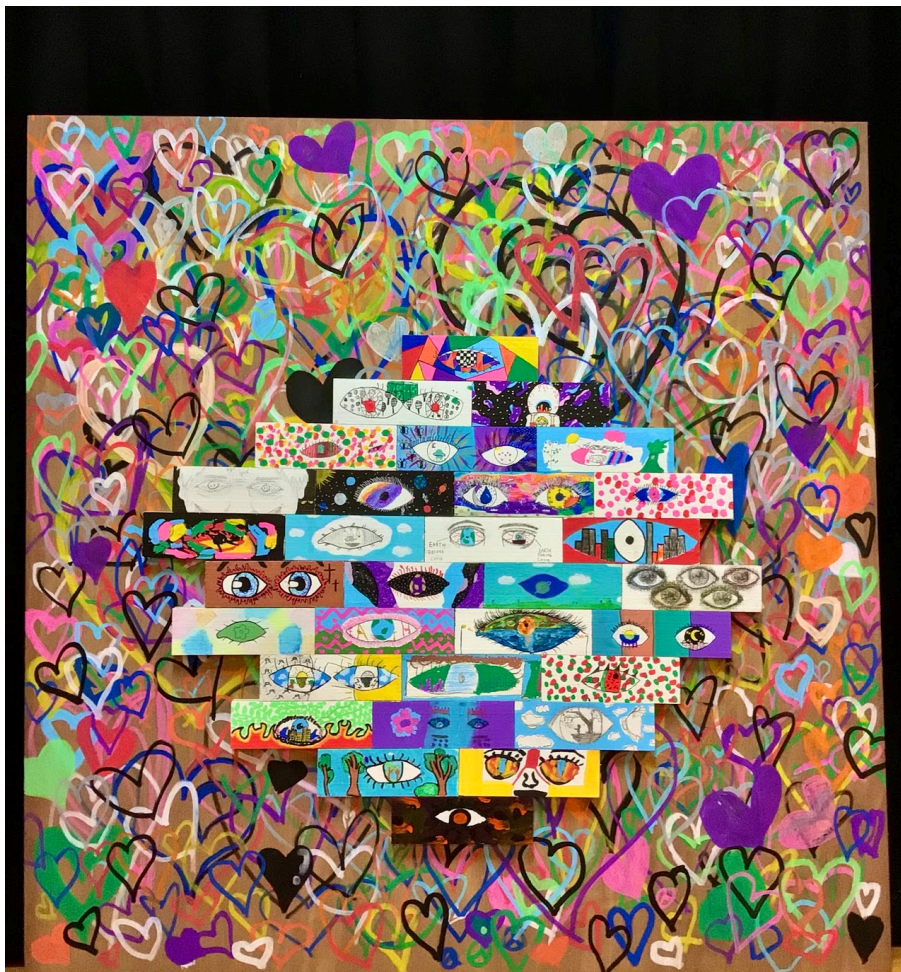
## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. However, due to COVID and ongoing restrictions, 2021 was a difficult year to interact with the greater community and seek opinions. Despite the interruptions, Bangalow Public School sought feedback from all stakeholders using various informal and formal methods, including:- phone call surveys, exit slips, P&C, verbal and written feedback and online platforms such as Tell Them from Me, Google Forms and Survey Monkey.

Parental participation in school programs has been greatly impacted by the COVID pandemic, and this is reflected in responses. Parents are eager to support and collaborate with the school once restrictions lift, and are more involved in school life wherever possible. Our Mother's Day breakfast went ahead between restrictions, and was greatly appreciated by the community. Feedback was sought regarding our communication channels, and all parents indicated that they would like to see a more streamlined approach, rather than the many options available at this time. These are areas that the school looks forward to improving in 2022.

According to the Tell Them From Me surveys, 71% of our students report High Belonging and High Expectations, which is greater than average levels for both SSSG schools (68%) and the State (60%). Despite the difficult circumstances surrounding COVID, our students' percentage of students reporting a positive sense of belonging remained similar to 2021, at 74%, which is also greater than both the State and SSSG average.

Teacher feedback indicates increasingly positive responses about the direction the school is moving, particularly in regards to the level and type of support received through the QTSS and Assistant Principal Instructional Leader model, and the improvement in a consistent and effective approach to professional learning and data collection. The instructional leader has led learning conversations, lesson observations and feedback and modelling of specific practice to drive school improvement practices. As a result, all teaching staff report an increase in confidence in their ability to effectively teach reading after 2021. Additionally school staff report an increased level of collaboration and cohesiveness within the school.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



