

# 2021 Annual Report

## Ben Lomond Public School



1196

# Introduction

The Annual Report for 2021 is provided to the community of Ben Lomond 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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Ben Lomond Public School

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## School vision

At Ben Lomond Public School every student enjoys learning and growing together. We provide quality learning experiences so that each individual reaches their potential and performs at an appropriate level. The students' educational and wellbeing outcomes are our main focus.

## School context

Ben Lomond Public School is a small rural school in the Northern Tablelands which has provided a quality education to K-6 students of the Ben Lomond community and surrounds since 1885. The student population is mostly drawn from farms within the local area.

The school is a member of the Snow Gums Learning Alliance which consists of five small schools from across the area which was formed in 2013 to enhance collaboration and excellence in teaching and learning.

Ben Lomond Public School provides a high quality education, with a curriculum designed to engage and challenge each and every student. Online learning supports and enhances the strong literacy and numeracy focus. Critical and creative thinking is central to project based learning that allows the students to take mastery of their own learning.

Ben Lomond Public School has a talented staff, which is committed to quality learning outcomes for students, as well as ongoing learning and collaboration amongst themselves and the learning alliance.

As a result of a thorough situational analysis, the school has identified key areas for development. These include:

- Excellence in teaching and learning
- Data informed practice
- Connecting and collaborating with our community

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

At Ben Lomond Public School we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture through high expectations and strong community connections. We provide contemporary and future focused learning to provide success for all of our students.

### 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.

- Excellence in Teaching & Learning
- Data-informed Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,513.00

**Low level adjustment for disability:** \$14,097.00

**Integration funding support:** \$68,044.00

**Professional learning:** \$4,471.00

**Aboriginal background:** \$1,001.00

**Literacy and numeracy:** \$1,536.00

**QTSS release:** \$2,018.00

**School support allocation (principal support):** \$13,604.00

**English language proficiency:** \$2,400.00

### Summary of progress

This funding has allowed the full time employment of a second teacher to provide a K-2 class and a 3-6 class. This has allowed students who need additional support to be identified, and the development of individual education plans for all students. It has also ensured consistent differentiation across the curriculum so that students who require extension can be accelerated.

### 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
The number of students achieving in the top two bands in NAPLAN Reading improves from our current baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
The number of students achieving in the top two bands in NAPLAN Numeracy improves from our current baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
The number of students achieving expected growth in NAPLAN Reading improves from our current baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
The number of students achieving expected growth in NAPLAN Numeracy improves from our current baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

## Strategic Direction 2: Connect and Collaborate

### Purpose

In order to create an environment where our students are challenged and supported to achieve to their utmost capability, Ben Lomond Public School looks to enhance relationships within the school and across our learning community.

### 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 - Snow Gums Learning Alliance
- Our School in the Community

### Resources allocated to this strategic direction

**Location:** \$7,558.00

**Per capita:** \$2,711.00

### Summary of progress

The school continues to work collaboratively with the Snow Gums Learning Alliance to enhance opportunities for all our students to participate in excursions and incursions, such as STEM Camp, Harmony Day and Education Week. Our school has been involved with the New England Conservatorium of Music to provide specialist musical instrument tuition. These lessons have led to increased participation in the community and further opportunities for students to perform to a wider audience, as well as having visits from the chamber orchestra. Ben Lomond Public School had a prominent place at the Ben Lomond ANZAC Day ceremony with students reciting poetry.

### 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
The number of students attending 90% of the time or more meets the Premier's priority.	All students, staff and parents are aware of their responsibility in terms of monitoring and maintaining attendance.  Parents have been informed through communication in the newsletter and by email.
The school gathers a range of baseline data sources to measure student wellbeing and engagement K-2 and 3-6 to support their sense of belonging.	Using surveys based on the Berry Street Education Model (BSEM) baseline data has been collected in regards to student wellbeing and engagement at school.
The Snow Gums Learning Alliance uses consistent teacher judgement and moderation in Reading to improve assessment for learning.	The Snow Gums Learning Alliance met during shared staff development days to moderate reading assessment marks to ensure consistent teacher judgement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,044.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ben Lomond 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>• Excellence in Teaching &amp; Learning</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 differentiated learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> K-2 and 3-6 students split into two classes to better support student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to enable uplift in our students in K-2 and Years 3-6 so that they achieve systems negotiated targets.</p>
<p>Socio-economic background</p> <p>\$10,513.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ben Lomond 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>• Excellence in Teaching &amp; Learning</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>• additional staffing to implement support programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an extra teacher which enabled us to conduct teacher observation and provide feedback to each other. This also has enabled us to match our staff to the AITSL teaching standards as part of our teacher self-reflection process and to observe teaching using the quality teaching framework. Another valuable activity has been the collaborative programming and lesson planning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the employment of an extra teacher to continue the development the quality teaching model.</p>
<p>Aboriginal background</p> <p>\$1,001.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ben Lomond 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>• Excellence in Teaching &amp; Learning</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 an additional teacher to work as a full-time Literacy and</li> </ul>

<p>Aboriginal background</p> <p>\$1,001.00</p>	<p>Numeracy mentor with students performing below the expected stage level</p> <p><b>The allocation of this funding has resulted in:</b> teaching and learning programs were adjusted to cater for student learning needs. These adjustment were made through our regular moderation of student work samples. Student progress was tracked via formative observations and stored in a database.</p> <p>Analysis - e.g. Short Assessment, Check In and PAT data used to inform reading groups and grammar/punctuation focus areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The extra teacher will continue to enable staff to moderate student academic progress and adjust learning groups and teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ben Lomond 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-informed Practice</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 delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a learning support officer to tailor the students learning to support their language conventions and vocabulary development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the employment of a learning support officer to implement language development programs for our targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$14,097.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ben Lomond 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>• Excellence in Teaching &amp; Learning</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 and whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a learning support officer to assist with the implementation of targeted support programs for our students. These funds also support the professional learning and implementation of our quality teaching programs. Teachers met regularly after class observations to discuss the explicit lesson criteria used in each lesson that is used to maximise student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the employment of a learning support officer to assist with the implementation of targeted support programs.</p>
<p>Location</p>	<p>The location funding allocation is provided to Ben Lomond Public School to</p>

<p>\$7,558.00</p>	<p>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>• Collaboration - Snow Gums Learning Alliance</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>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> more students are able to travel to and from sporting, cultural and academic excursions, and be involved in incursions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use this funding flexibly to support and subsidise travel costs and costs of excursions and incursions.</p>
<p>Professional learning</p> <p>\$4,471.00</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 Ben Lomond 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>• Excellence in Teaching &amp; Learning</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>• employ staff member to enable professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increase in teacher capacity around the use of technology and the introduction of check-in assessments. Increase in the capacity of all staff to use technology to support student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> increase infrastructure at the school to support the introduction of additional technologies to support teaching and learning.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>School support allocation funding is provided to support the principal at Ben Lomond Public School with administrative duties and reduce the administrative workload.</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-informed Practice</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>• engaging a second teacher.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> engaging a second teacher to implement the K-2 program. This has enabled the professional development of the staff member to target the development and uplift in the K-2 students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to engage the second teacher to ensure the learning progress and targeting teaching of our K-2 students.</p>

<p>Literacy and numeracy</p> <p>\$1,536.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ben Lomond Public School from Kindergarten to Year 6.</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>• Excellence in Teaching &amp; Learning</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>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> extra support for students to enable them to progress their learning through targeted teaching. We also triangulated our data to ensure that our internal measures aligned with external measures as a means of tracking student progress in literacy and numeracy. Teachers have adjusted learning groups and teaching and learning programs based on these findings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will continue the analysis of the Short Assessments, Check In assessments and PAT data as a source of knowledge to differentiate our learning tasks for each of our students.</p>
<p>QTSS release</p> <p>\$2,018.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ben Lomond 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>• Excellence in Teaching &amp; Learning</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 collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the engagement of a second teacher to work with the K-2 students. This has been crucial in the literacy, numeracy and social development of our K-2 students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to ensure the academic development of our K - 2 students through the engagement of a second teacher.</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><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 and educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a paraprofessional to support identified students in literacy. This led to a number of students attaining the stage appropriate level in reading as well as improving their knowledge of sight words and</p>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>spelling.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue using curriculum based data to identify specific learning needs of our students and develop targeted teaching opportunities to provide support for our students.</p>
<p>Per capita</p> <p>\$2,711.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ben Lomond 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>• Collaboration - Snow Gums Learning Alliance</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>• student assistance to support the alliance with our community of schools.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> assisting to transport our staff and students to meet with the staff and students of the schools within the Snow Gums Learning Alliance. This resulted in leadership and socialisation opportunities for the students as well as the sharing of expertise between the teaching, administration and support staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to collaborate with the schools of the Snow Gums Learning Alliance.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	8	5	10
Girls	8	6	6	10

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	100	100	97.8	83
1	83.7	95.1	92.6	
2	84.9	86.2	97.1	89.2
3	99	95.8	98.4	85
4	92.1	96.9	89.4	85.1
5	98.2	97.3	97.5	83.6
6	95.7	98.4	98.9	87.2
All Years	94.7	96.5	96.6	85.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	
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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*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 Actual (\$)
<b>Opening Balance</b>	144,620
<b>Revenue</b>	507,742
Appropriation	498,899
Sale of Goods and Services	1,072
Grants and contributions	7,710
Investment income	61
<b>Expenses</b>	-472,002
Employee related	-428,866
Operating expenses	-43,136
<b>Surplus / deficit for the year</b>	35,740
<b>Closing Balance</b>	180,360

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>	68,044
<b>Equity Total</b>	28,014
Equity - Aboriginal	1,002
Equity - Socio-economic	10,514
Equity - Language	2,400
Equity - Disability	14,099
<b>Base Total</b>	316,464
Base - Per Capita	2,712
Base - Location	7,558
Base - Other	306,194
<b>Other Total</b>	51,082
<b>Grand Total</b>	463,603

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

Feedback from parents highlights the success of our music program in conjunction with New England Conservatorium of Music (NECOM). This program runs for students in years 3-6. Feedback provided by community members at the ANZAC Day Ceremony highlighted the appreciation of the contribution of the students to the ceremony, and their excellent presentation.

The continuation of the student wellbeing survey showed that students trust teachers at Ben Lomond Public School and they believe that staff at the school have the best interest of the students as their central focus. It also demonstrated that students appreciate the supportive nature of all staff at 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.