

2021 Annual Report

Balarang Public School



4291

Introduction

The Annual Report for 2021 is provided to the community of Balarang Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Balarang Public School we believe in creating a school environment where every member of the school community is valued and heard. Our students, staff and community members work together to create a school that is rich in aspiration, care and enthusiasm. We create a learning environment where safety, respect and learning are valued. The vision of the Balarang Public School community is to foster high expectations and to deliver excellence within a rich and innovative learning environment, where every student has the opportunity to achieve their personal best through engaged and active learning.

School context

Balarang Public School is located in the suburb of Oak Flats, within close proximity to Shellharbour. In 2021 the school has a student enrolment of 263 students, with 12 classes. There are 36 Aboriginal students enrolled at Balarang Public School.

Balarang Public School teaches Positive Behaviour for Learning and our three school values are Safety, Learning and Respect. This is reinforced by the community, students and staff at all times. The social, emotional and academic well-being of our students is a priority. The continuation and further development of our well-being programs, for both boys and girls, means that all our students are known, valued and cared for.

An in-depth situational analysis identified key areas of focus to drive improvement in the school:

The system negotiated strategic direction of 'Student Growth and Attainment' was supported by internal and external data that showed areas for improvement in reading and numeracy. Future professional learning will focus on developing and sustaining whole school processes for collecting and analysing data, ensuring teaching and learning is underpinned by evidence-informed strategies and embedded evaluative practice.

Further analysis showed the need to improve consistency around when, how and why data was collected. Moving forward, in order to know our students really well, it has become evident that we must work towards strengthening our systems and practices. This will be supported by high quality processes for collating information, clear and consistent procedures for school wide systems and policies, and quality and compliant programming and documentation. Our second strategic direction is 'Quality Systems and Practices'.

An ongoing focus must be strong community connection, strong links of collaboration with parents as partners in student learning. To this end we have considered the case studies of what excellent parent, student and teacher culture looks like. This will encompass high quality community relationships for fostering a culture of high expectations for our students, staff and community. This will encapsulate high quality wellbeing practices, as well as strong partnerships with our community. Our third strategic direction is 'High Expectations of Students, Staff and 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to drive improvement in student learning outcomes for every student, staff will use evidence informed practice to understand the needs of students and adjust pedagogy accordingly.

Initiatives

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

- Effective Classroom Practice.
- Effective Assessment Practices

Resources allocated to this strategic direction

Socio-economic background: \$25,656.26
Professional learning: \$7,596.14
Low level adjustment for disability: \$47,944.58
Literacy and numeracy intervention: \$21.56
School support allocation (principal support): \$768.88
QTSS release: \$47,057.21
English language proficiency: \$21,793.22
Literacy and numeracy: \$5,626.74
Integration funding support: \$54,738.00
Aboriginal background: \$28,602.00
COVID ILSP: \$1,068.00

Summary of progress

Our focus in 2021 was on the use of highly effective, explicit and evidence-based teaching practices to improve numeracy across the school, with a further focus on literacy in K-2. Through the utilisation of High Impact Professional Learning, teachers worked collaboratively to increase their knowledge of numeracy and literacy development and build their repertoire of teaching strategies for addressing student point of need.

Professional learning was carefully planned, and through considered resourcing, staff were given time and opportunity to reflect on research that supported best practice in literacy and numeracy. Staff surveys enabled the professional learning to be evaluated and refined. The year was disrupted by COVID-19 stay at home orders and this impacted on the professional learning schedule, resulting in a rearrangement and adjustment of expectations. It also hampered the ability to collect student data and apply formative assessment practices.

The focus for 2021 was on evidence based reading instruction for K-2. All K-2 classes delivered a structured phonemic awareness program. A systematic phonics scope and sequence was designed and implemented for Early Stage One, that supported the introduction of decodable readers.

Next year, we will continue to consolidate teacher knowledge in numeracy and provide time and resourcing to increase teacher capacity. In literacy, we will implement a systematic phonics scope and sequence across K-2 that supports the delivery of decodable readers.

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 percentage of students achieving in the Top 2 bands of NAPLAN to be above the system negotiated baseline for reading (36.22%) and numeracy (23.46%).	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 28.36% and is progressing toward the system negotiated baseline target of 36.22%</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 15.15% and is progressing toward the system negotiated baseline target of 23.46%.</p>

<p>The percentage of students achieving expected growth in NAPLAN to be above the system negotiated baseline for reading (52.98%) and numeracy (54.91%).</p>	<p>The percentage of students achieving expected growth in reading is 43.75% indicating progress towards the baseline target of 52.98%.</p> <p>The percentage of students achieving expected growth in numeracy is 53.13% indicating progress towards the baseline target of 54.91%.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain:</p> <p>Curriculum - Sustaining and Growing</p> <p>Assessment - Theme: Formative Assessment - Sustaining and Growing</p> <p>Assessment - Theme: Student Engagement - Sustaining and Growing</p> <p>Teaching Domain:</p> <p>Effective Classroom Practice - Sustaining and Growing</p> <p>Data Skills and Use - Sustaining and Growing</p> <p>Leading Domain:</p> <p>Educational Leadership - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the theme of Formative Assessment shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the theme of Student Engagement shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the element of Educational Leadership shows the school currently performing at Delivering.</p>

Strategic Direction 2: Quality Systems and Practices

Purpose

In order to continue to improve as teachers and as a school we will create and maintain a collaborative and systematic approach to quality teaching, curriculum planning and resourcing.

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.

- School-wide Systems and Practices
- Quality Teaching and Learning Programs

Resources allocated to this strategic direction

QTSS release: \$1,602.00

Per capita: \$62,861.77

Low level adjustment for disability: \$98,446.00

Socio-economic background: \$27,593.00

Aboriginal background: \$1,068.18

Professional learning: \$9,642.00

Literacy and numeracy intervention: \$10,000.00

Summary of progress

Our focus in 2021 was on the establishment and embedding of school wide systems to monitor progress and achievement. Namely, quality processes for evaluation, strategic use of resources, consistent assessment practices and quality coaching and mentoring processes. School wide systems for monitoring progress and achievement were improved through increased attention to our Personalised Learning Pathways (PLP) processes. PLP's are now passed on more consistently and with assessment-based learning goals that carry over year to year. Regular time was also created to engage in deep analysis of learning and assessment data. These analyses were distributed and discussed in staff professional learning.

Teacher mentoring processes were formalised and improved, with two teachers completing accreditation at proficient level, and another teacher beginning the process of accreditation at lead level.

A further focus in 2021 was the improvement of teaching and learning programs across the school. Staff regularly engaged in collaborative planning sessions and utilised checklists to ensure school programs are compliant with NESA guidelines. Scope and Sequences were reviewed and refined, and the staff commenced preliminary work on engaging with the new K-2 English and Mathematics Syllabuses.

Next year we will continue to refine school-wide systems for the monitoring of progress and achievement. In addition, teaching and learning programs will continue to be checked by supervisors and collaboratively reviewed to ensure evidence of high quality.

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
School Excellence Framework Learning Domain - Assessment Theme: Summative Assessment - Assessed as <i>Sustaining and Growing</i>	Self-assessment against the School Excellence Framework in the theme of Summative Assessment shows the school currently performing at Delivering.
School Excellence Framework Learning Domain - Assessment	Self-assessment against the School Excellence Framework in the theme of Whole School Monitoring of Student Learning shows the school currently performing at Sustaining and Growing.

<p>Theme: Whole school monitoring of student learning - Assessed as <i>Sustaining and Growing</i></p>	
<p>School Excellence Framework</p> <p>Learning Domain - Learning and Development</p> <p>Theme: Collaborative Practice and Feedback - Assessed as <i>Sustaining and Growing</i></p>	<p>Self-assessment against the School Excellence Framework in the theme of Collaborative Practice and Feedback shows the school currently performing at Delivering.</p>

Strategic Direction 3: High Expectations of Students, Staff and Community

Purpose

In schools that excel, the school culture is focused on learning, educational aspiration and ongoing improvement throughout the whole community. Schools that excel support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

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

- Strong Connections
- Strong Wellbeing Practices

Resources allocated to this strategic direction

Socio-economic background: \$26,268.00

Literacy and numeracy intervention: \$1,068.00

Summary of progress

Our focus for 2021 was on the consolidation and extension of strong connections with our community and other key stakeholders. Transition programs were carefully planned throughout the year and carried out successfully, albeit they were impacted by the COVID-19 guidelines and restrictions. A further focus is to continue our strong relationship with Oak Flats High School in not only promoting successful transitions, but stepping into working collaboratively around the academic goals of our students and schools. Parent and Carer connections were again impacted by the stay at home order, however as a school we worked exceedingly hard to remain connected with our community throughout the year. This connection was appreciated by the community and reciprocated. A further focus for 2022 continues to be improved community engagement with student learning goals, and facilitating greater understanding of how students learn and how they can be supported to consolidate learning at home.

An additional focus in 2021 was the consolidation and improvement of school wellbeing programs and practices. Disappointingly, we failed to meet our attendance target for the percentage of students attending more than 90% of the time. Although, this in part can be contributed to the increased requirements around COVID testing and symptoms of cold and flu. The school continued to employ strategies to improve attendance, including a school produced video. School wellbeing programs continued to be utilised and additional time was created to support an Assistant Principal to provide further wellbeing support across the school.

Our next steps will be the enhancement of current wellbeing programs, including the introduction of the 'Rock and Water' programs for Stage 3 boys and, for the first time, girls.

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
School Excellence Framework Learning Domain: Learning Culture - Assessed as <i>Sustaining and Growing</i>	Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Sustaining and Growing.
Increase the percentage of students attending greater than 90% of the time to be at or above the system-negotiated baseline of 85.3%.	The number of students attending greater than 90% or more of the time is 73.71% indicating progress towards the baseline target of 85.3%.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$148,364.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Balarang Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice. • Effective Assessment Practices • School-wide Systems and Practices • Quality Teaching and Learning Programs • Strong Connections • Strong Wellbeing Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities • additional staffing to support identified students with additional needs <p>The allocation of this funding has resulted in: improved outcomes and supportive structures for the students in our school.</p> <p>After evaluation, the next steps to support our students with this funding will be: an increased focus on utilising the funding to drive the individual academic goals of our students.</p>
<p>Aboriginal background</p> <p>\$37,425.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Balarang 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice. • Quality Teaching and Learning Programs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: enhanced educational, emotional and social outcomes for our Aboriginal students and improved engagement with our Aboriginal community. There has been an increased understanding and awareness of local Aboriginal culture amongst our staff and students.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continued focus on improving the educational, social, emotional and</p>

<p>Aboriginal background</p> <p>\$37,425.18</p>	<p>cultural outcomes of our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$21,793.22</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Balarang Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • additional staffing to implement programs to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: improved outcomes for students as evident in Learning and Support monitoring processes, in addition to student assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support from specialist teaching staff.</p>
<p>Low level adjustment for disability</p> <p>\$146,390.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Balarang Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide Systems and Practices • Effective Classroom Practice. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: improved learning outcomes as shown in student assessment data. The allocation of funding has also resulted in improved pedagogy as staff have been able to consult and reflect on best practice with the Learning and Support team.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support from specialist staff .</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 Balarang Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice. <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$5,626.74</p>	<ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: improved resourcing for the instruction of reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting the implementation of high quality, evidence based pedagogy through engagement with the Universal Resources Hub.</p>
<p>QTSS release</p> <p>\$48,659.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Balarang Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice. • School-wide Systems and Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved teaching and learning programs through regular reflection and monitoring with stage supervisors. In addition, the funding allocation has allowed stage supervisors to work with their teams to review best practice, observe the pedagogy of others and reflect, discuss and refine teaching and learning strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: refined practices around the development and implementation of PDP's through consistent and quality feedback.</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 Balarang Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice. • Quality Teaching and Learning Programs • Strong Connections • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>outlined in the School Improvement Plan</p> <p>The allocation of this funding has resulted in: improved teaching and learning outcomes as evident in student assessment data. The funding allocation was utilised to provide additional intervention support for students at risk of not meeting minimum standards. Sessions were designed to target key learning areas and regular feedback was provided to the students and teachers. Assessment data showed improved outcomes throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: refined practices in identifying areas of need and provide explicit and targeted strategies to improve teaching and learning.</p>
<p>COVID ILSP</p> <p>\$166,183.01</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • employing staff to provide online tuition to student groups in literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: improved outcomes for a large number of our students, across the school, as measured through PLAN2 and school assessment data. Students worked in small groups, targeting key learning areas relevant to their current learning development. COVID ILSP teachers liaised with teachers to give feedback on student progress and support this feedback with assessment data mapped to the numeracy and/or literacy progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: refining processes for collating pre and post assessment data with an improved focus in targeted areas of improvement.</p>
<p>Integration funding support</p> <p>\$54,738.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Balarang Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: students with approved funding have accessed additional in class support through a School Learning and Support Officer (SLSO). Students showed measured impact in both assessment data and their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this</p>

Integration funding support \$54,738.00	funding will be: a continuation of current procedures, with an SLSO being employed with integration funding to support students with approved funding.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	142	131	129	133
Girls	128	135	126	130

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	93.2	95.9	92.5
1	95.4	95.2	94.7	93.5
2	95.3	94.4	95.2	94.2
3	93.1	94.8	95.9	92.5
4	93.7	92.4	94.7	93.7
5	95.5	93.8	93.7	91.8
6	94.5	94.4	94.5	91.6
All Years	94.8	94	95	92.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	390,966
Revenue	2,896,148
Appropriation	2,851,293
Sale of Goods and Services	4,811
Grants and contributions	39,097
Investment income	148
Other revenue	800
Expenses	-2,865,732
Employee related	-2,601,951
Operating expenses	-263,781
Surplus / deficit for the year	30,416
Closing Balance	421,383

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	54,738
Equity Total	353,973
Equity - Aboriginal	37,425
Equity - Socio-economic	148,364
Equity - Language	21,793
Equity - Disability	146,391
Base Total	2,089,930
Base - Per Capita	62,862
Base - Location	0
Base - Other	2,027,069
Other Total	179,167
Grand Total	2,677,809

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Our school canvasses thoughts on a range of topics using the Tell Them From Me survey. The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour, and promotes a safe and inclusive environment. Survey results are based on data from 18 parents, a decrease in parent participation from 23 to 18.

Survey results showed a strong increase in the domain of "parents feel welcomed as members of our community" a pleasing change. The results also showed improved results in the domains of 'safety at school' and 'inclusive at school', both positive improvements and reflective of the hard work of our school staff to support the community. Parents reported supporting their child's learning at home and feel that the school supports positive behaviour. The survey includes 7 separate measures that are scored on a 10-point scale. The measures are 'parents are informed', 'parents feel welcome', 'inclusive school', 'safety at school', 'school supports positive behaviour', 'school supports learning' and 'parents support learning at home'. The results support the conclusion that we work with an active and caring community who value the work of the school and support their children's ongoing education at home.

Tell Them From Me student engagement: In November 104 students from Years 4 to 6 completed the Tell Them From Me survey which included measures of student engagement alongside the drivers of student outcomes.

Social-Emotional Outcomes: Students with positive behaviour at school was 80% compared to a state average of 83%. Students' effort reported at 81% compared to a state average of 88%.

Students who are victims of bullying was reported at 38% compared to a state average of 36%. This number is slightly higher than the state average and our school continues to implement programs that focus on building positive social skills, such as the Rock and Water program.

Students who felt they had an advocate at school was reported at 7.3 compared to a state average of 7.7.

For Aboriginal students: 72% said they felt good about their culture, and 45% agreed that teachers understood culture.

67% of our students felt proud of their school.

In the Teacher survey there were 15 respondents. For the 8 drivers of student learning (Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data informs Practice, Learning Culture and Collaboration) school reported data was at or above state average.

The results obtained through the completion of these surveys will be extensively utilised by the staff to drive systemic improvement to enhance the educational experiences for students, teachers and the broader community at Balarang Public School.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.