

2022 Annual Report

Balgownie Public School



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Introduction

The Annual Report for 2022 is provided to the community of Balgownie Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Living and learning through high expectations, perseverance and kindness.

School context

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will share evidence informed practices, knowledge and problem solving, so that the work of every teacher is underpinned by research informed strategies and student assessment data.

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.

- Use of data to inform practice
- Effective Teaching Practice

Resources allocated to this strategic direction

QTSS release: \$64,125.92

Literacy and numeracy: \$16,118.61

Literacy and numeracy intervention: \$22,984.20

Professional learning: \$7,500.00

Aboriginal background: \$8,093.00

Low level adjustment for disability: \$92,984.43

English language proficiency: \$42,030.72

Integration funding support: \$148,654.00

Summary of progress

Our focus in 2022 was to embed systems that prioritised collaboration for staff, and enable teachers to reflect on their practice. Teachers were provided with professional learning on the analysis, interpretation and use of student progress and achievement data. The Instructional Leader used the Check in data as a starting point for these conversations. Teachers were encouraged to explore the different ways they could gather evidence of student achievement and learning. They then began to refine the types of data collected and used, to ensure they had accurate evidence of student achievement. During the collaboration for each stage, teachers reflected on different types of evidence and examined which was the most beneficial in terms of reflecting accurate information. The Instructional Leader then guided each team in exploring a literacy or numeracy focus, where they could use the data effectively to drive the teaching of the students. This also included student feedback. Teachers continually sought feedback from peers and their supervisor on best practice to improve student outcomes. Due to staff shortages as a result of illness and the public health order, the process was not always available. However staff have embedded the collaboration into their fortnightly routines and it is timetabled into the whole school timetable. Assessment strategies are still varied across the school and a focus for 2023 will be to move towards adopting a whole school process for recording and monitoring assessment of and for student learning. The Learning Support Team adopted the use of progressions to measure student achievement and track student progress. This was used by teachers for report writing and gaining a common understanding of student achievement across the stage. In 2023, the school will look to expand the use of progressions among the staff, to provide a consistent platform for student data collation. The school will focus on the area of Numeracy, K-6, accessing the department's Guided Support for schools. This will be facilitated by our APC&I, who was employed at the end of 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 5.55% in the percentage of students in the top 2 bands of NAPLAN for Reading.	2022 NAPLAN data indicates 63.44% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
An uplift of 7.16% in the percentage of students in the top 2 bands of NAPLAN for Numeracy.	2022 NAPLAN data indicates 34.41% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.

<p>No expected NAPLAN reading growth data available due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored by internal data and Check In assessments.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>No expected NAPLAN numeracy growth data available due to the suspension of the National Assessment Program in 2020. Expected growth will be monitored by internal data and Check In assessments.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: High expectations and well-being

Purpose

In order to challenge students and encourage continuous improvement, we will establish clear and consistent expectations for learning and behaviour and guide and support students in meeting those expectations so that they are supported in an environment where they are confident in taking risks and in owning their learning.

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.

- Student engagement and wellbeing

Resources allocated to this strategic direction

Professional learning: \$14,754.00

Summary of progress

In 2022 our focus was on strengthening our engagement and wellbeing practices. The continuation of student goal setting conferences led to further strengthening of relationships between home and school, allowing for families to have a deeper understanding of the importance of student voice and how it has an impact on increasing student achievement. The introduction of student led conferences during Term 3 this year, led to greater student voice opportunities. Staff undertook extensive professional learning in the significance of student voice in the assessment and reporting of student achievement. They were then provided opportunities to work with their students to increase student capacity in this area. This increased the understanding of the importance of student voice among families, with all families expressing their pride in their child's achievements and student capacity in engaging in learning conversations. This initiative will continue in 2023. Students, staff and the community were able to collaborate on developing a new structure for Positive Behaviour for Learning at BPS. This aligned with the professional learning provided for staff on the Inclusion and Engagement policy, ready for implementation in 2023. A number of meetings were held, with a focus on current research. The school also employed a Behaviour Specialist to engage with whole staff on successful behaviour management practices, supporting the wellbeing of staff and students. This also included a focus on beginning teachers and individualised staff support. The ongoing collaboration and planning has resulted in a consistent, clear and fair approach to rewarding and recognising positive behaviours in our school, while also allowing for clear and distinct consequences for behaviour management. We also implemented a classroom guide, which supports classroom teachers, support staff and casual teachers to have consistent expectations and responses to behaviour management. Families have a copy of this at home, so, both home and school can support student behaviour. The staff also undertook initial professional learning around High Performance and Gifted Education (HPAG). This was led by the executive team, after they attended workshops. This has led to an increase in understanding of how to more effectively deliver differentiated lessons, while recognising the high performing students in our school. In 2023 we will investigate further the assessments aligned to high performing students and the 4 domains of intellectual, creative, social-emotional, and physical. The school has begun unpacking the data collated from the Tell Them from Me survey this year, and the school acknowledges that there needs to be further professional learning for staff and explicit teaching around the areas of questions for students and families, including definitions and common understanding of advocacy, belonging and high expectations. This will be a focus in 2023.

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
Tell Them From Me wellbeing data (advocacy, belonging and expectations of success) demonstrates a continued uplift.	81.07% of students reporting positive wellbeing outcomes has decreased 7.03% across the positive wellbeing measures.
A continued uplift in the percentage of students attending school than 90% of the time.	Our data reflecting attendance for greater than 90% of the time was 46.25%. This figure was significantly affected by the public health orders.

Strategic Direction 3: Educational Leadership, management and effective processes.

Purpose

In order to ensure sustained and measurable whole-school improvement, we will strengthen our systems, structures and processes to develop the professional effectiveness of all school members, providing a pipeline of school leaders who can effectively support a clear focus on high-quality service delivery for all members of our school 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.

- Educational Leadership

Resources allocated to this strategic direction

Socio-economic background: \$20,000.00

Beginning teacher support: \$16,000.00

Summary of progress

In 2022 our focus was on continuing to build and share effective leadership and management skills to facilitate whole school improvement and build the capacity of all staff in our school. Beginning teachers were targeted to highlight how teachers are leaders within their classrooms. The Stage Coordinator role continued with 2 members of staff being successful in attaining temporary assistant principal roles for 2023. They will work alongside substantial assistant principals to further develop and hone their leadership skills. Continued improvements to school systems also led to an increase in the leadership capacity of the administration area. The Business Manager Role continued allowing for shadowing and professional learning in the Senior Administrator role. This led to 1 member of the administration team, successfully gaining a temporary part-time role as a Senior Administrative Manager at another school for 2023. The Performance and Development Process, as well as coaching and mentoring activities have ensured staff have a greater understanding of their role within the school and the department, regarding responsibilities for learning and improvement. The continued employment of a School Administrative Officer, ensured further improvements to the Sentral Parent Portal and streamlining of the communication strategies between school and home. In 2023 the school will focus on the collection, response and action to feedback provided by students, staff and the community to ensure further improvement.

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
Internal data sources demonstrate that school structures, teams and committees provide clarity to staff on their roles and responsibilities for learning and improvement.	Peoples Matter survey - 92% of staff understand what is required to complete their work - clear understanding of expectations 85% of staff report that they receive the training and development required to do their job well, while 82% of staff report satisfaction in available career development. 100% of staff report they are encouraged to learn from their mistakes and to keep improving.
Internal data demonstrates that streamlined communication processes have improved the sharing of information between the school and home, increasing opportunities to connect and collaborate.	P&C reported during general meetings that the school was improving their communication platforms and processes. Parents reported that they felt they were able to contact the school when required. Parents did report that there were many ways to access information and they sometimes were unsure where to find what they were looking for.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$148,654.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Balgownie Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: students are supported at point of need, throughout the school day, including in the playground, where social support can be critical. Teachers and parents work closely with SLSO's to ensure intensive support to students. Students are also supported in transitions between learning spaces, where purposeful learning opportunities are created to provide confidence in students, staff and families. Extra time is provided to teachers to work closely with students and families in developing and following the Individualised Learning Programs. This includes annual reviews and ongoing family conferences.</p> <p>After evaluation, the next steps to support our students will be: continuation of individualised support for students at point of need, where families, staff and students can work together to ensure maximum support, opportunities and learning.</p>
<p>Socio-economic background</p> <p>\$20,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Balgownie Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Educational Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support teacher collaboration through the Spirals of Inquiry program implementation. <p>The allocation of this funding has resulted in the following impact: families are able to seek school support for uniforms and activities, where financial constraints would prevent students from feeling included in the learning at Balgownie PS. A speech pathologist was employed for 2 days to provide families with an initial screening assessment to determine whether the student needs ongoing external support. Two professional learning sessions were also undertaken where teachers were taught how to identify behaviours that may signify a speech issue that could impact learning. Teachers also had the opportunity to engage in Spirals of Inquiry and collaborative analysis of evidenced-based data. They worked collaboratively to plan and implement effective learning, in the area of reading. This included preliminary professional learning in the upcoming implementation of the new English and Numeracy Syllabus. This ensured opportunities for shared expertise and student achievement data was used to develop the next phases of learning.</p>

<p>Socio-economic background</p> <p>\$20,000.00</p>	<p>After evaluation, the next steps to support our students will be: to continue with this model, however the greater focus will be on collaboration and professional learning, through critical conversations, in the support of implementing the new curriculum. This will also include further professional learning in data literacy, for staff, ensuring student voice is included in the assessment of all learning.</p>
<p>Aboriginal background</p> <p>\$8,093.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Balgownie Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader 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 Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways. <p>The allocation of this funding has resulted in the following impact: funding was used to engage with First Nations Cultural awareness Group. The group worked with staff and students to build an engaging, cultural awareness program that included whole community participation. Over 200 members from our community participated in a smoking ceremony and story telling activity, which outlined local First Nations stories and histories. Community awareness and understanding of Truth telling and cultural bias was increased, and students' understanding of the significance of Sorry Day and the importance of Reconciliation was addressed through teaching programs. We also worked with Kylie Captain, an Aboriginal Education and Wellbeing Advisor, who worked with staff and students to increase cultural competencies, through professional learning and in class activities. Staff have been released from class programs to work closely with our First Nations families, to ensure authentic relationships are formed and honoured, to ensure enriching learning activities for all students and improved learning outcomes for our First Nations students.</p> <p>After evaluation, the next steps to support our students will be: to continue building the knowledge and cultural competence of staff, students and community. In 2023, we will continue to build stronger connections to the Northern Illawarra Aboriginal Education Consultative group, and engage in further professional learning to further increase our awareness and responsibilities for our First Nations students, their families and cultures. We will continue to look for opportunities to engage our local community to participate in the learning of First People's culture, through joint activities and lessons.</p>
<p>English language proficiency</p> <p>\$42,030.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Balgownie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establish a core practice for supporting students learning English as an Additional Language or Dialect

<p>English language proficiency</p> <p>\$42,030.72</p>	<p>The allocation of this funding has resulted in the following impact: further increases to the understanding of the needs of EAL/D students within the classroom, and further differentiation by staff to support achievement of outcomes for these students. This has included professional learning opportunities for staff to ensure deeper understanding of the needs of our EAL/D students and their families. Students who are in the earlier phases of English acquisition received more intensive support at their identified level of learning, with a strong focus on reading.</p> <p>After evaluation, the next steps to support our students will be: further training in 2023 for all staff, to increase the capacity of teachers in the identification and ongoing support of EAL/D students. Due to a decrease in funding, minimal individualised programs will operate for these students, with small groups, within the class being the model used.</p>
<p>Low level adjustment for disability</p> <p>\$92,984.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Balgownie Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching 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 • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: the further refinement of a robust and efficient Learning Support Team, where all students who require extra support, are referred to Learning Support Team, tracked and have their learning needs addressed and learning programs adjusted as required. All staff have confidence that the needs of students in their class, are prioritised by the team to ensure equity in resourcing and expertise in intervention strategies.</p> <p>After evaluation, the next steps to support our students will be: to continue with the refinement of this process, and continue with embedding it into our teaching and learning cycle. We will increase the information provided to families, of the nature of this process and how it meets the ongoing needs of their children, including options for families to participate more wholly in the process.</p>
<p>Professional learning</p> <p>\$22,254.00</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 Balgownie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to building the capacity of staff in identifying and managing complex behaviours, to ensure engaging, inclusive classrooms. • providing release for staff to attend professional learning opportunities in the implementation of the High Performance and Gifted Education policy, as well as the Inclusive, Engaging and Respectful schools policy.

<p>Professional learning</p> <p>\$22,254.00</p>	<ul style="list-style-type: none"> • providing ongoing, fortnightly professional learning through timetabled collaboration time for staff. <p>The allocation of this funding has resulted in the following impact: allowed executive staff to attend professional learning in the areas of Inclusive, Engaging and Respectful schools, as well as the High Performance and Gifted Education policy. This ensured the executive team could support teaching staff in implementing the new behaviour policy, in line with our Positive Behaviour for Learning processes. It also provided a level of expertise in each stage for the further development of the HPGE implementation in all classrooms, including assessment in the 4 domains - emotional, social, academic and creative. A Behaviour Specialist also attended the school once per fortnight to provide highly contextual and individualised professional learning for teachers working with trauma informed practices. This resulted in ensuring teachers were confident in providing support and intervention to the students at point of need. This also evolved into coaching and mentoring opportunities for staff, in the area of leadership. The attendance at an Inquiry-based Learning Conference by the executive team, provide each stage with an expert in facilitating collaborative and critical conversations around the learning of students and how to best identify and meet the individualised learning needs in each class.</p> <p>After evaluation, the next steps to support our students will be: to continue with the Behaviour Specialist for semester 1, pending another evaluation by staff. Staff have reported they feel more confident when dealing with challenging behaviours, particularly those in their early years of teaching. The collaboration from staff during Spirals of Inquiry was successful and this has been broaden to ensure we can provide extra collaboration time to build capacity of staff in implementing the new syllabus in 2023.</p>
<p>Beginning teacher support</p> <p>\$16,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Balgownie Public School during their induction period.</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"> • Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Behaviour Specialist to work with beginning teachers in building capacity in the area of behaviour management. • provision of extra release time each fortnight, for our beginning teachers, to work with an experienced mentor. Providing support in the accreditation process as well as report writing, and guidance for other school programs. <p>The allocation of this funding has resulted in the following impact: allowed for beginning teachers to work with experts in the area of behaviour management, including the establishment of classroom norms and build the capacity to support students who were escalated and finding it difficult to engage in their learning. Beginning teachers were also heavily supported during the writing of IEPs and PLPs, and ensuring expert guidance in the differentiation of the teaching programs. Time was provided to support the collation of their evidence for the accreditation process, as well as professional learning in the area of use of data to inform practice.</p> <p>After evaluation, the next steps to support our students will be: to continue with the use of the Behaviour Specialist once each fortnight. Beginning teachers reported this time was critical in supporting their creation of an inclusive and engaging classroom, while supporting them in learning how to balance the demands of early career teaching. A program for ongoing mentoring and support, each week will also continue to build the capacity of our beginning teachers.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$16,118.61</p>	<p>literacy and numeracy learning needs of students at Balgownie Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • teacher release to engage staff in Spirals of Inquiry, collaboration. • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the employment of an Instructional Leader, to lead the professional learning in the areas of literacy and numeracy, led to an increase in capacity of teachers. The IL used the Spirals of Inquiry process to work with stage teams each fortnight, to develop high-quality curriculum implementation. This ensured high impact professional learning at point of need, in a collaborative and consistent approach. The IL was also able to go into classrooms and provide demonstration of high quality lessons in the areas of literacy and numeracy. They worked with other assistant principals to develop the expertise across their stages. This also included time allocated to consistency of teacher judgement and investigation into best practice teaching methods to be applied in the classroom. This intensive approach has resulted in improved engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff to continue the provision of collaboration time. These sessions will be led by the Instructional Leader, employed at the end of 2022, and will ensure cohesive and specific professional learning to stage teams around the implementation of the new curriculum as well as supporting the increase in the use of data to guide teaching and learning.</p>
<p>QTSS release</p> <p>\$64,125.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Balgownie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <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 • 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 the following impact: an increase in the availability of high impact professional learning, undertaken by staff, particularly in the area of reading. This is a continuation of the 2021 plan. Assistant principals, given time to develop the expertise across their stages. This also included time allocated to consistency of teacher judgement and investigation into best practice teaching methods to be applied in the classroom. This intensive approach has resulted in improved engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. This position will be department funded. Additional staff will be employed to ensure the continuation of the collaboration time used to provide high impact professional learning, resulting in improved student outcomes and increased teacher capacity.</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Balgownie Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: the capacity of the Instructional Leader to provide mentoring and coaching time to individual staff, aligned to their PDP's and student need. Teachers were also provided time to work with the IL on improving practice and engaging in strategies that led to increasing student achievement.</p> <p>After evaluation, the next steps to support our students will be: This funding will not be provided next year, as we will receive an Instructional Leader 0.8FTE.</p>
<p>COVID ILSP</p> <p>\$67,271.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: providing intensive small group tuition for identified students who require extra support in literacy and numeracy, as identified through the Learning and Support Team process.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide intensive support, as guided by LST process, to ensure intensive learning can occur in a small group environment. This will continue to be guided by the LST process.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	171	160	176	158
Girls	162	173	165	178

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	97.5	94.6	91.4
1	93.5	96.5	95.4	90.4
2	95.5	95.6	93.9	89.8
3	94.3	97.1	92.4	88.4
4	94.7	96.0	95.3	85.6
5	94.5	96.4	92.5	89.0
6	93.6	95.3	92.4	86.9
All Years	94.5	96.4	93.8	89.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.75
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	291,814
Revenue	3,460,092
Appropriation	3,395,409
Sale of Goods and Services	63
Grants and contributions	63,296
Investment income	1,323
Expenses	-3,463,131
Employee related	-3,166,898
Operating expenses	-296,233
Surplus / deficit for the year	-3,039
Closing Balance	288,775

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.

	2022 SBAR Adjustments (\$)
Targeted Total	148,654
Equity Total	163,301
Equity - Aboriginal	8,093
Equity - Socio-economic	20,193
Equity - Language	42,031
Equity - Disability	92,984
Base Total	2,622,993
Base - Per Capita	86,164
Base - Location	0
Base - Other	2,536,829
Other Total	296,539
Grand Total	3,231,487

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.

Students

In the Tell Them From Me survey, 91% of students reported a sense of advocacy at Balgownie PS, with 89% of students reporting that there are high expectations for them to succeed. This was higher than the measures representative of students across the state. Only 62% of students reported feeling a sense of belonging at school, which is a decrease of 10% from the previous year. Students also reported that they felt supported in their learning and over 80% of Stage 3 students could name 2 adults in the school who believed in them. Our attendance data reflects that students enjoy school and regularly attend.

Teachers

In the Peoples Matter Survey, 99% of teachers reported that they felt supported and were encouraged to be innovative in their teaching, to meet student need. 97% reported they had strong advocacy within the school and were provided opportunities to collaborate and work as a part of a team. While 100% of respondents felt they were encouraged to keep improving on the work they do. All teachers felt a strong sense of connection to our school and take pride in where they work. Staff believe that their wellbeing is a priority of the leadership team, and value the systems and processes in place to support them.

Parents

In a survey collated by the school, 96% of parent respondents believed that the school was doing great work in identifying student need and addressing areas of learning. They took pride in where their child attended school and believed the school had high expectations of their child. In P&C meetings, parents often reflected that the school was welcoming and inclusive for all members of the community. They stated that the teachers cared about their children and they felt sure that their children were safe and valued at school. Parents have also reported that the communication from the school was not easy to navigate and there were too many avenues for communication between school and home. The school has responded to this feedback with a communication review, and will refine strategies throughout 2023.

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.