

2022 Annual Report

Ballimore Public School



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Introduction

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

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

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Message from the principal

In 2022, the gates of the school were opened to the community once again. We have been able to enjoy a variety of activities that fostered the comradery and community spirit that we value and nurture at Ballimore Public School. Community engagement was enhanced through additional members joining our P&C, a community email was established for distribution of the fortnightly school newsletter and invitations were extended for school activities through the postal service and on the school Facebook page. The school has created a lovely sense of belonging for staff, students, families and the wider community.

Our students are at the core of all decisions made. They have become very adaptive to change. I commend the students on their resilience, empathy and commitment to learning. In term two we successfully secured a second teacher which allowed the school to maximise literacy and numeracy outcomes through smaller class groupings over a week. Student differentiation and progress goals became embedded.

It is an absolute privilege to be the leader of this unique school. Each and every day there is a celebration of student success and achievement. I commend the staff for their exemplary skills in recognising and developing each students' strengths and skills, as well as supporting their dreams and aspirations.

2022 has been a very positive year for us. We may be a small rural school but we are a hidden gem that shines brightly.

Margot Jasprizza

Message from the school community

It has been a great year for our school, as we have been able to come back onsite for many school functions. Our P&C fundraising efforts consisted of three canteens at the Ballimore auctions and numerous raffles. We were also lucky enough to be considered as a breakfast stop for the Variety Bash Rally in May, which was a great success. We thank the P&C committee for their fantastic support this year and proving that we may be a small school but nothing seems impossible. A big thank you to our wonderful Principal, Margot Jasprizza, for her dedication to Ballimore Public School.

School vision

At Ballimore Public School, we aspire for all students to have exceptional skills in literacy and numeracy, the ability to learn, adapt and to be responsible citizens who demonstrate critical thinking, creativity, communication and collaboration as well as developing the vital skills for flourishing - now and in the future years.

School context

Ballimore Public School is located 32km north east of Dubbo on traditional lands of the Wiradjuri People and belongs to the Mudgee Network of Schools. The school, with an enrolment of 16 students, 31% Aboriginal and/or Torres Strait Islander, is a small rural school with a committed staff and high expectations that all students learn and grow through a supported and inclusive environment. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School.

At Ballimore Public School we:

- have an experienced, dedicated staff committed to achieving improved student learning outcomes
- showcase the academic, cultural and sporting achievements of our students at every opportunity
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students
- are committed to our core values of Excellence, Respect, Participate and Cooperate, Responsibility and Care and explicitly teach expectations of behaviour across all settings
- embrace the use of technology to enhance learning programs of students
- actively engage our community in the decision making processes at school
- are supported by a hard working P&C Association
- work closely with the Small Schools Network to provide our students with a vast range of extra curricula experiences

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

Areas for further development have been identified as:

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Differentiation for Literacy and Numeracy Success
- Attendance

Resources allocated to this strategic direction

Teaching Principal Relief: \$36,470.00

Socio-economic background: \$13,948.00

Low level adjustment for disability: \$10,285.00

Literacy and numeracy: \$6,365.00

Professional learning: \$4,222.00

Per capita: \$1,187.00

Location: \$1,810.00

QTSS release: \$917.32

Summary of progress

Attendance

The focus for Ballimore Public School was on improving student attendance. During 2022, the school hosted Personalised Learning Pathways meetings and reviewed individual student goals with each family. The Home School Liaison Officer was engaged to support students at risk. A draft Attendance Procedures and Initiatives document was created and is still in draft form. Data was regularly reviewed to support the next steps in addressing student absences with parents to outline attendance rates, the impact of lost learning and strategies to improve absence reasons and improve attendance. The school community had regular communication of this initiative through the fortnightly newsletter and Parent and Community meetings. A change to the annual progress measure was made to better reflect the aspirations for this year's attendance rate.

Ballimore Public School saw a major impact on school attendance rates when the NSW Health isolation and close contact regulations were enforced and many students and/or family members contracted COVID during the year. Some families were impacted by the floods. The school made provisions for online learning to occur through a Zoom platform, ensuring there was no impact to student learning. Regular communication about the importance of attendance and justified reasons for absences through newsletters, formal and informal discussions and attendance concerns were visible in the Personalised Learning Pathways and translating this information through semester one and two student reports. Partial attendance has increased due to specialist appointments that are difficult to make outside school hours. Accountability has improved for parents as they are now educated on the absence reasons and the need to provide this when their child is absent from school. Data validity has improved with parents now using email or phone to communicate absence reasons.

An Attendance Certificate was initiated at Presentation Day to recognise the student with the highest attendance rate throughout the year. The school will continue to communicate, monitor and analyse attendance data to track individual student attendance. Personalised Learning Pathways will continue, as will Home School Liaison Officer engagement. Attendance incentives will be embedded as stated in the draft Attendance Procedure and Initiative book. We will explore the possibility of an attendance chart in each class. The main goal is to finalise the draft procedure document which will see embedded practices in place before the end of Term 1 2023.

Collaborative support for Unique Settings

The project commenced at Ballimore Public School in June 2022. The project was to support the school in student engagement and improvement in Number Sense with a focus on Quantifying Number and Place Value.

Baseline NAPLAN and Check-In data were collected and used to determine the key indicators that would be the focus of this project for Ballimore Public School. The analysis of this data indicated that students' ability to engage with and understand Number Sense with a focus on Quantifying Number and Place Value would significantly improve and be reliably measured through the sub elements of Quantifying Number in the National Literacy Numeracy Progression. From the Determining Implementation Gaps Tool, the hypothesis of key contributing factors indicated that the whole school focus for improvement enhanced teacher engagement in a collaborative process to deepen their understanding of the use of assessment and data and how to collect, analyse and use assessment data to monitor student achievement. This supported teachers to identify gaps in student learning, design explicit instruction and measure student improvement in Number Sense with a focus on Quantifying Number and Place Value.

Staff engaged in evidence-based professional learning, deepened teacher understanding and built the collective capability of staff to explicitly teach Number Sense with a focus on Quantifying Number and Place Value. Staff collaboratively collected, analysed and monitored student data to inform assessment practices, teaching and learning programs and classroom practice. Teachers engaged in professional learning that deepened knowledge and skills to explicitly assess, plan and teach quality, differentiated learning experiences in Number Sense with a focus on Quantifying Number and Place Value. Staff engaged with the current and new syllabus documents to identify links for future learning with specific focus areas from Early Stage 1 to Stage 3. Staff collaborated to develop a series of lesson plans, targeting the focus areas guided by the Universal Resource Hub and other departmental resources. Pre and post assessments were administered, and a positive impact on student learning was celebrated.

Staff developed a schedule for lesson planning processes that supported the application of new learning for students. This collaborative practice is still being refined and strengthened. Assistant Principal Curriculum and Instruction observed and modelled lessons, as well as team-teaching lessons alongside the teacher. These establishing protocols for observation and feedback will be embedded in 2023.

As a result of this project, the students ability to engage with and understand Number Sense with a focus on Quantifying Number and Place Value has significantly improved and was reliably measured through the sub elements of Quantifying Number in the National Literacy Numeracy Progression.

In 2023, Ballimore Public School will work towards designing processes for community engagement and support.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of 55% of Year 5 students achieve expected growth in NAPLAN Reading (lower bound system negotiated target).	As students did not sit NAPLAN in 2020, the school does not have expected growth data to report on.
A minimum of 55% of Year 5 students achieve expected growth in NAPLAN Numeracy (lower bound system negotiated target).	As students did not sit NAPLAN in 2020, the school does not have expected growth data to report on.
A minimum of 60% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (lower bound system negotiated network target).	In 2022, 17.6% of Year 3 and 5 students achieved in the top two bands in NAPLAN Reading. Individually, the school did not meet this progress measure. Cohort size precludes the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
A minimum of 60% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (lower bound system negotiated network target).	In 2022, 11.8% of Year 3 and 5 students achieved in the top two bands in NAPLAN Numeracy. Individually, the school did meet this progress measure. Cohort size precludes the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
A minimum of 60% of students attend school 90% of the time, or more.	In 2022, 42.76% of students attended school 90% of the time or more. The number of students attending greater than 90% of the time or more has decreased by 6.68%, however, this figure was significantly affected by the public health orders associated with COVID.

Strategic Direction 2: Building High Quality Practice

Purpose

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

Initiatives

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

- Collaborative Practice
- Data Skills and Use

Resources allocated to this strategic direction

Literacy and numeracy: \$2,280.00

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$570.00

QTSS release: \$2,280.00

Summary of progress

Teacher observation implementation was achieved and the process was supported through release time, allowing for staff to engage in the rich and purposeful feedback process. The positive impact and influence of these observations built on teacher skills and a collaborative team process. The embedded practices of data skills and use had a huge impact on revisiting teaching programs and utilising the collected data to drive targeted adjustments for students. This was reflective in the teacher observation and feedback process.

Implementing teacher observations and providing opportunities for feedback and reflection, ensured the observation was valuable and the process was completed, with follow up meetings to review teacher growth and improvement. Teacher observation is a valuable process for all staff in a small school. Time and human resources were a big barrier. If the school is well planned at the beginning of the 2023, there will be better opportunities of securing casual staff, allowing for observations and data conversations to occur at regular points throughout the year. The Performance and Development Plan cycle will be implemented for teaching staff, which will provide a clear path for teacher professional development and the evolution school pedagogy.

Needs Based funding was applied to support differentiation in literacy and numeracy programs for individual students, specifically those with high needs, requiring a personalised learning program which supported student engagement and integration into the small school setting through high level adjustments. Teachers engaged in identified professional learning opportunities to work side by side with the Principal and Assistant Principal Curriculum and Instruction. Staff meeting agendas were made reflective for opportunities to engage collaboratively with professional learning.

The validity of working through the 'What Works Best' document was a great platform for the initiation of evidence-based research. Four modules were completed in 2022 and the remaining modules will be completed in 2023. A whole school approach supported professional development with the implementation of the new K-2 syllabus in 2023.

Ballimore Public School focused on utilising the expertise and skills of the school Principal and Assistant Principal Curriculum and Instruction position to build teacher confidence and skills in quality assessment. This was not limited to the gathering, entering and analysis of student data to inform teacher practice and planning. Professional learning was provided at pause points throughout the year, building teacher capacity and depth of knowledge as a progressive tool for student improvement.

Observational rounds with teaching staff provided quality feedback and reflection through rich conversations. Staff meeting scope and sequence development allowed for a timely process of data implementation and analysis to occur, which led to high quality teacher planning for individualised student learning. This was a collaborative process, which supported the improvement of teacher knowledge. An additional teacher was appointed in term two and the professional learning cycle was implemented for those staff members, who had limited understanding of the progressions and data analysis.

With an embedded timeline of assessment and data entry, student progress became easier to track and identify future planning to support student growth. Assistant Principal Curriculum and Instruction role was more defined and a role responsibility was formulated to enable data collection, entry and analysis at regular intervals in each term. Staff meeting agendas allowed feedback to all staff, building collaboration and collegiality of our small school staff.

Professional learning of data strategies was a continuous cycle of improvement. This was made evident in teaching and learning programs and the adjustments made for individual students. Data conversations are now embedded and used to improve high quality teaching programs. There is a regular cycle for assessment to support consistency in teacher judgement and quality data collection.

Collaborative practices with the Mudgee Small Schools Network Principals was a vision in 2022. This would enable small schools to share best practice in literacy and numeracy and inform the development of evidence-based programs and lessons for students. Discussions with small school Principals have indicated this would be a more achievable activity in 2023. Goolma, Cassilis and Ballimore have shared our School Improvement Plans with each other in 2022, which has enabled Principals to share ideas, visions and impact for each of our schools moving forward.

A collaborative approach with data analysis and interpretation will involve parents through newly developed feedback processes in 2023. The school community are invested in student learning and through parent and carer collaboration, the school will provide information meetings. This will strengthen parent and carer knowledge and create a common dialogue and understanding which will impact the improvement of literacy and numeracy outcomes for all students.

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
<p>All teachers engage in collaborative practices to improve professional knowledge and practices through negotiated observations and feedback</p>	<p>Strategies and timelines were embedded for observational rounds to occur. Maximising the Assistant Principal Curriculum and Instruction leader and Principal timelines, observations were made flexible for either of those staff members to carry out negotiated observations.</p> <p>Change of staff occurred in Term 1 and we were unable to back fill the second teacher position. Term 2, a new teacher commenced and the rebuilding of professional expectations and collaborative practice began again. In Term 3, our school had a period of positive COVID cases, which impacted staffing for a five week cycle.</p> <p>In Term 4, observational rounds were made a priority, and were commenced early in the term. The impact of the observation was the genuine validity of teacher practice, which was communicated through effective, timely and constructive feedback.</p> <p>Moving forward, it will be critical to ensure these rounds occur. The opportunity for collaboration and building capacity in teachers becomes so important in small schools.</p>
<p>All teachers have engaged in professional learning in data literacy and use data effectively to evaluate student understanding of their lessons</p>	<p>Assistant Principal Curriculum and Instruction has provided professional learning around data skills and use. This included and was not limited to staff meetings, regular data collection and input and release time for Assistant Principal Curriculum and Instruction and Principal to analyse and interpret data. The information was used as a professional learning tool to upskill teaching staff and to provide a supportive pathway for planning for individual students. Teaching and learning plans were developed with differentiation for individual students being at the forefront of high quality learning programs. An assessment cycle is in place which monitors quality data collection and supports consistency in teacher judgement.</p> <p>An embedded timeline of assessment and data entry was developed. With student progress being monitored, future planning to support student learning and growth is evident. The Assistant Principal Curriculum and Instruction role was more defined and a role responsibility was formulated to enable data collection, entry and analysis at regular intervals in each term. Staff meeting agendas allowed for timely feedback to all staff, building collaboration and collegiality of our small school staff.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$60,204.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ballimore Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Employment of staff to provide additional support for students who have high-level learning needs. Students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to all student Personalised Learning Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$13,948.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ballimore Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the What Works Best document and Little Learners Love Literacy program to support student learning. • employment of additional staff to support quality teaching and learning program implementation. <p>The allocation of this funding has resulted in the following impact: Data has indicated an improvement in all students' skill development in reading and writing, with the employment of an additional teacher and the commitment to the the purchase of the Little Learners Love Literacy program. Collaboration supported the improvement of consistency in teacher judgement and a modification in teaching practices, which reflected more challenging differentiated teaching and learning programs for individual students.</p> <p>After evaluation, the next steps to support our students will be: The identification of relevant assessment tasks will continue to support the collection of quality data that will inform differentiation needed for individual students. Staff will continue to utilise the departmental resource hubs to</p>

<p>Socio-economic background</p> <p>\$13,948.00</p>	<p>source rich and robust teaching and learning activities for personalised learning for students.</p>
<p>Aboriginal background</p> <p>\$3,881.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ballimore Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: All Aboriginal students made progress towards age-appropriate achievement of syllabus outcomes in English and Maths. Authentic Aboriginal culture initiatives, including music and art, gardening and small school NAIDOC Day celebrations were embedded and strengthened throughout the year. These benefitted Aboriginal and non-Aboriginal students and deepened social and cultural awareness for all students.</p> <p>After evaluation, the next steps to support our students will be: With our Aboriginal student numbers steadily increasing, the future focus for this funding will be to support and strengthen the formulation of goals in Personalised Learning Pathways for Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$14,440.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ballimore Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning and interventions with increased collaborative learning support activities for individual students. The development of consistent and purposeful assessment schedules for K-6 was placed on a scope and sequence timeline, assisting the classroom teacher, APCI and teaching principal to accurately track student growth in literacy and numeracy through purposeful assessment.</p> <p>After evaluation, the next steps to support our students will be: To provide additional support for identified students through the employment of trained SLSOs. Continue to update the assessment scope and sequence to ensure accurate point-in-time student achievement is evident, and progressive. This information will support the formulation of student achievement goals in Personalised Learning Plans.</p>

<p>Location</p> <p>\$8,284.00</p>	<p>The location funding allocation is provided to Ballimore Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for Teaching Principal release <p>The allocation of this funding has resulted in the following impact: Through scheduled analysis of student attendance data, the Teaching Principal was able to educate and support families using up-to-date departmental resources. Identified families at risk engaged in personalised meetings with the Principal to formulate Individual Education Plans to improve student attendance. Parents and carers have an understanding of the processes required to notify the school of student absences, allowing the school to carefully monitor and track individual attendance and justification of absences.</p> <p>After evaluation, the next steps to support our students will be: To engage the Home School Liaison Officer to support and provide professional learning to staff. Continue to provide up-to-date departmental information to the families around the impact absences have on student learning and achievement.</p>
<p>Professional learning</p> <p>\$4,792.00</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 Ballimore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Differentiated learning programs for students, observational rounds both internally and externally, implementation of the Little Learners Love Literacy program and professional learning for staff <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy. Improved teaching practices and building consistency in teacher judgement was evident and supported through the assessment schedule and regular data input and analysis of students.</p> <p>After evaluation, the next steps to support our students will be: Implement and embed the new K-2 English and Maths syllabuses, utilising the departmental K-2 Multistage units of work. Neighbouring like schools will create a platform for scheduled Teams meetings to collaborate and share bigger picture ideas for future planning.</p>
<p>Literacy and numeracy</p> <p>\$8,645.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ballimore Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success • Data Skills and Use

<p>Literacy and numeracy</p> <p>\$8,645.00</p>	<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 • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in peer observations at neighbouring schools. <p>The allocation of this funding has resulted in the following impact: Staff engagement in professional learning from the What Works Best modules and Little Learners Love Literacy program has had an observable and measurable impact on teacher practices and student progress. Student learning outcomes and data analysis highlighted the differentiation needed for each student, allowing teachers to source quality activities from the departmental resource hubs. A collaborative approach towards student assessment is being developed through the formulation of an assessment scope and sequence. Selected assessment tasks were regularly examined with the support of the Principal and Assistant Principal Curriculum and Instruction.</p> <p>After evaluation, the next steps to support our students will be: With a change in teaching staff due to occur, professional learning and support will be provided to ensure student improvement continues. Little Learners Love Literacy will be embedded with more confidence, commitment and understanding, which will be monitored in the K-2 classroom. Quality assessment and rich resourcing of teaching and learning activities will be incorporated and monitored through data analysis and interpretation. This will be made visible in teaching programs and student growth.</p>
<p>QTSS release</p> <p>\$3,197.32</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ballimore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Principal provided with additional release time to allow for the monitoring and ongoing management for student attendance. <p>The allocation of this funding has resulted in the following impact: Parents and carers have been educated on the importance and impact of student attendance. Parents and carers have become more diligent at notifying the school of student absences, which has increased accountability and the validity of student absences. Attendance patterns remain a concern. Individual student attendance has a great impact on the overall school attendance. Interventions have been implemented to support these families.</p> <p>After evaluation, the next steps to support our students will be: Continuing to work with the Home School Liaison Officer to support the individual families that have been identified as being at risk. An Attendance Procedure Booklet will be launched, which provides incentives for the students to attend school regularly. Families will continue to be provided with updated attendance information from the department.</p>
<p>COVID ILSP</p> <p>\$15,370.00</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</p>

COVID ILSP

\$15,370.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of additional staff to support the monitoring of COVID ILSP funding
- providing targeted, explicit instruction for student groups in literacy and numeracy through the online ILSP COVID online program
- employment of additional staff to support the monitoring of COVID ILSP funding

The allocation of this funding has resulted in the following impact:

All students in the program achieved steady progress in literacy and numeracy. The ILSP team work closely with the school to report and provide analysed student progress of individual students. Written feedback was provided at the end of each cycle and this supported teachers in the formulation of student reports. The Principal engaged in regular Teams meeting with the ILPS team to discuss specific focus areas that would support student achievement and the school teaching and learning programs.

After evaluation, the next steps to support our students will be:

To continue the implementation of COVID ILSP Online literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	5	6	9	7
Girls	9	8	9	7

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	97.4	97.0	95.8
1	93.8	97.9	90.0	92.7
2	91.3	95.7	88.2	88.4
3	91.0	88.5	96.8	89.6
4	97.9	93.2	86.6	91.7
5	89.6	97.9	89.6	79.6
6	91.4	83.3	93.5	84.9
All Years	92.1	94.4	91.0	87.2
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)	0.2
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.03

*Full Time Equivalent

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	48,508
Revenue	548,662
Appropriation	537,841
Grants and contributions	10,113
Investment income	707
Expenses	-527,904
Employee related	-437,954
Operating expenses	-89,950
Surplus / deficit for the year	20,758
Closing Balance	69,266

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	60,204
Equity Total	32,271
Equity - Aboriginal	3,882
Equity - Socio-economic	13,948
Equity - Language	0
Equity - Disability	14,441
Base Total	332,529
Base - Per Capita	4,548
Base - Location	8,285
Base - Other	319,696
Other Total	62,697
Grand Total	487,701

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

Student Surveys

All students received a student survey to complete. The survey questions were designed to gather feedback on student attitude and wellbeing towards their learning and the learning environment. A total of 14 students attend Ballimore Public School. 57% of student surveys were returned and analysed. The surveys returned indicated 88% of students felt challenged in their learning and received the help they needed to do their best towards tasks.

Students feedback stated that their learning was assisted by individualised teaching methods used in the classroom. Writing, maths and online COVID lessons were most enjoyed by the students.

88% of students felt safe within their classrooms, which supported 88% of students feeling happy and content in their classroom learning environments. 75% of students said it was a productive learning year.

Parent Surveys

A total of ten families attend Ballimore Public School. 70% of parent surveys were returned.

All surveys indicated that families felt the school brings out the best in each student. 100% of families believe progressive teaching methods are used and school reports provide clear and precise feedback on individual student progress.

Families were asked how they would describe the school to others. Comments stated that the small school environment was personal and created a lovely sense of community and belonging. Teaching staff were acknowledged for their interpersonal skills and the ability to create a child orientated learning environment that brings out the best in all students.

100% of families would recommend Ballimore Public School to others. This was identified because of the open communication that is embedded between the school and families, as well as the family orientated environment that is valued by the school. There is a sense of closeness between students and differentiated teaching and learning programs are created for individual students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Ballimore Public School has had an increase in Aboriginal student enrolments this year. We have engaged with a broad number of local community resources which have strengthened our connections to the Dubbo community and embedded a rich variety of activities that supported Aboriginal Education within the school. Being a small rural school, it is critical to maintain strong relationships with the AECG, Aboriginal elders and larger and neighbouring like small schools. We have continued to build student respect and knowledge of Wiradjuri land and culture and celebrate the diversity of our school community.

Anti-Racism Policy

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

Anti-Racism - School statement

Respect is a core value at Ballimore Public School. We value and teach each student the importance of tolerance, integrity and empathy towards others and promote a happy and inclusive environment where all students, staff and families feel a sense of belonging. These are important skills our students need to learn, as they go from a small school community to a larger school environment as they enter high school. We place importance on our students being able to adapt to these changes, by building their resilience and acceptance of others.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

Cultural diversity and understanding is embedded across teaching and learning programs at Ballimore Public School. The Principal ensures that school policies, programs and practices are reflective of cultural, linguistic and religious diversity of our school community. Well resourced activities and opportunities enable all students to achieve equitable education and social outcomes.

