

2022 Annual Report

Ballina Public School



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Introduction

The Annual Report for 2022 is provided to the community of Ballina 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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Ballina Public School

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School vision

At Ballina Public School we develop in our students a love for learning. As life-long learners, they strive to become successful, confident, creative and active individuals. To this end, the school provides high quality, innovative teaching practices through the provision of individualised learning strategies to support all student's needs. Our explicit teaching practice supports a high expectations learning culture where every student is supported to connect, succeed, thrive and learn.

We acknowledge the Bundjalung people, the traditional custodians of the land on which we learn and work together and commit to building respectful relationships and life-long learning opportunities for all Aboriginal people in our community.

School context

Ballina Public School is a comprehensive primary school located on the Far North Coast of NSW, serving a diverse population, with a significant proportion identifying as Aboriginal or Torres Strait Islander. Ballina Public has been part of the Early Action for Success program which has led to driving explicit instruction to improve literacy and numeracy results. Positive Behaviour for Learning is a key component of our school's learning and wellbeing culture. The school enjoys a strong partnership with other schools in the Lennox Coast Learning Community, the Ballina/Cabbage Tree Island AECG, our local preschools and our Parent and Citizen association.

As a result of a comprehensive self reflection process, our school has identified the following elements for focus over the next four years:

- the use of data to drive explicit individualised teaching and learning strategies as well as the effectiveness of the strategies we are implementing;
- the enhanced implementation of quality teaching practices such as effective feedback, high expectations and explicit teaching;
- targeted high impact professional learning to support recognised areas of growth for staff and students;
- authentic collaboration will ensure maximisation of staff and student capacity;
- for our students to feel connected and supported within a positive learning culture; and
- strengthened relationships with our school community to actively be partners in every child's learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their Literacy & Numeracy learning through consistent collection and use of data to drive explicit and high quality teaching and 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.

- Data Use
- Effective Teaching Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$188,856.00

AP Curriculum & Instruction: \$180,800.00

QTSS release: \$55,621.00

Integration funding support: \$46,229.00

Aboriginal background: \$41,770.00

English language proficiency: \$20,367.00

Socio-economic background: \$20,000.00

Summary of progress

Our staff continued to demonstrate commitment to improving student learning outcomes throughout 2022. The introduction of the Assistant Principal Curriculum and Instruction (APC&I) across the school was well received, with the APC&I working with staff to evaluate student data and develop and implement learning sprints across K-6. Given that NAPLAN was not run in 2020, there is no growth data available for 2022. Our school used Check-in data to map growth from 2021 to 2022. After learning sprints, there was an increase in student achievement in Reading with 88% of students showing improvement in comprehension and vocabulary as shown in post Check-In testing data.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• The proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN Reading increases by 7.9% points to the lower bound of the system negotiated target.	The proportion of Year 3 and 5 Aboriginal students who achieve in the Top 3 bands of NAPLAN Reading did not meet the system negotiated lower bound target yet did show an uplift of 2.47% from the baseline data.
• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases by 7% points to the lower bound of the system negotiated target.	The proportion of Year 3 and 5 students who achieve in the Top 2 bands of NAPLAN Reading did not meet the system negotiated lower bound target yet did show an uplift of 5.19% from the baseline data.
• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases by 7.6% points to the lower bound of the system negotiated target.	The proportion of Year 3 and 5 students who achieve in the Top 2 bands of NAPLAN Reading did not meet the system negotiated lower bound target and showed a drop of -0.98% from the baseline data.
• The proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN Numeracy increases by 7.9% points to the lower bound of the system negotiated target.	The proportion of Year 3 and 5 Aboriginal students who achieve in the Top 3 bands of NAPLAN Reading did not meet the system negotiated lower bound target and show a drop of -1.29% from the baseline data.

<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN Reading increases by 10% towards the lower bound of the system negotiated target. 	<p>In 2022 Reading has been a whole school focus for improvement underpinned by the Science of Reading. As a result, there has been growth across Stage 3 using internal school data.</p>
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN Numeracy increases by 7.2% points to the lower bound of the system negotiated target. 	<p>In 2022 Check in results show the average margin of difference between school data and SSSG or state has increased between school results and SSG & state results in years 4 to 6 in Numeracy. 2022 is the first year of the implementation of a whole school hands on constructivist approach to teaching and learning Mathematics and has not had time to show impact.</p>

Strategic Direction 2: Culture of Continuous Improvement

Purpose

The school has high performing leaders and teaching staff whose capacities are continually building, enabling every student to maximise their learning 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.

- Enhancing Teacher Quality
- Educational Leadership

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,000.00

Professional learning: \$30,549.00

Socio-economic background: \$161,315.00

Aboriginal background: \$30,000.00

Summary of progress

This year, our progress in all areas was impacted by two significant flood events in our community. This disruption to our school calendar meant that there was reduced time available to be devoted by teachers to beginning/completing preliminary stages of higher levels of accreditation.

The Leadership Team continued to support all staff to complete maintenance of accreditation as required and supported early career staff to complete their Proficient status of accreditation.

Our staff worked diligently with the APC&I to identify areas of support required to increase student achievement. Stages 2 and 3 developed Learning Sprints to improve these areas, identified by data from Check-in and NAPLAN. In these Learning Sprints, there was an increase in student achievement in Reading with 88% of students showing improvement in comprehension and vocabulary as shown in post Check-In testing data.

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
100% of school staff can provide evidence of improved capacity through the targeted application of the annual maintenance of accreditation process. There is an increasing proportion of teachers at preliminary stages of the higher levels of accreditation	100% of staff completed their annual maintenance of accreditation, via the school's PDP process. Due to two significant flood events, there was reduced available time available for teachers to devote to beginning/completing preliminary stages of higher levels of accreditation.
The school self-assesses at the Delivering level of the School Excellence Framework in the following areas: <ul style="list-style-type: none">• Professional Standards Element - Teaching Domain• Educational Leadership - Leading Domain The school self-assesses at the	The school self-assessed at the Delivering level of the SEF for Professional Standards Element, with teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation being supported by the school. Steps have been taken with whole school analysis of staff strengths, and planning occurring to ensure that capacity of all staff is built ensuring student learning outcomes improve. The school self-assessed at the Sustaining & Growing level of the SEF for Educational Leadership, with continued focus on developing a strong pipeline of leaders across our school, and the wider educational community. The school self-assessed at the Sustaining & Growing level of the SEF for

<p>Sustaining & Growing level of the School Excellence Framework in the following areas:</p> <ul style="list-style-type: none"> • Learning and Development Element - Teaching Domain 	<p>Learning & Development, with teachers actively evaluating, sharing and discussing learning from targeted professional development with other staff across the school to improve our whole school practice.</p>
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Strategic Direction 3: Connect, Succeed, Thrive

Purpose

The school has a systematic and planned approach to support students so they connect, succeed, thrive and learn.

Initiatives

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

- Whole school Wellbeing Practices

Resources allocated to this strategic direction

Socio-economic background: \$394,476.00

Aboriginal background: \$149,603.00

Integration funding support: \$40,000.00

Location: \$2,871.00

Summary of progress

Whole school wellbeing practices were a priority for all staff in 2022. The school was a part of the system's Strategic School Support strategy which involved a team around the school to support an evaluation of our current practices and deliver impactful professional learning. Internal systems were reviewed and refined to improve the learning culture in and out of the classrooms with SENTRAL data demonstrating growing consistency of staff expectations and interactions around student behaviour. The Positive Behaviour for Learning matrix was examined and modified to focus on agree areas within our school. The SSS team delivered "Understanding Behaviour - Looking at it through a trauma lens" professional learning which enabled all staff to build their skill and research base within managing behaviours. All staff indicated a need for further explicit professional learning and this will be implemented in 2023 through participation in the Berry Street Education Model.

Student behaviour incidents were monitored through SENTRAL and were primary sources for staff to create behaviour plans for targeted students. Staff explicitly supported students to improve their learning behaviours. This resulted in formal short or long suspensions from school more than halving from 2019 data. Continued focus on behaviour support as a part of a student's learning plan for success will be continued in 2023.

The school actively implemented the Attendance Matters policy where all parties, as well as external agencies, were united in trying to maximise student's attending. Students were individually considered and supported through Attendance Plans which clarified the expectations for all school stakeholders in maximising attendance. The proportion of students who attended more than 90% of the time did not improve on 2021 data. Further analysis in what school controlled factors can be modified to support our students attending needs to be done, as the current hard work is not changing our attendance rates.

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
There is a 5.8% point uplift in the proportion of students attending school more than 90% of the time to meet the system negotiated lower bound target.	The proportion of students attending school more than 90% of the time was 21.1%, which did not show an uplift from 2021 data.
The proportion of students who report positive wellbeing outcomes as measured by Tell Them From Me Wellbeing Measure (Advocacy, Sense of Belonging and Learning Culture) uplifts by 8% points, exceeding the system negotiated lower bound target.	The proportion of students who report positive wellbeing outcomes as measured through the Tell Them From Me survey is working towards the system negotiated target. The data demonstrated that there had yet to be an uplift in student's perceptions in 'Expectations for Success' or 'Sense of Belonging' but their 'Advocacy' had improved from previous years.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$86,229.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ballina 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 • Whole school Wellbeing Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Our learning support structures were strengthened during 2022, enabling the provision of targeted support for student learning and wellbeing needs. With the ongoing reduction of days of learning lost to suspension, this indicates that we are having the desired impact on student outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2023 our Assistant Principal Support will take on an overall management role of the Learning and Support Team with an additional day release to support the ever growing and changing needs of the student population at Ballina Public School. We hope to be able to provide more proactive and protective factors for students at school.</p>
<p>Socio-economic background</p> <p>\$575,791.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ballina Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice • Educational Leadership • Whole school Wellbeing Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support intensive learning support program implementation. • staff release to work collaboratively with APC&I staff. <p>The allocation of this funding has resulted in the following impact: Our staff continue to be supported with additional release to work collaboratively with instructional leaders across the school. Observations indicate that staff are using evidence based strategies to analyse data and provide targeted learning opportunities for students in their classroom. By increasing the number of available support staff we increase the ratio of teacher/support for each class, which has seen a reduction in suspension days for our students.</p> <p>After evaluation, the next steps to support our students will be: Further support from APC&I staff to improve teacher practice in the areas of understanding student progress data to inform student improvements.</p>
<p>Aboriginal background</p> <p>\$221,373.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ballina 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</p>

<p>Aboriginal background</p> <p>\$221,373.00</p>	<p>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 • Educational Leadership • Whole school Wellbeing Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The additional support provided to our students resulted in students being supported, and a reduction in behaviour records in SENTRAL.</p> <p>After evaluation, the next steps to support our students will be: In 2023 work on the Reconciliation Action Plan for Ballina Public School will commence. This will strengthen our community engagement and connection with our local country.</p>
<p>Low level adjustment for disability</p> <p>\$188,856.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ballina 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"> • Data Use • Effective Teaching Practice <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 support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Strong growth in areas of Literacy and Numeracy using internal measures including Check-in assessments and learning sprints. Results in NAPLAN Reading and Numeracy saw an increase in student results by 3.14 percentage points across the school.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to provide point-in-time support for identified students to ensure all students can access the curriculum and achieve positive outcomes across our school.</p>
<p>Location</p> <p>\$2,871.00</p>	<p>The location funding allocation is provided to Ballina 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"> • Whole school Wellbeing Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions

<p>Location</p> <p>\$2,871.00</p>	<ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact: With two flood events in 2022, these funds were used to support all students to participate in any excursions held, uniform replacements and necessary grocery items for families affected by flooding. In addition these funds were utilised to ensure every Year 6 students could purchase a "Year 6 Shirt" to commemorate their last year of primary school.</p> <p>After evaluation, the next steps to support our students will be: Ensuring that all students can maintain equitable access to all school experiences is an ongoing priority for Ballina Public School.</p>
<p>Professional learning</p> <p>\$30,549.00</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 Ballina 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"> • Enhancing Teacher Quality • Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participation in Quality Teaching Rounds. <p>The allocation of this funding has resulted in the following impact: Four staff participated in the Quality Teaching Rounds (QTR) project through the University of Newcastle. Funding was utilised to support casual release for staff for the initial training phase, as well as completion of teaching rounds and data analysis. This was shared with all staff at fortnightly meetings to build capacity of all staff in the QTR process. Engagement in the QTR process was high and more staff have been selecting to participate in the QTR process which will assist in improving teacher capacity at Ballina Public School.</p> <p>After evaluation, the next steps to support our students will be: With more staff participating in QTR in 2023, cross stage participation will take place, ensuring teacher capacity is being maximised for all students at Ballina Public School.</p>
<p>QTSS release</p> <p>\$55,621.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ballina 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 Use <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 <p>The allocation of this funding has resulted in the following impact: Our Executive staff received a whole day's release in 2022. This allowed for shoulder to shoulder support to be provided for each stage. Support was provided in modelling lessons, providing wellbeing support for students and mentoring for class teachers. This saw increased capacity of teaching staff in utilising evidence based strategies and assisting students to succeed in all areas of the school environment.</p> <p>After evaluation, the next steps to support our students will be: School staff will continue to be provided with quality time to implement comprehensive and meaningful professional learning to support teacher</p>

<p>QTSS release</p> <p>\$55,621.00</p>	<p>capacity and student outcomes.</p>
<p>COVID ILSP</p> <p>\$195,880.00</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: Targeted students were identified through analysis of data via PLAN 2 Learning Progressions. Focused learning sprints were implemented and high staff collaboration led to consistent instructional practice. This resulted in growth in the targeted student's progressions as well as specific areas of Check-in data.</p> <p>After evaluation, the next steps to support our students will be: Continued refining of processes to ensure collective efficacy along with quality delivery of learning sprints will continue to ensure that the right students are targeted and supported to achieve stage outcomes.</p>
<p>English language proficiency</p> <p>\$20,367.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ballina 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 <p>The allocation of this funding has resulted in the following impact: Students identified as requiring additional learning support in line with the English as an Additional Language or Dialect received targeted intervention support. Literacy, Numeracy and Social/Emotional Learning targets were all identified. Students made progress through the scales onto more independent consolidation and independent learner levels.</p> <p>After evaluation, the next steps to support our students will be: School staff continue to monitor and evaluate the learning progress of students who receive EALD support. As required, the Learning Support Team will implement future strategies as appropriate to the needs of students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	145	146	147	142
Girls	135	127	130	124

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.3	90.9	87.4	83.7
1	85.8	90.0	87.2	79.8
2	88.8	91.0	88.4	77.0
3	85.7	92.6	87.1	79.9
4	88.5	90.4	88.2	76.0
5	93.3	89.5	88.4	79.2
6	88.1	91.6	83.8	74.3
All Years	88.3	90.8	87.1	78.6
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)	6.4
Classroom Teacher(s)	15.04
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	6.72

*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	292,493
Revenue	5,793,828
Appropriation	5,695,189
Sale of Goods and Services	31,801
Grants and contributions	62,163
Investment income	4,575
Other revenue	100
Expenses	-5,464,725
Employee related	-4,726,435
Operating expenses	-738,289
Surplus / deficit for the year	329,104
Closing Balance	621,597

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	86,229
Equity Total	1,006,389
Equity - Aboriginal	221,373
Equity - Socio-economic	575,792
Equity - Language	20,367
Equity - Disability	188,857
Base Total	2,839,154
Base - Per Capita	72,165
Base - Location	2,871
Base - Other	2,764,118
Other Total	959,542
Grand Total	4,891,314

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

Feedback was sought from students, parents/carers and staff via the Tell Them From Me surveys in 2022.

The student survey results showed an increase in their positive sense of belonging at Ballina Public School by 10% from 2021. The ability to form positive relationships at school increased by 6% and the over 90% of students value the schooling they receive at our school. From 2021, there was an increase in student effort at school as well as a 10% increase in the number of students having the goal to attend University.

The Tell Them From Me survey indicated that families are happy with our teaching staff and of particular note was an increase by 10 points in the measure of teachers having high expectations for students. In 2022, we saw an increase of parents and carers and extended family attending school events, including fortnightly recognition assemblies and special occasion assemblies. This has been pleasing to see, especially after COVID measures restricted visitors over the last 3 years.

Our staff survey saw many positive trends from 2021 to 2022. 95% of staff indicated our school is welcoming for all students. There was a 37% increase in the number of staff believing that school leaders lead improvement and change at our school. A 12% increase in the number of staff feeling supported by the leadership team during stressful times, and a 22% increase in the leadership team's communication of the school's strategic vision.

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.