

# 2022 Annual Report

## Bangalow Public School



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# Introduction

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

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

## School contact details

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## School vision

To deliver excellence in student learning as a result of our strong, collaborative, visible learning culture.

The school's mission is to foster a lifelong love of learning that best prepares students for a happy and successful future.

Our teaching is explicit and differentiated to deliver connected and deep learning as a result of data driven practices. Our cohesive and dynamic approach to wellbeing is responsive to our community's needs, and supports all students to reach their full potential.

## School context

Bangalow Public School, with a current enrolment of 257 students across K-6 is proud to be a part of a supportive and connected community that makes up the historic village of Bangalow, which stands proudly on Arakwal land within the Bundjalung Nation. Students are at the centre of decision making and everything that we do. Our core values, 'Be Safe, Be Respectful, Be a Learner' underpin our student wellbeing and learning programs. The school prides itself on delivering strong academic, sporting and creative educational opportunities, as well as those focused on sustainability. A student-centred learning environment drives high expectations, continual improvement in learning, engagement and leadership development. This will support our transition into new learning environments and contemporary modes of teaching for future-focused learning in line with our planned upgrade of school facilities. The school provides a friendly, welcoming environment in which parents and staff work in genuine partnership for the benefit of all students. There is a passionate and dedicated parent community who are actively involved in class and whole school programs to support learning.

Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan. These build on the work undertaken in the previous school planning cycle and were identified by the self-assessment process in our External Validation, including the use of data and high expectations for student growth, the improvement of teaching to deliver a differentiated curriculum that is responsive to student needs, and the school community working collaboratively to support the wellbeing of all stakeholders.

Analysis of our past NAPLAN data shows inconsistencies in achievement and growth from year to year. We have identified the need to use data driven, high quality teaching practices to ensure all students have access to consistently effective, explicit and differentiated learning. Continual monitoring, deep analysis of and responding to student performance data will be embedded in all teaching and learning practices, in order to ensure that staff 'Know thy Impact'.

We have recognised that a continued emphasis on embedding innovative, evidenced-based teaching and learning practices is required to improve student learning outcomes, ensuring our students achieve expected growth in literacy and numeracy. Through our Visible Learning practices, we will implement the use of Learning Intentions and Success Criteria, Effective Feedback, Learner and Teacher Dispositions to embed a culture of high expectations, engagement and shared responsibility for learning. We will develop a consistent understanding of learning modes to accompany our contemporary learning environments to encourage flexibility and collaboration in order to optimise learning.

Analysis of wellbeing metrics have indicated a need to improve student advocacy and sense of belonging. In addition, staff have indicated the need for a consistent approach to student behaviour. As a result, we will continue the work commenced in 2020 on implementation of Positive Behaviour for Learning. However results from all stakeholders indicates a wider-reaching approach to wellbeing is required, with a whole school focus on evidenced-based activities to be implemented and embedded.



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

## Strategic Direction 1: Student growth and attainment

### Purpose

To implement evidence-based, differentiated teaching practices, which are responsive to the needs of every student, in order to improve student learning outcomes in reading and numeracy.

### 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 Driven Practices
- Differentiation

### Resources allocated to this strategic direction

**QTSS release:** \$45,393.80

**Literacy and numeracy intervention:** \$48,266.82

**Per capita:** \$29,120.00

**Professional learning:** \$3,000.00

**Literacy and numeracy:** \$5,626.74

### Summary of progress

Progress has continued to be made in the key areas of data driven practices and differentiation to support achievement of targets in student growth and attainment, which is evidenced by our increased percentage of students in the top two skills bands in NAPLAN in both reading and numeracy.

The maintained focus on strategic and regular individual, stage and whole school data practices, systems and processes, and the support to use and understand the data effectively has had significant impact on staff skills, knowledge and self-evaluation of practice, as demonstrated by staff evaluation and observational evidence.

Discussions with executive and teaching staff and observations through practice and the Quality Teaching, Successful Students (QTSS) structure indicates a strong uplift in teacher capacity in analysing and embedding data skills in teaching practice, and on a more regular basis. There has also been an increase in capacity towards doing this independently of the Assistant Principal Instructional Leader (APIL) and stage supervisors. Teachers are more consistently applying these skills in analysing data from class, centralised assessment spreadsheets in their own teaching & learning cycle, during stage meetings, collaborative planning meetings, professional learning sessions, Learning and Support meetings and data dive sessions to understand student progress, determine school specific standards of progress and determine how best to cater to student needs.

Teachers continue to provide regular, useful feedback in the reliability and usefulness of assessment tools and practices, including logistical practicality, in order to maximise the value of our data practices. We continue to support teachers to actively use and explore the full range of data sets captured by our assessment schedule and tools to ensure value added in this aspect of our school processes.

Flexible grouping is now utilised as standard, consistent practice across the school and effectively uses ongoing data analysis to form the basis of literacy and numeracy groups, including synthetic phonics groups, Learning and Support groups, High Potential and Gifted Education groups, numeracy groups and reading groups. The data is being used to not only identify groupings but also specific learning pathways relevant to the needs of the students within the targeted groups.

In 2022, to support differentiation and explicit teaching strategies and improve student results, we focused on numeracy through our High Impact Professional Learning. Our QTSS and APIL structures ensured a sustained and comprehensive approach to embedding these strategies into regular teaching practice. As a result, we have seen strong gains in the teaching and learning aspect of numeracy, as evidenced by achievement in NAPLAN top two bands, ensuring that we exceeded expectations of our 2022 system-negotiated targets.

Maintenance with respect to data driven and differentiation practices is vital to ensuring we continue the gains in teacher understanding and use of data literacy skills in the teaching and learning cycle, leading to a sustained focus on individual student growth and attainment in our key areas of reading & numeracy. Therefore, there is a need to maintain the current support and structures offered by the APIL and QTSS processes, in order to continue to build these skills and knowledge with all staff, and to assist with ensuring additional and new staff have the support to also learn and implement these skills into their teaching and learning cycles. The appointment of a permanent Assistant Principal Curriculum and



Instruction (APC&I), who will commence in 2023 will facilitate this. Additionally, staff feedback indicates that more teacher access to IL time and associated support needs to be available as teachers now actively identify the benefit it offers to their practice. In 2023, we will ensure that staff will be able to access and work with the APC&I as they require, as well as through their regular QTSS cycle processes.

In conjunction with this data and evaluations from our annual School Excellence Framework (SEF) self-assessment, we will focus on enhancing our practices in the areas of Student Engagement & Whole School Monitoring of Student Learning Practices in 2023. This will be achieved by making student learning data visible and useful to students in order to set goals, identify strategies to achieve those goals and monitor and reflect on progress.

Further, the gap in student skill levels between online and face to face assessment data has been identified as an issue that needs to be addressed in 2023 through activities within this Strategic Direction. It reveals a strong need to build online assessment capability into weekly learning routines to support student skills and ensure our data is consistent across forms of assessment and consequently external data measures which take the online form in terms of NAPLAN and Check In.

In 2023, writing and spelling within the context of the new English syllabus documents becomes the sustained professional learning and QTSS focus support area. However, maintaining support in reading and numeracy through ongoing QTSS cycles (reading in Term 1 and numeracy in Term 3) is vital to support our ongoing performance improvement in these core areas to maintain and extend gains achieved.

### 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
<b>Achievement of 2022 system-negotiated targets:</b> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving in the top two bands in NAPLAN reading by 5.5% points from the system-generated baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of students achieving in the top two bands in NAPLAN reading has increased to 61.9% indicating progress toward the annual progress measure.</li> </ul>
<b>Achievement of 2022 system-negotiated targets:</b> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving in the top two bands in NAPLAN numeracy by 10.3% points from the system-generated baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>• There has been an uplift in the proportion of students achieving in the top two bands in NAPLAN numeracy of 13.3% this year to 42.3%, thereby exceeding our annual progress measure.</li> </ul>
<ul style="list-style-type: none"> <li>• 62% of students in Years 3 and 5 are achieving school-determined growth targets in reading based on internal and external measures.</li> <li>• 65% of students in K-6 achieve a year's growth in reading (0.4+ effect size) as measured by internal progress and growth data collected through the School's assessment schedule.</li> </ul>	<p>In 2022, external growth measures are unavailable for use against this progress measure with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <ul style="list-style-type: none"> <li>• The percentage of students achieving school-determined growth targets in reading based on internal measures, calculated by reading level growth through PM Benchmark and Probe assessments is 75% of Year 3 students, and 71.79% of Year 5 students, thereby exceeding the annual progress measure.</li> <li>• Internal progress and growth data collected through the School's assessment schedule shows that 64.2% of students achieved at or more than a year's growth in reading (0.4+ effect size) when results were averaged out for each stage cohort, indicating that the progress measure was almost met.</li> </ul>
<ul style="list-style-type: none"> <li>• 56% of students in Years 3 and 5 are achieving school-determined growth targets in numeracy based on internal and external measures.</li> <li>• 55% of students in K-6 achieve a year's growth in numeracy (0.4+ effect size) as measured by internal progress and growth data collected through the School's assessment schedule.</li> </ul>	<p>In 2022, external growth measures are unavailable for use against this progress measure with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <ul style="list-style-type: none"> <li>• The percentage of students achieving school-determined growth targets in numeracy based on internal measures, calculated by achievement of a year's growth through Essential Assessment is 67.74% of Year 3 students, and 44.44% of Year 5 students. Across those two cohorts the percentage of students achieving this growth is 55.2%, indicating that the progress measure was nearly met.</li> <li>• Internal progress and growth data demonstrates that 52.5% of students in</li> </ul>

- 56% of students in Years 3 and 5 are achieving school-determined growth targets in numeracy based on internal and external measures.
- 55% of students in K-6 achieve a year's growth in numeracy (0.4+ effect size) as measured by internal progress and growth data collected through the School's assessment schedule.

K-6 a year's growth in numeracy (0.4+ effect size) when results were averaged out across the school, indicating progress toward the annual progress measure. Notably, across the school 73.71% of students are achieving at or above expected grade level achievement in number and algebra.



## Strategic Direction 2: High quality learning culture

### Purpose

To develop a cohesive learning culture focused on high expectations, shared responsibility and continual improvement through collaboration and innovation.

### 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.

- Contemporary Learning Environments
- Visible Learning Culture

### Resources allocated to this strategic direction

**Professional learning:** \$16,937.88

### Summary of progress

In 2022, we continued our focus on implementing a high quality learning culture across our school through the key areas of Visible Learning and the Contemporary Learning Modes (CLMs). There has been a significant shift with teachers' confidence and use of designing for and integrating Learning Intentions and Success Criteria (LISC) into lessons from a content, skills and learner behaviour perspective. The correlation of walkthrough data and teacher feedback shows that teachers are still more comfortable with the Learning Intention component and there is opportunity for modelling, directing, scaffolding and supporting students to use Success Criteria to self assess, monitor and seek and use feedback to improve their learning. This will be established as an additional focus for Quality Teaching, Successful Students (QTSS) demonstration and co-teaching opportunities, to support integration and next steps in this area.

Student and parent data shows that as a result of our sustained focus on Learner Dispositions (LD) and subsequent launch events and ongoing learning and integration with our Positive Behaviour for Learning (PB4L) structures, there has been a strong and significant impact on student feelings and knowledge about being a learner at our school. The 'Learner' aspect of our PB4L framework is becoming increasingly integrated with the five Learner Dispositions, and in 2023 we will focus on opportunities for clearer feedback against the Learner within and across learning and lessons when supporting teachers with their practice in this area.

There is clear evidence to indicate an improvement in shared community ownership of learning culture across our school, which leads to the conclusion that the school must sustain the focus and strategies used for Learner Dispositions, as well as continue embedding LISC as clarity for learning and specificity of feedback in all lessons. Maintaining our work and effort in this area is vital to build on the gains achieved within this Strategic Direction. To ensure this occurs an annual two week Term 1 focus on each Learner Disposition will support the continued building of school culture whilst providing new staff, students, Kindergarten cohorts and parents to the school introduction and engagement with these key aspects of our learning culture. Data informs us that there is still a broad stretch of where teachers feel they are at with implementing the learner dispositions across and throughout lessons and learning; this needs to be considered when supporting teachers through QTSS demonstration lessons and team teaching opportunities.

In 2022 teachers have begun to support students to actively identify and reflect on which Learner Dispositions they have used in various lessons and within each LISC in trying to link these elements of Visible Learning culture together to strengthen these elements for students. In 2023, we will work on consolidating these efforts, so that students will have greater capacity to identify the Learner Disposition they are utilising more consistently. The key opportunity sitting within Visible Learning approaches in order to support next steps with learning culture is to use all of these aspects to connect and build assessment capability with students. To do this we will focus on making learning data visible to, and actively used by students, in order to link data driven practice into the learning culture strategies we are using with our students.

Contemporary Learning Modes did not take a focus of professional learning in 2022 while we awaited delays in capital works. However, stage teams still planned for, and embedded these opportunities and modes into programs where appropriate. This was enhanced in Years 3-6, where project-based, sustained learning with multiple modes and learning showcases required teachers to utilise a broader range of learning modes in classes including: demonstration, experiential, collaborative, feedback and reflection. As we move into 2023 a sustained focus on integrating and planning for intentional application and use of all eight Contemporary Learning Modes and the five Learner Dispositions will be embedded in all collaborative and teacher planning processes. The Assistant Principal Curriculum and Instruction, and our Assistant Principals will also model and integrate the strategies for the modes in demonstration lessons and during co-planning and teaching, in order to integrate it further into individual teacher practice. Our focus in this aspect will be



reestablished with further partnership professional learning with the School Learning Environments and Change (SLEC) team in Semester 1 as we prepare for our eight new home bases to be released to the school. In anticipation, the school purchased two classroom sets of flexible Kindergarten furniture at the end of 2022, ready for installation and use early in 2023, to assist with the application of CLMs in these classes.

Aligned to the new scope and sequences and new syllabus documents, new programming templates will be provided for each subject in 2023 including Release from Face to Face (RFF) programs to ensure that Learning Intentions and Success Criteria, Learner Dispositions and Contemporary Learning Modes are planned for, integrated and mapped across K-6 and all subject areas, in order to foster high quality learning culture.

### 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
<ul style="list-style-type: none"> <li>Improve to level of Sustaining and Growing in the theme of Expertise and Innovation in the annual School Excellence Framework (SEF) self-assessment (SEF: Teaching: Learning and Development).</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Frameworks shows the school currently performing at sustaining and growing in the theme of Expertise and Innovation in the element of Learning and Development, thereby meeting the annual progress measure.</li> </ul>
<ul style="list-style-type: none"> <li>All teaching staff can demonstrate teaching practice utilising Learning Intentions to make learning purpose and achievement of learning visible to students in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Observations by, and discussions with supervisors and the Assistant Principal Instructional Leader indicates that 100% of teaching can demonstrate teaching practice utilising Learning Intentions to make learning purpose and achievement of learning visible to students in literacy and numeracy.</li> <li>Staff survey indicates that 61.5% of teachers embed Learning Intentions and Success Criteria in nearly all lessons across the curriculum and ensure students understand their purpose and use them to reflect on learning to become assessment capable learners.</li> </ul>
<ul style="list-style-type: none"> <li>All students K-6 can identify each of the School's Learner Dispositions.</li> </ul>	<ul style="list-style-type: none"> <li>All students K-6 participated in each of the five Learner Disposition launch days, following explicit teaching of the characteristics of each disposition, ensuring that all students can identify each of the school's Learner Dispositions.</li> </ul>



### Purpose

To develop a consistent and strategic school-wide approach to collective wellbeing, focusing on creating a safe environment, ensuring connectedness, engaging students in their learning and promoting social and emotional skills.

### Initiatives

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

- Collaboration for Engagement
- Whole School Wellbeing Approach

### Resources allocated to this strategic direction

**Location:** \$6,376.30

**Low level adjustment for disability:** \$91,808.07

**Socio-economic background:** \$8,396.57

**English language proficiency:** \$5,441.54

**Per capita:** \$34,049.93

### Summary of progress

In 2022, our collective approach to wellbeing has been a significant focus, in order to support our community after the impact of the floods in February and March, and the ongoing issues posed by the COVID pandemic. We made some gains this year in our ability to engage with, and collaborate with our school community. A new and highly motivated P&C executive was appointed, and they worked hard to promote a wider membership. This resulted in our first major P&C fundraiser in three years, the Pit Stop, at the Bangalow Billycart Derby in September. The event was extremely successful, and assisted with raising the profile of the Bangalow P&C amongst the general parent population, especially those parents who were new to the school, or who had joined the school community after 2019, and therefore had not had the opportunity to take part in a large school fundraising event thus far.

Our programs for Kindergarten and High School transition continued effectively, to ensure that all incoming and Kindergarten, and outgoing Year 6 students felt supported and well adjusted at their new school. Students requiring more transition sessions were accommodated, and all relevant information was shared between preschools and BPS, and BPS and high schools, to ensure student needs were catered for.

Our collaborative engagement with schools across our network and region were limited due to the devastating impact of the floods across the region. However, we were able to fund training in the Rock and Water program for our Student Support Officer, who joined in Term 4, in order that he implement the program across network schools in 2023.

The ongoing effects of the COVID-19 pandemic were felt across attendance patterns. The waves of infection meant that many of our students and staff were absent for long periods of time throughout the year, due to illness. The reopening of state and country borders also led to many families travelling to see family in other parts of the country and world, further affecting our attendance rates. In 2023 we will look to implement improved and more stringent attendance procedures in order to work towards our system-negotiated targets.

In Positive Behaviour for Learning (PB4L), there have been gains in widespread teacher and student implementation and engagement, particularly in our more uniform approach to recording and communication systems for documenting and monitoring student incidents, repeat incidents, communication with parents, teachers and executive. After review, we have modified our reward procedures, and will implement these in 2023. We have also purchased a large OBA PB4L mascot costume, for use and reinforcement of PB4L messages during whole school assemblies in 2023.

As a result of staff feedback, the Lifeskills program will be delivered in 2023 in a different format, that being the Lifeskills Go software platform. This software will allow staff to monitor student emotional wellbeing in an ongoing basis within the classroom, and utilise relevant teaching strategies to assist with their class wellbeing programs. Other curriculum wellbeing initiatives will continue to be implemented to support this work through the RFF PDHPE program.

Our Learning and Support program continues to show excellent student results, due to it's responsiveness to student data. The Assistant Principal Learning and Support role has enabled Learning and Support programs and structures to run efficiently and effectively, ensuring that all student needs are being catered for in a timely and student-centred manner. In 2023 we will continue to fund additional LaST time in order to maintain our focus on growth and student attainment progress for students requiring additional 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
<b>Achievement of 2022 system-negotiated target:</b> <ul style="list-style-type: none"><li>• Increase the percentage of students attending school more than 90% of the time by 8.2% from the system-generated baseline data.</li></ul>	<ul style="list-style-type: none"><li>• In 2022, the number of students attending school greater than 90% of the time or more has decreased by 21%. This was as a direct result of COVID-19 infections, and the Northern Rivers floods during Semester 1.</li></ul>
<b>Achievement of 2022 system-negotiated target:</b> <ul style="list-style-type: none"><li>• Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School by 3.6% to meet lower bound system-negotiated target as measured by Tell Them from Me wellbeing data.</li></ul>	<ul style="list-style-type: none"><li>• In 2022 we did not complete the Semester 1 Tell Them from Me survey due to the Northern Rivers floods. Therefore we are unable to report on progress.</li></ul>
<ul style="list-style-type: none"><li>• Maintain Sustaining and Growing in the School Excellence Framework self-assessment of the theme 'Community Engagement' from the element 'Educational Leadership'.</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows an improvement from Delivering to Sustaining and Growing in the theme 'Community Engagement'.</li></ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$243,335.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bangalow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of behaviour and occupational and speech therapy recommended strategies in the classroom and school context</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Student Learning Support Officers (SLSOs) met fortnightly with the Assistant Principal Learning and Support in 2022 to ensure consistency in approach to different students' needs, and to ensure that all stakeholders were working towards achieving student Personalised Support Learning Plans (PLSPs). This was arranged through the RFF and SLSO timetables. Student PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. The use of integration funding was adjusted throughout the year in response to student PLSP reviews to ensure funding was used to specifically to address each student's support needs. The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2022 SLSOs were given professional learning by the Assistant Principal Learning and Support in the implementation of small group SLSO phonics and numeracy instruction in class, however this has not yet been implemented in a consistent and systematic approach across classrooms yet, and will be investigated further in 2023.</p> <p>SLSO and Executive Release structure will ensure that time is allocated so that SLSOs and the Assistant Principal Learning and Support will continue to meet on a fortnightly basis to ensure consistent approach for all identified students.</p>
<p>Socio-economic background</p> <p>\$8,396.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bangalow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional learning and support staff to support implementation of Synthetic Phonics and numeracy in small groups to support identified students</li> </ul>

<p>Socio-economic background</p> <p>\$8,396.57</p>	<ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improvement by students who have had Learning and Support intervention, evidenced by analysis of student data, indicates literacy and numeracy progress by these students. The funding also allowed the school to support students and parents with costs associated with uniforms, excursions, camps, subject area fees, etc, when required, ensuring all students had equal access to resources and were not disadvantaged, and therefore able to participate in the full range of educational programs available to all families.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to fund additional learning and support teacher time to work with small intervention student groups, utilising explicit instruction in reading and numeracy, to maintain growth and student attainment progress. Student referral decisions for assistance will continue to be derived from school internal and external data.</p>
<p>English language proficiency</p> <p>\$5,441.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bangalow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional Learning and Support staffing to support identified students with EAL/D needs and to assist with differentiation of reading and numeracy groups across the school</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• employment of additional Learning and Support staff to support delivery of targeted literacy and numeracy initiatives to identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> specific support for targeted EAL/D and other students in literacy and numeracy, including in class and small withdrawal groups to meet identified needs. The focus throughout school (including in Learning and Support) on explicit reading, comprehension and phonics instruction and explicit numeracy instruction resulted in improvement by students who have had Learning and Support intervention in literacy and numeracy, evidenced by analysis of student data. Data analysis is from internal and external measures, including NAPLAN, Check In, Essential Assessment, PLAN2 and reading level data. As a result of increased teacher confidence in using and applying the EAL/D progressions to assess students after professional learning, students on the EAL/D progressions have moved through the progressions as expected.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to fund additional learning and support teacher time to maintain growth and student attainment progress in EAL/D students. Ongoing professional learning to identify language and cultural demands across the curriculum, including professional development will be provided to teachers.</p>
<p>Low level adjustment for disability</p> <p>\$91,808.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Bangalow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing Approach</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>



<p>Low level adjustment for disability</p> <p>\$91,808.07</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional LaST, AP LaS and AP IL</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention program in reading and numeracy to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students who have had Learning and Support intervention have shown improvement in reading and numeracy progress, evidenced by analysis of student data. Data analysis is from internal and external measures, including NAPLAN, Check In, Essential Assessment, PLAN2 and reading level data.</p> <p>A consistent approach K-6 on explicit instruction in literacy and numeracy has been achieved, allowing for in depth data analysis of program implementation and student growth. Internal data tracked similarly to external data (NAPLAN and Check In) shows that the school's focus on on explicit numeracy instruction in 2022 throughout school (including in Learning and Support) saw strong positive results in numeracy across all cohorts. Supported HPGE students have shown improvement in confidence and achievement in mathematics, as evidenced by our Essential Assessment data. The school maintained a strong and consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to fund additional learning and support teacher time to maintain growth and student attainment progress and to further expand the impact of the learning support team. The school will also continue to provide additional support for identified students through the employment of an Assistant Principal Learning and Support to ensure a whole of school approach to meeting individual student needs.</p>
<p>Location</p> <p>\$6,376.30</p>	<p>The location funding allocation is provided to Bangalow Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration for Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subscription to Sentral and SchoolStream third-party software</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> utilisation of the Wellbeing module in Sentral to record student wellbeing matters, supporting our approach and collection of data in Positive Behaviour for Learning, as well as attendance data. Utilising the Sentral Communication module and SchoolStream to communicate directly with parents via email, text and instant messages through an app.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to renew our Sentral and SchoolStream subscriptions and to implement the Sentral Parent Portal to streamline communication and engagement with parents. The school will also focus on utilising the Attendance module to assist with processes in regards to improving student attendance rates.</p>
<p>Professional learning</p> <p>\$19,937.88</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 Bangalow Public School.</p>

<p>Professional learning</p> <p>\$19,937.88</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Visible Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• CORWIN Visible Learning professional learning continued onto third year of cycle, including two School Development Days.</li> <li>• funding of Professional Learning conference, the focus of which was high impact professional learning in numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the third and final year of our Corwin Visible Learning journey being completed. Every staff member undertook training during two school development days on How Students Learn: surface- deep-transfer learning (Term 1), and Effective Feedback (Term 3). CORWIN data and internal school data and evidence shows that all teaching staff are implementing processes in the teaching of literacy and numeracy to ensure surface-deep-transfer learning. Further, internal and external data indicates significant progress in the understanding and implementation of the use of LISC to make learning, assessment and feedback visible, targeted and meaningful for students as a result of the Effective Feedback professional learning. This professional learning consolidated all learning for staff, and ensured that the use of LISC was given meaning, as the effective feedback is tied to this.</p> <p>Professional Learning funds were also used to support professional learning in the school priority area of numeracy, which was led by our APIL. Staff survey evaluations as well as correlated planning meeting minutes and anecdotal feedback regarding the sustained Professional Learning in numeracy and associated QTSS cycles indicates that 76.9% of teachers across the school state that these strategies to deliver instructional improvements in numeracy had a strong (61.5%) or significant (15.4%) impact on their understanding and teaching of the Big Ideas to improve and enhance their teaching numeracy. This is evidenced by our outstanding results in NAPLAN numeracy achievement (large increase in percentage of students in Top 2 Bands in Numeracy, thus meeting our system-generated target).</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the ongoing support of professional learning through our Assistant Principal Curriculum and Instruction, and provision of resources in the teaching of numeracy, to ensure that the gains and practice developed continue to be maintained, ensuring student differentiation and explicit practice are strongly embedded in all classrooms.</p> <p>In 2023, writing and spelling withing the context of the new English syllabus documents will become the focus of our sustained professional learning. Professional Learning funds will be allocated to replacing teachers for termly collaborative planning days. During these days, the APC&amp;I will work closely with all staff to ensure that support in implementation of explicit teaching in reading, numeracy and writing is given, ensuring consistency in practice. Further, the APC&amp;I will work with teams in ensuring that planning encompasses our High Quality Learning Culture strategies, including Visible Learning and Contemporary Learning Modes.</p>
<p>Literacy and numeracy</p> <p>\$5,626.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bangalow Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Literacy and numeracy</p> <p>\$5,626.74</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers having access to hands-on numeracy resources in each classroom, supporting differentiated learning for all students, ensuring that staff are able to effectively implement focused teaching strategies in numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to purchase and subscribe to various assessment tools, and analysing the data from these tools to support differentiation in the teaching and learning of literacy and numeracy, and target the needs of our students.</p> <p>The school will also continue to utilise these funds to purchase literacy and mathematics resources as required, in order to support our school programs.</p>
<p>QTSS release</p> <p>\$45,393.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bangalow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the release of one assistant principal to be off class part time (0.6) to act as Instructional Leader across the school to assist with high impact professional learning, and to assist with structures and systems to embed data skills and effective teaching practices through the QTSS model.</p> <p>Through the QTSS model, each teacher was allocated time with the APIL on a rotational basis, which included time for observations, demonstration lessons, reflection and professional discourse. The APIL also met with each classroom teacher to drill down into classroom data sets to plan and differentiate accordingly, with particular focus on reading in Semester 1 and numeracy in Semester 2, based on our professional learning focus. As a result, teachers indicated improved confidence in teaching practice in numeracy instruction, and a consolidation of practices in reading. Surveys showed that teachers valued their time with the APIL, gaining an improved insight into effective differentiation practices. Data also showed an increase in staff confidence in school leadership, as evidenced by the School Excellence Survey self-assessment results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to utilise this funding to continue to provide all teachers release time in order to work with the APC&amp;I, supporting teachers in areas that they identify as requiring support. Additionally, QTSS time will be allocated to teachers to work with their stage Assistant Principals, to ensure the continued leadership development of all APs, as well as ensuring that teaching and learning and implementation of programs is consistent across stages.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bangalow Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the release of one assistant principal to be off class part time (0.6) to act as Instructional Leader across the school to assist with high impact professional learning, and to assist with structures and systems to embed data skills and effective teaching practices through the QTSS model.</p> <p>Sustained professional learning was run on data analysis and skills, effective instruction in numeracy and Visible Learning strategies.</p> <p>Data indicates an increase in teacher confidence in independently analysing and applying data skills in teaching practice. Staff are embedding these skills, having meaningful data conversations during stage meetings, collaborative planning meetings, PL meetings and LaST meetings to determine how best to cater to student needs. Evidence of flexible groupings being utilised across the school using ongoing data analysis in literacy and numeracy, includes phonics groups, LaS groups, HPGE groups, numeracy groups and reading groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide all teachers release time in order to work with the APC&amp;I, supporting teachers in areas that they identify as requiring support, including data skills and effective teaching practices in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$39,333.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal and support group learning goals.</p> <p>Stage 1</p> <ul style="list-style-type: none"> <li>- 100% of students made growth in grapheme/phoneme representation, with 70% of students achieving 71% or higher in the final assessment.</li> <li>- 100% of students made growth in grapheme/phoneme identification assessment. 40% of students achieved a result of 100% for their final assessment. All students achieved a final mark of 85% or higher, compared to 38% or higher for initial assessment.</li> <li>- 100% of students made growth in camera word reading assessment, with 80% of students achieving an end result of 80-100%.</li> </ul>

## COVID ILSP

\$39,333.00

### Stage 2

- 100% of students made growth in grapheme/phoneme written representation, with the average score increasing from 13 to 25.
- 100% of students made growth in grapheme/phoneme identification assessment. There was an average increase of 5.7 marks.
- 100% of students made growth in camera word reading assessment, with 100% of students achieving an end result of 91% or higher and 5 students achieving an end mark of 100%.

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

to continue providing additional withdrawn support for the students who will progress through the stages of the program. For students who have shown exceptional growth in the older years, we will be providing support in implementing the class spelling program (Soundwaves) to continue extending the skills of students.

We will also continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need, ensuring effective integration of our Learning and Support processes with our COVID ILSP instruction and into classroom programs.





## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	154	131	125	127
Girls	128	111	125	123

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	92.2	90.1	85.5
1	91.2	92.4	91.9	89.0
2	93.7	91.2	92.9	86.5
3	93.5	92.6	89.3	87.4
4	93.3	91.1	92.1	86.6
5	91.1	93.7	92.5	85.4
6	92.5	92.2	93.1	83.5
All Years	92.6	92.2	91.7	86.2
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

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.36
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.62

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	304,311
<b>Revenue</b>	3,226,719
Appropriation	2,985,255
Sale of Goods and Services	32,695
Grants and contributions	171,602
Investment income	2,975
Other revenue	34,191
<b>Expenses</b>	-3,170,731
Employee related	-2,748,226
Operating expenses	-422,505
<b>Surplus / deficit for the year</b>	55,988
<b>Closing Balance</b>	360,299

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	243,335
<b>Equity Total</b>	105,646
Equity - Aboriginal	0
Equity - Socio-economic	8,397
Equity - Language	5,442
Equity - Disability	91,808
<b>Base Total</b>	2,148,609
Base - Per Capita	63,170
Base - Location	6,376
Base - Other	2,079,063
<b>Other Total</b>	180,211
<b>Grand Total</b>	2,677,801

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



## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022, Bangalow Public School sought feedback from all stakeholders using a variety of methods, including:- phone call surveys, exit slips, P&C, verbal and written feedback and online platforms such as Tell Them from Me, Google Forms and Survey Monkey.

Both student and parent data indicates a significant shift in community ownership of learning culture across our school, as a result of the 2022 sustained focus on building a high quality learning culture. This was done through our Learner Dispositions launch events and ongoing visible learning and integration through our Positive Behaviour for Learning structures, particularly in regards to 'be a learner'. This has had a strong overall impact on student feelings about being a learner at our school.

Student survey data was collected to measure student awareness, application and integration of what it means to be a visible learner in terms of awareness and skills with assessment capability, learner dispositions, Learning Intentions and Success Criteria and feedback. A sample of students were surveyed at random and asked the question as per the two previous years: 'What does it mean to be a 'good' or 'effective learner at BPS?'. In previous years students mainly identified passive learning behaviours such as sit quietly, listen to the teacher, put your hand up. This year out of the 12% sample of students surveyed, nearly 60% of students specifically referenced the school's learner dispositions. Many of these students elaborated on and gave examples of the dispositions and how they impact learning. Broader than this, many of the sample students related effective learning to growth mindset and the value of mistakes and/or identified the importance of feedback.

Data from our parent survey on the development of high quality learning culture showed that fifty percent of parents surveyed indicated that their student falls into either of the following categories.

*- My child is excited to come to school and is a motivated learner. They know where they are, where to next and how they can get there.*

*- My child enjoys coming to school and likes learning. They know where they are currently and what their next steps might be.*

Other feedback from parents includes:

*"The new learning intentions are really great, and are good motivations for life out of school too. It's great for developing their metacognitive thinking, and really helps them take ownership of their learning journey."*

*"The BPS framework is clearly making an impact, as my child refers to this (the focus terms/ keywords) and has an understanding of how this helps the culture of learning."*

*"All the Learner Disposition launch days were exciting for her, which has translated into her becoming a more effective learner at both school and home."*

Feedback from staff relating to the QTSS and professional learning structure facilitated by the school's leaders indicates an established and positive culture of relational trust where teachers are comfortable and open to working with the Assistant Principal Instructional Leader, their stage Assistant Principal and other staff in classrooms for demonstration lessons, observations, feedback, and a cycle of improvement, in reading, numeracy and visible learning, which have been the focus aspects in 2022. All teaching staff indicated an increase in confidence in their ability to effectively teach numeracy after the sustained professional learning in 2022.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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

