

2023 Annual Report

Ballimore Public School



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Introduction

The Annual Report for 2023 is provided to the community of Ballimore Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Ballimore Public School

Bomen St

Ballimore, 2830

<https://ballimore-p.schools.nsw.gov.au>

ballimore-p.school@det.nsw.edu.au

6886 5151

Message from the principal

Ballimore Public School prides itself on providing high-quality teaching and learning programs for all students. We are committed to creating a positive and safe space where every student has a strong sense of belonging. Our staff are dedicated and put the students at the forefront of all decisions being made. We are a hidden gem, nestled in a village that provides us with immense support. These are the reasons I am so proud to be the principal of this amazing school.

2023 was certainly a year of celebrations for Ballimore Public School. There was a sense of normality as the school gates are open, and community engagement was again at it's best. We had a variety of community events, and those that were most engaging was our first ever school fete, NAIDOC Day, open classrooms for Education Week, Easter Hat parade, Year 3- 6 excursion to Point Wolstoncroft and combined schools events. The students are embraced in a variety of activities that engage them socially, emotionally and academically.

I would like to thank all the teachers, parents and carers, and students for their continued support of our school. I am excited for the next journey to begin as we enter into a new 2024 school year. Thank you for allowing me to steer the ship and continue to improve Ballimore Public School. I look forward to working closely with you all.

Margot Jasprizza

Message from the school community

2023 has been another huge year at Ballimore Public School.

Our fundraising consisted of four canteens at the Ballimore Auction. Thank you to Angus Barlow and the Ballimore Auction team for allowing us to run the canteen. They are huge supporters of our school. These auctions are our main fundraising source for the school every year.

This year Ballimore parents and citizens association (P&C) organised a fete for the school. It was a fantastic day. Thank you to everyone who came and supported the day. We had many donations for the fete from our local community.

This year the P&C have supported the Year 6 students on their leadership excursions and the primary students joining a small school's excursion to Point Wolstoncroft on the Central Coast.

Thank you to Miss Margot, Mrs Winkel, Mrs McKinnon, Miss Leanne, Miss Skye, Mrs Frost, Mrs Blekemore and Mrs Royal for the wonderful support they provide our children. We are very blessed to have such amazing teachers and support staff that treat our children like their own.

Paul Stiff

President of Parents and Citizens Association

School vision

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

School context

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

At Ballimore Public School we:

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

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

Areas for further development have been identified as:

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Differentiation for Literacy and Numeracy Success
- Attendance

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Low level adjustment for disability

Aboriginal background

Location

Summary of progress

Differentiation for Literacy and Numeracy

Data analysis at the end of the previous year made evident that Ballimore Public School needed to change our student focus to better suit student needs and areas of future development. Staff began to track Spelling through the National Literacy and Numeracy Progressions, with a focus on Phonic Knowledge and Word Recognition. This was a whole school initiative, which the school had committed to for 2023. The school made a strong commitment to the implementation of the K-2 Multi-age units of work for English and maths. For this to be successful, targeted professional learning was accessed to deepen teacher understanding of the new English and Maths syllabus.

Staff engaged in evidence-based professional learning and evaluation when joining the Leading Evaluation, Evidence and Data Project (LEED) in 2023. This project is an ongoing journey and is deepening teacher understanding and assisting with building the collective capability of staff to explicitly teach the K-2 Multi-age units of work. Collaborative professional learning, sharing and monitoring of data and undertaking observational rounds with like schools including Cassilis and Goolma, has challenged teachers to analyse teaching and learning programs and classroom practice. This has had an obvious influence on teaching staff, as we have become very skilled at differentiating and adjusting the K-2 units of work to best suit our learners.

Baseline PLAN2 data was collected and analysed to determine each students' ability in Spelling. This became the data used to measure student achievement through the National Literacy and Numeracy Progression. This supported teachers to identify gaps in student learning, design explicit instruction and measure student improvement in Spelling. PLAN2 data shows that all students have made positive progress through steady data growth each term. Staff engaged with the new mandated English and Mathematics syllabus documents to identify links for future learning with specific focus areas from K-2. Staff modified and adjusted lesson plans, created small group intervention programs and personalised each student's learning in the K-2 classroom. Targeted areas of focus were resourced by the Universal Resource Hub and other DoE resources. Through the use of pre and post assessments, student progress was monitored at five week intervals, and a positive impact on student learning was celebrated.

As a result of these initiatives, Spelling intervention programs and monitoring student progress has allowed us to strategically track each student's progress. There was a small group of students that were identified as needing more intensive one on one work, which was achieved through timetabling and the creative use of school learning and support officer (SLSO) time. The Multi-age English and Mathematics DoE units of work were embedded. Each fortnight, the units are viewed and adjusted to suit our group of learners prior to delivery. Differentiation is very evident and meets individual student needs. Evaluation and reflection is thorough and accurate.

In 2024, Ballimore Public School will work towards implementing the 3-6 Years Multi-age DoE units of work. However, in Term 3 of 2023, we became an Early Adopter school. Ballimore Public School is in a cluster of seven like small schools. As a group, we have directed our focus on the implementation of the 3-6 Years Multi-age DoE units of work for English and Mathematics. In Term 4 of 2023, we began exploring the implementation of Year B, Term 1 units. The principal and assistant principal curriculum and instruction (APCI) have been mentoring the classroom teacher, modeling lessons and

sharing strategies to differentiate the units of work for individual students.

Attendance

Ballimore Public School continues to work towards improving student attendance. In 2023, the draft Attendance Procedures and Initiatives document was completed and community consultation was sought prior to its implementation. Data was reviewed on a term by term basis, with a strategy of more intensive reviews for those students at risk. Personalised Learning Pathway meetings were held in Term 1 (implementation phase), Term 2 (review phase) and Term 4 (reflect and evaluate phase). The introduction of a further two parent and teacher interview meetings were introduced to allow for data conversation and goal setting to occur between teacher and parent or carer. The next steps in addressing student absences with parents is to outline attendance rates, the impact of lost learning and strategies to improve absence reasons and improve attendance. This can also include the introduction of a Personal Attendance Pathway or School Based Attendance Improvement Plan. The school community had regular communication of this initiative through the fortnightly newsletter and P&C meetings, face to face meetings with the principal, and formalised letters of attendance monitoring. Ballimore Public School was without a home school liaison officer (HSLO) until mid term four in 2023, leading to communications being with the Wellbeing Team and Learning and Wellbeing Mudgee Team. The change to the annual progress measure was made to better reflect the aspirations for this year's attendance rate, however there is more work needed to be completed.

Ballimore Public School saw a major impact on school attendance rates in Term 3. Some families were impacted by a periods of illness, whilst other families were taking leave for personal holidays. Regular communication about the importance of attendance and justified reasons for absences through newsletters, formal and informal discussions and attendance concerns were visible in the Personalised Learning Pathways (PLPs) and translating this information through semester one and two student reports. Partial attendance has increased due to specialist appointments that are difficult to make outside school hours.

Data validity is accurate as families have become accountable for providing reasons of absence mostly via phone or text message. On the second consecutive day of student absence, the school will make a phone call to connect with a family, should the school not have been notified prior to this.

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
All students are able to demonstrate growth and achievement in phonic knowledge and word recognition from Term 1 to Term 4 2023, using the National Literacy Learning Progression	Using the National Literacy Learning Progression at five week intervals, data entry and analysis has confirmed all students have demonstrated growth and achievement in phonics knowledge and word recognition from Term 1 to Term 4.
All students are able to demonstrate growth and achievement in number sense and algebra (additive strategies) from Term 1 to Term 4 2023, using the National Numeracy Learning Progression	Using the National Literacy Learning Progression at five week intervals, data entry and analysis has confirmed all students have demonstrated growth and achievement in number sense and algebra (additive strategies) from Term 1 to Term 4.
A minimum of 70% of students attend school 90% of the time, or more.	In 2023, 60.0% of students attended school 90% of the time or more. The number of students attending greater than 90% of the time or more has increased by 17.24%.

Strategic Direction 2: Building High Quality Practice

Purpose

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

Initiatives

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

- Collaborative Practice
- Data Skills and Use

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Per capita
Professional learning
Location

Summary of progress

Collaborative Practice

Mudgee small schools principal network meetings was targeted as an opportunity for like schools principals to professionally collaborate and share best practice in reading to inform the development of evidence based teaching lessons. The vision was to strengthen our collegial practices with those schools with similar challenges.

Ballimore Public School was able to carve out time with the Cassilis Public School principal. However, we found there were more pressing issues that demanded our attention when we did come together. For example, the reformatting of the K-2 academic report to align with the new syllabus. Being teaching principals and having the ongoing challenges of not being able to access casual staff, this initiative was not achievable. The school holds strong beliefs in the importance and power of collaborative practice, so this will remain a priority in 2024.

Data Skills and Use

The Leading Evaluation, Evidence and Data (LEED) project is a two year project. An initiative to engage small schools in this professional learning opportunity is a long term vision of building small school capacity. Professional learning has included the completion of three modules of learning: Introduction to Data Fundamentals eLearning, Readiness for Success LEED learning module and Collaborative Inquiry LEED learning module.

What has made this project so valuable to date, has been the opportunity to work collaboratively and closely with Cassilis and Goolma Public Schools. Being like schools, three principals have worked shoulder to shoulder to develop criteria to conduct document analysis and structured observation, and conduct document analysis of a K-2 English unit to gather baseline data. This scaffold was designed to support evaluative thinking within our school. The structured observations organised processes for watching and recording events and behaviours that occur in our particular school context. It provided an opportunity to monitor and assess a teaching situation and document evidence of what is seen and heard from a teaching colleague.

The three school principals were challenged to complete the observation in the designated time frame. With post observational rounds now being successfully completed, the principals have been unable to connect to collate the information collected from these three structured observational rounds. This has been due to a shortage of casual teaching staff.

In 2023, two additional parent and teacher data conversation interviews were created. The first fell in Term 2 prior to academic report distribution. The second fell in Term 4 prior to academic report distribution. Parents and carers were made aware of individual student progress through the collection of assessments and entering of student data on PLAN2. The school community are invested in student learning and through parent and carer collaboration, the school accessed 100% of families for these information and data meetings. Parent feedback surveys indicate parent and carers

feel more knowledgeable and understand the need for the collection and monitoring of student assessments, which in turn creates a common dialogue and understanding of improved student outcome achievement in literacy and numeracy. With the LEED project continuing in 2024, as a whole school there will remain a collaborative approach towards data analysis and interpretation.

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
Explicit induction processes are embedded and collaboration within and outside of the school	A Staff Induction process is embedded. Two new staff members underwent this process in 2023. A Staff Induction handbook has been created and this was provided to new staff. The Principal has an organised induction meeting to work through the handbook together and clarify any uncertainties. New staff sign off on the induction handbook and process when completed.
All staff use data in planning by reflecting on student progress and achievement data and plan for improvement	Staff analyse and interpret student data collaboratively. APCI presents progressive student data at five week intervals each term. This data is used to identify individual student areas of growth and areas for future development.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,760.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ballimore Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support differentiated literacy and numeracy program implementation <p>The allocation of this funding has resulted in the following impact: SLSO has specific programs to deliver to targeted students. All students have made some progress in PLAN2 and this data allows teachers to carefully plan and program explicit learning programs for students, and is implemented by the SLSO. The SLSO works closely with students across the two timetabled classrooms to maximise support for all students. Funding has supported the leadership team to engage with the Leading Evaluation Evidence Data project (LEED).</p> <p>After evaluation, the next steps to support our students will be: SLSO will maintain invention programs across two classrooms, assist with the preparation of teaching resources, and support classroom teacher. Student learning and achievements will be carefully monitored to ensure all student academic requirements are identified and met. Ongoing student achievement of learning outcomes is at the forefront of the school's ongoing continuous improvement plan.. The school will continue to engage in the LEED project, staff and leadership will strengthen and embed the quality use of data and evaluation within the school processes.</p>
<p>Aboriginal background</p> <p>\$10,125.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ballimore Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Personalised Learning Pathways have been embedded. Teacher and parent or carer meet and review three times a year on an annual basis. Negotiated goals are formulated for each individual student, based on data collection and analysis. Principal release allowed for attendance to be monitored twice a term. School target of 70% of students attending 90% or more in Term 1 and 2 was not met. 68.8% of students attended 90% or more in those terms. Term 3 saw a major decline in students attending 90% or more of the time. The biggest influence on this was due to families planning family holidays</p>

<p>Aboriginal background</p> <p>\$10,125.31</p>	<p>and appointments during the school term.</p> <p>After evaluation, the next steps to support our students will be: To continue to educate parents on the importance of students attending school. Use departmental resources to provide the amount of lost learning which occurs during consecutive days of absence.</p>
<p>Low level adjustment for disability</p> <p>\$18,622.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Ballimore Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to relieve Principal to monitor student attendance <p>The allocation of this funding has resulted in the following impact: Principal monitored attendance data in week 5 and 9 of each term. Principal liaised and supported families where needed. Through embedded systems and practices, student progress is reviewed, analysed and discussed collaboratively between staff. The school utilised the expertise of the APCI to upskill the SLSO with the delivery of intervention programs, with a focus on literacy and numeracy. Staff engaged in COVID intensive learning support program (ILSP) online professional learning when it was relevant to the school context. The departmental resource hubs are being accessed more regularly, which requires resource preparation before lesson delivery.</p> <p>After evaluation, the next steps to support our students will be: Through strengthening and understanding the purpose of rich and regular point-in-time achievement analysis of individual students, the next steps will be to triangulate this data and create a more purposeful and time effective approach to feed this information into individual Personalised Learning Pathways. Principal will work closely with those families that have a major impact on school attendance data. Educate students and families on the importance of school attendance and celebrate when we reach our goals.</p>
<p>Location</p> <p>\$7,647.77</p>	<p>The location funding allocation is provided to Ballimore Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • additional staffing to support student engagement <p>The allocation of this funding has resulted in the following impact: Attendance is monitored each term by the teaching principal and follow up engagement with families has been recorded. Students at risk are identified and principal liaises with the school counsellor to formulate support plans for these families. There has been little improvement in attendance for those</p>

<p>Location</p> <p>\$7,647.77</p>	<p>identified students at risk. There are many influencing factors for identified families and these are outside the school's control. The school will continue to write support goals in student Personalised Learning Pathways/Plans and work alongside families to offer support.</p> <p>A full time SLSO is employed by the school to maximise student learning and achievement. Teachers prepare adjusted learning programs and intervention groups for the SLSO to deliver.</p> <p>After evaluation, the next steps to support our students will be: Attendance will be continued to be monitored by the principal on a regular basis. Principal will liaise with families and departmental resources to improve attendance of identified students. SLSO will continue small group and individual student intervention programs. As student data is collected and analysed, the SLSO will be supported by the classroom teacher to prepare teaching resources that are required for these interventions.</p>
<p>Professional learning</p> <p>\$4,931.91</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ballimore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional teacher to support differentiated literacy and numeracy program implementation • employment of fulltime SLSO to support differentiated literacy and numeracy small group program implementation <p>The allocation of this funding has resulted in the following impact: The funding has been allocated across a range of activities in the school plan. Employing an additional teacher and SLSO has had the largest impact on student growth and achievement. The cohort was separated into two classes, four days a week. This maximised student differentiation and learning outcomes, with a focus on literacy and numeracy. The school tracked ongoing student data through PLAN2, as the school focus shifted towards spelling and Phonic Knowledge and Word Recognition. The school commenced the LEED project. Ballimore Public School are in initial engagement phases with the project. This will be ongoing in the next steps of planning activities to support the students.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage and develop our skills as a whole staff through the LEED project. Maximise professional learning opportunities that will strengthen our knowledge of new 3-6 years syllabus and departmental units of work that are available. Explore the Universal Hub resources to supplement the DoE units. The school will continue to focus on spelling in PLAN2. After steady growth being recorded for all students, the school will continue to monitor the progression of improvement for all students.</p>
<p>QTSS release</p> <p>\$2,959.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ballimore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for Literacy and Numeracy Success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$2,959.20</p>	<p>new syllabus K-6 and DoE Multistage units of work</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives in literacy and numeracy • staffing release to align professional learning to the Strategic Improvement Plan and develop collaborative practices with other small schools <p>The allocation of this funding has resulted in the following impact: The leadership team has provided targeted professional learning with new syllabus and the delivery of the DoE Multistage units of work for English and Maths. One day a term was maximised for the classroom teacher, principal and APCI to work collectively on unpacking the new syllabus. APCI has formulated new integrated scope and sequences, prior to the release of the 3-6 years DoE units of work.</p> <p>After evaluation, the next steps to support our students will be: Prioritise aligning 3-6 years DoE Multistage units of work into the integrated scope and sequences. The school scope and sequence will then be fully aligned to the departmental resources and tools. DoE Multistage units of work will be adjusted and differentiated to support individual student growth and progress. The ongoing LEED project will allow the continuation of working with other neighbouring like schools.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</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"> • releasing staff to participate in professional learning • providing intensive small group tuition, focusing on targeted, explicit instruction in literacy <p>The allocation of this funding has resulted in the following impact: With a shift in focus in 2023 to Phonic Knowledge and Word Recognition, the school has successfully tracked spelling in PLAN2 at five week intervals. This has allowed staff to strategically monitor individual student progress. With an identified area of need with Year 1 and 2 students, the classroom teacher did rigorous assessing to determine gaps in learning. The Little Learners Love Literacy program was successfully initiated and was used as an intervention program for those students. This was a result of the Little Learners Love Literacy program not being successfully implemented in the previous year.</p> <p>After evaluation, the next steps to support our students will be: There was definite evidence of student growth when the Little Learners Love Literacy program was consistently implemented. Through five weekly input of data into PLAN2, the school has successfully identified gaps in student learning (each individual has differing needs). The school will continue to adjust the literacy program and tailor this to meet the learning needs of individual students. This will continue to have great impact on student learning outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	6	9	7	9
Girls	8	9	7	6

Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.4	97.0	95.8	94.2
1	97.9	90.0	92.7	98.4
2	95.7	88.2	88.4	96.5
3	88.5	96.8	89.6	93.1
4	93.2	86.6	91.7	0.0
5	97.9	89.6	79.6	96.8
6	83.3	93.5	84.9	83.4
All Years	94.4	91.0	87.2	93.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.03

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	69,266.08
Revenue	470,741.42
Appropriation	461,680.40
Grants and contributions	6,842.24
Investment income	2,218.78
Expenses	-484,179.60
Employee related	-427,272.09
Operating expenses	-56,907.51
Surplus / deficit for the year	-13,438.18
Closing Balance	55,827.90

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	44,508
Equity - Aboriginal	10,125
Equity - Socio-economic	15,760
Equity - Language	0
Equity - Disability	18,623
Base Total	331,685
Base - Per Capita	3,644
Base - Location	7,648
Base - Other	320,393
Other Total	63,230
Grand Total	439,423

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Comments were requested and collected through surveys and the following information was obtained.

Parents/Caregivers Feedback

Of a total of twelve surveys that were issued, ten were returned. The survey was broken into sections to allow us to gather information and feedback in a variety of different areas. The following information was obtained in each of the areas listed:

Learning and Attitudes to Learning

- All families strongly believe that high quality learning opportunities exist at the school for all students and all abilities. Parents and carers are seeing regular improvement across all areas of curriculum, particularly in literacy and numeracy.

Teaching and Teachers

- All families expressed their complete satisfaction with the teaching staff at Ballimore Public School. Parents and carers have sound communication with the teaching staff, and all teachers are approachable and hard working. A variety of teaching strategies are adopted to differentiate learning for all students.

Behaviour and Wellbeing

- Parents and carers stated that staff are effective communicators, treating all with respect and dignity. Positive behaviours are acknowledged and each student is valued for their unique qualities. Parents and carers strongly agreed that staff know their children well and the same rules and expectations are consistent for all students.

Leadership

- Very positive feedback was provided by parents and carers. Families feel valued and have a strong sense of belonging, which is promoted by the leadership team. Adult voices are respected and valued, and there is effective communication between the principal and the school community. The principal has clear goals and visions for the school, and continual improvement is evident. The principal consults with the school community on a variety of topics. Parent voice and opinions are valued and always considered.

Student Feedback

The student survey focused on student perception of Reading and maths. There was a common feel from students that they were good readers. All students stated that they felt like a confident reader. Reading was for fun, and to learn new things, as well as looking at quality illustrations. The students have an embedded love for literature, that we, as staff, work hard to foster.

When the students were asked how maths could be made better, 70% of students indicated that maths should be made harder. All students agreed that the hands-on approach was a great way to work on tasks. Students agreed they are continuously being challenged to find a variety of ways to problem solve. All students believe they are great mathematicians, and get 'sweaty brains' when working mathematically.

Staff Feedback

All staff surveys were returned. The feedback was most positive. All staff agreed that the DoE Multistage units of work put much more emphasis on student thought strategies.

Staff agreed that the biggest 'stand out' in student learning and engagement in 2023 was the emerging self-confidence, self-belief and self-satisfaction that each individual student demonstrated.

When staff reflected on the priorities for improvement in 2024, the value was placed in continuing to nurture those strong community partnerships that are already established.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Ballimore Public School has sustained the increase in Aboriginal student enrolments this year. We have continued to build student respect and knowledge of Wiradjuri land and culture and celebrate the diversity of our school community. The school has engaged with a broad number of local community resources which strengthen our connections to the Dubbo community. As a school, we ensure we embed a rich variety of activities that support Aboriginal Education within the teaching and learning program. Being a small rural school, it is critical to maintain strong relationships with the AECG, Aboriginal elders and larger and neighbouring like small schools. We have a strong, connected and supportive community that embrace all opportunities to support culture and learning.

Anti-Racism Policy

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

Anti-Racism - School statement

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

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

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

Other School Programs (optional)

Ballimore Public School students enjoy the rich musical experiences provided by a local volunteer each week, who is also a grandmother to students within the school. There are creative opportunities for students to experiment with musical instruments, body percussion and singing. To enhance the students experiences, the school has invested in a class set of African drums which encourage the students interests when exploring beat.