

# Ballina Public School Annual Report



2016

1112

## Introduction

The Annual Report for 2016 is provided to the community of Ballina Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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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### Message from the Principal

2016 has continued to see Ballina Public School develop its reputation as a quality learning environment where students are happy and safe and who constantly strive to do their best. It has seen some wonderful achievements, both individually and school-wide, across academic, creative, cultural and sporting areas. State level sporting representation, modern teaching practices, improved learning environments and resources, continued intensive professional development of staff and high quality cultural performances have been a feature.

I am extremely proud of the school's achievements in 2016 and acknowledge the support of staff, parents, community as we celebrate these. I especially acknowledge our students who continue to strive to be safe, fair learners.

Peter Flannery

Principal

### Message from the school community

The Ballina PS P&C Association continues to strive to support the school in achieving its best for our students. As well as the activities listed below, the P&C Association enjoys meeting with the school's Principal, Mr Flannery to discuss current school matters. I encourage more parents and community members to join in to learn more about the goings-on at our school.

We have had many fundraisers this year including Mothers and Fathers Day Stalls, Easter and other raffles. The money raised through these activities and through the school canteen goes towards ensuring that our school canteen is open each day, as well as donations to the school for such things as library resources, choir and band excursions, sporting uniforms and contributions to students participating in state level events. The canteen upgrade this year saw the P&C and school funds go towards the purchase of major, new electrical appliances.

The P&C would like to take this opportunity to especially thank Colleen and Alison for wonderful work they do in the school canteen. We would also like to acknowledge the staff at Ballina PS for the work they do and for the support of our fundraising activities.

The Ballina PS P&C Association is made up of interested parents, carers and community members. We would love to see some new members in 2017. Please come and join us, for the benefit of your children.

Debbie Bell

President



## School background

### School vision statement

At Ballina Public School, learning is at the forefront, underpinned by a growth mindset, reflecting resilience, persistence, innovation, excellence and critical thinking in its students.

### School context

Ballina Public School is situated in the large regional community of Ballina, on the Richmond River in northern New South Wales. Ballina stands on Bundjalung land and continues to have a thriving Aboriginal community. It has a long history as being a regional centre, servicing the rural, tourism, fishing and agricultural industries of the district. Ballina Primary School was first established in 1861. The school is part of the Plateau to the Sea Learning community.

There are currently 251 students enrolled at the school in 11 classes. Of these, 31% identify as being Aboriginal or Torres Strait Islander. Students come from diverse cultural and family backgrounds including some in care through Family and Community Services. The school is staffed by a dedicated team of 20 teachers. The team is supported by School Learning Support Officers, an Aboriginal Education Officer and a professional team of administrative staff. The school has strong links with the Ballina–Cabbage Tree Island Aboriginal Education Consultative Group.

Ballina Public School provides a wide range of educational opportunities across the six Key Learning Areas and also many additional extra-curricular activities. 2017 saw the establishment of a multi-categorical support class at the school. The staff and students strive to maintain a positive learning and social environment through the implementation of the Positive Behaviour for Learning program.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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**.

In regards to the domain of **Learning**, Ballina PS deemed itself as *excelling* in the elements of Learning Culture, Curriculum and Learning, *sustaining and growing* in the elements of Wellbeing, Assessment and Reporting and *delivering* in Student Performance Measures.

Regarding the domain of **Teaching**, our school rated itself as *excelling* in Collaborative Practice and Professional Standards, *sustaining and growing* in the elements of Effective Classroom Practice, Data Skills and Use, and Learning and Development.

In the domain of **Leading**, Ballina PS deemed itself as *excelling* in School Resources, *sustaining and growing* in Leadership, School Planning, Implementation and Reporting as well as Management Practices and Processes.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Learning and Wellbeing

#### Purpose

*Our school is centred on the educational and emotional needs of its students. We aim to create a culture of learning that focuses on the whole student. via a curriculum that reflects student need and a future focus.. Personalising and differentiating learning, coupled with a range of support systems, will lead to positive change and will foster wellbeing in our students.*

#### Overall summary of progress

Throughout 2016 many instances of Ballina PS meeting this strategic direction has been evident. The implementation of quality learning programs such as L3 and MultiLit is evident, as is the use of PLAN data and the Literacy and Numeracy continua in the development of individualised learning programs for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individualised learning programs across classrooms K-6	Quality teaching and learning programs have been implemented and have proven to be appropriate, marrying syllabus requirements with student needs. Learning clusters and PLAN data have been used to assess student progress and also to inform student planning. Learning programs have been supported by tiered interventions.	\$42 000
Consistent data collection that shows student growth and that informs planning	Data collection processes continue to be consistent. Teachers using Literacy and Numeracy continua to inform planning. "I Can" statements have led to students being involved in individualising their learning.	\$16 000
Strong and consistent support structures that reflect need and that promote learning and wellbeing	Safe, inclusive and engaging learning environments, coupled with strong support structures, have promoted learning and enhanced wellbeing.	\$38 000

#### Next Steps

Whilst the school has made very good progress in regards to this strategic direction, it has led to further areas of development and other processes. The implementation of quality learning programs such as L3 and MultiLit has become embedded, and is now supported through ongoing professional learning and initiatives such as the Reading Tutor Program. The school's participation in the How 2 Learn program has seen the development of its "culture of learning" and this in turn is becoming a strategic direction in itself. The use of PLAN data and the Literacy and Numeracy continua as the basis for assessment of student achievement and therefore future planning for individualised learning programs for students is significant. Involving the students themselves in identifying areas and strategies for development is a future initiative that the school is keen to explore. As the Department of Education launches "Learning Progressions" as benchmark tools for student progress, the initiatives currently in place stand the school in good stead.

## Strategic Direction 2

### Leadership

#### Purpose

*Leadership at Ballina Public School is dynamic, and is a feature of everything we do. The school enjoys strong strategic, financial and resource planning as features, and the staff and students are provided with ongoing opportunities to develop their leadership skills. The school has positioned itself as a leader in public education on the North Coast, being highly responsive with quality learning and wellbeing programs evident, for the benefit of all.*

#### Overall summary of progress

Leadership has continued to be a key area for development throughout 2016 for Ballina PS. Needs-based and ongoing professional learning systems for staff is embedded, with all teaching staff using the Australian Professional Teaching Standards to reflect on their performance and future needs. Further, processes for staff and student leadership have increased. The number of teachers willing to accept leadership roles within the school has increased, and student leadership processes such as the Student Representative Council have grown.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Personalised learning programs across classrooms K–6</li><li>Consistent data collection that shows improved student performance and that informs planning</li><li>Targeted professional learning programs that reflect school direction and staff needs</li></ul>	<p>Students receiving instruction through learning programs that marry syllabus requirements with student need and interests.</p> <p>Needs based professional learning programs for staff enhanced, reflecting the Performance and Development Framework and stages of careers.</p> <ul style="list-style-type: none"><li></li></ul>	\$120 000

#### Next Steps

In regards to the Leadership strategic direction, several areas for further areas of development have been identified. These include cooperative planning and implementation of future-focused learning initiatives, utilising the expertise of staff, colleagues and community in the development of professional learning activities, peer mentoring and the provision of opportunities in relieving executive and other leadership roles within the school. Further processes regarding student leadership include self-esteem building and peer support among senior students, and more student input into school decision making.

## Strategic Direction 3

### Our School Community

#### Purpose

*Our school's standing in the community is one of opportunity, support and pride. It has served the community since 1861, and has been a focal point of the township of Ballina. Our school sees the relationship between teacher and parent, as well as between it and the community as vital to student success. Our school maintains strong links with its Aboriginal community.*

#### Overall summary of progress

Ballina PS continues to enjoy strong support from its community and its standing within Ballina has grown. Whilst the number of active member of the P&C Association is small, the school has seen growth in the numbers of parents and carers participating in school events. Communication practices have been modernised and the relationship with feeder schools has been enhanced.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Students learning in a happy and safe environment</li><li>• A high level of parental participation in school events and information sharing initiatives</li><li>• School feedback processes become a major part of school planning</li><li>• Ballina Public School's presence in community enhanced, as measured by community consultation</li></ul>	<p>Parental participation in school programs and events at a satisfactory level. Improvements in information provision systems have been met positively.</p> <p>School feedback systems informing school planning, and these have indicated strong support of teaching and wellbeing programs within the school..</p>	\$12 000

#### Next Steps

Ballina Public School has a long and successful history as part of the local community, and with a continuation and enhancement of processes in the area, will continue to do so. The school has seen growth in the numbers of parents and carers participating in whole-school events, and the growth of community and volunteer support is an area that is exciting. The relationship with feeder pre-schools and particularly Ballina Coast High School is an area to be explored further. The move into modern communication practices has been exciting but will meet with problems as we continue into the digital world. However, the school feels it is well placed in this regard.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The impact of programs at Ballina Public School that have been implemented as a result of the school's Aboriginal background loading is wide and significant. Whilst initiatives such as the Aboriginal Boy's dance troupe and Ready Set Go were again successful and visible, wellbeing processes such as BroSpeak, Rock and Water and Stronga Sistas were just as significant. The introduction of the Broader Bundjalung Language into Kindergarten was successful, and the school looks forward to expanding this in 2017. NAIDOC Week and Sorry Day were acknowledged appropriately and well supported by community.</p> <p>Some of our Aboriginal students made excellent progress as a result of the Norta Norta program.</p> <p>Connections with agencies such as Bunjum, Bullinah and the Ballina–Cabbage Tree Island Local AECG have helped develop relationships between the school and community.</p>	\$95 681
<b>Low level adjustment for disability</b>	<p>Learning adjustments and accommodations for students with disabilities reflect that the needs of the students are at the forefront of school planning. The impact has been quality educational and social programs for all students.</p>	\$169 718
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• The Quality Teaching, Successful Students initiative has seen the school being able to establish and develop collaborative practices that allow teachers to plan, collaborate, observe and provide feedback with each other. Further, coaching practices and mentoring has focused on support for teachers seeking accreditation and reflecting the new Performance and Development Framework.</li> </ul>	\$6000
<b>Socio–economic background</b>	<p>The impact of school programs established as a result of socio–economic funding is wide and varied. Resources have been provided so that teachers are able to further develop learning activities that meet the educational and social needs of their students and that target specific areas of their development.</p> <p>Professional learning programs such as Instructional Leadership and How2Learn have seen a development of the school's learning culture.</p> <p>The L3 and Reading Tutor programs continue to have a positive impact on the progress of students along the Literacy continuum.</p> <p>The school's speech therapy program continues for the benefit of a large proportion</p>	\$354 275

<b>Socio-economic background</b>	of students at the school.	\$354 275
<b>Support for beginning teachers</b>	<p>Funding was allocated so that comprehensive and focused support for beginning teachers could be provided. This included mentoring and coaching, program supervision, classroom visits and lesson observation.</p> <p>The focus of this initiative was to enhance professional practice and was focused on improving the quality of classroom teaching.</p>	\$1600

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	122	131	115	125
Girls	135	152	127	121

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	92.4	92.4	90.4
1	95.4	93.7	94	93
2	93.9	94.9	93.6	94.8
3	91.2	92.4	93.3	91
4	92.8	93.7	93.8	94.7
5	90.4	94.2	93.2	92.5
6	92.6	93.1	92	91.8
All Years	92.9	93.4	93.2	92.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

As the table above attests, the school's attendance rates closely match state averages. Attendance is closely monitored by teaching and administrative staff. A thorough system of interventions is engaged when non-attendance for particular students reaches a certain level, and this is managed by the school's Learning and Support Team. Trends in non-attendance are monitored and support strategies for parents introduced when necessary.

## Class sizes

Class	Total
K-1M	19
KA	19
1-2C	21
1-2W	21
1-2O	19
2-3N	25
3-4H	24
3-4P	25
5-6T	25
5-6M	26
5-6C	26

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	7.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Administration & Support Staff	3.72
Other Positions	1.39

\*Full Time Equivalent

In 2016 there were six staff members who are of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

## Professional learning and teacher accreditation

As a part of the Performance and Development Framework all teachers reflected on their 2015 learning goals and performance when developing their 2016 Professional Development Plans. These aimed to outline their strengths and areas for improvement. From these, goals were set and strategies identified and evidence of achievement collected. This was managed through the online Microsoft 365 portal, where teachers and their direct supervisors were able to add comments, reflections and other evidences in maintaining their performance. Three staff members applied for and achieved proficient accreditation in 2016, and one maintained his accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>450 633.38</b>
Global funds	272 141.70
Tied funds	548 117.97
School & community sources	80 707.91
Interest	9 192.94
Trust receipts	0.00
Canteen	0.00
<b>Total income</b>	<b>1 360 793.90</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	4 996.34
Excursions	17 677.31
Extracurricular dissections	56 102.64
Library	2 550.56
Training & development	782.50
Tied funds	699 312.30
Short term relief	74 284.80
Administration & office	65 254.65
School-operated canteen	0.00
Utilities	44 641.96
Maintenance	24 636.69
Trust accounts	11 434.43
Capital programs	3 235.82
<b>Total expenditure</b>	<b>1 001 674.18</b>
<b>Balance carried forward</b>	<b>359 119.72</b>

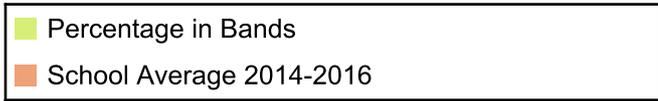
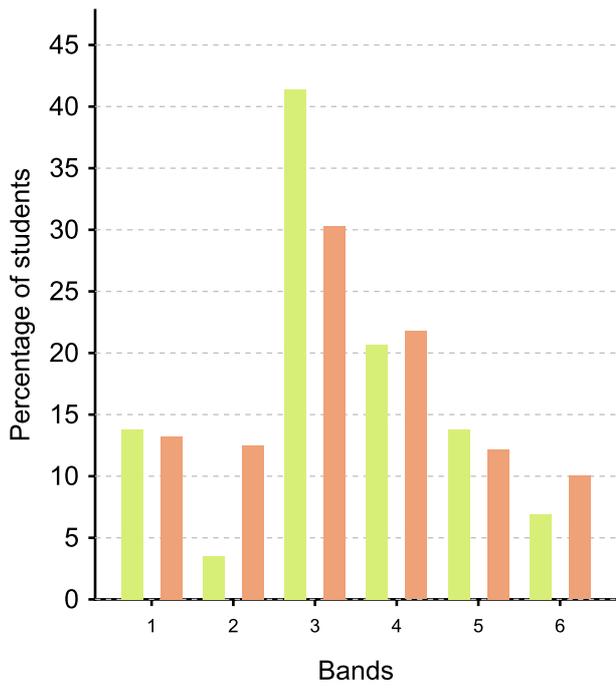
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

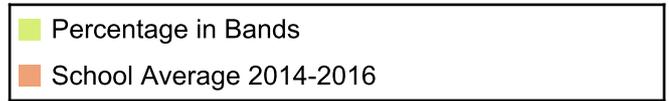
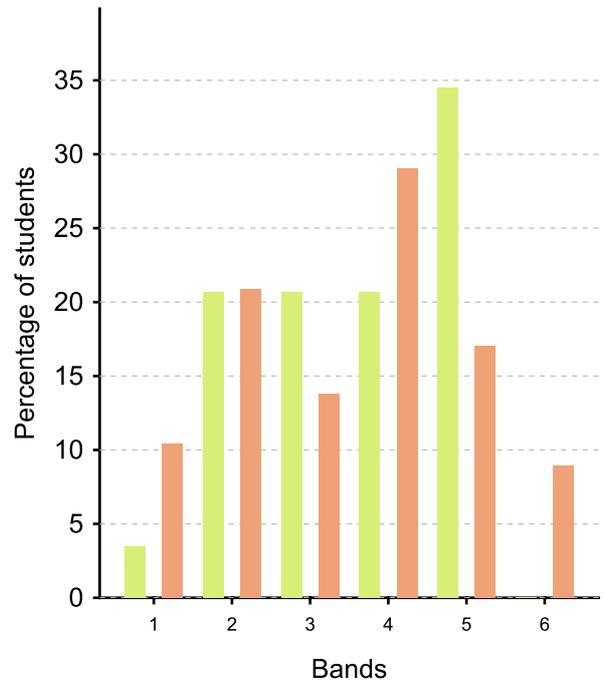
### NAPLAN

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.

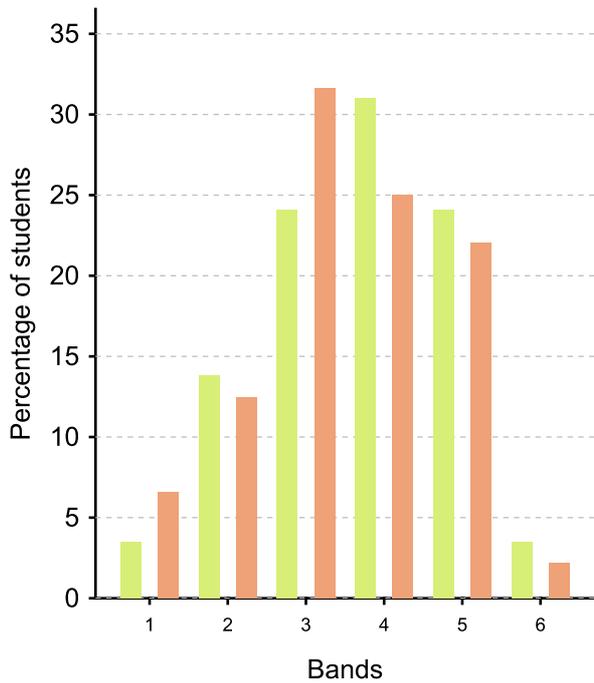
**Percentage in bands:**  
Year 3 Grammar & Punctuation



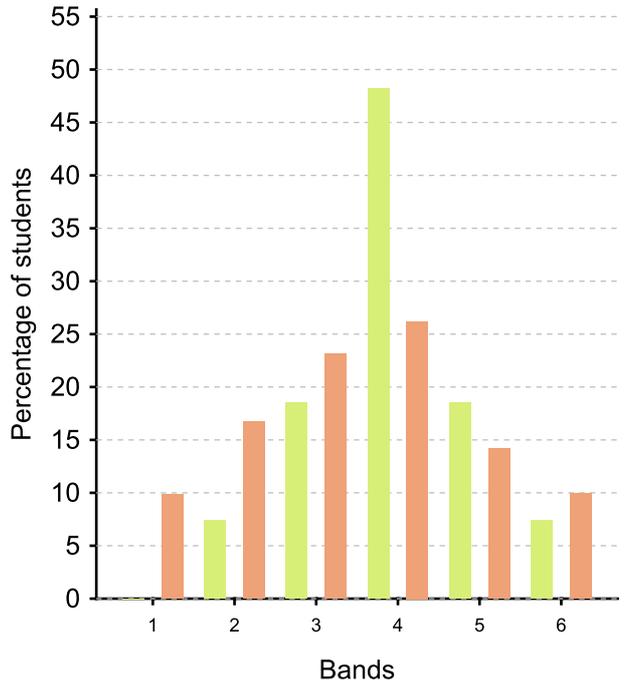
**Percentage in bands:**  
Year 3 Spelling



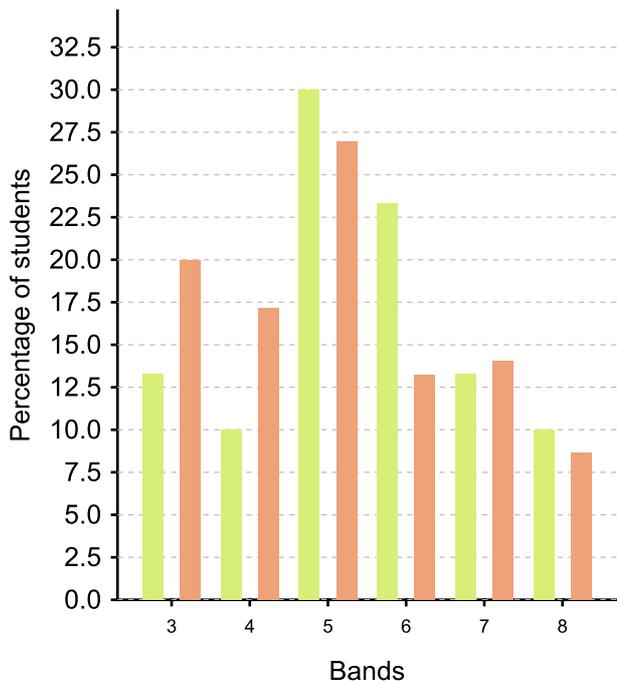
**Percentage in bands:**  
Year 3 Writing



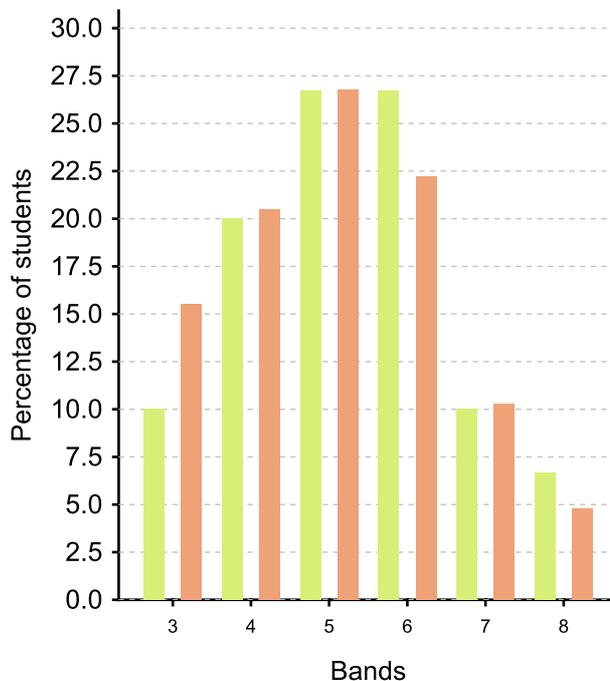
**Percentage in bands:**  
Year 3 Reading



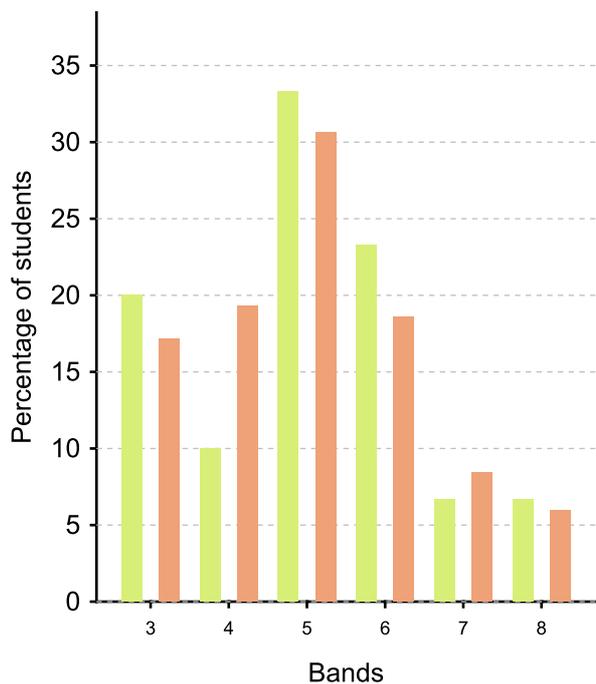
**Percentage in bands:**  
Year 5 Grammar & Punctuation



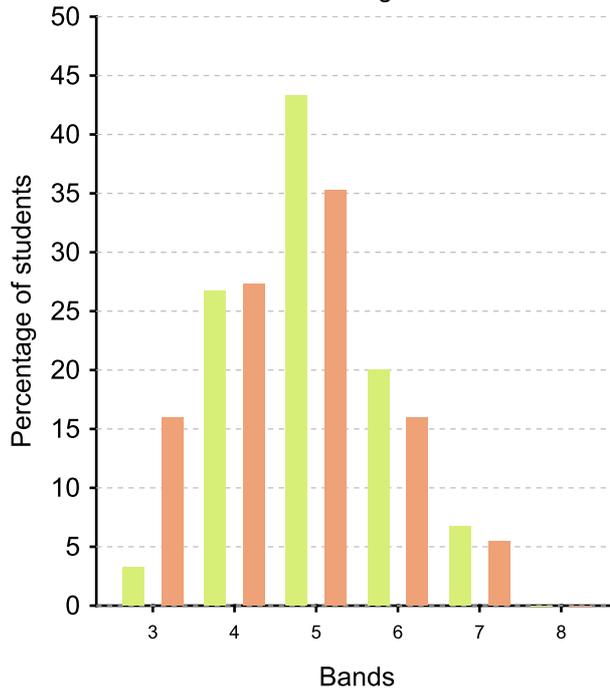
**Percentage in bands:**  
Year 5 Spelling



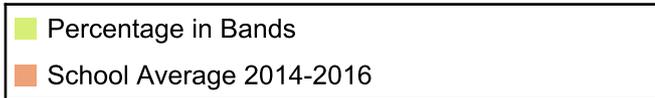
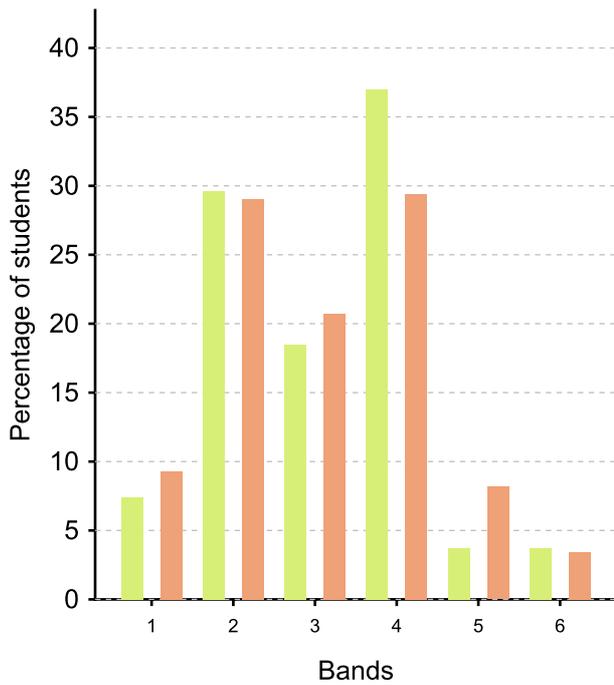
**Percentage in bands:**  
Year 5 Reading



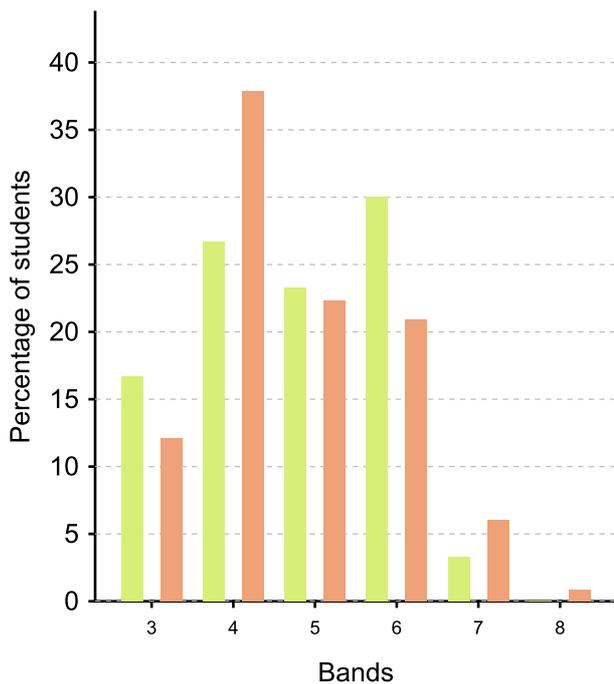
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Regarding the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Ballina Public School supported Aboriginal students to improve their NAPLAN performance through targeted school programs such as *Norta Norta* and *MultiLit*.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students, and teachers about the school. Students completed the *Tell Them From Me Surveys* online. Parents and staff completed the *'School Satisfaction Surveys'* in 2016. Their responses are presented below.

### Students "Tell Them From Me" Findings and Conclusions

#### Positive Findings

At this school...

- \* 89% of students try hard to succeed.
- \* 88% of boys had a high rate of participation in sports.
- \* 88% of the girls are interested and motivated in their learning.
- \* 86% of students believe that education will be of benefit to them in the future.
- \* 86% of girls had positive behaviour.
- \* 78% of students have positive relationships with their peers.
- \* Students rated Rigour (Classroom organisation is well-organised, clear purpose, immediate feedback), 7.9/10.
- \* Positive Teacher-Student Relations were rated 7.9/10.
- \* Students rated Teacher Expectations for Academic Success, 7.9/10.
- \* Students find classroom instruction relevant to their everyday lives. 7.8/10
- \* Students rated Effective Classroom Learning Time (Important concepts are taught well, class time is used efficiently), 7.8/10.
- \* Students had a high rate of participation in extracurricular activities.

#### Challenges

- \* 68% of Aboriginal students feel good about their culture when they are at school.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

- \* 68% of Aboriginal students believe that their teachers have a good understanding of my culture.
- \* 57% of the girls had a high rate of participation in sport.
- \* 55% of the boys had positive behaviour.
- \* 54% of the boys are motivated and interested in their learning.
- \* 51% of students had positive homework behaviours.
- \* Boys experience more bullying than girls.

### Future Directions

- \* Continue to increase knowledge and understanding re Aboriginal culture within the school through working with local Aboriginal parents and groups.
- \* Provide greater opportunities for Aboriginal students to feel pride in their culture
- \* Survey why girls participation in sport drops off as they become older. Invite local female sports people to provide motivation talks and skill workshops with students.
- \* Continue to implement 'Rock and Water' and boy's education strategies into classroom practice.
- \* Conduct a whole school survey re the value of homework: is it necessary? If so, what makes a difference?
- \* Audit the areas and activities in the school where bullying happens. Brainstorm with SRC and whole student body on how to make changes. Continue to teach anti-bullying strategies and ensure all students are aware of what does/does not constitute bullying.
- \* Continue to focus on identifying strategies to improve both positive learning climates and positive student-teacher relations.

### Parent Satisfaction Survey Findings and Conclusions

#### Positive Findings

Of the parents who responded...

- \* 100% find the School Newsletter an effective communication tool.
- \* 100% find the electronic street notice board, school website, Facebook and School Stream app are effective communication tools.
- \* 95% of parents feel the school has a safe and secure environment.
- \* 95% of parents are happy with the choir/band program within the school.
- \* 91% of parents feel the school regularly rewards and

praises students when they are successful.

\* 90% of parents are happy with the Literacy and Numeracy programs within the school.

\* 90% of parents are happy with other Key Learning Area learning programs within the school.

\* 90% of parents are happy with the Anti-Bullying programs operating in the school.

\* Parents generally feel very welcomed in the school.

\* Parents generally feel that their children are happy and safe at school.

\* Parents generally very happy with Positive Behaviour Learning program in the school and its impact on positive behaviour.

\* Parents feel Parent Information sessions have improved in terms of providing useful information.

\* Parents believe the school is always looking for ways to improve what it does.

### Challenges

According to survey responses...

- \* Homework is not consistent across the years/classes.
- \* Teacher communication with parents could be more proactive and regular.
- \* School Stream app could have more regular reminders.
- \* Playground safety could be further improved.

### Future Directions

- \* Conduct a whole school survey re the value of homework. Is it necessary? If so, what makes a difference? How can it be made consistent across each year?
- \* Make extracurricular activities other than music more visible.
- \* Ensure clear communication to parents re classroom programs.
- \* Brainstorm ideas to increase parent participation in school surveys.
- \* Invite parents into classrooms more frequently when in school for other events e.g. School information Showcase
- \* Look at areas of the playground that students consider safe and unsafe – where and why?

## Staff Satisfaction Survey Findings and Conclusions

### Positive Findings

- \* 93% of staff believe that the student support systems are effective.
- \* 92% of staff are satisfied with and believe that school events are effective.
- \* 87% of staff believe the Literacy and Numeracy Continua are effective teaching and planning tools.
- \* 86% of staff believe the MultiLit and MInLit programs are effective learning programs for the students.
- \* 86% of staff feel the Aboriginal Student initiatives have a positive impact on student learning/well-being.
- \* 85% of staff believe that school communication strategies are effective.
- \* 77% of staff feel the needs-based professional learning has been an effective strategy.
- \* Learning and wellbeing interventions are having a hugely positive impact on both learning outcomes and the overall confidence and participation of students.

### Challenges

- \* Positive Behaviour for Learning has not been as consistent or effective this year.
- \* The continua, outcomes and other new initiatives can become overwhelming as such much to learn and take into account when planning/teaching.
- \* The community liaison role needs to be more than just the website and Facebook
- \* Schedules need to be made for school events at the beginning of a year. There are far too many interruptions to learning time.

### Future Directions

- \* Staff planning– how can we increase consistency and effectiveness of Positive Behaviour for Learning?
- \* Be creative to allow time for stage planning/collaborating to decrease staff feeling overwhelmed by new initiatives and strategies.
- \* All staff to use the Sentral calendar so that major excursions and events are planned well in advance.

## Policy requirements

### Aboriginal education

Aboriginal Education continued to be a major focus for Ballina Public School in 2016.

The Community Development Employment Program (CDEP) has continued, leading to two Aboriginal workers being employed as School Learning Support Officers.

Our Aboriginal Boy's dance troupe continued this year, with new boys have joining the group and the older students showing their leadership. The troupe performed at many different events throughout 2016, and we look forward to an expansion of this in the future.

NAIDOC Week and Sorry Day were again very successful. NAIDOC grew into a week-long event of cultural activities in 2016.

BroSpeak, Rock and Water, Stronga Sistas and Ready Set Go continued, with each having success. We look to include the Ballina Aboriginal and Family Centre in our planning for transitions into Kindergarten next year.

There were major improvements in student performance as a result of the North North program, with students developing their comprehension and writing as a result of deep conversations.

Bunjum, Bullinah and Ballina-Cabbage Tree Island Local AECG have supported our school in 2016. These agencies have been vital in maintaining our connection with the Aboriginal community.

Our students have proven very successful both in the academic and sporting domain. Two Aboriginal students received AECG NAIDOC awards for their outstanding commitment and dedication to their schooling.

North Coast representation across several sports occurred. Congratulations to the students involved.

### Multicultural and anti-racism education

Multicultural Education is a key perspective when teaching the Key Learning Areas, and In 2016 the multicultural nature of Australia was investigated through the following HSIE units across all grades: Working Together, Being Australian, Understanding Ourselves and Symbol Systems. The school continues to study a unit of work on "Belonging" at the beginning of each year, and Harmony Day was celebrated.

Instances of racism are dealt with swiftly through the school's Anti-racism Contact Officer, who received training in this area this year. Positive student relationships and wellbeing is evident as a result.

### Other school programs

#### Creative Arts

Ballina Public School choir had a busy year this year with many school based and outside of school performances, including performances for various local community organisations and events. The choir

performed at the annual "Coastal Kids Concert".

The Ballina Combined band (made up of members from Ballina Primary School and Ballina High School) performed alongside the Ballina Shire Concert Band for the ANZAC Day parade and service.

2016 was a year rich in both performance opportunities and appreciation for all students K–6.

### **Sport**

As well as strong participation in district, regional and state carnivals in swimming, cross country and athletics, Ballina Public School participated in Primary School Sports Association knockouts in cricket, netball, soccer and touch.

School based programs in Fundamental Movement Skills and team sports across the K–2 years led to students improving their skills and participation greatly.