

# Balgowlah Heights Public School

## Annual Report

2016



3736

## Introduction

The Annual Report for 2016 is provided to the community of Balgowlah Heights 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 funds.

Judy Goodsell

Principal

### School contact details

Balgowlah Heights Public School

Lewis St

Balgowlah, 2093

[www.balgowlaht-p.schools.nsw.edu.au](http://www.balgowlaht-p.schools.nsw.edu.au)

[balgowlaht-p.School@det.nsw.edu.au](mailto:balgowlaht-p.School@det.nsw.edu.au)

9948 2225

### Message from the Principal

The school has achieved a strong reputation for providing excellence in education through an academically focused learning and teaching program that is balanced by rich opportunities in sport, culture and performance. This is made possible through the commitment and dedication of staff, parents and the local community.

The happiest and most successful students are those with the motivation and effort to learn and a strong sense of personal achievement. The school's Positive Behaviour Engaging Learners program continues to improve outcomes for all students by acknowledging the link between positive behaviour and enhanced learning. In 2016 the program was further strengthened through the successful introduction of the targeted behaviour phase. Student engagement and learning continue to improve with classrooms and the playground more positive spaces. As a result of the program, there has also been a noticeable increase in consistency of teacher expectations for student behaviour.

In 2016 the school achieved strong NAPLAN results in Literacy and Numeracy which demonstrated growth in student learning outcomes. The implementation of the L3 Program reading program was completed in Kindergarten and introduced to Years 1 and 2. The outcome was K–2 students reading at levels superior to state average targets. These achievements are a credit to the staff and to the students themselves.

Again in 2016 I was humbled by the dedication and professionalism of our teachers and support staff. Their commitment, their capacity to inspire and make a difference ensures our students excel and succeed. Staff are well supported by our friendly and professional administrative staff who transitioned to the new LMBR program in 2016.

Student participation in external competitions remains strong. A large proportion of students entering the NSW International Competitions and Assessments for Schools were awarded merit, credit, distinction and high distinction certificates.

I was extremely proud of our students' performance in sport in 2016. Student representation was seen at zone, area and state levels. The Senior Boys' Rugby League team, the Senior A, Senior C and Junior Boys' Soccer teams, as well as the Senior Cricket Team won the Manly Zone PSSA Championship in 2016. This was a significant sporting highlight for Balgowlah Heights Public School.

In 2016, the school continued to offer excellent creative and performing arts programs culminating in the Band's Performance Night and the 2016 Recital Performance Concert. The School Drama Ensembles, Senior and Junior Dance Groups and Choirs entertained everyone in their performances at school events, community engagements and at Regional Festivals. They performed at iconic venues including the Seymour Centre, Glen Street Theatre, The Sydney Opera House and Sydney Town Hall. The Japanese Drama Group were selected to perform in the State Drama Festival at the Seymour Centre and were supported by our specialist Japanese and Drama teachers.

The Junior, Senior and Concert Bands were awarded gold at the NSW School Band Festival which was a wonderful result. One student was Stage 3 was the winner of the Bearpit Public Speaking Competition and three students were awarded the Young Scientist Award for Primary Scientific Investigation. The Premiers' Debating Challenge Team were Champion Team of the zone. and the Tournament of Minds Team were awarded honours in the Regional Finals. One student won the Regional Premier's Spelling Challenge and one student won the Junior Regional Multicultural Perspectives Public Speaking Competition.

In 2016 the school's environmental program provided learning opportunities for students, teachers and the school community through hands-on curriculum-based environmental projects that focused on strong student participation. Volunteers were a big part of our school's environmental education program. Our Bushcare Group continued to play a vital role in maintaining our natural heritage through controlling weeds, planting trees and undertaking a range of conservation tasks. This work was supplemented by the Bushlink workers working with the Bushcare group to maintain the school's bushland boardwalk area. In addition to the Bushcare Group three working bees were held throughout the year with a large number of families choosing to support the school through this important work.

Balgowlah Heights Public School benefited from support and encouragement from the parent community through the P&C Association. In 2016 the Department of Education completed the extension of the hall project and the P & C funded the refurbishment of the area which is used for many purposes. . The P&C Association also funded the construction of a Covered Outdoor Learning Area to provide shelter on the Western Campus which was completed in 2016. The Library was also refurbished to become a modern learning environment.

In 2016 the school invested \$50,000 to support innovative computer education programs. This included building class sets of iPads and laptops to enhance students' future focused learning skills.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Judy Goodsell**

**Principal**

## School background

### School vision statement

Balgowlah Heights Public School promotes excellence and opportunity through the delivery of quality learning and teaching programs in an inclusive environment. Instruction is explicit to ensure students learn to become respectful, responsible and resilient citizens. The school community values lifelong learning and achieving personal best.

### School context

Balgowlah Heights Public School caters for students Kindergarten to Year 6 within the Northern Beaches Learning Alliance of Schools. The school was established as a one teacher school in 1933 with an enrolment of 29 students, and today the school provides quality education to over 730 students. Teaching is Year-based across 29 classes and includes two Opportunity Classes.

The school delivers a quality education through a focus on excellence in learning and teaching and the provision of a wide range of co-curricular programs. Community expectations are high for academic achievement, in sporting endeavours and the creative and performing arts.

Within the school there is an emphasis on effective pedagogical practice and student engagement, with Smartboards, laptops and iPads used extensively in K-6 classrooms.

The school community values the contribution of all our partners and stakeholders. It is financially supported by an active P&C Association who are committed to providing school resources through fundraising and voluntary contributions. The Department's RAM allocation of \$60,000 per annum includes disability, socio economic, per capita and English as an additional language and dialects funding.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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. The 2016 School's self-assessment identified the school as excelling in all domains, although two elements in the teaching domain were assessed as sustaining and growing. These areas continue to be a focus for the school.

#### **Learning**

Building a student centred learning culture continues to be the dominant focus for the school. There is a school-wide approach to learning and success, with high levels of student, staff and community engagement. This is underpinned by the experience and expertise of our Learning Support Team, English as an Additional Language teacher, Learning and Support teachers and Enrichment teacher.

There is a whole-school approach to implement comprehensive and strategic student wellbeing programs. These include the Positive Behaviour Engaging Learners program and the Bounce Back resilience program to support student wellbeing, school values and a growth mindset. Conceptual curriculum programs and evidence-based teaching practices develop the knowledge and skills of students and support them to be self-directed learners. Teachers use assessment for, as and of learning to set learning goals and success criteria to individualise instruction for students.

There are significant extra-curricular learning opportunities including robotics, drama, music, dance, band, debating and sport that is strongly aligned to the Excellence and Opportunity school motto. The school is recognised as teaching an exemplar STEM program taught by teachers with Science expertise. Three students were awarded the STANSW Young Scientist of the Years Award in 2016 which is an outstanding achievement for the school.

Most of the school's students achieve strong NAPLAN value-added growth between Years 3 to 5 and Years 5 to 7 in

grammar and punctuation, as well as numeracy. This will be achieved by continuing to focus on students demonstrating learning dispositions that will enable them to become self-directed learners, who can articulate what they are learning, why it's important and where to next.

## **Teaching**

Student learning outcomes continue to improve at Balgowlah heights Public School due to a focus on high expectations, explicit teaching, using data to inform practice and a shared responsibility for improvement. Teachers were involved in learning about evidence-based teaching strategies including the observation of each other's practices with a focus on learning intentions and success criteria. Teachers have also been involved in professional learning to consider effect sizes of their teaching practice to assess student growth with some teachers using this to evaluate their teaching. This will continue to be a focus area for the school in future years.

The school established a partnership with Corwin Australia to provide professional development to teachers focused on John Hattie's research and the principle's of Visible Learning and visible teaching. Increasingly students are using reflection on assessment and feedback to self-direct their learning.

Collaborative practice is a strength of the school. Teachers collaborate within and across stages to ensure consistency of curriculum delivery and differentiation. In 2016 K-6 teachers used the literacy and numeracy continuums to grade students and plan learning sequences. An Instructional Leader led an effective mentoring and classroom observation program to develop the skills of early-career teachers. Leaders and teachers engaged parents in workshops to develop a shared understanding of how to help their children at home with literacy and numeracy.

In 2017 a continued partnership with Corwin will sustain the focus on developing a shared language of learning across the school and improving on how teachers use data to inform collaborative planning.

## **Leading**

In 2016 School Leaders focused their efforts on instructional leadership to lever improvement in student learning outcomes. School leaders established baseline data to deliver evidence statements for the school's Visible Learning Plan. A number of local and across state school leaders visited classrooms to observe how the school had implemented visible learning. School leaders will continue to work with Corwin in 2017 to further our efforts in this important professional development project.

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

Excellence in Learning and Teaching.

### Purpose

To equip all students to achieve individual success and to become creative, competent, resilient and independent learners.

### Overall summary of progress

In order to improve how data is used in the school, Years K to 2 teachers were trained in formative assessment and in tracking students on the Literacy and Numeracy Continuums using PLAN software as part of their L3 training. Years 3 to 6 teachers were introduced to plotting their students in Literacy and Numeracy on the continuums. Some teachers used their knowledge of calculating effect sizes to analyse student progress using a visible learning data analysis tool.

The Language, Learning and Literacy Program was consolidated in Kindergarten classes in 2016 and introduced to Years 1 and 2. L3 aims to facilitate high expectations, consistency of teacher judgment and explicit teaching of language, reading and writing leading to improved differentiation. Phase 2 of the Focus on Reading Program was implemented in Years 3 to 6 classrooms with the target of higher student growth in reading achieved. The Quicksmart Maths Program, an evidence-based maths program for Year 4 students, was implemented to improve student learning and focused on numeracy fluency and understanding of concepts. In 2016, eight Year 4 students participated in the program.

Professional learning continued in 2016 through an academic partnership formed with Corwin Cognition Education. The partnership was led by a team who collected evidence from teachers and students to formulate an action plan which informed professional learning sessions on learning intentions, success criteria, questioning, assessment as students learn and quality feedback.

Our continued focus on the Positive Behaviour Engaging Learners program enabled the school to achieve a more consistent approach to the teaching and learning of positive behaviours in the various school contexts. The third phase of PBEL was successfully introduced and target behaviours were monitored with positive behaviours reinforced.

### 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>Expected student growth in NAPLAN of at least 68% in 2017 between Years 3, 5 and 7.</li><li>Over 65% of Year 3 students achieve in the top 2 bands in all areas of numeracy in 2017.</li><li>Students in Year 3 NAPLAN achieve the same percentage in the top 2 bands as similar schools in Literacy by 2017.</li></ul>	<p>94% of Kindergarten students were working at level 10 or above.</p> <p>91% of Year 1 students were working at level 20 or above and 85% of Year 2 students were working at level 85%.</p> <p>Expected student growth in NAPLAN between Years 3, 5 and 7 was at least 68% except in the reading (Year 5) and Spelling (Year 7). Growth in numeracy was very strong.</p> <p>67% of Year 3 students achieved in the top 2 bands in numeracy and similar percentages of students were in the top 2 bands as similar schools, with reading slightly lower and writing significantly higher.</p> <p>Assessment of data has identified a significant positive impact of evidence based teaching and learning programs on student learning outcomes. These programs include the L3 and TEN program in K–2 years, as well as the whole school focus on embedding Visible Learning in classrooms. Evidence of visible learning environments was analysed to indicate teachers were focused on developing assessment capable learners through</p>	<ul style="list-style-type: none"><li>Professional learning programs to facilitate the introduction of L3 and TEN in K–2 years. \$25,000</li><li>Professional development in partnership with Corwin to learn and implement Visible Learning in K–6 classrooms. \$18,000.</li></ul>

## 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>Expected student growth in NAPLAN of at least 68% in 2017 between Years 3, 5 and 7.</li> <li>Over 65% of Year 3 students achieve in the top 2 bands in all areas of numeracy in 2017.</li> <li>Students in Year 3 NAPLAN achieve the same percentage in the top 2 bands as similar schools in Literacy by 2017.</li> </ul>	<p>the use of learning intentions, success criteria and more task, process and self-directed feedback to students. Teachers developed an understanding of growth mindset so students could accept the challenges and rigour of learning new skills and understanding new concepts at a deeper level.</p>	
<p>87% of Kindergarten students working at or above level 10 at year end. 87% of Year 1 students working at or above level 20</p> <p>87% of Year 2 students working at or above level 28.</p>	<p>In 2016 teachers developed their knowledge of the Maths Syllabus and developed a K-6 Scope and Sequence of Maths. Teachers strengthened their knowledge and use of the SAMR model to teach future focused learning.</p> <p>In 2016 teachers used assessment for, as and of learning and plotted students achievements on the literacy and numeracy continuums using PLAN software. A whole school approach to grouping structures for maths, enrichment and STLA was implemented using ACER online testing. Formative assessment was used in classrooms to articulate learning goals and success criteria.</p>	<ul style="list-style-type: none"> <li>Teacher Professional Development with Anita Chin Maths Consultancy. \$8000</li> <li>Quicksmart Maths Program \$15,000</li> <li>STLA Program \$60,000</li> <li>Enrichment program \$40,000</li> <li>ACER online testing \$4,000</li> </ul>
<p>The school's student welfare policy and programs meets the needs of students.</p>	<p>Tell Them from Me Student Survey results indicated pleasing improvements in students feeling accepted and valued by their peers and by others at the school. 100 per cent of students in Years 4 and 5, as well as 91 per cent in Year 6 stated they had friends at school they could trust and who encourage them to make positive choices. There was a sharp decrease in the number of students who reported they are victims of bullying.</p>	<p>NA</p>

## Next Steps

- The Assessment and Reporting Committee will lead tracking of student progress (growth) and outcomes to include a more comprehensive analysis of assessments.
- Stage 1 classroom teachers will be trained in the second year of the L3 program..
- Stage 1 classroom teachers will have professional learning in Focus on Reading to impact reading comprehension.
- Kindergarten teachers will undertake TEN training to improve the use of mathematical strategies.
- Years 3 to 6 teachers will be involved in professional development in writing.
- K-6 teachers will continue to be involved in the visible learning projects to embed learning dispositions, learning intentions and success criteria into curriculum delivery.

## Strategic Direction 2

Dynamic and Collaborative Learning Systems and Practices.

### Purpose

To create learning environments where teachers are inspired to teach, students are motivated to learn, and the community is actively involved in the life of the school through effective educational leadership.

### Overall summary of progress

School leaders attended professional development on Instructional Leadership to enable them to lead the Visible Learning Project across the school. They were trained by Corwin Cognition Education to gather, collate and examine evidence from the school and transferred the data into an action plan that will make a positive difference to our students. They learned what leadership actions have the greatest impact on student outcomes.

The Performance Development Framework was implemented to include visible learning goals and stage professional learning goals.

An Instructional leader was appointed to build teacher and leaders capacity. The Instructional Leader is responsible for mentoring new career teachers and building staff capacity to implement effective pedagogical practice in K–6 classrooms.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ol style="list-style-type: none"><li>1. A school culture that is more conducive for teachers to continuously improve their teaching practice by providing encouragement and fostering an environment that values sharing, trust, risk-taking, experimentation, collaborative inquiry and self-assessment.</li><li>2. Agreed expectations and coherence around the quality of teaching required to impact on student performance.</li></ol>	<p>The school leadership team developed their instructional leadership and evaluative thinking skills. The team also learnt to prioritise the things that will make the greatest difference to student learning at our school.</p> <p>Instructional leaders promoted visible learning throughout the school and school teams worked collaboratively to achieve Performance and Development Plan goals. Supervisors and teachers used feedback to improve the teaching of effective strategies.</p>	<p>Corwin Academic Partnership Evidence into Action Workshop \$9,000</p> <p>L3 Training \$25,000</p>
<ol style="list-style-type: none"><li>1. School Executive provide targeted learning opportunities for teachers to develop the knowledge, practices and attitudes that are needed to achieve agreed goals and expectations.</li><li>2. School Executive facilitate opportunities for staff to learn from each other, provide access to specialised knowledge and model continuous learning in their own practice.</li><li>3. School Executive regularly evaluate the impact of professional learning on the basis of the effect it has on student achievement.</li></ol>	<p>Staff worked collaboratively towards developing a shared language and culture reflective visible learning. Accreditation and maintenance evidence were consistently relevant and reflective of a strong knowledge of the teaching standards.</p>	<p>Visible Learning Foundation Series Professional Learning \$9,000</p>



## Next Steps

1. Executive Performance Development Plans include Instructional Leadership goals to promote Visible Learning classrooms.
2. Teacher Performance Development Plans include visible learning goals.
3. There is a strengthened focus of building a school culture to build and develop visible learners. Teachers will build their capacity to know the characteristics of visible learners, collaboratively design learning intentions and success criteria as well as consider feedback and self-assessment.
4. Promote the mind frames needed to ensure teacher clarity.

## Strategic Direction 3

### Partnerships Enhance Future Focused Learning Connections

#### Purpose

To create an unrivalled educational experience for students through a futures focused curriculum that both extends and enhances learning opportunities through meaningful, rich connections to broader communities.

#### Overall summary of progress

Partnerships with parents were strengthened to support deep learning in classrooms. A database of parent expertise was established and provides a rich resource for teachers.

The School App was improved to better communicate with parents.

International partnerships with Japan were enhanced by a visit from Japanese students to the school to share knowledge and promote understanding of the Japanese Culture.

Following professional development in futures focused learning, teachers implemented 21st Century fluencies into classroom teaching practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development of a stronger sense of community amongst parents, students, staff and the broader community including a more inclusive, transparent and consistent approach to communications.	Parents are more reliably informed of school events and variations to routine; how to assist their child at home with their learning and students in Years 4 to 6 were provided with the opportunity to develop resilience, cybersafety awareness and the impact of our culture on body image.	NA
Learning and Teaching programs incorporate the 21st Century fluencies of problem solving, creativity, collaboration, information, media, communication and global digital citizenship as well as success criteria.	There was an 8% increase in student survey responses from 2015 stating students felt challenged in their English and Maths classes and feel confident of their skills in these subjects. There has been little change over the past 2 years with teacher responses to the Technology section of the 'Tell Them from Me' survey despite some professional learning for teachers in this area.	Professional Learning funds
Local, national, and international partnerships are formed and provide deep learning experiences for students.	Students were provided with the opportunity to interact with a group of Japanese students during Japanese lessons. and Assemblies.	NA

#### Next Steps

1. Teacher identified professional development on evidence based teaching through digital technology.
2. A continued emphasis on sustainability and student leadership to build responsible citizenship.
3. Ongoing development of parent communication tools to link learning at school with home.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	In both Year 3 and 5, students of Language Backgrounds other than English performed at a superior level compared to state average in both literacy (75% in top 2 bands) and numeracy (60% in top 2 bands).	0.2 Staffing, plus \$10,840
<b>Low level adjustment for disability</b>	School Learning Support Officers are engaged to implement research based support programs in literacy and numeracy. Teachers are trained to differentiate the curriculum providing adjustments for students with a disability. NAPLAN results in Years 3 and 5 indicate only 2% of students in lowest 2 bands.	\$28,246.00
<b>Quality Teaching, Successful Students (QTSS)</b>	The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.	0.547 Staffing Entitlement
<b>Socio-economic background</b>	Students from families experiencing financial hardship are provided with the same curriculum related resources and opportunities including excursions.	\$1,674.00
<b>Support for beginning teachers</b>	Beginning teachers demonstrate professional knowledge, practice and engagement with the Australian Standards for Teachers and receive relevant professional development to implement teaching strategies proven to have a high effect size on student growth.	

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	318	353	339	361
Girls	349	369	389	375

Balgowlah Heights Public School had a total of 736 enrolments in 2016 and consisted of 29 classes. This is one more class than in 2015.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	95.4	96.8	96
1	96	96.6	95.6	95.7
2	95.7	95.6	95.3	95.8
3	96	96.7	95.9	96
4	95.9	95.1	96.1	96.5
5	96	96.4	96.1	96.1
6	95.7	95.2	95.3	95.5
All Years	96	95.9	95.8	95.9
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

The attendance profile for all years is fairly stable and higher at Balgowlah Heights Public School than the state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration & Support Staff	4.67
Other Positions	0

\*Full Time Equivalent

There are no staff of Aboriginal background currently working at Balgowlah Heights Public School.

### 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	15

### Professional learning and teacher accreditation

The school has a strong commitment to staff Professional Development. All teachers and executive staff prepared a Performance and Development Plan to assist with setting goals, reflecting on the achievement of the goals and their impact on performance. Professional learning was aligned to the school's strategic directions and is embedded in the school's progress to achieve goals.

The school received \$29,585 in Professional Learning Funds and \$34,917 in Beginning Teacher support Funding. These funds were used in:

- training for all Stage One teaching staff in the L3 literacy program
- training for Early Stage One teaching staff in the TEN numeracy program
- release for teachers and associated costs to attend courses in areas such as leadership, literacy, numeracy, future focused learning, History, Geography and Science
- Extra release time for early career teachers and

the provision of mentors

- The foundation series and Evidence into Action Series presented by Corwin Cognition Education

There were five early career teachers who gained accreditation in 2016 and two that maintained their accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	791 066.78
(2a) Appropriation	634 933.41
(2b) Sale of Goods and Services	2 009.78
(2c) Grants and Contributions	152 895.27
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 228.32
<b>Expenses</b>	-488 678.09
Recurrent Expenses	-488 678.09
(3a) Employee Related	-239 936.78
(3b) Operating Expenses	-248 741.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	302 388.69
<b>Balance Carried Forward</b>	302 388.69

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 511 817.63
Base Per Capita	39 061.00
Base Location	0.00
Other Base	4 472 756.63
<b>Equity Total</b>	91 981.89
Equity Aboriginal	0.00
Equity Socio economic	1 774.53
Equity Language	10 840.92
Equity Disability	79 366.44
<b>Targeted Total</b>	45 990.01
<b>Other Total</b>	58 416.47
<b>Grand Total</b>	4 708 206.01

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

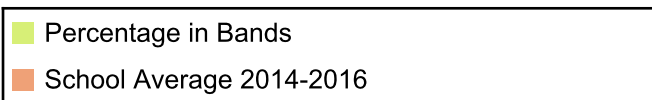
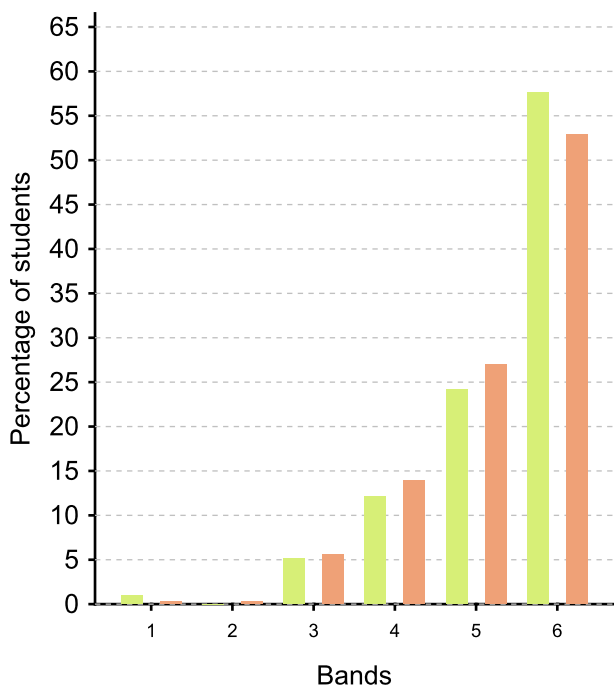
### NAPLAN

In the National Assessment Program, results in literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

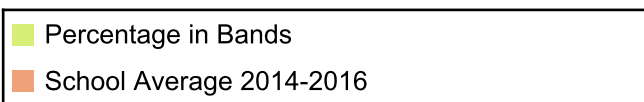
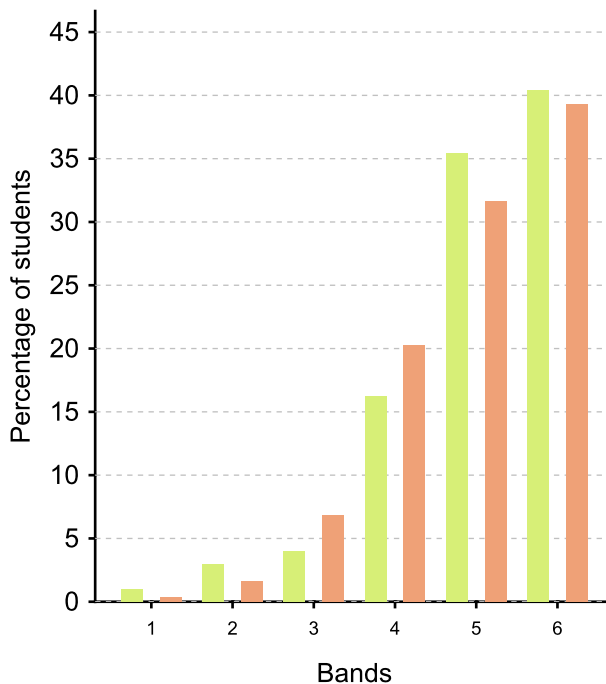
In Year 3, improvements to student learning outcomes are evident in the areas of writing, spelling, grammar and punctuation. It is expected that the introduction of L3 in Kindergarten to Year 2 this year will result in stronger NAPLAN results in coming years. .

In Year 5, there was significant improvement in reading, writing, grammar and punctuation with a 4% decrease in the number of students in the top 2 bands in spelling.

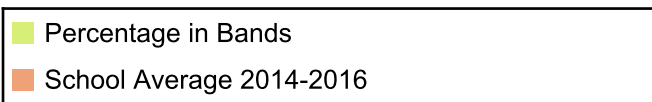
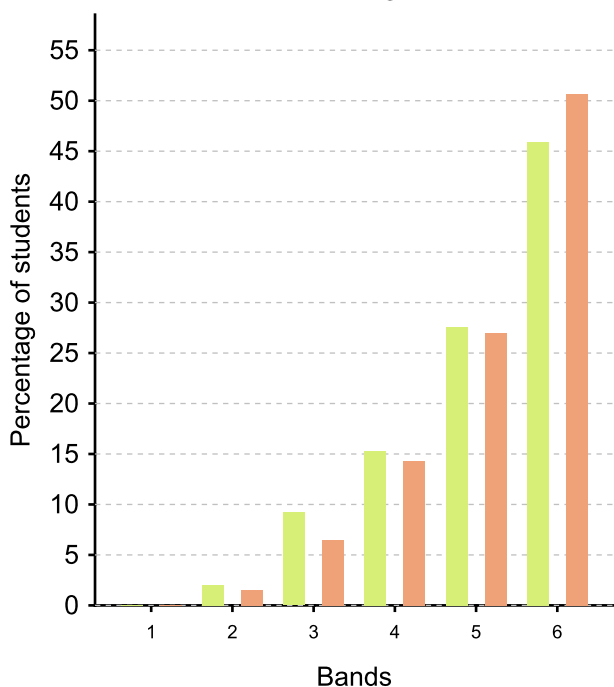
**Percentage in bands:**  
Year 3 Grammar & Punctuation



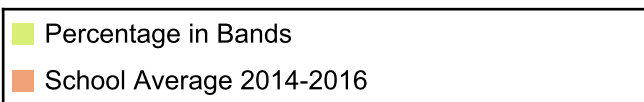
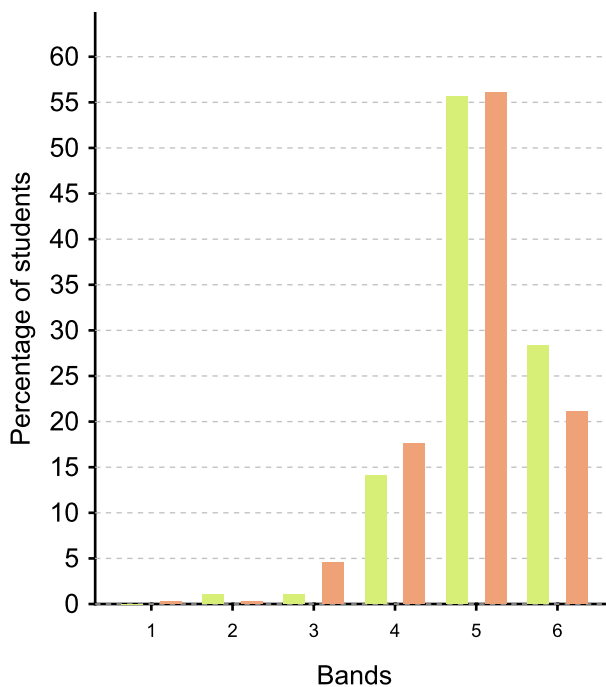
**Percentage in bands:**  
Year 3 Spelling



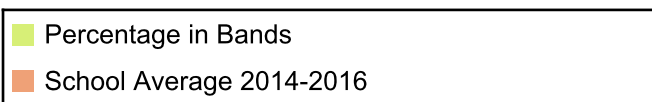
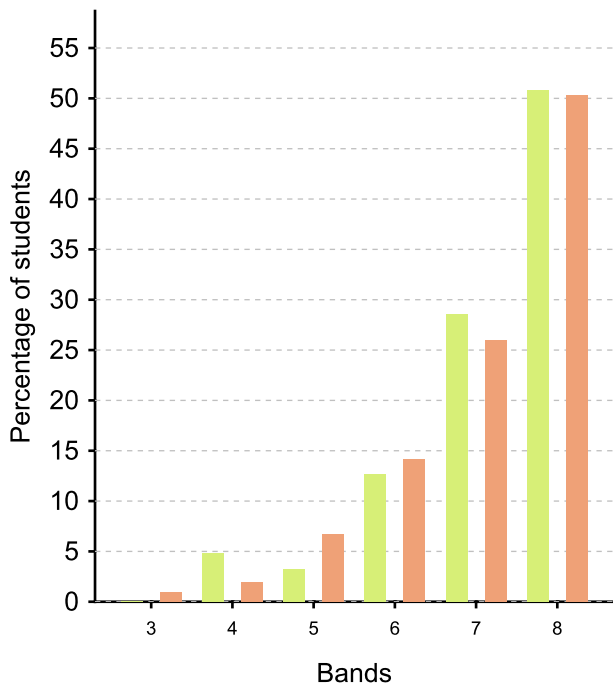
**Percentage in bands:**  
Year 3 Reading



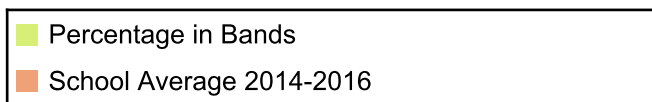
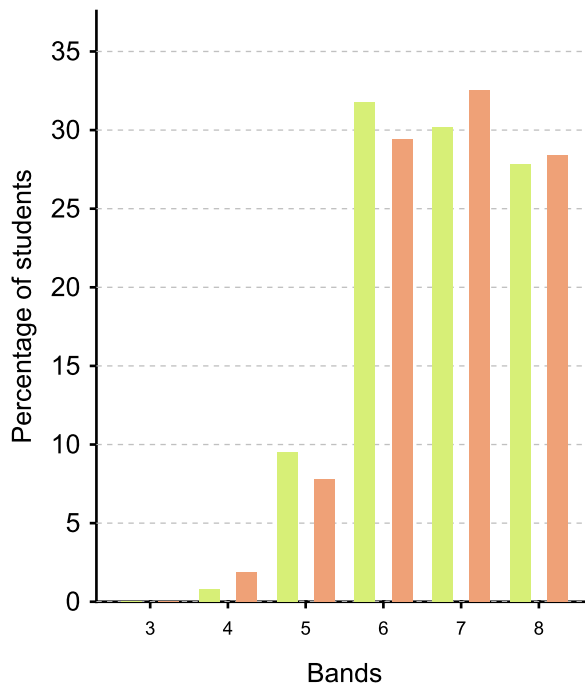
**Percentage in bands:**  
Year 3 Writing



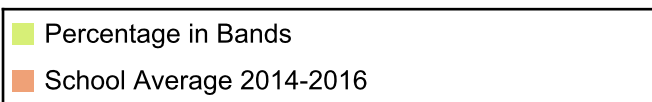
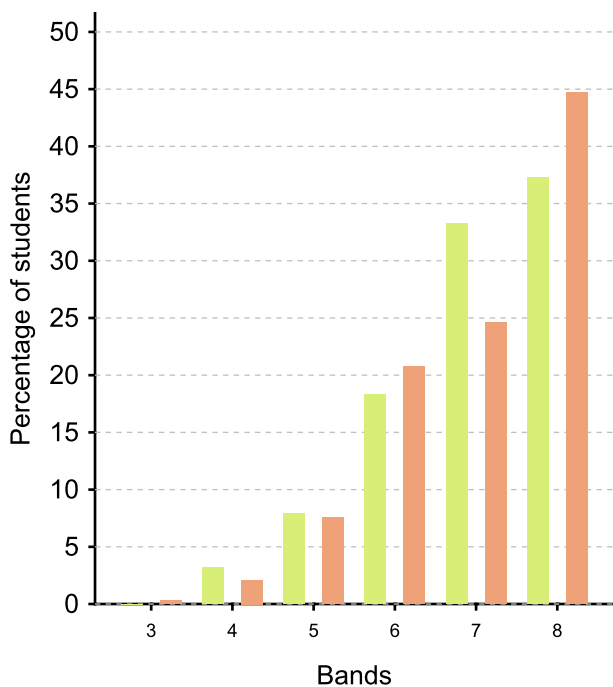
**Percentage in bands:**  
Year 5 Grammar & Punctuation



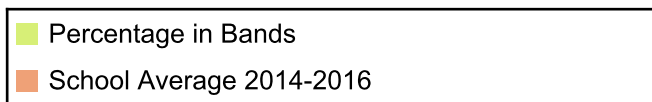
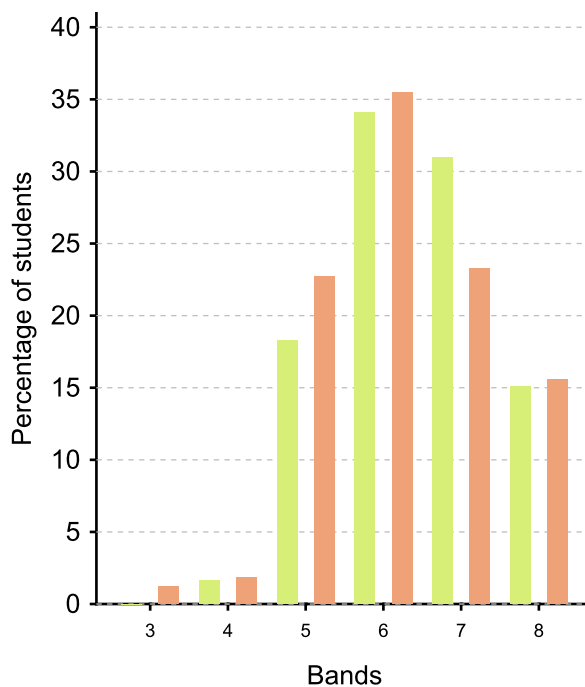
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



There is an improvement to student learning outcomes with more students achieving in the top 2 bands in Years 3 and 5.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

### Background

In Terms 2, 3 and 4 Balgowlah Heights Public School participated in for the Department's *Tell Them From Me* student, staff and parent feedback surveys. The survey assessed eight of the most important drivers of student learning: leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusive school and parent involvement. It allows all stakeholders to anonymously provide their input into school improvement initiatives. It also provides the opportunity for the school to compare its overall results with those from other participating schools as well as the results from surveys conducted at the school over the past 2 years.

### Findings and conclusions

100% of teaching staff, 100% of students in Years 4, 5 and 6 as well as 20% of parents participated in the surveys.

In each of the areas listed above, participants surveyed ranked statements and their responses were converted to a ten-point scale, with 0 indicating strong disagreement, 5 indicating a neutral position and 10 indicating strong agreement.

Students reported:

- 92% feel accepted and valued by their peers at our school
- 96% believe that education will benefit them personally and economically, and will have a strong bearing on their future
- 96% tried hard to succeed in their learning
- 90% consider the school staff emphasise academic skills and hold high expectations for student success

A pleasing result was the 7% increase in the number of students that felt challenged in their English and maths classes which is higher than the NSW Government norm.

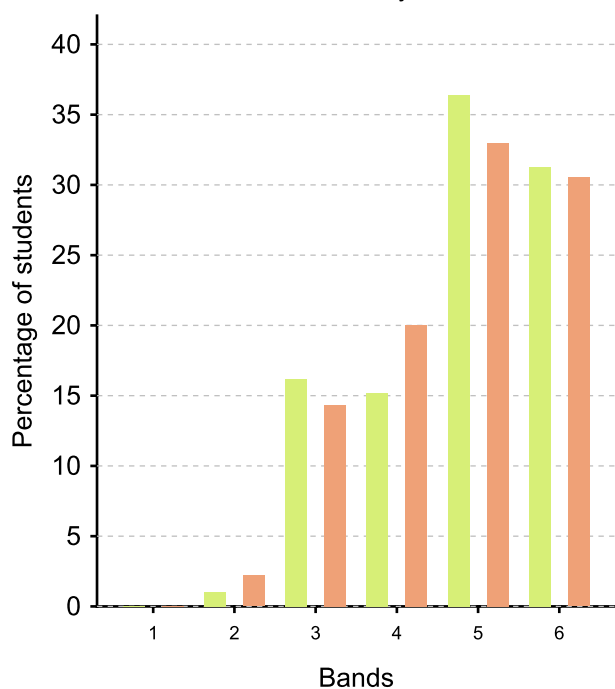
Teachers reported:

- 78% considered school leaders helped establish challenging and visible learning goals for students and create a safe and orderly school environment
- 80% collaborated with other teachers to create learning opportunities for their students
- 90% set high expectations for student success
- 87% reported the school was inclusive
- 71% stated students have opportunities to use computers or interactive technology for describing relationships between concepts.

Parents reported:

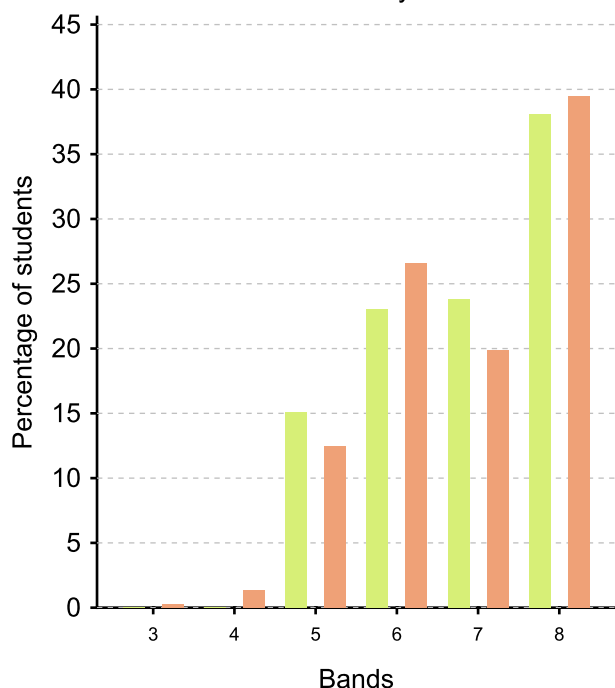
- 78% of parents felt they could easily speak with

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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.



their child's teacher

- 62% of parents encourage their children to do well at school
- 74% consider teachers encourage their child to do their best work
- 80% feel like they belong at school.

## Policy requirements

### Aboriginal education

No students at Balgowlah Heights Public School in 2016 identified as Aboriginal and/or Torres Strait Islander descent. Inclusion of Aboriginal perspectives in class teaching programs however ensured student education opportunities were inclusive. Furthermore the school promotes respect for the unique and ancient culture of the Aboriginal people through:

- integration of Aboriginal perspectives across Key Learning Areas so students can develop a deep knowledge and understanding about Australia's first peoples
- the appointment of a teacher as Aboriginal Education Liaison Officer to coordinate educational policies and programs at the school.

### Multicultural and anti-racism education

The school's Anti-Racism Contact Officer liaise with students, staff, parents and the community members who wish to make a complaint regarding racism.

There were no reported incidents of racism by individual students in 2016.

The school's ARCO officer promotes the values of respect for all races and cultures and our school rules of being respectful, responsible and achieving your personal best help to support these values. In 2016 students, teachers, parents and the community worked together to promote harmony at Balgowlah Heights.

In 2016 multicultural perspectives were included in grade teaching programs to ensure students were respectful and informed of other cultures. Balgowlah Heights Public School implemented a Japanese program. Through an intercultural approach to teaching and learning, the program teaches students to make connections to the real world in a practical, fun and meaningful way. In 2016 program highlights included a visit by 15 Japanese students for one week where the students had the opportunity to interact, observe and assist students in the classroom. A Year 3 and 5 student performance of a Japanese folktale at the Arts Alive Drama Festival at NIDA was selected for inclusion in the State Drama Festival.

Multicultural Education is a significant part of curriculum delivery at Balgowlah Heights.