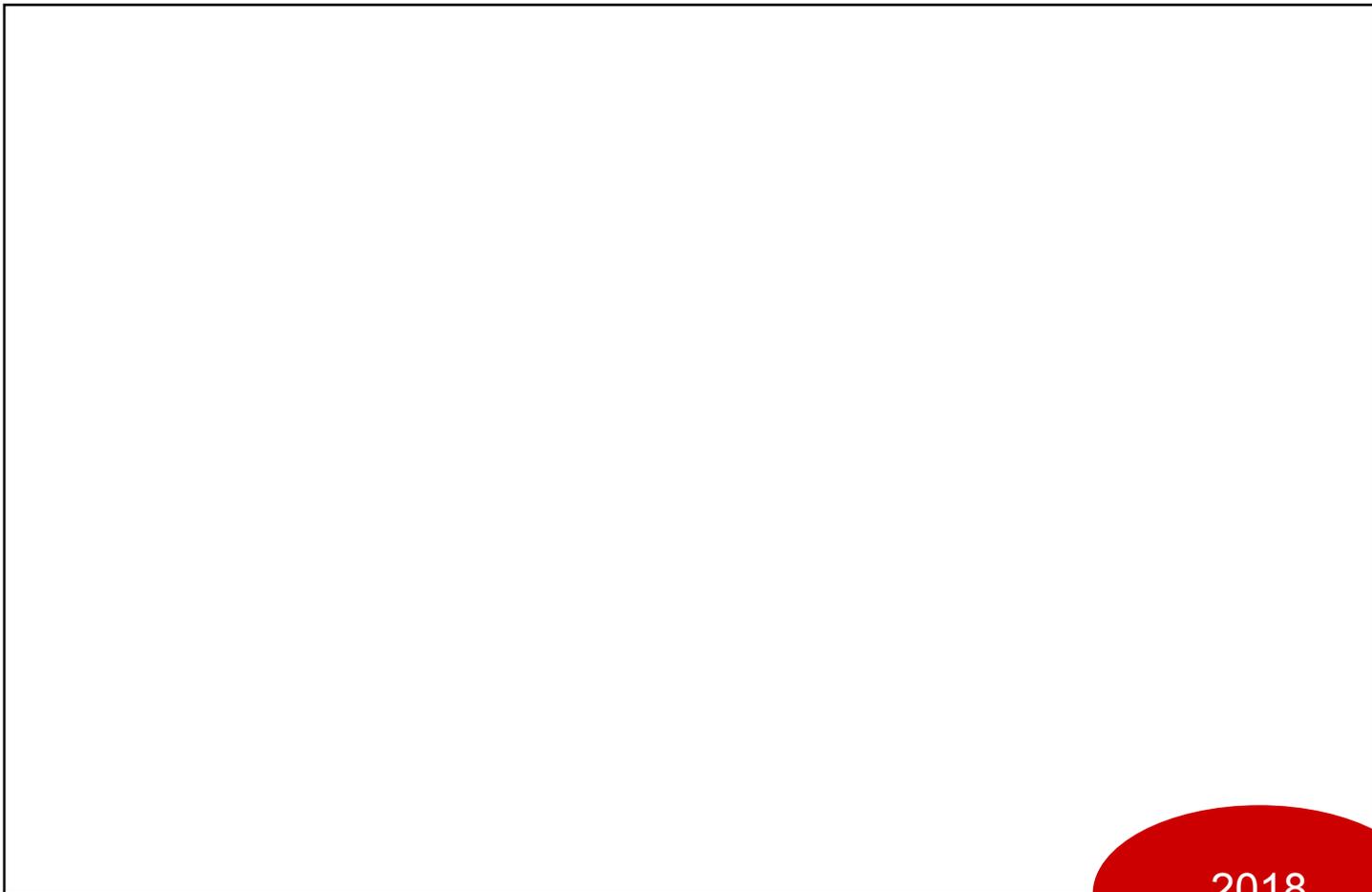


# Ballina Public School

## Annual Report



2018

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## Introduction

The Annual Report for **2018** 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.

Mrs Stacie Luppi

Principal

### School contact details

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## School background

### School vision statement

At Ballina Public School we develop in our students a love for learning. As life-long learners, they strive to become successful, confident, creative and active individuals. To this end, the school provides high quality, innovative teaching practices, as well as visible and instructional leadership.

Our school is a key part of the Ballina community and it enjoys quality partnerships with its families and the wider community.

### 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 247 students enrolled at the school in 11 mainstream classes, and 2017 saw the establishment of a multi-categorical support class at the school. Of the student body, 40% 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 teachers which is supported by a thorough Learning and Support Team, School Learning Support Officers, an Aboriginal Education Officer and highly organised and professional 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 Key Learning Areas as well as many additional extra-curricular activities. The staff and students strive to maintain a positive learning and social environment reflective of the Wellbeing Framework.

## 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.

Within the Learning Domain, our school's on-balance judgement was that we are Sustaining and Growing in two of the elements and Delivering in four.

Within the Teaching Domain, our school's on-balance judgement was that we are Sustaining and Growing in two of the elements and Delivering in the other two.

Within the Leading Domain, our school's on-balance judgement was that we are Delivering across all elements.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## Strategic Direction 1

### A Culture of Learning

#### Purpose

*To develop an inclusive culture of learning which focuses on the whole student through data analysis and a curriculum that reflects student need and a future focus: Personalising and differentiating learning under the umbrella of a growth mindset in all our learners; offering a range of innovative and engaging learning experiences both in and out of the classroom, to lead to growing a culture of learning across the entire school setting.*

#### Overall summary of progress

Our learning culture was enhanced throughout 2018 with a focus on understanding the ways students can learn, through the HOW2Learn training modules. Data collection throughout the year was able to inform teaching and learning in order to support all student learning, in an ever increasing individualised way.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% classes and teacher programs reflect How2Learn pedagogy and grow student capacity to discuss learning	\$1000	All staff have been exposed to the pedagogy within the How2Learn program. The majority of staff have incorporated How2Learn pedagogy in classrooms and programs.
Consistent data collection shows student growth– informs planning, shows evidence against Syllabus outcomes.		Data was collected consistently and regularly. This informed teacher programming against the progressions and the syllabus.
Students demonstrate 1 year of growth for 1 year of learning.		Staff were taught how to calculate effect size for their teaching and learning. Students demonstrated growth across the school, however some did not achieve the target.
AEC meetings discuss Aboriginal student data: Students know PLP targets and achievement is acknowledged.  100% of PLPs K–6 are current, and clearly build on data and observations gathered during the preceding period.	\$500	100% of PLPs were up to date in 2018. Aboriginal student achievements were celebrated and data used to inform future learning.
Aboriginal Education Action Plan develop to drive Aboriginal Education targets.	\$2000	Aboriginal Education Team worked throughout the year to drive student outcomes. An action was not developed due to change in staff.

#### Next Steps

How2Learn will continue to be implemented across the school in 2019. New staff will be trained in modules completed so far.

Data collection will continue to be a focus for our school. This will ensure student learning is able to be individualised.

The Aboriginal Education Team will continue to advocate for our ATSI students, ensuring their needs are supported and achievements celebrated. Next year's focus will move to talents students have that extend beyond the classroom.

## Strategic Direction 2

### Quality teaching

#### Purpose

*For teaching at Ballina Public School to be dynamic and thorough with strong strategic, financial and resource planning with staff delivering engaging learning opportunities for students which are reflective of need. Support structures will be featured for all students as they progress through stages of their cognitive and emotional growth. Staff will be provided with ongoing opportunities to develop their teaching and leadership skills through a multi faceted approach to reflective practice.*

#### Overall summary of progress

Throughout 2018, all staff participated in training to improve their teaching in literacy and numeracy. Data shows that students are making improvements in these areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>NUMERACY</b>  100% teacher programs to reflect a pedagogical shift in the teaching of numeracy.  K–2 show a growth of 20% of students at stage expectation in multiplication and division  Increase of 20% K students at stage expectations in backwards number  K–2 show a growth of 10% of students at stage expectation in patterns		All staff undertook training in Number talks in 2018. Each staff member participated in Number talks with a buddy throughout Semester Two. This enhanced the teaching of numeracy across the school.
<b>READING:</b> to increase student growth from K to end of Yr 2 by at least 30%		Internal and external data shows that most students are making expected progress in reading.
<b>WRITING</b>  Improve student growth from K–2 into a positive growth of at least 10% of students by the end of year 2 (baseline data shows decline in achievement from end of year Kindergarten to end of year 2; 54% of students achieving stage expectations end of K to yr 2		Internal and external data shows that most students are making expected progress in writing.

#### Next Steps

The school will continue to inform teaching and learning by utilising the Literacy and Numeracy progressions. Number talks will continue to be a focus in 2019; while programs to support literacy teaching will continue to be incorporated across the school.

## Strategic Direction 3

### Effective Leadership

#### Purpose

*For effective leadership to raise the school's standing in the community as a school of learning opportunity, high expectations and pride. Leading school partnerships to support student growth and wellbeing for an ever changing world through future focused communication, innovation and effective curriculum resulting in increased student and staff capability.*

#### Overall summary of progress

The Leadership team continues to implement various programs across the school to enhance our learning and wellbeing for all students and staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Technology will be an integral part of all class programs.		All classrooms have interactive whiteboards which are utilised in all areas of teaching.
PBL will be evident across all settings with data showing decrease in problem behaviour		PBL continues a focus in our school. An 11% reduction in suspensions from 2017 was shown by internal data.
How2Learn		The school continues to enhance its learning culture by incorporating HOW2Learn.
AEC		The Aboriginal Education Team meet weekly to advocate for all ATSI students, with 100% of ATSI students engaging with the AEO each week.
L&S		Learning and Support collaborate with all teachers to ensure all students are supported adequately across the school.

#### Next Steps

Additional technology to be purchased to support teaching and learning. PBL will continue to support our student wellbeing across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$164552)</li> <li>• Aboriginal background loading (\$0.00)</li> </ul>	
<b>English language proficiency</b>	EAL/D loading (\$12598)	Support for students with additional English language needs. With this support students have moved off the beginning phase.
<b>Low level adjustment for disability</b>	Low level adjustment for disability loading (\$173335)	Employment of Student Learning Support Officer (SLSO) staff to support students in the classroom to access learning. Targeted students
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio-economic background</b>	Socio Economic loading (\$390975)	
<b>Support for beginning teachers</b>		
<b>EAFs</b>	EAFs loading (\$140.....)	Employment of an Instructional Leader, Deputy Principal. K-2 staff have been upskilled in several areas in Literacy and Numeracy and in the Progressions. All staff were trained in use of PLAN 2.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	115	125	120	130
Girls	127	121	122	126

There was an increase in student enrolments from 2017 to 2018 at Ballina Public School. Projected enrolments show further increases for 2019.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	90.4	90.6	89
1	94	93	88.9	89.2
2	93.6	94.8	89.2	91.8
3	93.3	91	91	91.5
4	93.8	94.7	89.3	90.7
5	93.2	92.5	89.7	88.8
6	92	91.8	90.5	89.8
All Years	93.2	92.5	89.9	90.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Ballina Public School has an electronic attendance and non-attendance system. Regular unexplained absences are managed through the Learning and Support Team and ongoing issues or concerns are referred to the Home School Liaison Officer (HSLO) or Aboriginal School Liaison Officer (ASLO).

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	4.72
Other Positions	3

\*Full Time Equivalent

Seven staff members identify as Aboriginal or Torres Strait Islander which makes up 26% of our workforce.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	10
Postgraduate degree	8

### Professional learning and teacher accreditation

All teachers have completed their Professional Development Plans in 2018. All staff have completed their mandatory accreditation requirements. Two staff members achieved their Proficient Accreditation, whilst all are maintaining their accreditation level.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	324,294
<b>Revenue</b>	4,241,619
Appropriation	4,156,015
Sale of Goods and Services	2,597
Grants and Contributions	80,005
Gain and Loss	0
Other Revenue	0
Investment Income	3,002
<b>Expenses</b>	-4,033,671
Recurrent Expenses	-4,033,671
Employee Related	-3,733,528
Operating Expenses	-300,143
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	207,949
<b>Balance Carried Forward</b>	532,243

Finances were utilised to best support student achievement and wellbeing at our school.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,934,136
Base Per Capita	47,793
Base Location	2,700
Other Base	1,883,642
<b>Equity Total</b>	741,460
Equity Aboriginal	164,552
Equity Socio economic	390,975
Equity Language	12,598
Equity Disability	173,335
<b>Targeted Total</b>	224,545
<b>Other Total</b>	925,288
<b>Grand Total</b>	3,825,428

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.

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

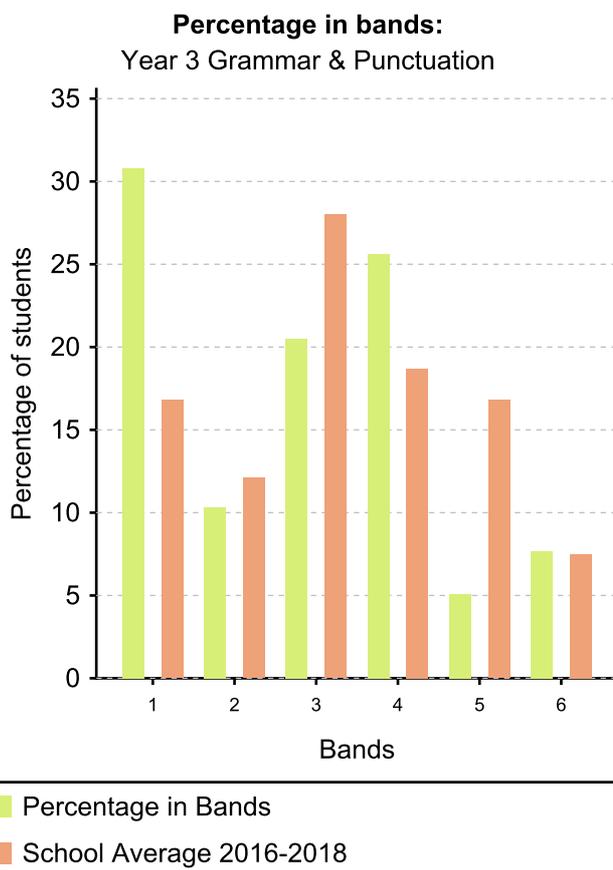
### NAPLAN

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.

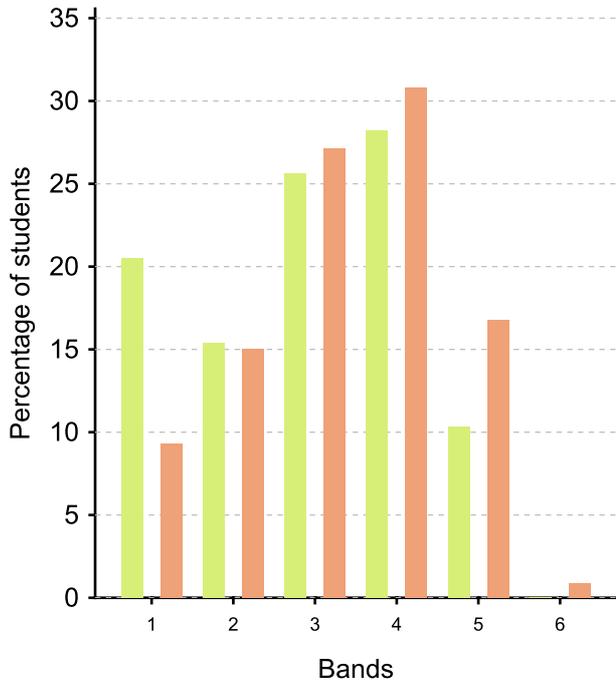
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

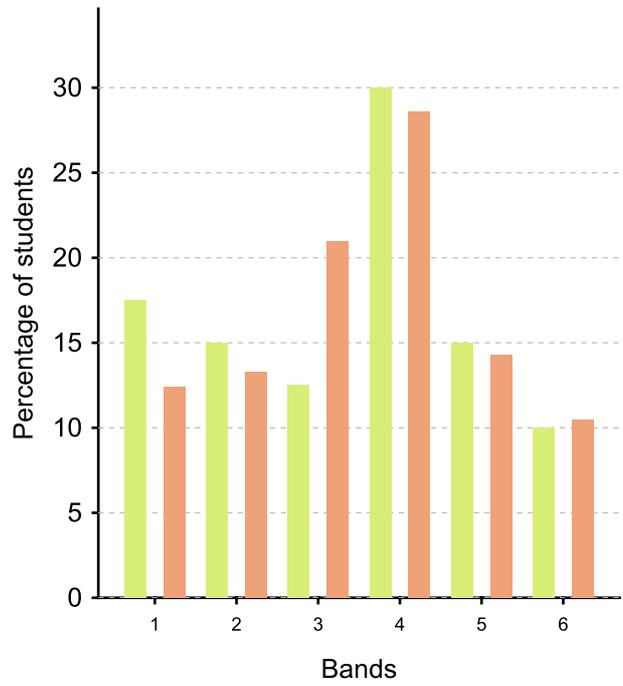
In all areas of Literacy, other than writing, 80% of students achieved positive growth.



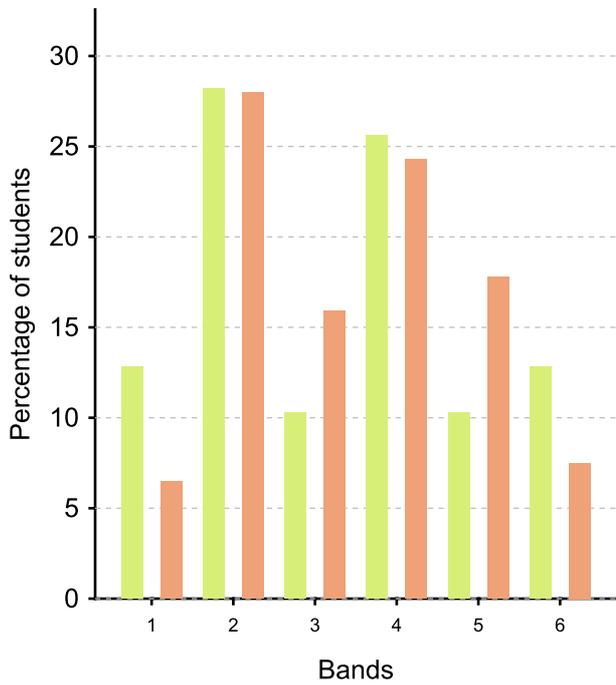
**Percentage in bands:**  
Year 3 Writing



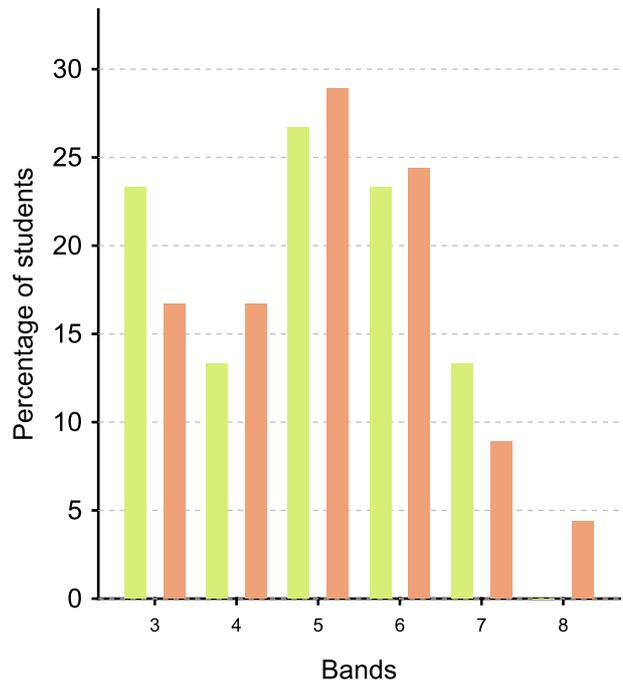
**Percentage in bands:**  
Year 3 Reading



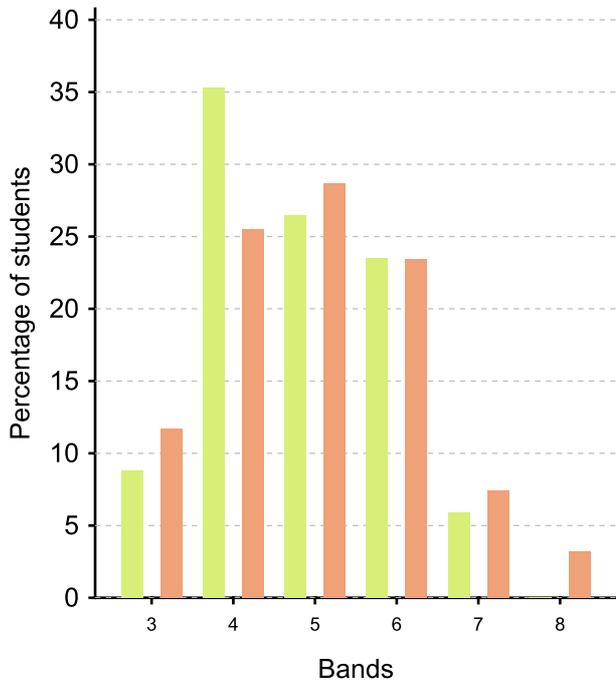
**Percentage in bands:**  
Year 3 Spelling



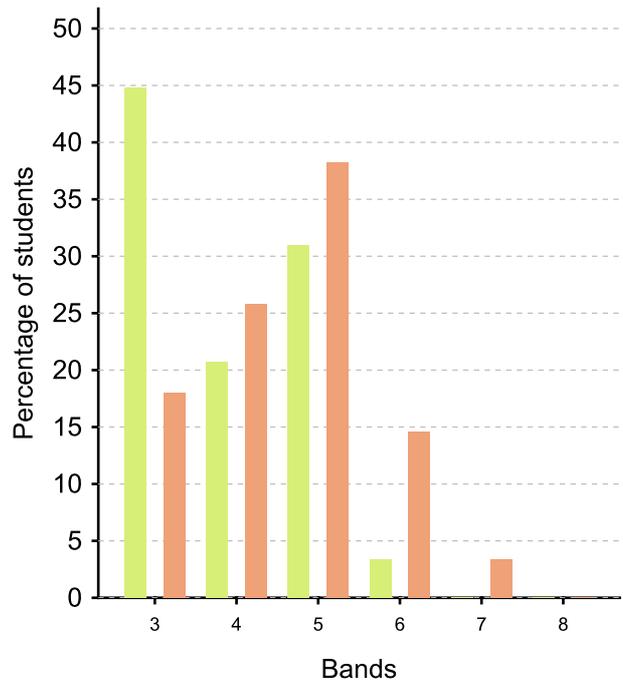
**Percentage in bands:**  
Year 5 Grammar & Punctuation



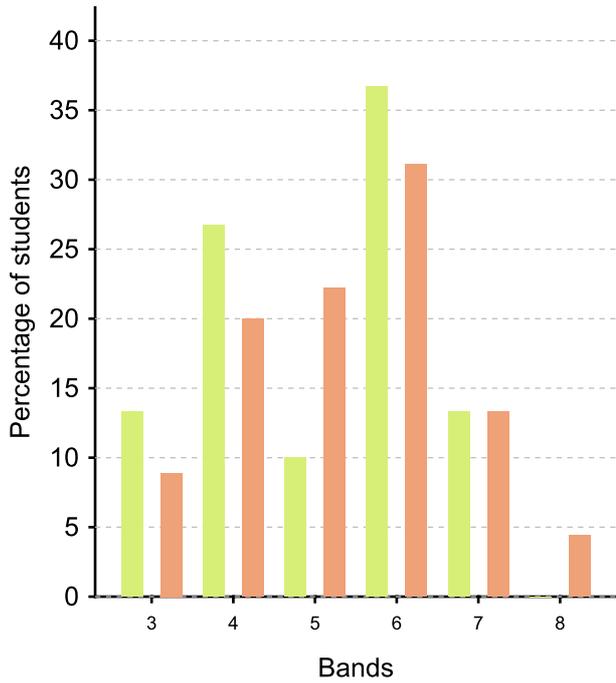
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

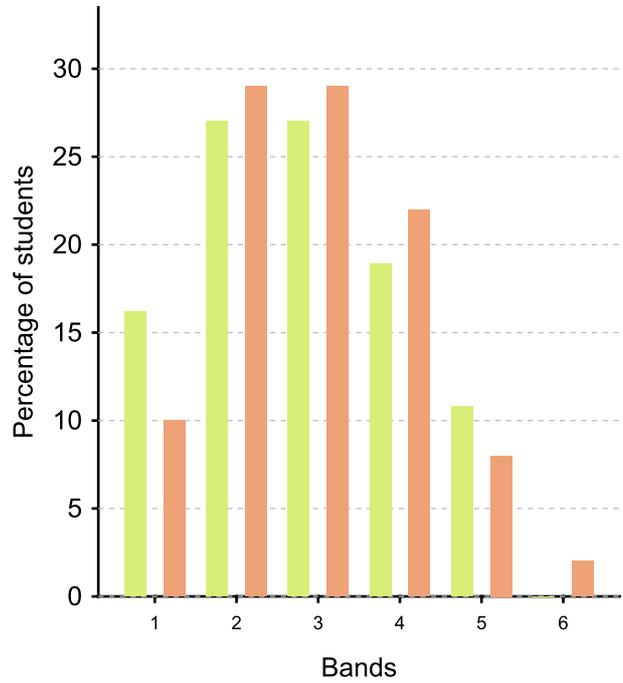


**Percentage in bands:**  
Year 5 Spelling

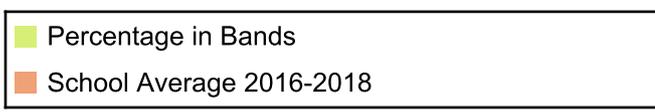
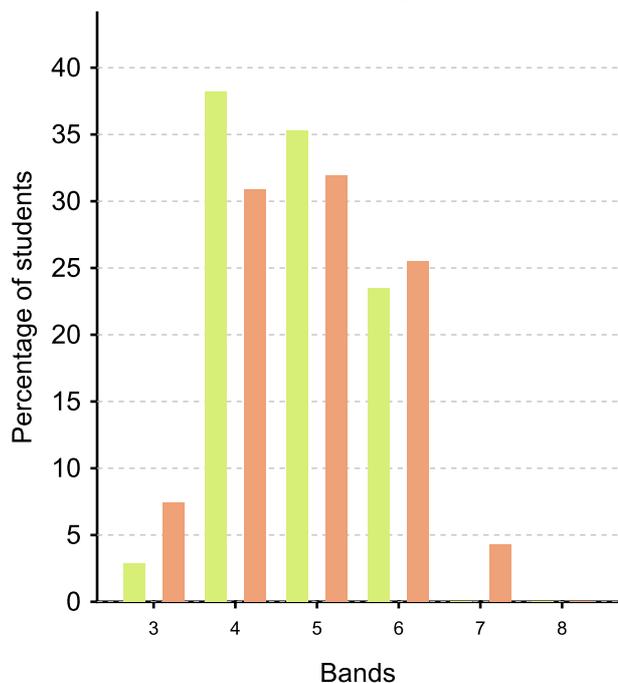


In Numeracy 97% of students achieved positive growth.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



individualising learning for our students, providing rich support practices and enhancing relationships between students, staff and the Aboriginal community. The school is very excited about the expansion of the Broader Bundjalung Language program and look forward to its continued growth and success. Ballina Public School acknowledges its strong connections with agencies such as Bunjum, Bullinah, the Ballina Cabbage Tree Island Local AECG and the Ballina Child and Family Centre.

### Multicultural and anti-racism education

Multicultural Education is explored throughout all Key Learning Areas of the curriculum. In 2018 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 is increasing its significance at the school. Instances of racism are dealt with swiftly through the school's Learning and Support Team and particularly the Antiracism Contact Officer. The school's wellbeing initiatives and explicit teaching around tolerance and acceptance leads to a greater resilience and acceptance of each other among students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The number of Aboriginal students at Ballina Public School achieving the top two bands in NAPLAN increased by over 4% in 2018, while 11% of students overall achieved the top 2 bands in NAPLAN.

## Parent/caregiver, student, teacher satisfaction

There was an increase in satisfaction in the community as indicated by the huge increase in the numbers of community members present at the Annual Presentation night in 2018.

Anecdotal student surveys highlight their willingness and joy in coming to Ballina Public School and to *be Safe, Fair, Learners*.

## Policy requirements

### Aboriginal education

The impact of the Aboriginal Education Program at Ballina Public School continues to be significant. Whilst the well-established initiatives such as the Aboriginal Boy's dance troupe, BroSpeak, Stronga Sistas, Ready Set Go, NAIDOC Week and Sorry Day were again very well supported by the whole community, growth in key areas of educational and social wellbeing were achieved by the school's Aboriginal cohort. This was achieved through a whole-school approach to