

Barmedman Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Barmedman 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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School background

School vision statement

At Barmedman Public School we inspire every student to be driven to excel and achieve beyond their potential, providing a supportive holistic environment which promotes lifelong learning.

School context

Barmedman Public School is situated in the north of the Riverina Region and is part of the Riverina North West School Education Group. Most students that attend the school are from the country village of Barmedman, which has begun to have a more stable number of families with school age children, after having reduced numbers due to the continuous and devastating drought conditions over the past 8 years. We have 7 families with a total of 10 students enrolled for 2018 and 12 students anticipated for 2019.

The school has large historic open buildings comprising of two large spacious classrooms, art room, library, sports shed, large shaded COLA, separate shaded equipment and a refurbished well equipped kitchen all located on well-maintained 5 acre grounds.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Student Learning and Engagement

Purpose

To ensure students are achieving personal learning goals for effective differentiation, continuous monitoring and feedback and appropriate intervention programs.

Improvement Measures

Students will achieve growth in Literacy and Numeracy

Increase the proportion of students achieving proficiency in line with the Premier's Priorities .

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, timely feedback which fosters their wellbeing.

Assessment, planning and programming and teaching models inform and improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Staff were able to reflect and make changes necessary to target students needs in 2020.</p> <p>Timetables of the classroom and the SLSO timetable have been modified, SLSO staff have been reviewed and due to the time constraints of the SLSO staff we have had to accommodate for more SLSO staff to be in the classroom which has really helped with individual students progressing.</p> <p>Staff have identified writing as a focus for 2020 and would also like to be given more professional development in Mathematics.</p>	<p>allocated staff meeting time</p>

Process 2: Personalised Learning

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for identified students.

Interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy. These interventions include: L3, TEN and is supported through EaFS.

Evaluation	Funds Expended (Resources)
<p>As a staff we have felt we are not quite there with achieving this milestone. We have worked particularly close with the Instructional leader but have found more professional learning needs to take place with utilising PLAN 2 and gaining accurate data with learning progressions is needed.</p> <p>Christina has successfully completed her L3 training and is really looking forward to starting the year implementing her tools and strategies learnt from day one, 2020.</p>	<p>Compile resources for creating a quality learning environment and personalised learning needs. (2020)</p> <p>Decide on the learning themes for 2020</p>

Strategic Direction 2

Excellence in Staff Teaching and Learning

Purpose

We aim to deliver quality teaching in every classroom, every day to ensure educational delivery is consistent, of a high standard, to inspire lifelong learners.

Improvement Measures

All Teachers will analyse school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.

Professional learning transcripts increase the number of learning experiences as evident in all teaching programs.

Progress towards achieving improvement measures

Process 1: EaFS

Embed the EaFS initiative and drawn upon its professional learning opportunities in Literacy and Numeracy to enhance teaching practices (e.g. L3, TEN).

Evaluation	Funds Expended (Resources)
Release time and staff meetings were utilised to address the effectiveness of L3. School Targets will be implemented into the school plan in 2020 which will be embedded through Literacy and Numeracy.	

Process 2: Evaluative Practice

Data, including Learning Progressions, is updated and monitored every to inform teaching and plan for learning.

Leaders will build a culture of high expectations for quality teaching.

Evaluation	Funds Expended (Resources)
Staff have identified targeted areas of maths professional learning for 2020. Allocation of 4 casual days for teachers to visit other classrooms/schools for ideas in for utilisation in the classroom.	
Staff have identified an interest in well being professional learning and will be sought after for opportunities in our area in 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		The annual milestone has been completed and plans have been scheduled for next year.
English language proficiency		In reflection from data collected and through consultation with all staff, students have been given new targets for additional support in 2020. Staffing is proving to be quite a challenge for SLSOs available for 2020, consideration also for who is best suited to work with the students and what needs we are wishing to address.
Low level adjustment for disability		<p>SLSO staff attended Health Care Procedures Training</p> <p>Staff meeting held outlining 2020 staff allocations and plans for professional learning opportunities and focuses for staff. Staff discussed the current programs used in the school and have identified new programs to assist student learning in 2020.</p>
Quality Teaching, Successful Students (QTSS)		We received limited funding in this area. This funding was used with the socio-economic funding to source a casual teacher so that time could be given off class for the two teachers to share curriculum knowledge and develop where to strategies.
Socio-economic background		The majority of this funding has been utilised to employ a classroom teacher. This proved to be extremely beneficial in providing stability in the learning environment (due to principal obligations and professional learning commitments). Through the employment of a second teacher has enormous benefits in enabling collaboration, discussions and support of staff, programs, data and school and personal goals.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	4	6	6
Girls	5	1	3	3

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.4	97.4	93.3	84.9
1	95.7	97.8	92.5	97.3
2	92.5	93.5	97.3	83.5
3	100	98.9		95.8
4	95.3		100	75.5
5	95.7	100		100
6	92.5	97.8	98.9	
All Years	94.4	97.6	96.1	90.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1		93
4	93.9		93.4	92.9
5	93.9	93.8		92.8
6	93.4	93.3	92.5	
All Years	94	93.9	93.3	92.9

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.69

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	87,135
Revenue	449,884
Appropriation	443,094
Grants and contributions	5,890
Investment income	900
Expenses	-403,810
Employee related	-364,739
Operating expenses	-39,071
Surplus / deficit for the year	46,074

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	41,024
Equity Total	49,487
Equity - Aboriginal	5,243
Equity - Socio-economic	30,028
Equity - Language	400
Equity - Disability	13,816
Base Total	302,120
Base - Per Capita	2,112
Base - Location	7,092
Base - Other	292,916
Other Total	4,630
Grand Total	397,260

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The students of Barmedman Public School had an amazing year.

We have been on excursions to a number of places. We were lucky enough to work alongside Anna Gannon Mindful Warriors Program. Anna has taught us the skills and strategies to be able to self regulate and improve our capacity to focus and find happiness each and every day.

We went on two rewards excursions one to Wagga. In Wagga we went Ten-pin bowling and went to Jump and Putt. We have loads of fun at these places. We also went to Junee and visited the Liquorice Factory; we were able to make our own massive chocolate freckles and had hot chips in the park.

We had a visit from Kane from 'Jump Rope for Heart'. Kane showed us a number of new tricks that we have mastered with our skipping ropes. We also have enjoyed Mr Maher who has come to our school to help us improve our tennis skills. Mr Maher spoils us and we enjoy his visits each fortnight.

Later this year we attended our swimming program. We went to West Wyalong swimming pool and participated in a swimming program. It was great fun we learnt lots of skills for swimming and were lucky enough to be able to use the water slide each day.

Across the year we went to West Wyalong Bland Shire Library to participate in Book week and virtual reality demonstration and some really cool art/craft at Christmas time.

I have had an awesome year and am looking forward to 2020 and I look forward to being a leader next year. Thanks Mrs Rogan and Mrs Haisell for organising everything.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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