

# 2020 Annual Report

## Barmedman Public School



1137

# Introduction

The Annual Report for 2020 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

---

Barmedman Public School

Robertson St

Barmedman, 2668

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

[barmedman-p.school@det.nsw.edu.au](mailto:barmedman-p.school@det.nsw.edu.au)

6976 2128

## School vision

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 West Wyalong Network. 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, with anticipated enrollments over the next 3 years of 1 student.

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. 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.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Delivering

## 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 have continued to focus on employing SLSO staff to work alongside students with identified needs and to coordinate this learning into targeted groups to work on authentic learning experiences which will help boost students identified learning gaps.</p> <p>After consideration and looking over how we could utilise funding to the best of our advantage we decided to employ an experienced SLSO once a week to work with targeted students for 30 minutes to increase their Literacy capacity, in particular reading, sight words and writing skills throughout the year. This has proved to be an invaluable program and will be continued in the new school plan.</p> <p>Staff participated in reading PL which was led by the Director of Education in a zoom meeting platform with the principal, who has then in turn delivered it to teaching staff. Although writing was an intention from last year, this PL was timely and an invaluable experience allowing staff to analyse current programs and modify existing routines to suit the needs and results of the students.</p> <p>Instructional rounds was a program that was put on hold for 2020 due to the Covid19. This program will be in the new school plan and will be very useful in informing and improving student learning outcomes.</p>	<p>2 days for casual - Scout data, ILP creations.</p> <p>Allocated release time with staff working together.</p> <p>Employment of an SLSO staff member once a week for 2 hours.</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>Staff have worked particularly hard in ensuring each student with identified needs has a personalised plan which is monitored and re-evaluated closely on a regular intervals throughout the year.</p>	<p>Allocated release time with staff working together.</p>

## Progress towards achieving improvement measures

Throughout this year we have had to make adaptations due to the learning at home phase and also be able to modify and put forward new programs to achieve identified students are making progress.

Christina, although she had finished her L3 training, worked closely with the instructional leader to maintain results within the classroom and this was learning was altered during the year due to unavoidable circumstances. This will be a program staff would like to see continue with the students and staff have new plans to add this to the new school plan and to modify the program to see progression with the Yr3-Yr6 cohort.

PLAN2 will still continue to be worked into the new school plan and prioritised in a formal way to ensure staff are allocated release time to be able to modify and make necessary changes to increase progression and to meet set goals in the new school plan.

## 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)
<p>The classroom teachers worked closely with the instructional leader to develop skills and understanding in literacy and numeracy. Regular teaching observations were taken, with timely feedback given to address areas as they arose. Lesson demonstrations and professional learning was accessed. Due to COVID-19 the instructional worked only from base school and assisted the teachers in planning and home learning with a focus on literacy and numeracy.</p> <p>100% of staff participated in the PDP process in developing their goals and lesson observations and feedback given. Staff were responsive and adaptive to the home learning changes as they developed..</p> <p>Professional learning opportunities were accessed throughout the year by staff. Staff focused on areas of need both within their classrooms and their personal goals.</p>	<ul style="list-style-type: none"><li>• Instructional Leader</li><li>• Professional learning</li><li>• Lesson observations</li><li>• PDP</li></ul>

##### Process 2: Evaluative Practice

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

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

Evaluation	Funds Expended (Resources)
<p>Each semester teaching and learning programs are checked by the Principal to ensure high quality teaching and learning activities are aligned to the syllabus documents and stage requirements. Staff worked collaboratively together to ensure consistency of learning. Planning and organisation was completed on a whole school level, with teaching staff and SLSOs working together to adjust learning focus. To further improve, staff have identified the need to more regularly and consistently assess students and will need to adjust the assessment schedule to align with this.</p> <p>Teaching staff allocated time weekly to collaborate and share ideas, knowledge and plan for learning. Staff used resources within the school and accessed professional learning online to increase knowledge and understanding. In addition to this, staff accessed the knowledge of</p>	<ul style="list-style-type: none"><li>• Casual release days for planning/data analysis</li><li>• Program checks each semester</li><li>• Review of external programs</li><li>• Staff collaboration</li></ul>

## Progress towards achieving improvement measures

colleagues within our network and other school services.

Learning progressions have been collaboratively updated and data analysed to inform teaching focus areas for next term (beginning of the new year). The



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$5 374.00)</li> </ul>	<p>100% of Aboriginal students were supported and had ILP's in place. Students had access to one on one assistance and engaged in a Remedial Reading Program to boost their Literacy progress.</p> <p>Allocation of this funding also contributed to updating resources within the school to gain a deeper indigenous respect and value of culture within the school context.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$0.00)</li> </ul>	We didn't receive funding in this area.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$14 476.00)</li> </ul>	This funding contributes to the funding of the second teacher at the school. This is of huge benefit in assisting the personalised learning of each and every student at Barmedman Public School. It provides countless learning experiences for the students and allows the goals of the school plan to be embedded into the school.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$1 601.00)</li> </ul>	QTSS allocation has supported Professional Learning to assist staff in delivering quality teaching and learning. Funding has also enabled collaborative practice to take place. Funding was allocated to provide release to the staff of the school at the same time so that they could alter targets and encourage progression of learning throughout the year.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$28 166.00)</li> </ul>	Allocation of this funding contributes to employing a Classroom teacher to assist and provide engaging quality and teaching opportunities. Having this second teacher has provided invaluable educational benefit to students providing the positive learning for each and every student.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	4	6	6	3
Girls	1	3	3	4

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.4	93.3	84.9	100
1	97.8	92.5	97.3	85.3
2	93.5	97.3	83.5	100
3	98.9		95.8	100
4		100	75.5	99.2
5	100		100	
6	97.8	98.9		100
All Years	97.6	96.1	90.2	97.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1		93	92.1
4		93.4	92.9	92
5	93.8		92.8	
6	93.3	92.5		91.8
All Years	93.9	93.3	92.9	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	133,208
<b>Revenue</b>	450,567
Appropriation	443,729
Grants and contributions	6,550
Investment income	288
<b>Expenses</b>	-438,550
Employee related	-384,009
Operating expenses	-54,540
<b>Surplus / deficit for the year</b>	12,017
<b>Closing Balance</b>	145,226

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	68,653
<b>Equity Total</b>	48,017
Equity - Aboriginal	5,374
Equity - Socio-economic	28,166
Equity - Language	0
Equity - Disability	14,476
<b>Base Total</b>	314,673
Base - Per Capita	2,165
Base - Location	7,170
Base - Other	305,339
<b>Other Total</b>	6,683
<b>Grand Total</b>	438,026

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

This year the students of Barmedman Public School have had the privilege of many great opportunities and have been watched throughout the year grow stronger and gain more knowledge than ever. This year we have taken part in a few less excursions due to the Covid19 crises but as a result we all know about the learning platform Zoom and what we can do with that and that we can have just as good time staying in our own school than anywhere else.

At the beginning of the year, we started off well participating in the well loved Life Education van that comes to our school and we had a lot of fun, especially the younger students.

Throughout the year we have our fortnightly lessons taught by the famous Lovely Leah and Crazy Corinne. I believe that everyone at Barmedman Public School enjoys our scripture lessons, we are spoilt and participate in a range of activities from singing, acting, and dancing just to mention a few.

This year as I mentioned before we had the all famous COVID19 hit our small school as well as everywhere else in the world. As a result we had to stay home at learn from home, which was a challenge. I'm sure the other students and our mums and dads will agree that one of the lessons from this is that we sure do love coming to school and the teachers do a wonderful job of teaching us each and every day. During this time we also gained an old family that were at our school a long time ago, they came back to our school because they wanted to leave the city and be safe in their old house in Barmedman. I'm so happy they came and I will miss them next year.

During the year the teachers organised some pretty crazy days with our hair and our clothes. We had a crazy hair day that was unforgettable and also a pyjama day which shook things up a bit, not having to get dressed is weird.

This year has been a tremendous year at Barmedman Public School. I am going to really miss Barmedman Public School and being the oldest at the school. I am going to miss my class mates and teachers so very much but I am looking forward to starting my new journey into High School. I thank everyone very much for being there for me throughout the year and I wish everyone the very best of luck.



# 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.