Ballina Public School
Annual School Report
2012
Our school at a glance

Messages

Principal’s message

It is with pleasure that I present the 2012 Ballina Public School Annual School Report. 2012 was an excellent year for our school, with all students making important learning gains as well as developing their social skills. A wide range of initiatives were implemented to meet our priority areas, and these are reported on later in this report.

The school continues to implement the highly successful Positive Behaviour for Learning Program which maintains positive recognition systems within the school whilst explicitly teaching required student behaviours to Be Safe, Be Fair and Be a Learner.

A major initiative of our transition to high school program for Year 6 students was our Brighter Futures Careers Day, where senior students from Ballina PS and other local schools were able to taste a range of occupations as local businesses and services provided information on their employment.

Staff continued their focus on professional learning, with each of them developing their own Professional Learning Plan and several staff undertaking leadership roles at Ballina PS as well as at other local schools.

The School’s Parents & Community Association worked extremely hard throughout the year with the culmination being a Gala Fun Day, raising over $4000. We greatly appreciate the support and commitment of parents and caregivers who have assisted Ballina Public School achieve its annual targets.

Ballina Public School has appreciated being a part of the National Partnership Schools Program in 2012. This saw class sizes being reduced, a speech therapy program being initiated and our information technology resources being enhanced.

The school continued to enjoy its relationship with the local Aboriginal community, with staff appreciating the "Connecting to Country" program provided by the Ballina/Cabbage Tree Island Aboriginal Education Consultative Group.

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.

Peter Flannery
PRINCIPAL

Parents and Citizens Association Message

The addition of some energetic new members to our experienced team saw 2012 become another successful year at the Ballina Public P&C. Members worked together with a real sense of friendship and dedication to improving our school.

At monthly meetings developments in school policies and practices were explained, the running of the canteen was managed and fund-raising events and the distribution of funds was decided.

Our biggest fundraising event of the year was the school fete in November, which raised over $4300. In accordance with the P&C fundraising policy devised in 2011, we donated money to many worthy programs. Our donations for 2012 included subsidising band excursions, resources for the library, a new school BBQ, a contribution to our NAIDOC celebrations and materials for a school-grounds working bee.

Our success in 2012 is thanks to the care, time and energy contributed by our motivated P&C members and to the support of the broader parent community for these efforts. In particular, I’d like to thank all who helped with the 2012 school fete, working bee and those who work in our canteens - management, committee and volunteer staff.

Karen Scott
PRESIDENT
Student representative’s message

Each year our school elects two Captains and two Vice Captains. We are asked to undertake various leadership roles throughout the year. In 2012 we:

- Attended the Young Leaders Conference in Tweed Heads.
- Hosted the School Assemblies and School Celebration Evening.
- Supported other students in the playground.
- Represented the school at community events, such as ANZAC and Remembrance Day, NAIDOC and Education Week.
- Raised the flags on ANZAC Day and at special assemblies.
- Organised and participated in fundraising activities, and presented a gift to the school at our Year 6 Farewell.

As we leave Ballina PS and head into secondary school, we wish our fellow students, especially the 2013 school leaders the best of luck for their future education.

Jemma Murphy, Zac Magri, Violet Park and Harry Chapman

BPS School Leaders 2012

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>200</td>
<td>205</td>
<td>270</td>
<td>300</td>
<td>310</td>
<td>320</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>115</td>
<td>110</td>
<td>100</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

Management of non-attendance

Attendance is closely monitored by teachers and SASS staff. Parents are contacted quickly if non-attendance is recorded. Trends in non-attendance are discussed regularly by the school’s Learning Support Team, with support strategies for parents introduced where necessary.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8.962</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of Mild Hearing Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Home School Liaison Officers</td>
<td>5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.622</td>
</tr>
<tr>
<td>Total</td>
<td>26.784</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Ballina Public School four Indigenous persons were employed. These positions were filled through the CDEP and Norta Norta programs.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2012

Income

- Balance brought forward $243716.9
- Global funds $253642.99
- Tied funds $463531.17
- School & community sources $58426.23
- Interest $13064.38
- Trust receipts $26773.65
- Canteen $0.00
- Total income $1059155.32

Expenditure

- Teaching & learning
  - Key learning areas $10664.16
  - Excursions $13983.31
  - Extracurricular dissections $44299.02
- Library $3539.29
- Training & development $1024.07
- Tied funds $395934.99
- Casual relief teachers $4014.84
- Administration & office $70083.53
- School-operated canteen $0.00
- Utilities $56336.66
- Maintenance $19918.26
- Trust accounts $18446.15
- Capital programs $26198.64
- Total expenditure $735322.77

Balance carried forward $323832.55

A full copy of the school’s 2012 financial statement is tabled at the Annual General Meeting of the school’s Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

As well as whole school plans and initiatives that targeted its stated priority areas, Ballina Public School has made significant achievements in a variety of areas.

Achievements

Arts

Ballina Public School continues to enjoy the knowledge and expertise of staff in the area of Creative Arts, leading to a continuation of highly sought-after school programs in Music and Visual Arts.

The musical instrument and choir tuition provided by the school continues to be a wonderful feature of our school’s Creative Arts program. This continues to lead to the well-regarded combined Ballina Public and Ballina High School Band continuing its participation in a variety of community activities, including performing at the Ballina ANZAC Day March, Education Week performances and other local events.

To supplement this, targeted choir and band students were offered positions in the Plateau to the Sea Community of Schools’ music workshops.

The Ballina Public School choir auditioned for and participated in the Festival of Choral Music in 2012 at the Sydney Opera House. This was indeed a wonderful experience for the students and teachers involved.

A senior dance group continued in 2012, with Year 5 and 6 students meeting at lunchtimes for dance tuition. An Aboriginal boys dance group was established, and they performed at school assemblies and community events. We look forward to its development in 2013.

Sport

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

Stage 1 classes continued their development of the Fundamental Movement Skills program, leading to increased skills in areas such as movement, throwing and catching among students.

At school level, clinics in various sports were provided for the students, and an afternoon school sport program was established.
**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Reading – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education continues to be a priority for Ballina Public School. In meeting the priorities of the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP), an Aboriginal Education Committee was formed and it oversaw strategies in this area. Staff was trained in including local culture in their teaching and learning programs, especially through the Ballina/Cabbage Tree Island Aboriginal Education Consultative Group's "Connecting to Country" Program. Personalised Learning Plans were again developed for all Aboriginal students, with parents and teachers meeting to discuss student needs and goals. The Norta Norta program was utilised to provide additional support for targeted students, both in Literacy and Numeracy.

National Aboriginal and Torres Strait Islander Day of Celebration (NAIDOC) activities included a cultural day with all students involved in a range of activities including Aboriginal storytelling, artwork and dance. Our school was also invited to join Ballina High School in activities and performances.

Future plans for Ballina Public School in the area of Aboriginal Education include maintaining the ATSIEAP priorities within the school plan, programs to improve attendance, targeting outcomes in Literacy and Numeracy for Aboriginal students, and improving transition programs, both for Pre-school into Kindergarten and Year 6 into Year 7.

The DET Community Development Employment Program (CDEP) supported and trained two Aboriginal workers to develop tutorial skills or teacher aide assistance in the classroom.

**Multicultural education**

Multicultural Education is explored throughout all Key Learning Areas, but especially in the Human Society and Its Environment program. In 2012 the
multicultural nature of Australia was investigated through the following HSIE units across all grades: Working Together, Being Australian, Understanding Ourselves and Symbol Systems. As well as this, whole school initiatives such as Belonging Day have been established.

**National partnership programs**

Ballina Public School began its participation in the Federal Government’s National Partnership Program for Low SES Communities in 2012. Significant school initiatives were implemented to meet the National Partnership reforms and these included:

- The employments of two extra classroom teachers so as to reduce class numbers across the school. This was met extremely favourably by parents, teachers and students alike.
- The employment of a speech therapist to target the expressive language of K-2 students. This program also saw a School Learning Support Officer trained in providing a speech program, so as to ensure the continuation of the program into the future.

These and other school initiatives reflected state and regional plans, and were put in place under the school priority areas of Leadership, Literacy & Numeracy, Engagement & Effectiveness and Partnerships (please see Ballina PS School Plan 2012-2014)

**Priority Schools Program (PSP)**

The Priority Schools Program (PSP) aims to increase participation and the relationships between home, school and the community as this is crucial to successful student academic outcomes.

PSP budget expenditure included the employment of School Learning Support Officers, further resources in Literacy, and professional learning for teachers in Accelerated Literacy, Language, Literacy & Learning (L3), Best Start, and Quality Teaching. Sadly, with the introduction of the Department’s Resource Allocation Model, the Priority Schools Program is coming to an end in 2013.

**Progress on 2012 targets**

Ballina Public School’s 2012-2014 Plan identifies four key areas as priorities. These are:

- Leadership
- Literacy and Numeracy
- Engagement and Effectiveness
- Partnerships

**Leadership**

Targets in this priority area included:

- 100% of school leaders complete and maintain a Professional Learning Plan in 2012.
- 100% of teaching and support staff completes and follows a Professional Learning Plan in 2012.
- Increase the percentage of teachers who have opportunities to develop leadership capacity beyond their own classroom from 25% in 2011 to 100% in 2012.

Our achievements include:

- Professional Learning Plans developed by each staff member in consultation with stage supervisor and principal as part of the Teacher Assessment and Review process.
- Several staff being selected to act in higher positions at other schools, and this led to other staff acting in higher positions at Ballina PS.
- All staff being given the opportunity to lead program teams and other initiatives.

**Literacy and Numeracy**

Targets in this priority area included:

- To decrease the percentage of Year 3 students at Below Minimum Standard in NAPLAN for Writing, from 16% in 2011 to 12% in 2012.
- To decrease the percentage of Year 5 students at Below Minimum Standard in NAPLAN for Writing, from 46% in 2011 to 30% in 2012.
- To increase the number of students achieving higher than expected growth in Numeracy for both Years 5 & 7 by 5% by the end of 2012.
Our achievements include:
• Meeting the expected targets of students at Below Minimum Standard in NAPLAN for Writing (7% of Year 3 students and 23% of Year 5 students).

Engagement and Effectiveness
Targets in this priority area included:
• 100% of teaching and learning programs reflect the Quality Teaching Framework in 2012.
• Staff accountability and efficiency practices in place by the end of Term 1, 2012
• Increasing the number of students who attend Ballina Public School from a projected 272 to 290 by the end of 2012.
• Decrease the number of students who have attendance of below 85% from 50 in 2011 to 30 by the end of 2012

Our achievements include:
• Quality Teaching Framework maintained as part of school programming policy and procedures.
• Program supervision practices report Quality Teaching Framework evident in all teaching programs
• Thorough and effective staff efficiency and accountability practices which are linked to the TARS and EARS process being implemented.
• Current school population stands at 293, leading to the appointment of an extra classroom teacher.
• Parent feedback indicates support for school's practices in improving attendance.

Partnerships
Targets in this priority area included:
• 100% of Aboriginal students having a Personalised Learning Plan developed for them in 2012.
• Increasing the number of parents who agree that Ballina PS is a school where positive relationships exist between the school and its community from 68% in 2011 to 80% in 2012.
• Increasing the level of positive feedback about the school from prospective parents from 44% in 2011 to 75% in 2012.
• Having the number of school website hits at over 200 by the end of 2012.

Our achievements include:
• Personalised Learning Plans being maintained for all Aboriginal students
• 80% of parents surveyed believe positive relationships exist between the school and its community
• 92% of prospective parents end up enrolling their children at Ballina PS

School evaluation
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations in reviewing the progress of initiatives under the National Partnership for low SES communities. A range of methodologies were used to review the 2012 Ballina PS School Plan. These included data gathering on the success of programs via

❖ Focus group interviews and surveys with members of the school community, including:
  o members of staff
  o students
  o parents and family members
  o community members
❖ Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents
❖ Analysis of student achievement data, including detailed NAPLAN analysis using SMART
❖ Analysis of student data such as attendance and suspensions
❖ Other sources of information
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Areas that parents staff and students agreed that improved relationships between these groups included:

- Assemblies and special events
- School excursions and carnivals
- School promotions
- The BPS Band and Choir

Areas where parents thought could improve the learning and social outcomes for students included:

- Integrating the school into the community more
- Improved playground facilities
- Continued development of social skills within students
- Links with the Aboriginal community
- Positive Behaviour for Learning

Professional learning

In 2012 Teacher Professional Learning was provided in the following areas:

- Anaphylaxis and CPR Training
- Best Start for Stage 1 students
- Targeting Effective Numeracy Strategies
- NSW DET Code of Conduct for Teachers
- Quality Learning Australia
- Speech Therapy
- Stronger Smarter Leadership
- Every Student, Every School
- Positive Behaviour for Learning

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

The school’s 2012-2014 Plan maintains the four key areas leadership, literacy and Numeracy, engagement & effectiveness and partnerships as priorities.

Leadership

Targets in this priority area for 2013 include:

- To continue to build the capacity of school leaders to lead change that improves student learning outcomes.
- 100% of teaching and support staff completes and follows a Professional Learning Plan in 2013.
- 100% of teachers have opportunities to develop leadership capacity beyond their own classroom.

Strategies to achieve these targets include:

- Professional Learning Plans developed by each staff member in consultation with stage supervisor and principal as part of the TARS process.
- School Leadership Team complete Stronger Smarter Leadership program
- Significant number of staff complete Quality Learning (Langford) training
- Mentoring program to be more formalised, becoming part of TPL meeting schedule.

Literacy and Numeracy

Targets in this priority area for 2013 include:

- Decrease the percentage of Year 3 students at Below Minimum Standard in NAPLAN for Writing, from 7% in 2012 to 5% in 2013.
- Decrease the percentage of Year 5 students at Below Minimum Standard in NAPLAN for Writing, from 23% in 2012 to 20% in 2013.
- Increase the number of students achieving higher than expected growth in
Numeracy for both Years 5 & 7 by 5% by the end of 2013.

Strategies to achieve these targets include:
- Again employ two additional classroom teachers to create smaller class sizes K-6, including a structure that sees two classes per grade.
- Again employ high performing graduates into teaching positions so as to balance staff diversity and succession planning.
- Stage based Teacher Professional Learning opportunities provided for teachers to analyse NAPLAN data, so as to inform their class programming.
- The employment of a speech therapist to screen students and provide relevant professional learning to support teachers of students with specific language needs.
- Install classroom sound amplification equipment into classrooms to improve student receptive language skills.

Engagement and Effectiveness

Targets in this priority area for 2013 include:
- 100% of teaching and learning programs reflect the Quality Teaching Framework in 2013.
- Thorough and effective staff efficiency and accountability practices, reflecting the AITSL standards are implemented.
- Increase the number of students who attend Ballina Public School from a projected 283 to 300 by the end of 2013.
- Decrease the number of students who have attendance of below 85% from 32 in 2012 to 20 by the end of 2013.

Strategies to achieve these targets include:
- TARS and EARS process to be linked to AITSL standards from 2013.
- Collegial peer group supervision model to be introduced.
- Non-teaching Assistant Principal to maintain attendance as a major part of her role in 2013.
- Implement whole school and individual attendance plans where necessary.
- Engage support of Home School Liaison Team and Aboriginal School Liaison Officer when required.

Partnerships

Targets in this priority area for 2013 include:
- 100% of Aboriginal students have a Personalised Learning Plan developed for them in 2013.
- Increase the number of parents who participated in their child’s PLP development to 90%.
- Improve the preparedness of Aboriginal students for Kindergarten.
- Increase the number of parents who agree that Ballina PS is a school where positive relationships exist between the school and its community from 80% in 2012 to 90% in 2013.

Strategies to achieve these targets include:
- Employing a Community Liaison Officer within communities of schools to strengthen links between schools and their local Aboriginal and non-Aboriginal families.
- Maintain and enhance Personalised Learning Plans.
- Re-introduce the Ready Set Go program for pre-school children.
- Enhance KinderSchool program for students entering Kindergarten.
- Increase opportunities for parental input and feedback.
- School Promotion Team’s role developed and undertaken within the staff to work with students and teachers in enhancing school publicity and promotion.
- Conducting parent/teacher meetings at beginning of the year for parents to provide background information to teachers regarding their children.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Flannery, Principal
Lyn Parker, Assistant Principal
Greg Thomas, Assistant Principal
Maegen Ivey, Assistant Principal
Karen Scott, Parent Representative
Jarred Roberts, AECG Representative

School contact information

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School Code: 1112

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: