Ballina Public School
Annual School Report
2013
School Context

Principal’s message

It is with pleasure that I present the 2013 Ballina Public School Annual Report. The 2013 school year saw our school progress in many ways, with all students making significant learning gains. 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 is our Brighter Futures Careers Day, where senior students from Ballina PS and other local schools are 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. Major areas of development included the Australian Curriculum, the implementation of DEC initiatives such as Targeting Effective Numeracy Strategies and Literacy, Language Learning (L3) and Aboriginal Education.

The School’s Parents & Community Association worked extremely hard throughout the year with the culmination being a Gala Fun Day, raising much needed funds for our school. This saw the purchase and installation of some extra playground equipment by the P & C. We are extremely grateful, and we enjoy the positive links the school has with its parent body.

Ballina Public School has again been a part of the National Partnerships Program in 2013. This saw class sizes reduced, a speech therapy program being initiated and our information technology resources 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, and several staff members participating in the Stronger Smarter Leadership Program that our school hosted in collaboration with Cabbage Tree Island PS.

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

P & C Association message

2013 was another successful year at the Ballina Public P&C thanks to hard work of our members, staff and volunteers. Our members worked together with a real sense of friendship and dedication to improving our school.

Our meetings, held monthly, involved discussing school policies and practices, managing the canteen, planning fund-raising events and deciding on the distribution of funds raised.

In 2013 we received $1000 from IGA Donations; $1,389 from the Easter Raffle; $310 from the Mothers' Day Stall; $428 from Fathers' Day Stall;
$5,279 from the School Fete. That is, we raised a total of $8,400 for the year.

Our expenditures were $6,500 for new playground equipment; $500 donation to the Library; $500 donation to the school rugby team and $200 to 2 sportspeople representing at State level, plus $350 for P&C Federation Insurance.

Our success in 2013 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. I would particularly like to thank all who helped with the 2013 School Fete and those that work in our canteens management, committee and volunteer staff.

Karen Scott
P & C President 2013

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 2013 we:

- Attended the Young Leaders Conference in Tweed Heads.
- Hosted school assemblies and school celebration evenings.
- Supported other students in the classroom and 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 Public School and move into high school, we wish our fellow students all the best for 2014.

Laquinta Dunwoodie-Halverson, Dylan Watson, Rhiana Henry and Kodi Crowther

Ballina Public School Leaders 2013

Student information

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

Student enrolment profile
Student Attendance Profile

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Management of Non-attendance

Attendance is closely monitored by teachers and SASS staff. A thorough system of interventions is engaged when non-attendance for particular students reaches a certain level, maintained by the school’s Learning and Support Teacher. 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 when necessary.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>8.962</td>
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<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.622</td>
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<td><strong>Total</strong></td>
<td><strong>20.984</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 10137.09   |
| Excursions               | 9688.18    |
| Extracurricular dissections| 53480.25  |
| Library                  | 4213.16    |
| Training & development   | 58.09      |
| Tied funds               | 379750.49  |
| Casual relief teachers   | 56285.63   |
| Administration & office  | 69214.58   |
| School-operated canteen  | 0.00       |
| Utilities                | 58267.90   |
| Maintenance              | 14302.34   |
| Trust accounts           | 139734.32  |
| Capital programs         | 576.37     |
| **Total expenditure**    | 795708.40  |
| **Balance carried forward** | 475402.20 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the school’s Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.

Academic achievements

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.

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

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

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Numeracy
NAPLAN Year 5 - Literacy

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Grammar & Punctuation
NAPLAN Year 5 - Numeracy

Progress in Literacy

Progress in Numeracy

Significant programs and initiatives

Arts

Ballina Public School continues to enjoy a wonderful reputation as a leader in Creative Arts Education.

The musical instrument and choir tuition provided by the school is highly regarded and much sought-after. The Combined Ballina Public and Ballina High School Band continued its participation in a variety of community activities, such as 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.

Across school workshops in Visual Arts saw talented students extend their skills and showcase their creativity.

The school’s Aboriginal boys dance group gained significant momentum, leading to many performances across the community 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.

The Ballina PS rugby league team competed in the Northern Rivers Regional Rugby League Carnival, competing against schools from across the region, and after several victories were crowned champions. A fantastic achievement!

**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), the school’s Aboriginal Education Committee managed strategies in this area. Staff participated in 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.

Four staff members participated in the Stronger Smarter Leadership Program that our school hosted in partnership with Cabbage Tree Island Public School.

Funds were set aside for improvements to the school’s Aboriginal Resource Room, making it more accessible to community. It was used for Bunjum Literacy workshops and for the school’s Ready Set Go program for preschoolers.

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

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

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.

**Multicultural education**

Multicultural Education is explored throughout all Key Learning Areas, but especially in the Human Society and Its Environment program. In 2013 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 is developing a unit of work on “Belonging” for all students to participate at the beginning of each year.

**Transitional Equity Funding**

Ballina Public School is deemed as being within an area of low socio economic advantage and as such received significant equity funding in 2013. This funding was utilised to support school initiatives in reducing class sizes, the employment of School Learning Support Officers and the purchase of resources in Literacy and Numeracy.

**National partnerships initiatives**

2013 saw the end of our school being included in the National Partnership for low socio-economic status schools. Throughout this partnership significant school initiatives were implemented that met the National Partnership reforms. 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.
- The installation of classroom sound amplification equipment to enhance the receptive language skills of our students.

**School planning and evaluation**

**2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluations in reviewing the 2013 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:
  - members of staff
  - students
  - parents and family members
  - 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
School planning 2012—2014: progress in 2013

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 teaching and support staff completes and follows a Professional Learning Plan in 2013.
- Provide opportunities for staff to develop leadership capacity beyond their own classroom.

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.
- All staff being given the opportunity to lead program teams and other initiatives.

Future Directions:

- Enhancing the leadership opportunities of students, including developing skills in our school leadership team, the School Representative Council and for students K – 6.

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 2013.
- To decrease the percentage of Year 5 students at Below Minimum Standard in NAPLAN for Writing, from 46% in 2011 to 30% in 2013.
- To increase the number of students achieving higher than expected growth in Numeracy for both Years 5 & 7 by 5% in 2013.

Our achievements include:

- Meeting the expected targets of students at Below Minimum Standard in NAPLAN for Writing (5% of Year 3 students and 15% of Year 5 students).

Future Directions:

- Accessing Department of Education and Communities programs in Literacy and Numeracy, including L3, TENS and Focus on Reading, as well as further implementation of the Literacy and Numeracy continuums.

Engagement and Effectiveness

Targets in this priority area included:

- 100% of teaching and learning programs reflect the Quality Teaching Framework in 2013.
- Staff accountability and efficiency developed and refined.
- Decrease the number of students who have attendance of below 85% from 50 in 2011 to 30 in 2013.

Our achievements include:

- Quality Teaching Framework maintained as part of school programming policy and procedures.
- Thorough and effective staff efficiency and accountability practices which are linked to the TARS and EARS process being implemented.
- Parent feedback indicates support for school’s practices in improving attendance.
- The average number of students each term who had attendance of below 85% was 24.

Future Directions:

- Utilising Teacher Professional Learning funds to allow staff to access in-house expertise, with release provided for staff to share and plan together, to reflect on lesson program success and to utilise the experience and skills of colleagues.
Partnerships

Targets in this priority area included:

- 100% of Aboriginal students having a Personalised Learning Plan developed for them in 2013.
- 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 2013.
- Having the number of school website hits at over 200 by the end of 2013.

Our achievements include:

- Personalised Learning Plans being maintained for all Aboriginal students
- 85% of parents surveyed believe positive relationships exist between the school and its community
- 94% of prospective parents decide to enroll their children at Ballina PS
- The number of views of the school’s website reaches over 200 each week, with over 600 views being recorded on several occasions.

Future Directions:

- Enhancing the opportunities for parents to have input into school programs and initiatives. This includes feedback and information gathering sessions, parental participation on school teams, focus groups and surveys.

Professional Learning

In 2013 professional learning initiatives were provided to teachers and School Learning Support Officers 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
- Local Schools, Local Decisions
- Positive Behaviour for Learning

Parent and carer, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and Carers:

- Caring, rewarding and very thoughtful
- Multicultural, caring teachers
- Genuinely care about progress of their children.
- Love this school, encouraging students to grow and develop
- Educational, inspirational
- Good communication with parents
- Personal touch with students and parents
- BPS has a delightful vibe that makes me feel sure that my beautiful children are being looked after, being safe, feeling
safe, knowing that they are being taught by fabulous teachers is reassuring

- Good staff to student ratio
- Some suggestions – a language program and after school sports extended before and after school care
- The school’s Anti-bullying program needs to be a focus
- Students are sometimes quite disrespectful towards teachers.

- All felt that Ballina PS was supportive, accepting, caring, with an excellent executive staff and dedicated teaching and support staff, that creates a wonderful learning environment for students.
- 90% of staff felt that the school is under-resourced in the area of technology, with comments focussing on lack of hardware in classrooms and an inability to teach ICT effectively with only a 1 hour slot in a lab.

Students:

- Over 90% of students surveyed enjoy coming to school with the only standout negative being technology
- They used words like fun, enjoyable, interesting, caring teachers
- The major negative seemed to be the issue of bullying – a number of them would like more anti-bullying programs in action.
- A number of them also requested a pool and air-conditioning.
- Surprisingly about 30% who indicated anything requested more homework and parents in the classroom.

Teachers:

- 100% of staff believe that the school strives to bring out the best of every student utilising innovative teaching methods
- 100% of staff believe that instances of bullying are dealt with

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
Johanna Presgrave, Assistant Principal
Greg Thomas, Assistant Principal
Janet O’Shannessy, Assistant Principal
Karen Scott, Parent Representative
Eli Cook, AECG Representative

School contact information

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Crane St, Ballina 2478
Ph: 02 6686 2205
Fax: 02 6686 0692
Email: ballina-p.school@det.nsw.edu.au
Web: www.ballina-p.schools.nsw.edu.au

School Code: 1112

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