



believe



participate



succeed

Balaklava Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Balaklava Primary School Number: 477

Partnership: Lower Mid North

Name of school principal:

Dianna Jarman

Name of governing council chairperson:

Steven Williams

Date of endorsement:

School context and highlights

Balaklava Primary School is a proud public school with a long history of serving the Balaklava township and surrounding areas. We manage a fleet of 11 buses and students come from areas as far afield as Lochiel and Port Parham. Our school is set in beautiful, well-kept grounds, shares a boundary with Balaklava High School and is within a short walking distance of the Balaklava Child Community Centre and Out of School Hours Care (OSHC).

Balaklava Primary has a focus on developing the whole child. In addition to strong literacy and numeracy programs and the integration of digital technologies, we offer an exceptional music program. Our school values Mutual Respect; Tolerance; Success; Fair Treatment; Cooperation; Responsibility and Honesty are reflected in all areas of our school community and our motto Believe, Participate and Succeed (BPS) encapsulates our attitude to learning and life. Our vision is to ensure every learner is engaged, stretched and achieving and we expect students to be Safe, be Respectful and be Responsible.

In 2019, 10 classes were maintained. Transience continues, with a large number of students enrolling and relocating throughout the year, however despite this, our numbers increased as the year progressed. Of this 4.44% of students have an ATSI background and 11.85% of students are diagnosed as having a disability. Approximately 0.37% of our population of NESB students. We ended 2019 with 286 students.

Highlights of the year included but were not limited to: the annual Meet and Greet, SAPSASA events, Sports Day, Swimming Carnival, Anzac Day and Remembrance Day contributions, a successful Open Morning well attended by families and visitors, National Reconciliation Week celebration, Student Leader school tours, Book Week parade and Harmony Day / Bullying No Way Day event. The end of year presentation concert was a wonderful way to celebrate a year of great learning.

Our strong music program allows students to be involved in Choir, Festival of Music performance - including having a student who was selected as a host for the event, performances at local events and facilities such as the aged care home and CWA.

Through the Lower Mid North Partnership, our staff further extended their pedagogical knowledge of Visible Learning through a numeracy lens. The staff continued to deliver a comprehensive curriculum, supporting students and their learning with commitment and dedication.

Governing council report

The financial position of the school remains strong. In 2019 we have had 10 classes running across all year levels in the school. We had an External School Review took place last year.

We would like to thank Kym Palka and Dianna Jarman, who both have been able to consolidate their positions in the school and community. Their strong leadership qualities have seen many new ideas come to fruition across the school.

We farewelled Laura Cereceda, Ryan Bernhardt and Paul Sparrow at the end of last year and know that they will be missed, and we wish them all the best in future.

Barb Rogers and Jenny Russell who are taking leave this year.

The school continued to work hard on improving both Numeracy and Literacy by devoting time and resources to these valuable programmes. BPS also embraced Positive Behaviour for Learning by looking for, and rewarding good behaviour from the students. A variety of programs provided intervention for those who needed a bit of extra support.

Music continues to be a focus and we were well represented at the Festival of Music (both in the choir and soloist) Eisteddfod, Balaklava Show, End of Year Concert etc. We were also well represented at the myriad of SAPSASA events that happened throughout the year.

Our major improvements this year included:

- Playground replacement
- Work carried out in the O.S.U.
- The girls red brick toilet

The PCC continued to raise funds to reinvest in the school.

Our grounds committee continued to be well supported by Budget Botanics ensuring that our school gardens look loved.

Thank you to Dianna, Kym and Diane, as well as the teaching staff for their support throughout the year. I would also like to thank my fellow governing councillors who worked tirelessly filling roles on the various committees (Finance, PCC, Grounds & Facilities, Canteen, Fundraising & Bus) and making my job so much easier.

Whilst 2019 proved to be a successful year in the life of the school our funding remains under constant pressure and the school community needs to work together in ensuring its longevity and prosperity.

Thank you

Stephen Williams

BPS Governing Council Chairperson

Improvement planning - review and evaluate

The 2019 Site Improvement Plan followed the new DfE planning cycle and template and was written in conjunction with staff at the 2018 Data day. We were guided by the DfE guidebooks as to best practice and research regarding which resources to use and how to gain maximum student improvement.

Our Challenges of Practice were based around Numeracy as our data showed that we needed a target approach to improving numeracy outcomes. Using Big Ideas in Number (BliN) as our platform, we aimed to increase student achievement in mathematics R-7, particularly in the number strand. To do this, we explicitly taught BliN 4 times per week. Our second Challenge of Practice was to develop consistency in our mathematical language across the school - focusing on effective learning design. Our goal was to increase the number of students achieving the SEA in Numeracy Year 3-7.

Staff worked closely with the Numeracy Coordinator and the LID (Learning Improvement Division) representative, to analyse data, moderate and undertake Numeracy Training and Development as identified through a needs analysis. Staff Meetings were structured to allow maximum professional development and staff were encouraged to regularly share maths games and resources with other staff members.

The Numeracy Coordinator, worked alongside of staff in their classrooms to assist with the teaching of games and to assist with testing. Jo also shared resources with parents via the Library where parents could help themselves to resources, along with a regular features in the School Newsletter, information on our Facebook Page and also on our Website.

The data collected at the end of 2018 was triangulated with NAPLAN and PAT data and used to inform our goals for 2019. Our Principal Consultant supported us with this work.

Throughout the year, we checked in at least once per term, in numerous ways (including the use of various monitoring tools) to ensure we were working towards our SIP goals. A major focus early on became apparent when testing BliN - we realised that we needed to ensure we were consistent with our assessment. Melissa from the LID team, supported us with this work.

As a leader, I was guided by the professional reading "Visible Learning in Mathematics". I worked through this text with my colleagues and was able to integrate it back into the school through Staff Meetings and Performance Development chats

As a staff, we worked to review and update our BPS Numeracy Agreement which included a testing and review schedule. All testing is recorded in a spreadsheet and graphs are populated to continually check in with how students are progressing within the school year. Staff were introduced to POWER BI as a way of monitoring who is at, above and below SEA.

In Literacy, we committed to retraining in Jolly Phonics and Jolly Grammar and a commitment was made that all classes would consistently use these programs. A financial commitment was made to ensure we had adequate resources for that to happen.

Through the visible learning platform, staff were closely monitoring reading levels and making this learning visible and those who finished levelled readers were moved onto the lexile system.

Year 1 phonics testing was analysed and a 100 day plan for intervention was developed to target those students who had not met the phonics benchmark. This intervention was 5 days a week planned by the teacher, based on groups of needs that the data showed. The group were also exposed to the intervention program "Reading Doctor" Other Wave 2 and 3 students across the school undertook OT, Rainbow Reading, Mini Lit or Multilit.

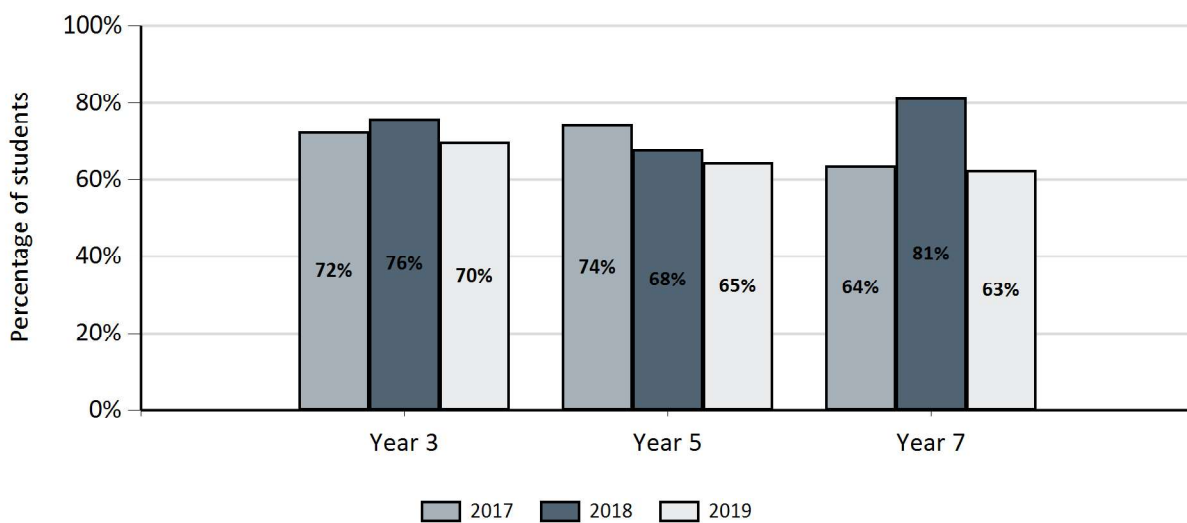
All students developed and reviewed with their teacher literacy and numeracy goals. Our ESR confirmed the direction we were

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

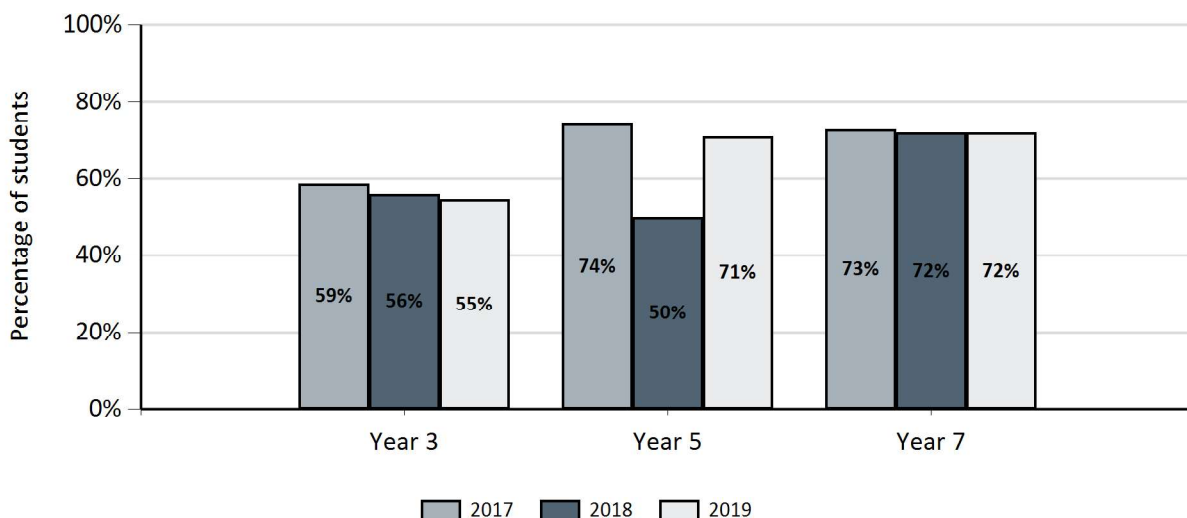
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	23%	12%	25%
Middle progress group	55%	54%	50%
Lower progress group	23%	35%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	27%	16%	25%
Middle progress group	64%	52%	50%
Lower progress group	9%	32%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	33	33	8	8	24%	24%
Year 3 2017-19 average	29.0	29.0	8.0	4.3	28%	15%
Year 5 2019	31	31	6	1	19%	3%
Year 5 2017-19 average	30.0	30.0	7.0	2.3	23%	8%
Year 7 2019	32	32	7	6	22%	19%
Year 7 2017-19 average	32.3	32.3	4.3	4.0	13%	12%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

Running Records testing in Term 3 for Year 1 students indicated that 73.91% of students reached the SEA reading level 13 or above. 65% of the year 2 students met SEA. This indicated noticeable growth as in 2018, as year 1 students, only 55.6% of these students reached Year 1 Sea.

Year 1 phonics testing indicated that 73.08% of our students reached the expected benchmark. These students began an intensive intervention program specifically targeted to their needs in response to the data.

BPS had a major focus through the Site Improvement Plan on Big Ideas in Number. All students were tested on Trusting the Count in and Place Value in 2018. An agreement was made to ensure students were exposed to explicit Big Ideas in Number teaching at least four times per week. 2019 data as reported below indicates growth over a 12 month testing period for all grades.

Reception - 2018 - 0% of students trusted the count (TTC). In 2019, 33% of those students trusted the count
 Year 1 - 2018 - 0% of students (TTC) growth of 17% in 2019
 Year 2 - 2018 - 3% of students TTC growth of 23% % in 2019
 Year 3 - 2018 - 4% of students TTC growth of 23%% in 2019
 Year 4 - 2018 - 7% of students TTC growth of 61%% in 2019
 Year 5 - 2018 - 20% of students TTC growth of 56% in 2019
 Year 6 - 2018 - 71% of students TTC growth of 23 % in 2019 resulting in 94% of students being able to trust the count.

Students having a good understanding of the Big Ideas in Number continues to be a site wide focus as although we have shown growth, we still have a long way to go to ensure all students are working at the expected level of achievement.

In NAPLAN in 2019, we had 91 students present, the largest number of students since 2015.

Reading results indicated that:

Year 3 - 24% of students achieved in the higher bands and 70% met SEA

Year 5 - 19% of students achieved in the higher bands (and increase from 2017) and 65% met SEA

Year 7 - 22% of students achieved in the higher bands and 63% met SEA

Overall, in reading, 78% of students in year 5 maintained or increased and 75% of Years 7's

The school continued to focus on Jolly Phonics and has made a commitment to all use the Jolly Grammar program across the school in 2020. We expect this consistency to reflect in our results over the coming years

It was pleasing to note that in all three year levels of writing, we significantly increased the number of students achieving in the higher bands.

In 2019 NAPLAN Numeracy results indicated:

Year 3 - 24% of students achieved in the higher bands and 55% met SEA

Year 5 - 3% of students achieved in the higher bands and 71% met SEA

Year 7 - 19% of students achieved in the higher bands and 72% met SEA

82% of Year 5 students maintained or increased and 80% of year 7 students



Attendance

Year level	2016	2017	2018	2019
Reception	89.2%	91.0%	87.7%	89.2%
Year 1	91.3%	89.2%	92.0%	89.8%
Year 2	92.5%	91.6%	92.2%	90.2%
Year 3	92.5%	90.0%	90.7%	89.2%
Year 4	92.2%	91.9%	91.7%	90.7%
Year 5	94.5%	92.8%	91.3%	91.7%
Year 6	92.0%	94.4%	91.9%	89.2%
Year 7	93.7%	92.3%	91.7%	87.6%
Primary other	87.5%		61.4%	
Total	92.3%	91.6%	91.2%	89.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

The attendance rate in 2019 once again dropped. We had a number of chronic and habitual non attenders, as well as students who had exemptions for various reasons throughout this year. This, along with transience, impacted our attendance rate.

The Student Well-being Leader, Child Well-being Practitioner, Social Worker (Attendance and Engagement), Aboriginal Education Worker and external agencies worked closely with the school to track and monitor and work with chronic and habitual non attending students and their families.

The importance of attendance is reiterated in our newsletter.

Behaviour support comment

BPS uses Positive Behaviour strategies throughout the school which guided our school wide Expectation Posters, rolled out throughout 2019. Staff and students commented on the consistency and commonality that the posters provided. Posters are displayed in all learning spaces and referred to continually.

The school invested in our Engine Room providing learning opportunities for those students who have difficulties regulating. A majority of staff participated in Interception and Berry Street training.

Students and staff formulated a levelled system which scaffolded student behaviour and increasingly rewarded those who continually followed school expectations.

The number of suspensions and exclusions reduced significantly due to this approach.

Client opinion summary

The number of parent responses in 2019 (24) was half of 2018 which was disappointing and an area for improvement for 2020.

A vast majority of parents agreed or strongly agreed to the following questions

- Teacher at the school expect their child to do their best (92%) - increase from 2018
- The School is well maintained (96%)
- My child is making good progress at this school (92%) (8% Neutral)
- The school looks for ways to improve (92%)
- My Child likes being at this school (84%) (13% Neutral)
- Teachers motivate my child to learn (79%)
- My child feels safe at this school (75%) (8% Neutral)
- I can talk to my child's teachers about my concerns (76%) (21% Neutral)
- Teachers provide my child with useful feedback (67%) (21% Neutral)
- My child's learning needs are met (63%) (8% neutral)

Of notable concern remains communication between parents / school in regards to the use of multiple APP's - parent comments reflected this and will be a major discussion point for change during 2020. 63% of parents felt that BPS works with them to support learning, 25% were neutral.

Student behaviour management continued to remain a concern for parents, with 54% of parents who were surveyed believing that student behaviour was not well managed. The comments relating to this were wanting more severe consequences for students who were displaying high level behaviours. The staff also felt that the consistency with behaviour management, while slightly better than 2018, still had much room for improvement and thus the creation of the School Expectation Posters and the trial of the behaviour levels which will become a site wide expectation in 2020. 37% of students felt behaviour was well managed (31% neutral) and 67% felt safe - an increase from 2018.

Another point to consider is that 17% of parents disagreed that BPS takes their opinions seriously. While 29% were neutral, and 55% felt that their opinion was taken seriously. In 2020 the aim will be to communicate with a wider range of families for input.

Pleasingly students reported an increase from 2018 in teachers expecting them to do their best (96%), the school taking their opinion seriously (61%) and teachers motivating students to learn (85%)

All three parties surveyed reiterated that student behaviour management and continuing to build an inclusive culture for all and valuing opinions of all need to be at the forefront for 2020.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	4.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	9.4%
Transfer to SA Govt School	55	85.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

To work with children and young people a current working with children check (WWCC) must be produced. Some volunteers also need a current working with children check. Current, valid child-related employment screening checks done by DHS/DCSI will be recognised as a WWCC until they expire. The school keeps a database of WWCC / DHS / DCS and RAN training details and expiry dates in line with department requirements. The screening guide helps us determine the type of screening required for volunteers.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	25
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	16.1	0.7	9.0
Persons	0	18	1	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	3,123,482.00
Grants: Commonwealth	1900
Parent Contributions	101735
Fund Raising	30911
Other	5968

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Social Skills programs for targeted students Well-being Practitioner works alongside of classroom teachers to deliver programs, Peer Support, Interception, proactive counselling for individuals and small groups.	A calmer, more settled feel in regards to the behaviour. Greater consistency.
	Improved outcomes for students with an additional language or dialect	1:1 and small group support with learning programs provided by SSO's for EALD students.	Targeted language skills with improved literacy levels, community connections.
	Improved outcomes for students with disabilities	SSO support in Classrooms particularly to support students with Literacy and Numeracy. Specialist Teachers also received SSO support for students accessing their learning programs. Staff are transitioning to One Plans	Inclusion, targeted intervention groups, differentiation, increased participation
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Camps for students in Year 3-6, excursions for all students , access to transport for Aboriginal Cultural experience- discounted to allow maximum number of children to attend Targeted Literacy and Numeracy support. Release to conduct testing and write 100 days plans to respond to the testing results. Work alongside LID and SLIP to provide professional development based on a needs analysis. Jolly Phonics and Grammar training for all and the agreement reviewed to ensure school wide consistency. Intervention for Literacy and Numeracy as required.	Students accessed a range of extra curricular learning/ cultural experiences that can't be accessed locally Improvement in Literacy / Numeracy outcomes
Program funding for all students	Australian Curriculum	Staff released 2xs per term in like groups to examine pedagogy, curriculum and share ideas and knowledge and moderate work supported by LID and SLIP. Professional Development provided as needs arose.	Staff moderate, assess and task design with colleagues. Critical for consistency
	Aboriginal languages programs initiatives	NA	
Other discretionary funding	Better schools funding	Funding towards Pedagogy Curriculum Coordinator to support staff with Literacy and Numeracy needs across the site. The Coordinator works with staff to monitor and track student outcomes and plans next steps accordingly.	Numeracy Agreement developed. Testing schedule and Tracking tool maintained
	Specialist school reporting (as required)	NA	
	Improved outcomes for gifted students	NA	
	Primary school counsellor (if applicable)	Positive Education methodologies introduced to staff. Interception Room and strategies embedded. Individual support for students and families as well as staff. Assistance with One Plan, SMARTA Goals and parent meetings	Support IESP applications = funding for students needing extra support.