

Introduction

The Annual Report for 2016 is provided to the community of Brocklesby 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.

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Principal

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School background

School vision statement

Brocklesby Public School is a quality centre for learning with highly creative, skilled and motivated teachers. It is a place where students are challenged and encouraged to be open minded problem solvers, confident and creative individuals and active global citizens. Students at Brocklesby Public School treat others with empathy, respect and understanding. We want our students to be optimistic for their future, humanity and the environment, maintaining healthy and satisfying lives.

School context

Brocklesby Public School had an enrolment of 16 students ranging from Kindergarten to Year 6. The school provided education to children from the small rural community of Brocklesby, approximately 45km south west of Albury on the NSW/VIC border. The students were predominantly from farming families and the school had a very strong ties to its history, with many next generations enrolments. The school provided quality teaching and learning programs concentrating on developing open minded, tolerant and creative learners. Parents and community members were always encouraged to be involved and proactive in the school's academic, sporting and cultural activities. The school had connections with the Walbundrie Network of Small Schools (Rand, Walla Walla, Burrumbuttock, and Walbundrie Public Schools) with whom joint sporting and cultural and academic activities were planned and hosted.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Domain: Learning

Element: Learning Culture

Overall rating: Sustaining and Growing; There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student well-being and ensuring good conditions for student learning.

Element: Well-being

Overall rating: Sustaining and Growing; The school consistently implements a whole-school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Element: Curriculum and Learning

Overall rating: Sustaining and Growing; Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

Element: Assessment and Reporting

Overall rating: Sustaining and Growing; The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. The school has analysed school

performance data and a range of other contextual information and is aware of trends in student achievement levels.

Element: Student Performance Measures

Overall rating: Sustaining and Growing; The school: – achieves good value-added results, and/or – around 20 per cent of students achieve at high levels of performance on external performance measures. Students are showing higher than expected growth on internal school performance measures.

Domain: Teaching

Element: Effective Classroom Practice

Overall rating: Sustaining and Growing; Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Element: Data Skills and Use

Overall rating: Sustaining and Growing; Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

Element: Collaborative Practice

Overall rating: Sustaining and Growing; Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

Element: Learning and Development

Overall rating: Sustaining and Growing; Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Element: Professional Standards

Overall rating: Sustaining and Growing; Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

Domain: Leading

Element: Leadership

Overall rating: Sustaining and Growing; The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building.

Element: School Planning, Implementation and Reporting

Overall rating: Excelling; The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Element: School Resources

Overall rating: Excelling; Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Element: Management Practices and Processes

Overall rating: Excelling; Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Building Successful Learners

Purpose

To provide all students with challenging and encouraging learning opportunities which create open minded problem solvers, confident, creative individuals and active global citizens.

Overall summary of progress

Our continued school wide focus on Higher Order Ways to Learn and the introduction of Inquiry Based Learning pedagogy has enabled us to achieve significant progress in this strategic direction through a successful approach to effective classroom practice and using data as teaching and learning drivers. Due to staff changes mid year, time was needed to provide focused Professional Learning for Higher Order Ways to Learn and Inquiry Based Learning during Semester 2 to assist the use of a consistent approach to teaching and learning of sustainable and effective learning habits and pedagogy. There have been significant observable changes in the students approach to learning most significantly their ability to articulate which learning habits are their strengths and weaknesses. Our school has improved the monitoring and planning of student learning in literacy and numeracy against the learning continuums however continues to develop and implement strategies to improve student reflection and reporting on the achievement of their own learning through written and oral feedback set against learning criteria.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students achieve stage appropriate or better cluster markers against the Literacy and Numeracy continuums	<p>Most students showed expected growth towards achieving stage appropriate or better cluster markers against the focus Literacy continuum aspects Reading Comprehension and reading Texts.</p> <p>Most students showed expected growth towards achieving stage appropriate or better cluster markers against the focus Numeracy continuum aspects Counting Sequences, Counting as a Problem Solving Process. However expected growth towards achieving stage appropriate or better cluster markers against the Multiplication and Division aspect was not achieved.</p>	<ul style="list-style-type: none">Low level adjustment for disability \$11896Socio-economic background \$1775Additional teacher, funded by school \$16,631.20
<ul style="list-style-type: none">All Yr. 3, 5 &7 students achieve proficiency in NAPLAN	<p>The number of students who sat the NAPLAN assessments in 2016, for privacy reasons is too small a cohort to report on individually. Analysis of school data is unable to be draw as the three year trend data is also unreliable due to the small cohorts over that period.</p>	<ul style="list-style-type: none">Low level adjustment for disability \$11896Socio-economic background \$1775Additional teacher, funded by school \$16,631.20

Next Steps

Adjustments will be made to the school plan milestones 2017 to reflect improved effective Visible Learning strategies to assist student reflection and reporting on the achievement of their own learning.

Strategic Direction 2

Building Teaching & Learning

Purpose

To build the capacity of teachers to deliver relevant, engaging and challenging 21st Century learning experiences that are flexible in order to meet the diverse needs of all students.

Overall summary of progress

Classroom teachers began providing explicit, specific and timely formative feedback to students on how to improve their learning. Teachers are continually developing their understanding and utilising assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness. There has been an increase in the quality of individual oral feedback students expect to receive in relation to their specific learning and learning progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All staff demonstrate evidence based teaching strategies	Evidence that Syllabus outcomes are driving teaching and learning intentions and assessment are evident in all Literacy and Numeracy programs.	<ul style="list-style-type: none">Low level adjustment for disability \$11896Socio-economic background \$1775
Programs are differentiated for literacy and numeracy	All individualised learning plans were accurately informed by up-to-date PLAN data. Most students showed expected growth towards achieving stage expected cluster markers in Number Sequence and Reading and Comprehension Aspects.	<ul style="list-style-type: none">Low level adjustment for disability \$11896Socio-economic background \$1775

Next Steps

Adjustments will be made to the school plan milestones 2017 to reflect staff progress required for staff to develop and implement Visible Learning practices and strategies to improve value added feedback for student learning.

Strategic Direction 3

Building Community Connections

Purpose

To build a collaborative learning community where the school community is united with a shared learning culture which supports student knowledge, skills and experiences to achieve personal goals and lead successful productive lives.

Overall summary of progress

The school increased formal and informal communications with the school community by;

- providing a Focus Forum each term to inform and consult regarding Department of Education Initiatives and Priorities
- increasing frequency of hard-copy information and consultative surveys/questionnaires
- introducing regular 'Good News Notes' and the communication App 'See Saw' to celebrate with parents and carers student achievement and success as learners
- improving Student Reports by providing more detailed comments regarding content and assessment based evidence towards learning achievement
- introducing the Pop Up Playgroup initiative which was well supported by local prior-to-school families

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is school wide, collective responsibility for student learning and success with high levels of community engagement.	<ul style="list-style-type: none">• On average 50 % or less of families attended P&C meetings, parent teacher interviews, open days, working bees• On average 50 % or less, of families interacted with the multi media communication App See Saw	Community Engagement funds \$2468.51
Focus forums about DOE initiatives, learning programs are well attended.	<ul style="list-style-type: none">• On average 50 % or less, of families attended termly Focus Forums• On average less than 14% of school families assisted with school programs.	Community Engagement funds \$2468.51

Next Steps

In the third year of our school plan we shall continue to work with the Schools Community to implement a range of programs and initiatives to encourage and develop community involvement in the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	A combination of Quality Teaching Successful Students (QTSS) and Low level adjustment for disability, Low Socio-economic funding, with additional global funds provided an additional teacher 1 ½ days per week. This additional staffing enabled two teachers to team teach 2 days a week, in the composite Kindergarten to Year 6 class requiring varying adjustments and support. The impact was measurable with most students achieving expected growth towards or growth beyond stage appropriate cluster markers in Literacy and Numeracy. Students received and responded to personalised learning adjustments and feedback delivered through Higher Order Ways to Learn and Inquiry Based Learning pedagogy.	\$11896.00
Socio-economic background	A combination of Quality Teaching Successful Students (QTSS) and Low level adjustment for disability, Low Socio-economic funding, with additional global funds provided an additional teacher 1 ½ days per week. This additional staffing enabled two teachers to team teach 2 days a week, in the composite Kindergarten to Year 6 class requiring varying adjustments and support. The impact was measurable with most students achieving expected growth towards or growth beyond stage appropriate cluster markers in Literacy and Numeracy. Students received and responded to personalised learning adjustments and feedback delivered through Higher Order Ways to Learn and Inquiry Based Learning pedagogy.	\$1775.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	12	9	8
Girls	16	17	14	9

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91	98.4		97.3
1	93.8	95.7	97.3	
2	93.5	96.9	91.6	95.7
3	91.9	92.1	92.3	96.1
4	92.7	90.9	90.7	96.2
5	97	95.7	93.7	95.2
6	96.3	96.8	92.1	92.1
All Years	93.6	94.8	92.5	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2		94.4
1	94.5	94.7	93.8	
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance at Brocklesby Public School remained higher than the State Average. Students identified with consistent attendance concerns are referred to the Home School Liaison Officer (HSLO). Brocklesby Public School proactively manages non-attendance through consistent, open and supportive communication with parents and carers by notification letters, telephone calls or interviews.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.88
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Brocklesby Public School did not comprise of any Indigenous employees in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Staff at Brocklesby Public School participated in a range of high quality professional learning activities in 2016. They include:

Leading and managing the school – Building Principal Capacity

Managing technology through 'Configurator'

Managing Financial Resources

Utilising PLAN data to inform student learning programs

Improving student learning and engagement through 'Inquiry Learning' and 'Visible Learning' pedagogy and programming

OWH&S

CPR

Emergency Care

Anaphylaxis

Building teacher capacity – English, Mathematics, Science, History through developing syllabus understanding and implementation

Training took place inside and out of school hours. The average expenditure on professional learning for each teacher was: \$1300.00.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	43 014.86
Global funds	49 864.02
Tied funds	34 116.80
School & community sources	5 914.87
Interest	806.14
Trust receipts	5 521.90
Canteen	0.00
Total income	139 238.59
Expenditure	
Teaching & learning	
Key learning areas	20 303.98
Excursions	1 753.64
Extracurricular dissections	2 853.47
Library	700.14
Training & development	1 170.77
Tied funds	37 901.57
Short term relief	248.58
Administration & office	16 724.78
School-operated canteen	0.00
Utilities	7 664.72
Maintenance	3 956.54
Trust accounts	5 581.74
Capital programs	0.00
Total expenditure	98 859.93
Balance carried forward	40 378.66

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 number of students who sat the NAPLAN assessments in 2016, for privacy reasons is too small a cohort to report on individually. Analysis of school data is unable to be drawn as the three year trend data is also unreliable due to the small cohorts over that period.

Parent/caregiver, student, teacher satisfaction

Throughout 2016 during P&C meetings, information forums, questionnaires and surveys, parents/carers shared opinions and views about various aspects of school operation and communication.

Overall, the school's awards system was generally accepted as a positive strategy to reward the effort of students across a range of school based activities. The basis of the system – student and teacher reflection on Positive Learning Habits, was generally understood.

A majority of the parents/carers believe the school responds quickly and appropriately with families when there are issues related to student learning or behaviour but felt an area that needs further consideration and improved ongoing communication and general information about student learning progress.

In order to assist and support their child's learning and behaviour, families would like more information which can be used in the home setting to assist and support student learning. The introduction and use of the See Saw App was well received and accessed regularly by most parents/carers as a tool for receiving communication and celebrating learning achievements and classroom activities.

Most families felt the Semester 2 Student Reports were more comprehensive and better informed them of their child's strengths and weaknesses. The inclusion of a letter from students to their parents/carers, about themselves as learners, was generally well received

and valued.

As a means of communication, the community regards the school's newsletter as the main avenue for locating information about the school and permission notes. The school's website is rarely utilised to gain information, permission notes, term events and calendars etc. The school's Facebook presence has a small audience but parents/carers would like to see it used more to publicise special events such as P&C meetings, working bees and the Brocklesby Bush Dash. The use of text messaging directly to parents/carers is well utilised and valued as a means of reminding the school community about events, when permission notes are due and notification of absences.

In 2015, Information Forums were indicated as a preferred means of communication and consultation however these forums were at best supported and attended by 50% of the school community. Overall parents/carers felt well informed about Department of Education reforms however felt an area that needs further consideration is the perceived impact of the Principal component of the Teaching Principal role on the Teaching component of the role.

Throughout 2016 students shared opinions and views about various aspects of school. Most students felt accepted and valued, felt important concepts were taught well, class time was used efficiently and that classroom instruction was relevant to their needs. Students also felt teachers were responsive to their individual needs and believed that their behaviour at school was mostly positive. Some students felt there was an inequity of the discipline policy. Most students at Brocklesby Public School felt that they make a substantial effort to succeed with learning and were given the tools and learning habit to do their best.

Teachers identified collaboration, learning culture, teaching strategies and having an inclusive approach to school culture as most important to improving student learning. They also felt that the school is inclusive and that they strive to understand the learning needs for of all students. Areas that need further consideration in 2017; teachers indicated that they need to build professional links with others in like schools to work together, to share and plan, develop consistent Visible Learning strategies and visible expectations to students to enable them to better provide written and verbal feedback.

Policy requirements

Aboriginal education

Brocklesby Public School provides all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through Aboriginal cross-curriculum in all Key Learning Area programs. We are committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia and to provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students.

Multicultural and anti-racism education

Whilst there are no students from non-English speaking backgrounds (NESB) enrolled at Brocklesby Public School, the cultural diversity of our nation continues to be recognised and celebrated in the school across various Key Learning Areas. With the implementation of the new NSW National Syllabi and the inclusion of Cross Curricular priorities; Intercultural Understanding, Asia and Australia's engagement with Asia, Difference and diversity, Aboriginal and Torres Strait Islander histories and cultures, provide a vehicle to study other cultures and encourage attitudes of tolerance and respect for those from different cultures. Brocklesby Public School students, together with students from the Walbundrie Network of schools,