

# Branxton Public School

## Annual Report



2017



1341

## Introduction

The Annual Report for **2017** is provided to the community of **Branxton 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.

Michelle Maier

Principal

### School contact details

Branxton Public School

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4938 1214

## School background

### School vision statement

We believe Branxton Public School is a safe and happy school with a friendly environment which nurtures students to confidently approach the challenges of 21st century learning.

“Create opportunities for the present and into the future.”

We understand that school plays an important role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of our students. We share this responsibility with the broader community, including parents/caregivers, families and the community.

Our vision also incorporates our three expectations that align themselves with school life: **Respect, Responsibility & Personal Best.**

“**A respectful and responsible learning environment providing opportunities for all to achieve their personal best.**”

### School context

Branxton Public School is a semi-rural school in the lower Hunter Valley. The school population is 350 students, of which 5% are identified as Aboriginal.

The staff is a team dedicated to improving outcomes for its students through their professional, collaborative learning. All teaching staff meet the professional requirements for teaching in NSW public schools.

Our school is part of the Rutherford Local Management Group of schools that work with our designated feeder high school, Rutherford High School. Plans and programs are developed to support the development of students and provide opportunities for participation and success.

Our school is new in incorporating the PBL (Positive Behaviour for Learning) processes into our school and its community. Our expectations of

#### **Respect, Responsibility & Personal Best**

are being incorporated into all aspects of school life. We are aware that this is a process and that it will be a key part of this three year plan.

## 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.

The results of this process indicated that in the School Excellence Framework domain of **Learning ...**

Branxton Public School has collected evidence to justify our overall performance in the domain of Learning as *Delivering*. We believe we are *Sustaining and Growing* in the element of Wellbeing with successful programs being implemented throughout the school. An area of focus is our School Performance Measures assessed as *Working towards Delivering*. All teachers at Branxton clearly understand the relationship between learning and student engagement. Staff meetings are regularly held to discuss and assess the learning processes within the school and areas for change or development are adjusted accordingly. Staff are also engaged in regular professional learning opportunities to further develop their skills in supporting the learning of all students.

As a ‘Positive Behaviour for Learning’ (PBL) school Branxton has embedded structures, programs and routines to

support and develop the wellbeing of students. This team is led by a committee of a dedicated group of teachers who ensure the program is consistent and effective across the school. One of these committee members also leads the school's Learning and Support Team. This is integral to the school's coordinating, implementing, monitoring and evaluating educational programs across the school; ensuring that all students' needs are catered for. All students that require learning adjustment have learning plans developed. Review meetings are held with the child's needs as the focus, between parents/carers, class teachers, LAST leader and health and educational specialists as a crucial part of this process. Specific school based programs also support and enhance wellbeing. These include Peer Support, Kinder Buddy Program, student leadership opportunities and Student Representative Council, which in turn give our students some ownership of the wellbeing within the school. The school analyses internal and external data to assist in effective implementation of class programs.

In 2016 the school reporting procedure has been updated to give parents /carers a more detailed description of the student's achievements, strengths and areas of growth. feedback has indicated parents and carers now have a deeper understanding of the outcomes students are achieving.

As reflected in the School Plan analysing data and monitoring students on the continuum is an area of future focus of this process indicated that in the School Excellence Framework domain of **Teaching ...**

Branxton Public School has collected evidence to justify our performance in the domain of Teaching as *Delivering* in the elements of Effective Classroom Practice, Data Skills and Use, Collaborative Practice and Learning and Development. Our teachers are *Sustaining and Growing* by consistently working beyond their classrooms to contribute to broader school programs. Teacher's programs reflect a good understanding of the curriculum requirements and are reviewed twice a term by executives. This ensures that each stage has strategically planned learning, based on formative assessment procedures that are incorporated into the teaching practice. Teachers are beginning to complete simple annotations of their practice based on the Australian Professional Standards For Teachers. Classroom Observations have been implemented throughout the school based on focus areas that the teachers have identified as an area of development. In 2017 the focus area has been mathematics which was identified as an area of need in the 2015–2017 School Plan. Teachers utilise a variety of methods to track students' progress. The analysis of NAPLAN data and PLAN help to identify the learning needs of students. Tracking and recording data is also a focus area of 2017.

Reading recovery exists to those students who are not meeting outcomes in Literacy. Focus on Reading has been implemented throughout the school and L3 strategies are currently being successfully utilised in Stage1 and Early Stage1. Significant gains in the area of Literacy can be attributed to these programs. At Branxton Public School 100% of teachers have elected to participate in some form of Professional Learning this year reflecting their dedication and commitment to ongoing development of the teaching profession.

Our students have the opportunity to engage in a wide variety of curricula activities, with specific programs for public speaking and debating, choir, dance, keyboard, guitar and drums. Our students are also encouraged to take the opportunity to be involved in Star Struck, Hunter Dance Festivals and Gifted and Talented Camps. Students are given the opportunity to make healthy and active lifestyle choices the weekly sporting program. This program allows them to confidently participate in a wide variety of sporting disciplines that cater for all levels of ability and interests;including the modifying sports to meet special needs. Our self–assessment and the external validation 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.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Quality Leading, Teaching and Learning

### Purpose

To build the capacity of all staff to deliver relevant and engaging education programs through leading, teaching and learning initiatives (GTIL–Great Teaching, Inspired Learning), within our school and across the LMG (Local Management Group).

### Overall summary of progress

At the end of 2017 all students have been plotted on continuums and baseline data has been shared and discussed within stage meetings to track growth more accurately. Staff are beginning to look at tiered interventions that identify students individualised needs. New staff have been engaged in training of L3 and Focus on Reading training. These programs have been reflected as having a positive impact on students outcomes and students are positively engaged. There has been ongoing training and consolidation for L3 teachers in Early Stage 1 and Stage 1. An executive staff member is continuing training in Reading Recovery to support. The whole school reporting system has been reviewed and updated to identify and report on the specific outcomes students have been taught each semester in all KLAs. The development and updating of a Scope and Sequence for History and Geography has been developed in whole school and stage meetings. Professional Learning in these areas has supported the implementation of these new KLAs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students exiting literacy and numeracy continuums at expected level or above.  Monitoring, evaluation and review processes are embedded and undertaken routinely.	\$9342 – Targeting early Numeracy  \$25060 – L3 Literacy program  \$1143 – Literacy Pro  \$55563– School Excellence	At the end of 2017 students are continuing to show growth on continuums in the areas of Reading Texts, Comprehension, Writing and Numeracy, however we still want to see an increase to the amount of students in the top 2 bands.  Teachers are developing their skills in plotting individual students on continuums and personalised learning goals using data collected regularly executive staff released to support.  Ongoing training in the areas of L3, Focus on Reading and stages 2 and 3 engaged in the the Choose Maths Program.

### Next Steps

Staff will continue to implement strategies of L3 in all classrooms from K–2.

Two staff members are continuing to complete L3 training, and plan to engage and share strategies with other schools in the LMG.

Stage 3 will continue to utilise Literacy Pro to engage students in reading both home and school.

All staff will establish personalise learning goals for students in Reading, Writing and Numeracy and classrooms will display data walls where students can track their progressions.

## Strategic Direction 2

### Quality Relationships

#### Purpose

To consistently implement a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment in line with the Melbourne Declaration.

#### Overall summary of progress

The PBL system has been an extremely successful innovation. It has been continued to be revised and adjusted according to data results and student staff and parent feedback. We have embedded consistent routines and expectations across the school community. Continued Professional Learning opportunities and regular meetings have heightened staff awareness of the positive impact of choice and achievement on a student's wellbeing. Students have developed a good understanding of processes of the reward system and are always proud of their achievement. Staff are continuing to have Professional Learning opportunities to more effectively monitor the progress of students and target appropriate interventions in literacy and numeracy. Individual students that need support have an Individual Education Plan developed in conjunction with the LAST, Classroom teacher and parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of student support needs are based on school and external data systems (Sentral, PLAN, NAPLAN)</p> <p>60% of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy</p> <p>PBL is embedded and sustained throughout the school and the SET tool reflects consistent and fair practice across the school.</p>	<p>PBL implementation \$18,286</p> <p>Aboriginal Background Funding SLSO – \$21,424 NAIDOC \$741 Aboriginal/garden signage \$252 PL – \$500 Sensory Garden \$115</p>	<p>Staff are continuing to improve their skills and understanding of data collection. All students in ES1 and S1 have been plotted, and staff in S2 and S3 are now making the transition from continuum data to progressions.</p> <p>Two staff members are actively engaged in focusing on the support of all Aboriginal and Torres Strait Islander students. IEP's were written for all students after consultation with classroom teachers, parents/carers and our LAST representative. These 2 staff members also attended Connecting to Country. Students progressing positively along Learning Progressions and this data is being compared to other local schools.</p> <p>There has been a significant and sustained focus in the area of wellbeing, especially in relation to the PBL program across the school. Professional Learning Opportunities have heightened staff awareness of the positive impact of choice and achievement on a student's wellbeing.</p> <p>The SET review at the end of term 4 the school received 100%.</p> <p>PBL signage is now throughout school.</p>

#### Next Steps

All new staff to attend universal training in PBL to support to successful ongoing implementation of the program, with an emphasis on resilience in 2018. Aim to include parent representatives in the PBL program to build deeper understanding in the community. Promote school expectations in the community with signage e.g.; soccer oval.

Embed high quality teaching practices with high expectations for all Aboriginal students and ensure Aboriginal perspectives are embedded in school programs across all stages.

Continue to support staff in the collection and analysis of data supported with the release of an executive staff member to lead and guide.

## Strategic Direction 3

### Quality Systems

#### Purpose

To improve the quality of current school systems and embed new systems based on reforms and drivers relevant to Branxton Public School.

#### Overall summary of progress

Staff members continue to deepen their understanding of the new English, Mathematics, History and Geography syllabuses. Staff members from within the school and across our learning community are leading and supporting other through and effective implementation strategy. Staff were all engaged in developing their Personalised Development Plan which they linked to the Australian Teaching Standards. All staff were required to reflect on their areas of practice that indicated and supported their maintenance of the ATS in individualised booklets. All staff and representatives from the parents and carers were given the opportunity to be engaged in writing the School Plan and developing and evaluating the milestones.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Policies and practices which describe, develop and evaluate staff in their respective roles are linked consistently.</p> <p>Quality professional learning is aligned to the School Plan, system requirements and professional career aspirations of staff.</p>	<p>Technology – \$8635</p> <p>School Excellence – \$55,573</p> <p>SLSO – \$29,131</p>	<p>All staff have developed a PDP which reflects their personal goals, Professional Learning opportunities and their link to the whole school plan and the Australian Teaching Standards.</p> <p>Staff engaged in collegial discussions, data collection; comparison and analysis, peer observation resulting in more consistent teacher judgement for reporting to parents and carers.</p>

#### Next Steps

Staff will continue to review and refine PDP processes and plan professional learning that is related to the 2018–2020 School Plan.

Staff will continue to develop a deep understanding of the New Australian Curriculum, the NSW Learning Progressions and develop individualised and differentiated learning goals for all students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$31 363	<p>All students have a Personalised learning Plan and are making consistent progress towards achieving their personalised goals. 3 way interviews have been held with all students.</p> <p>During 2016 funds from Aboriginal Background funds were used to support in class learning activities with extra SLSOs.</p> <p>The whole school enjoyed performances by an Aboriginal dance group.</p>
<b>Low level adjustment for disability</b>	\$33 216	<p>These funds were used for ongoing support in the classrooms with SLSOs supporting students with special needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staffing allocation Semester 1 0.259</p> <p>Staffing allocation Semester 2 0.652</p>	<p>Branxton Public School used funds to release staff from face to face teaching and provide opportunities for teachers to observe each others practices and strategies. Teachers reported that this assisted them to improve their understanding of differentiated learning and effective classroom practice, especially in the area of literacy numeracy which was a whole school focus. Executive staff were also provided with time to lead and support these processes. One Assistant principal was released to support new curriculum implementation.</p>
<b>Socio-economic background</b>	\$225 485	<p>This year we again focused on developing our whole school Positive Behaviour for Learning program. Funds were utilised to release staff for Professional Learning, whole school events, certificates and rewards, and special days that involved the whole school community</p> <p>Staff have focused on continuing to develop their skills with a particular focus on Literacy, undertaking training in Seven Steps to Writing Success and ongoing professional learning in L3 (Language, Learning and Literacy) and FoR. (Focus on Reading)</p> <p>Technology, L3, PBL, TENS QT/school excellence</p>
<b>Support for beginning teachers</b>	\$4063	<p>Our beginning teacher utilised her remaining funds to develop skills in differentiation in programming and reporting and PL in IT to support the schools current systems.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	165	185	183	200
Girls	159	174	172	173

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	94.4	94.1	95
1	95.6	92.9	93	92.4
2	94	93.1	92.5	93.7
3	94.7	93.2	95	93.3
4	93.6	93.4	92.3	94.9
5	92.9	92.5	93.6	93.6
6	92.6	91.4	91.1	94.2
All Years	94.1	93.1	93.1	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.49
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

\*Full Time Equivalent

### 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	0

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>393,885</b>
Global funds	182,527
Tied funds	190,739
School & community sources	69,461
Interest	4,548
Trust receipts	8,246
Canteen	0
<b>Total Receipts</b>	<b>455,521</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	14,667
Excursions	2,025
Extracurricular dissections	33,782
Library	3,982
Training & Development	0
Tied Funds Payments	168,767
Short Term Relief	56,906
Administration & Office	71,233
Canteen Payments	0
Utilities	23,971
Maintenance	14,132
Trust Payments	10,188
Capital Programs	0
<b>Total Payments</b>	<b>399,652</b>
<b>Balance carried forward</b>	<b>449,754</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>829,673</b>
Appropriation	760,874
Sale of Goods and Services	0
Grants and Contributions	68,135
Gain and Loss	0
Other Revenue	0
Investment Income	664
<b>Expenses</b>	<b>-305,022</b>
Recurrent Expenses	-305,022
Employee Related	-160,246
Operating Expenses	-144,776
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>524,651</b>
<b>Balance Carried Forward</b>	<b>524,651</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

## School performance

### NAPLAN

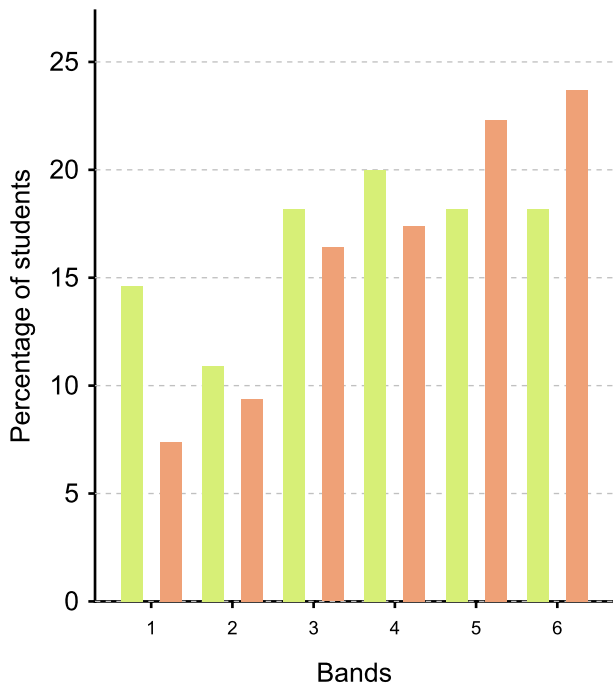
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

	2017 Actual (\$)
<b>Base Total</b>	2,439,126
Base Per Capita	54,253
Base Location	9,382
Other Base	2,375,490
<b>Equity Total</b>	413,248
Equity Aboriginal	31,363
Equity Socio economic	225,485
Equity Language	1,295
Equity Disability	155,105
<b>Targeted Total</b>	26,260
<b>Other Total</b>	75,129
<b>Grand Total</b>	2,953,762

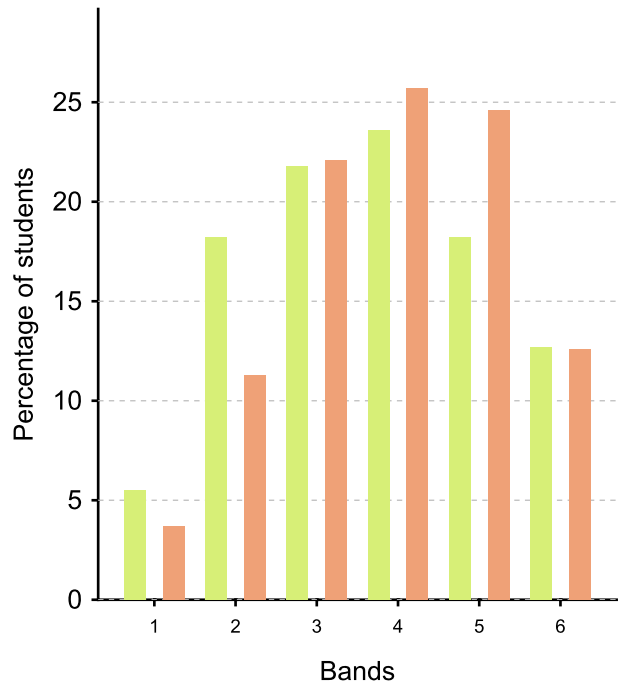
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

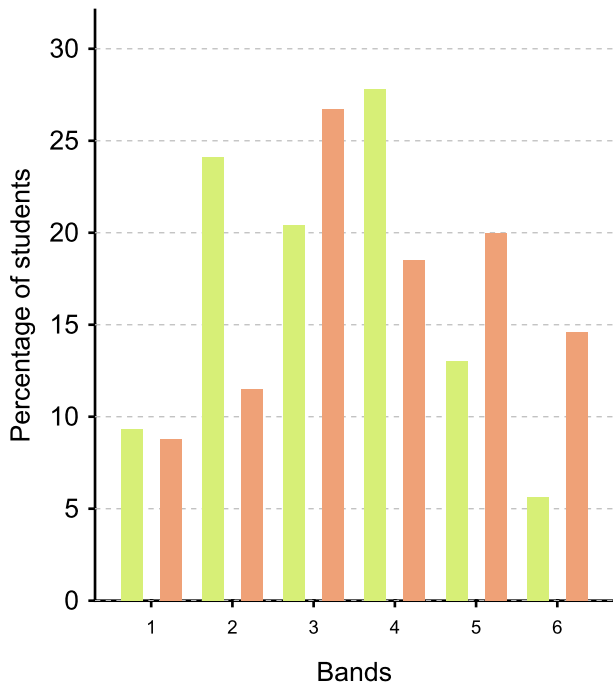
**Percentage in bands:**  
Year 3 Grammar & Punctuation



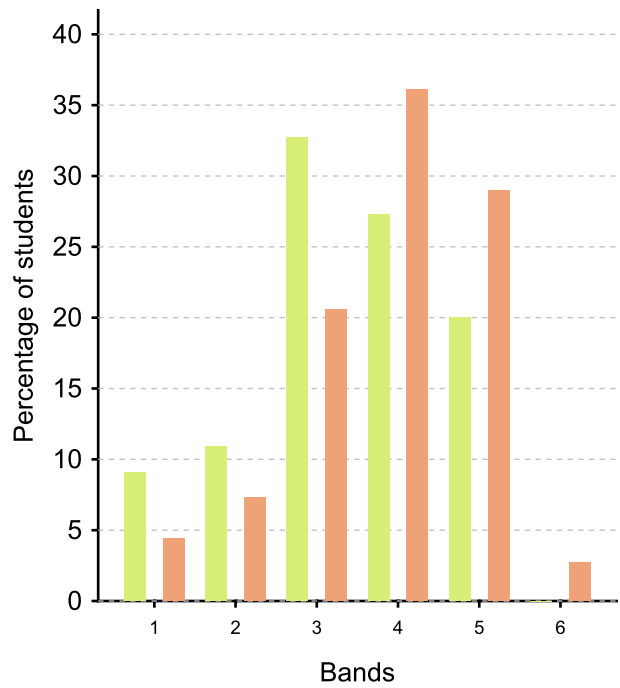
**Percentage in bands:**  
Year 3 Spelling



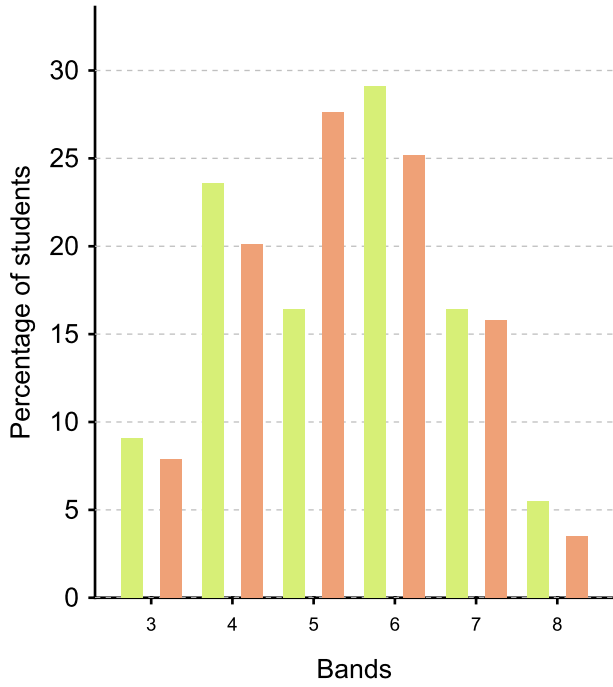
**Percentage in bands:**  
Year 3 Reading



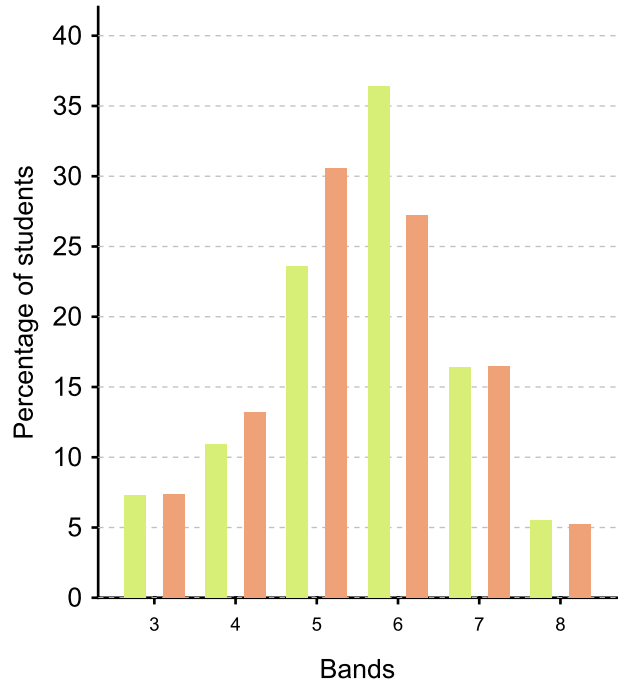
**Percentage in bands:**  
Year 3 Writing



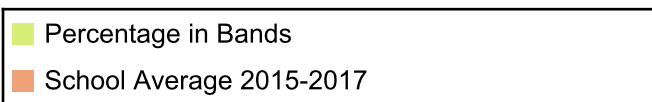
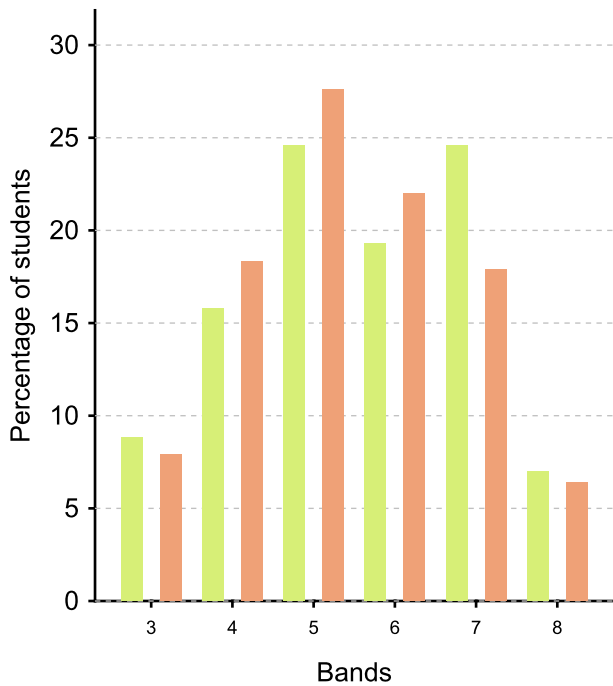
**Percentage in bands:**  
Year 5 Grammar & Punctuation



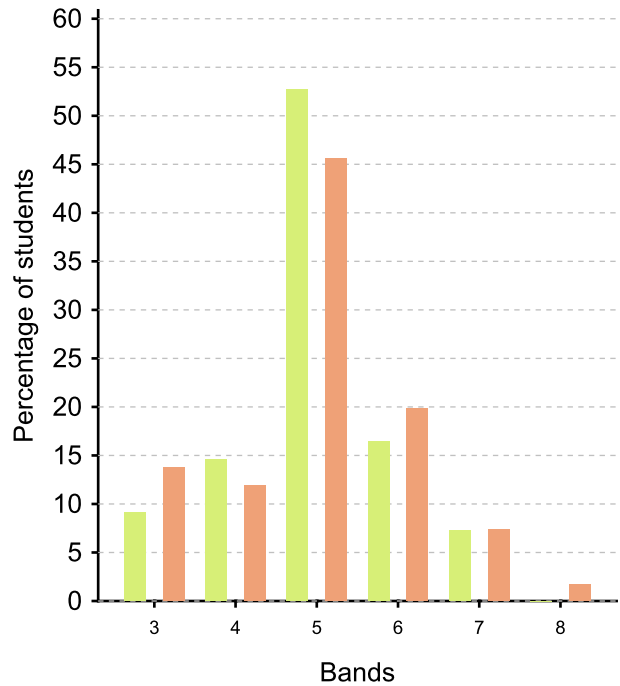
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing





## Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents feel welcome when they visit the school.

Parents feel that they are kept well informed regarding school activities and believe that their child's teachers are approachable.

Written information from the school is in clear plain language.

The school's administrative staff are helpful when they have a question or a problem.

Parents feel that the school supports positive behaviour and values the learning of all students.

85% of parents that responded were regularly involved in school committees.

79% of students feel accepted and valued by their peers and by others at their school.

97% of students in Years 5 and 6 value School Outcomes and believe that education will benefit them personally and economically, and will have strong bearing on their future.

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

The school staff emphasises academic skills and hold high expectations for all students to succeed.

## Policy requirements

### Aboriginal education

Branxton Public school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. In 2017 numerous programs, professional learning opportunities and whole school events were undertaken to support students in their education and understanding and connection with Aboriginal culture.

Throughout 2017 these programs included:

The election of an executive and staff representative to further engage our indigenous families within the school. Staff also attended a professional learning opportunity to help raise the literacy and numeracy outcomes of Aboriginal students. Data was collected and shared with several other schools in the area.

Staff attended a Professional Learning afternoon presented by Speaking in Colour representatives which

supported the process of embedding Aboriginal perspectives into the Curriculum.

Personalised Learning Plans for Aboriginal students were developed in consultation with staff, students and carers.

2 staff members attending Connecting to Country professional learning.

Students were provided with support to learn and practice Acknowledgement of Country and encouraged to present this at regular assemblies.

Dedicated learning experiences with visits from Aboriginal dancers from other schools where students witnessed a traditional smoking ceremony and were able to interact with local elders. An Aboriginal artist, Johnny came and worked with students and discussed the importance of his culture and values in his art.

A beautiful cultural garden was completed early in the year that acknowledged all the aboriginal tribes that crossed the land on which our school stands. During NAIDOC week we held whole school celebrations and invited elders from the surrounding community to celebrate. Several members of the AECG also attended.

### Multicultural and anti-racism education

All classroom teachers continued to look at ways to incorporate multicultural perspectives across the curricula within the new syllabus content.

In 2017 the school celebrated Harmony Day all students and families celebrated our multiculturalism with a BBQ and open day. Students rotated around several activities throughout the school including sport, dance and other culturally inspired events.

NAIDOC day was another successful and inspiring day with a wide range of learning opportunities to celebrate the day. We began with a welcome ceremony with student reading the Acknowledgement of Country. Uncle Glen and local aboriginal dancers performed a smoking ceremony and told Aboriginal stories in both dance and Dreamtime. We celebrated the official opening of our Aboriginal garden. The oldest indigenous student and the youngest indigenous student proudly cut the ribbon.

A staff member was trained as our Anti Racism contact officer and kept staff updated at staff meetings.