

Brocklesby Public School

Annual Report



2017



1363

Introduction

The Annual Report for **2017** 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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Relieving 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 12 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.

In the Domain of **Learning**, there is a demonstrated commitment towards all students making learning progress. The school has systems in place to monitor the individual learning needs of all students, using Literacy and Numeracy Continuums and NAPLAN Data. Continued professional learning for teachers centred around Mathematical Building Blocks (MBB) facilitated greater depth of understanding of how to teach and allowed tracking of results with regular data collection. Teacher understanding of assessment tools and analysis continued to grow and was reflected in the consistency across stages, throughout the year. Reporting to parents on student achievement and where to next is being embedded into the yearly cycle. The school has also committed to using a new reporting system for informing parents of their child's progress.

In the domain of **Teaching**, staff have been trained in various programs and pedagogical practices in order to deliver quality teaching and learning programs. They are beginning to implement some strategies from What Works Best and Improving Student Achievement. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and to plan for learning. This has allowed for teacher growth in understanding of the importance of up to date data/information and has led to a better understanding of valid and consistent teacher judgement. Teachers are also actively engaged in planning their professional development to improve their performance as part of their Professional Development Plans. This correlates with goal setting to achieve professional standards in line with the accreditation process.

In the domain of **Leading**, staff continue to work in collaboration with the community on initiatives such as; Pop-Up Playgroup, sporting events and consultative projects. The staff are also actively involved in leading projects within the Walbundrie Small Schools' Network and the Albury Principals' Network. Our focus has been to progress leadership and management processes and practices, particularly with the rollout of LMBR and changes in leadership positions. School leaders engaged with the community to develop the 2018–2020 School Plan and led the implementation of a consultative framework. Information gathered throughout this process informed future planning.

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

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

The school has developed an effective plan for the collection of baseline data, related to student learning achievement across both the Literacy and Numeracy Continuums. Data collected has facilitated the development of learning plans for students. These plans provide teachers with the necessary information to inform their teaching practice and ensure continued progress of student achievement across the NSW Literacy and Numeracy continuums. Any gaps in student learning (identified during this process) is recorded and teaching & learning programs have been adjusted accordingly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students achieve stage appropriate or better cluster markers against the Literacy and Numeracy continuums	Low-Level Adjustment for Disability \$11,851 Socio-Economic Background \$4,972 Classroom Readers \$4991 Teaching & Learning Resources \$1869	Staff have participated in various training for research-based Literacy programs. The Year 3– 6 teacher has successfully completed training in Mathematics Building Blocks. Programs are implemented into classrooms daily. Literacy texts were also purchased to support classroom Literacy programs.
<ul style="list-style-type: none">All Yr. 3, 5 & 7 students achieve proficiency in NAPLAN	Low-Level Adjustment for Disability \$11,851 Socio-Economic Background \$4,972 Teaching & Learning Resources \$1869	The number of students who sat the NAPLAN assessments in 2017, 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.

Next Steps

- Teachers will continue to develop and refine teaching practices, to ensure the delivery of high-quality teaching and learning programs.
- Baseline data will be collected and shared with all key-stakeholders.
- Teachers and students will utilise quality resources made available to them.
- Teachers and students will collaboratively develop individualised learning programs.

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

Teachers have engaged with high-quality professional learning opportunities throughout the year, to improve their practice. These opportunities were strategically aligned to Personal Development Plans and the School Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff demonstrate evidence based teaching strategies	Professional Learning Course Fees \$1175 Professional Learning Resources \$1371	Staff engaged with quality literature such as 'What works best: Evidence-based practices' and implemented strategies to help improve student performance across both literacy and numeracy. Teachers developed knowledge and understanding of the literacy & numeracy continuums and plotted student achievement, at regular intervals throughout the year.
Programs are differentiated for literacy and numeracy	Professional Learning Course Fees \$1175 Professional Learning Resources \$1371	Teachers completed the "Mathematics Building Blocks for Numeracy" course. This professional learning increased teacher knowledge of the curriculum and their capacity to differentiate learning programs. Teachers developed knowledge and understanding of Concepts for English, to inform teaching and learning programs. They also implemented the Comprehension Super Six strategies.

Next Steps

- Teachers will further explore data, data analysis and information gathering as a method of evaluating achievement and providing evidence of learning.
- Teachers will undertake "Formative Assessment" professional learning
- Continue to build upon the collaborative practice of teachers and the systems that support this.
- Continue to creatively use resources and allocation of funds to support teaching and professional 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

A planning process was undertaken across the whole school community. The collaborative process included formal and informal evaluations, forums and P&C meetings. Evidence gathered over the consultative process was used to identify two key strategic directions and inform the priorities for the 2018–2020 School Plan. The Brocklesby School 2018–2020 School Plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is school wide, collective responsibility for student learning and success with high levels of community engagement.	Community Engagement \$1082	All teachers provided opportunities for parents/carers to meet and discuss their children's progress. Student achievements were communicated through newsletters and the Seesaw app.
Focus forums about DOE initiatives, learning programs are well attended.	Community Engagement \$1082	On average 50% or less of families attended P&C meetings, parent teacher interviews, open days, and special events. On average 50% or less of families responded to surveys and/or were involved in consultative planning.

Next Steps

- The school community will continue to develop a strong school vision.
- Promotion of the school through updated information packages and an advertising campaign aimed at encouraging local families to send their students to the local school will be implemented.
- The school learning environment will be further enhanced with new flexible learning furniture and continued development of the school gardens.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$11,851	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 1½ 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
Socio-economic background	\$4,972	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 1½ 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.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	12	9	8	4
Girls	17	14	9	8

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.4		97.3	96.8
1	95.7	97.3		96.8
2	96.9	91.6	95.7	
3	92.1	92.3	96.1	100
4	90.9	90.7	96.2	96.8
5	95.7	93.7	95.2	99.5
6	96.8	92.1	92.1	94.3
All Years	94.8	92.5	95.3	96.9
State DoE				
Year	2014	2015	2016	2017
K	95.2		94.4	94.4
1	94.7	93.8		93.8
2	94.9	94	94.1	
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	93.9	94	93.9

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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.88
Other Positions	0

*Full Time Equivalent

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

Brocklesby Public School does not have a staff member who identifies as Aboriginal.

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

Professional learning and teacher accreditation

Teachers developed a Professional Development Plan informed by the school plan and the Australian Professional Standards for Teachers and Principals. Building teacher capacity and effective performance is essential in improving student outcomes.

Significant amounts of professional learning were also undertaken by Brocklesby Public School staff in 2017:

- All staff have completed mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis.
- The principal completed Principal Induction Conference (Local & State)
- The principal and SAM completed LMBR Training
- Teachers completed Mathematics Building Blocks Online Training
- Teachers completed online training in the Textual Concepts of English
- The 3–6 teacher completed Road Safety Education K–6 Training
- The principal and SAM completed Enterprise Financial Planning Tool Training
- Teachers and Support Staff participated in a Phonics and Beginner Reading Workshop

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.

Receipts	\$
Balance brought forward	40,379
Global funds	34,802
Tied funds	14,931
School & community sources	2,430
Interest	288
Trust receipts	507
Canteen	0
Total Receipts	52,958
Payments	
Teaching & learning	
Key Learning Areas	11,936
Excursions	1,300
Extracurricular dissections	1,893
Library	25
Training & Development	0
Tied Funds Payments	11,586
Short Term Relief	9,275
Administration & Office	6,154
Canteen Payments	0
Utilities	3,076
Maintenance	3,451
Trust Payments	1,144
Capital Programs	0
Total Payments	49,842
Balance carried forward	43,494

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.

	2017 Actual (\$)
Opening Balance	0
Revenue	91,651
Appropriation	85,460
Sale of Goods and Services	0
Grants and Contributions	6,191
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-66,431
Recurrent Expenses	-66,431
Employee Related	-46,611
Operating Expenses	-19,820
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	25,220
Balance Carried Forward	25,220

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.

	2017 Actual (\$)
Base Total	277,124
Base Per Capita	2,598
Base Location	4,171
Other Base	270,355
Equity Total	18,805
Equity Aboriginal	1,981
Equity Socio economic	4,972
Equity Language	0
Equity Disability	11,851
Targeted Total	14,410
Other Total	14,984
Grand Total	325,323

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.

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 2017, 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 cohort sizes over that period.

Parent/caregiver, student, teacher satisfaction

Parents/families responding to consultation surveys agreed that Brocklesby Public School was a great school and that students were the main focus. They agreed that the school encourages students and helps them to exceed their expectations. Parents also felt that the staff were caring, enthusiastic and knowledgeable.

Tell Them From Me student survey results show that 100% of students value school and learning, with 94% indicating that they receive high-quality instruction from their teachers. These results indicate that students at Brocklesby Public school are engaged in their learning and feel that what they are learning at school is directly related to their long term success. While 100% of students stated that they are involved in sporting activities and extra-curricula activities provided by the school.

Teachers and staff felt that Brocklesby Public School is a quality school, with strong values and provided a nurturing and supportive environment for the students. Staff reported that they were able to concentrate on teaching as the students were enthusiastic to learn and well behaved. The school has attractive learning environments and the classrooms are well resourced.

Policy requirements

Aboriginal education

Brocklesby Public School provides all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages. Aboriginal perspectives are incorporated in teaching and learning programs with a variety of strategies implemented to enable students to access learning at their point of need.

Our students participated in a visual arts program, in partnership with the Wirraminna Environmental Education Centre. This has enabled students to develop and broaden their understanding, knowledge and skills in the area of visual arts, with a focus on Exploring Aboriginal culture through local Wiradjuri artist connections. The school has been able to extend and implement this to all students in K–6.

Multicultural and anti-racism education

Brocklesby Public School is committed to promoting equity and excellence. We provide learning experiences and opportunities that enable all students to explore, learn, respect and appreciate the cultural, social and religious diversity of our nation. The Learning Across the Curriculum content in the NSW Syllabuses for The Australian Curriculum is embedded in all teaching and learning programs. Teaching and learning activities enable students to develop understanding of the cross curriculum priorities including Asia and Australia's engagement with Asia, intercultural understanding, differences and diversity. They learn to value their own cultures, languages, beliefs and those of others as well as understanding and addressing the contemporary issues surrounding these cross curriculum priorities.

Our school values – *Respect Others, Respect Learning, Respect the Environment and Respect Yourself*, clearly set expectations for all members of our school community and are referred to during morning assemblies, teaching activities and the School Discipline Policy. Our Bounce Back program also helps to foster students' understandings of culture, cultural diversity and racism within our multi-cultural society. Expected behaviour is actively modelled by all staff and incidents are sensitively and diligently managed if needed, in accordance with our School Discipline Policy.