

Buronga Public School

Annual Report



2018



1688

Introduction

The Annual Report for **2018** is provided to the community of Buronga 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

Buronga Public School creates an enabling environment where students are empowered to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

School context

Buronga Public School comprises a diverse population who champion inclusivity. Our school is located on the banks of the Murray River in the Far West of NSW, where a rich cultural identity is valued and celebrated.

Our diverse school enrolment of 115 students includes 43% Aboriginal and Torres Strait Islander students. Currently we have five classes where we provide differentiated education and cater for individual student need in a progressive and supportive environment. We have a strong Literacy and Numeracy focus combined with data driven and evidence based practice. Buronga Public School is an Early Action for Success School where we fully implement Language, Literacy and Learning (L3).

Staff implement a future focused approach to delivering the curriculum, incorporating digital technologies and computational thinking. We have a strong sporting program that is supported by the P&C and wider school community. We also have a valued and proactive approach to student wellbeing supported by the implementation of Positive Behaviour for Learning.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated ;

Buronga Public School creates an enabling environment where students are empowered to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

Buronga Public School comprises a diverse population who champion inclusivity. Our school is located on the banks of the Murray River in the Far West of NSW, where a rich cultural identity is valued and celebrated.

Our diverse school enrolment of 115 students includes 43% Aboriginal and Torres Strait Islander students. Currently we have five classes where we provide differentiated education and cater for mainstream students and students with mild to moderate disability. We have a strong Literacy and Numeracy focus combined with data driven and evidence based practice. Buronga Public School is an Early Action for Success School where we fully implement Language, Literacy and Learning (L3).

Staff implement a future focused approach to delivering the curriculum, incorporating digital technologies and computational thinking. Technology is embedded into our classroom practice to support learning and high levels of engagement. Classrooms have evolved into progressive and modern learning spaces, with a focus on student centered learning, engagement and visible learning strategies.

We have a strong sporting program that is supported by the P&C and wider school community. We also have a valued and proactive approach to student wellbeing supported by the implementation of Positive Behaviour for Learning, a specific Wellbeing teacher and whole school focus. Buronga Public School is dedicated to embedding the Wellbeing framework into our daily practice. It is particularly relevant in our school to have a strong belief in supporting students academically, socially, emotionally and physically.

The school NSW FOEI (family occupational index) for 2018 is 145, which is higher than the average of 100, indicating significant socioeconomic disadvantage.

There are eight full time teaching staff, three part time staff on temporary contracts, three SASS staff, one full time, two part time and two Learning Support staff on temporary contract. The majority of teaching staff are experienced and have taught at Buronga for a significant amount of time. The staff are dedicated to providing the best possible education for all students and have embraced significant changes to processes, practices and overall school culture during the last three years with the overall goal of best practice and to improve student outcomes and growth.

Buronga Public School is identified as an Early Action for Success school and as a result we are provided with an Instructional Leader two days a week. This has enabled us to improve teacher quality using an instructional approach with GROWTH coaching opportunities and using data to inform teaching.

Our self-assessment and the external validation 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

Wellbeing and Learning

Purpose

To provide an enabling school environment where students are actively connected to their learning, have positive respectful relationships and experience a sense of belonging.

Overall summary of progress

At Buronga Public School we aim to promote a learning culture focused on open communication and a sense of belonging from all participants. Our focus is on delivering quality educational programs to ensure student growth and success in all areas of social and educational development. Personalisation of learning are embedded in programs through the development of Personalised Learning Plans, behaviour Plans and Learning Support Plans. These individualised plans are developed by teachers, students and families to identify and assist the individual learning and wellbeing needs of our students. Learning goals are visible so students and their families can identify and celebrate personal growth, learning and achievements.

We value the importance of a smooth and positive student transition to and from our school. We work closely with the local preschool, secondary school, specialist agencies and our community to create a proactive, informed and supportive transition through the collection and distribution of student reports, community information seminars, school visits, Learning and Support meetings and planned student transition days.

Professional learning aligns with our current School Plan. Teachers have the opportunity to co-plan, teach and analyse data during collegial discussions with a member of the Leadership Team, with the aim to build teacher capacity in the fields of literacy, numeracy, digital technology and data collection and analysis.

School resources at Buronga Public school are allocated according to need and directly supports our school strategic plan. Ongoing well-being support has included 0.6 allocation to a well-being teacher. The wellbeing teacher is a part of the learning and support team. We also have a school counsellor who has a 0.2 allocation. The key features of the team is the facilitation of collaborative planning between teachers, support staff, parents and students. We have established guidance and support systems for all staff to assist in catering for individual students needs and effective implementation of support and well-being programs. The well-being teacher provides direct individual support through the referral process for every student with cognitive, social, emotional and physical needs. Classroom teachers also have an effective role in student wellbeing. Other specialist personnel, teachers and outside agencies visit the school on a regular basis to meet students individual wellbeing needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of students achieving expected growth in reading – 14% increase 50% of students achieving expected growth in numeracy– 14% increase 80% students achieving Personalise Learning Plan targets. 80% of Year 2 and 3 students achieve Early action for Success benchmark.	Staffing \$100 000 Teacher Professional Learning \$15000	The school has developed systems to for whole school collection of data using a time framed schedule. This has provided internal and external data to assist in planning for 2019 and enabling the school to better cater for every student. Positive Behaviour for Learning has been implemented across the whole school and supports a positive and successful school culture.

Next Steps

Further involvement of parents in student learning.

Personalised learning is strategic and changes regularly dependant on need.

Student centred feedback, reflection and evaluation of personal goals becomes a focus for every student.

Whole school data continues to impact decision making and guide school initiatives and priorities.

Quality Teaching Leadership team promotes reflective practice as a tool for continued improvement along with visible learning strategies, formative and summative consistent assessment practice and an integrated learning approach to delivering the curriculum.

Continue building Positive Behaviour for Learning across the school with a particular focus on whole school systems and protocols.

Strategic Direction 2

Building Capacity

Purpose

To provide the most effective teaching methods, with a high priority given to evidence based teaching strategies. Professional learning is aligned to the school plan and its impact measured and evaluated.

Overall summary of progress

As of 2018, a Leadership Team has been formed, including the Principal, Assistant Principal and Instructional Leader. Together, they are committed to leading the professional learning of teachers in effective literacy and numeracy teaching practices, strengthening teacher capacity and teaching expertise. Through a GROWTH Coaching model, the Leadership Team provides tailored, differentiated professional learning and direct literacy and numeracy support to K–6 classroom teachers, developing the skills to effectively use on-going assessment and learning strategies to personalise learning in literacy in numeracy using tiered interventions and instruction.

Using feedback and data, the Leadership Team evaluates the effectiveness of the professional learning, mentoring and coaching implemented, thus ensuring teachers gain expertise and knowledge in differentiating and targeting instruction to improve student Literacy and Numeracy outcomes across all stages of learning.

Formative assessment data is collected and used to monitor achievements, while also identifying areas of learning need, which informs ongoing planning for identified target students. Summative data is regularly collected across K–3 as part of Early Action for Success in a five week cycle. Analysis of this data informs future directions in programming and planning around student needs. At this time, learning goals are set for both whole class and individual students, and we are working towards this becoming a more transparent process for students to encourage engagement in their own learning directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff have PDP aligned to the school professional learning plan 100% staff lead at least one professional learning session per year 100% staff use evidence to inform teaching and include at least one project based learning unit per year.	Staffing \$20 000	We have achieved a whole school approach towards continuous improvement. Quality teaching is a focus, along with the necessary systems to support this, such as classroom observations, timely and relevant feedback, professional conversations, coaching and mentoring and the implementation of a whole school professional learning plan. All staff have received in class and teacher professional learning opportunities for the implementation of the Digital Technologies framework, including support from Australian Curriculum and Assessment Reporting Authority. This has enabled us to deliver high quality progressive learning across Kindergarten to year six for digital technologies, STEM, robotics and coding.

Next Steps

Learning goals and intentions that are transparent to all stakeholders.

All teachers to embed transparent assessment criteria into teaching and learning programs as a pre and post assessment strategy.

Improve opportunities for teachers to actively share and evaluate the effectiveness of literacy and numeracy practices.

Strengthen collection of data and analysis of student achievement to measure impact of literacy and numeracy programs on student attainment.

Build teacher understanding in how to use performance measurers of the National Progressions, PLAN2 and NAPLAN data to analyse student performance, with teaching programs reflecting strategies for achieving student growth based on data analysis.

Strengthen teacher's implementation of evidence based research to improve their performance in literacy and numeracy delivery.

Strategic Direction 3

Leadership

Purpose

To support a culture of high expectations, collaboration and professionalism, resulting in sustained and measurable whole school improvement.

Overall summary of progress

Buronga Public School has recently established a leadership team where distributed leadership and developing sustainable leadership in the school is considered. Individual members of the leadership team take responsibility and lead elements of the school plan in areas of strength.

The leadership team uses processes and practices to collaboratively review teaching performance, teaching and learning programs, professionalism and service delivery. Part of this process is using a GROWTH coaching model as part of our professional learning school support practice. Performance and Development Plan requirements are part of our professional learning processes and are also supported with GROWTH coaching sessions. Buronga Public School staff operate under four staff values that guide the way we work together. SASS staff have engaged with the Performance and Development Plan process.

At Buronga Public School we have a strong belief and commitment to professional learning for impact, evidence-based research for best practice and teacher quality. This involves staff in professional learning and ongoing school process to strengthen skill sets while considering our school context and student need. Whole school professional development has been embraced by the school to support the idea of maximum impact by training all teaching staff in prioritised programs. These programs or initiatives include; Positive Behaviour for Learning, Enhancing Data Skills CESE training and Digital Technology and Computational Thinking. Our Digital Technology and Computation Thinking professional learning includes face to face workshops with Australian Curriculum and Assessment Reporting Authority staff once a term and weekly in school support with modelled and team-teaching opportunities. The school seeks feedback from students, staff and the wider community in relation to a range of school business including future planning, feedback relating to current programs and operational decisions.

Buronga Public School has made significant changes to practices that promote a growth mindset during the past three years. The school leadership team champions continuous improvement and is relentless in the pursuit of progress. The school is becoming more aware of the advantages to a responsive and dynamic learning culture where high expectations and improvement is part of our core business.

School planning, implementation and reporting has been a consultative process with consideration given to all stakeholders. The plan is designed to meet all three domains of learning, teaching and leading while being responsive to local school needs and priorities. Our plan is deliberately written with school priorities that overlap and collectively support our school vision. Many processes and practices complement each other. There are timelines put in place to ensure progress and continued growth and improvement in the form of milestones. Members of the school leadership team drive one of the three strategic directions with all staff contributing. All staff are familiar with the school plan, the excellence framework and supporting school documents.

School planning, implementation and reporting at Buronga Public School has been a strategic and consultative process. The plan was designed with all stakeholders considered representing a holistic approach to addressing school needs with a vision of continuous school improvement.

Our school plan is shared, and staff can articulate our school purpose statement, vision statement and strategic directions. There is an understanding of how the School Excellence Framework supports each direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership team implements school staff support processes to affirm quality teaching and address under performance. Move from delivering in school	Teacher Professional Learning Leadership \$5000	Strategic approach to staff professional growth and promoting a culture of high expectations in relation to performance and improvement along with a strategic approach to planning for 2019 using data and whole school evaluation practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SEF to sustaining and growing within Educational Leadership.		Increased opportunity for dispersed leadership through the establishment of a school leadership team. Instructional Leadership practice is evidence across the school community.

Next Steps

Strategic measures of the impact of change time lined and systematic.

Further involvement and responsibility from staff and parents in the implementation of the school plan.

Considered and strategic staffing decisions to best meet the needs of students.

Planned and strategic approach to long term improvement goals.

Leadership team allocates non educational administrative tasks to non-teaching staff.

Building capacity of administrative staff.

Building capacity using new software and processes for financial management.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>1.0 Aboriginal Education Officer \$68 575</p> <p>Student Learning Support Officer \$14 025</p>	<p>All students have a Personalised Learning Plan (PLP) established in consultation with students and family members. Students are demonstrating growth using school data, PLAN 2 and Personalised Learning Plan achievement.</p> <p>Students have access to an Aboriginal mentor (SLSO)</p> <p>Aboriginal students attend camps, leadership opportunities, art workshops and cultural experiences.</p> <p>Aboriginal student learning is supported through specific resourcing and materials relevant for purpose.</p> <p>Aboriginal Education supports student learning, family connections, wellbeing, support and health assistance.</p>
Low level adjustment for disability	<p>Learning and Support Teacher \$42 686</p> <p>Interventionist Teacher \$18 058</p>	<p>The role of the Learning Support Teacher enables, coordination of support, enhanced collaboration, collegial support to school personnel and the wider community, whole school approach to planning for and supporting students experiencing difficulty, established guidance and support systems for all staff to assist in catering for individual student needs and effective implementation of support programs and evidence based practice.</p> <p>Interventionist Teacher resulted in targeted support for Tier two students.</p>
Quality Teaching, Successful Students (QTSS)	Release from class to engage in coaching \$19886	Strategic and planned professional development opportunities for all staff that reflect whole school priorities and planning. All staff have participated in a coaching program with an allocation of RFF to do so.
Socio-economic background	1.0 FTE	The employment of a full time Wellbeing teacher enabled students to access the support they required to engage in teaching and learning programs and assisted the school in the implementation of The Wellbeing Framework.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	46	45	60	58
Girls	42	50	51	60

Enrolments at Buronga have increased by 30% over the last four years with consistent growth each year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91	90.7	88.5	95.2
1	90.9	95.8	91.4	91.9
2	94.4	92.7	92.7	90.2
3	92.9	91.9	89.3	94.2
4	90.4	92.4	91.3	87.2
5	91.9	91.9	94.9	87.5
6	84.7	90.1	91	88.3
All Years	90.6	92.4	91.1	90.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance

Buronga Public School implements our Attendance Policy with rigour. Student attendance is monitored and recorded in a consistent and transparent way. The school has established positive relationships with parents, carers and the school community to support regular attendance at school. Contact is made if students are away from school without explanation or their attendance rates fall below 85%. The school works with families to develop solutions to best support students being at school everyday. These solutions are

often based on individual need. Buronga Public School adopts a proactive approach to student attendance, where staff provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community. We recognise and reward excellent and improved student attendance; maintain accurate records of student attendance; implement programs and practices to address attendance issues when they arise, provide clear information to students and parents regarding attendance requirements.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.7
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	2.63

*Full Time Equivalent

Buronga Public School has two employees who identify 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

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

100% of staff are accredited at Proficient.

Financial information

Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	182,677
Revenue	1,554,545
Appropriation	1,521,044
Sale of Goods and Services	6,095
Grants and Contributions	25,767
Gain and Loss	0
Other Revenue	0
Investment Income	1,640
Expenses	-1,619,254
Recurrent Expenses	-1,619,254
Employee Related	-1,422,167
Operating Expenses	-197,087
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-64,708
Balance Carried Forward	117,969

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

Financial management is in accordance with current Department of Education Policy.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,051,452
Base Per Capita	21,464
Base Location	28,630
Other Base	1,001,358
Equity Total	264,407
Equity Aboriginal	74,631
Equity Socio economic	130,073
Equity Language	0
Equity Disability	59,704
Targeted Total	64,336
Other Total	106,652
Grand Total	1,486,847

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

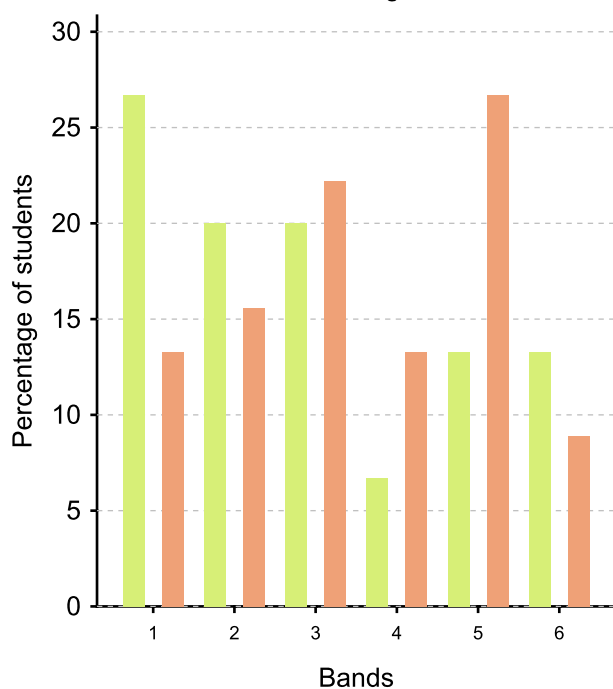
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

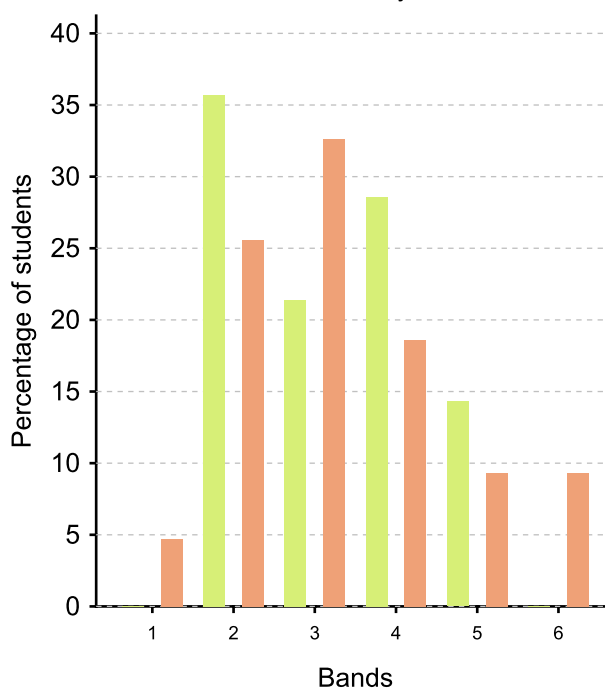
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *My School* and insert the school name in the *Find a school* and select *GO* to access the school data.

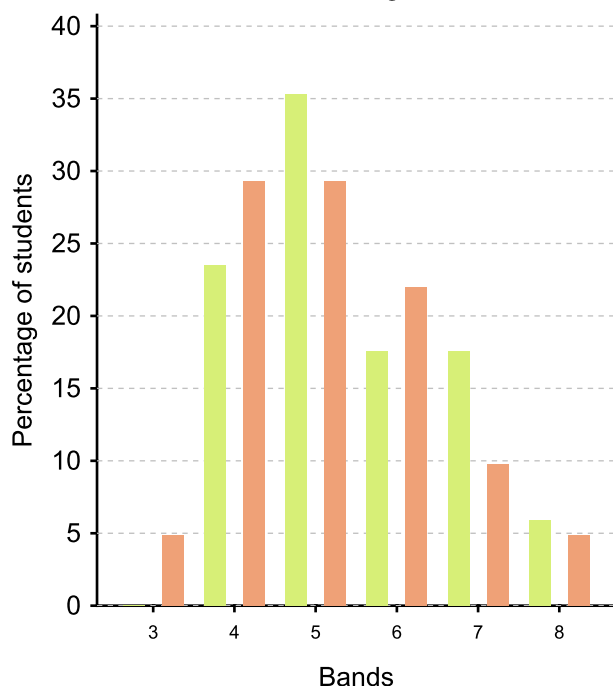
Percentage in bands:
Year 3 Reading



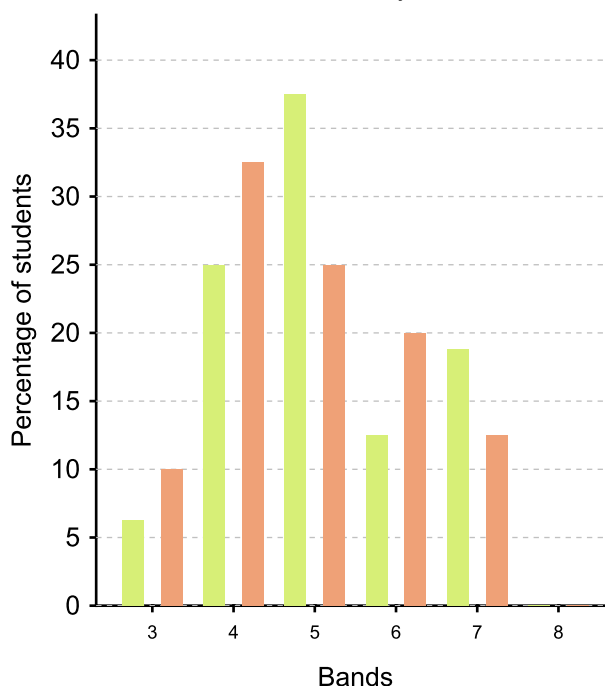
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



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Buronga Public School has a culture of continued improvement and growth. With careful and extensive

analysis of data we are able to prioritise support and resourcing to focused areas of learning. In addressing State priorities. Buronga Public School implemented a focused approach to learning where student data is analysed every five weeks with a responsive teaching program to follow, delivered by an interventionist teacher. The school developed individual learning plans for all students with an emphasis on visible learning and a high commitment from students to improve.

Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers on school performance across a range of areas. Parent responses indicated that there is a belief that students at Buronga Public School have access to quality education and learning opportunities. Parents responded positively to extra curricular opportunities provided and welcomed ongoing changes seeking improvement particularly in learning support and wellbeing. Parents expressed a belief that students were exposed to a safe and positive learning environment where belonging and individual differences were catered for to a high standard. Students were surveyed to measure their engagement categorised as social, emotional, and intellectual. Social engagement – Students who are socially engaged are actively involved in school life. This involvement can provide a sense of belonging and increases academic motivation. The survey found that 89% of students believed they had positive relationships at school. Institutional Engagement – Students who value schooling outcomes and meet formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long term success. The survey found that 100% of students felt they were institutionally engaged. Intellectual Engagement – Intellectual engagement entails a committed emotional and cognitive investment in learning, using higher order thinking skills to increase understanding, solve complex problems and construct new knowledge. The survey found that 92% of students were interested and motivated and 98% felt they received quality instruction. Staff indicated through various communication, including informal meetings, coaching sessions and professional development opportunities that they were committed to ongoing school evaluation and school improvement initiatives. Priority areas indicated by staff included improved communication, Positive Behaviour

all students were provided with relevant and inclusive lessons. We are committed to maintaining strong and effective partnerships with Aboriginal families and work together with parents to achieve the best possible learning outcomes for students. We enjoy regular and positive communication with parents. In 2018 Buronga Public had 43% of students who identified as Aboriginal and/or Torres Strait Islander. Buronga Public School promotes respect for the unique culture of Aboriginal people by acknowledging the traditional custodians of the land at all gatherings, integration of Aboriginal perspectives across Key Learning areas, a highly engaged Aboriginal Education Officer who works with students and families, Personalised Learning Plans for all Aboriginal and Torres Strait Islander students and celebrations including NAIDOC day utilising the knowledge of our local families and provision of cultural programs in conjunction with community agencies.

Multicultural and anti-racism education

Buronga Public School operates within the guidelines of the Multicultural and Anti Racism policy. At Buronga Public School we encourage and actively teach students to develop skills, knowledge and attitudes required to be part of a multicultural society. This is reflected in teaching and learning programs and the implementation of the Well being framework. Tolerance and cultural diversity are promoted through acknowledgement of special events, festival and celebrations which are reflected in learning opportunities studied by our students and by the school culture we create. Buronga Public School Indigenous Community is actively involved in school events, festivals and celebrations where their skills, knowledge and contribution to the school is highly valued. The Anti-Racism Contact Officer in schools is the contact between staff, students, family and community members who wish to make a complaint regarding racism. In 2018 the Anti Racism Contact Officer at Buronga Public School did not receive any complaints.

Policy requirements

Aboriginal education

In accordance with the Aboriginal Education Policy, Buronga Public School has made a commitment to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia by providing quality educational experiences to all students by addressing the above content. Inclusion of Aboriginal perspectives in teaching and learning programs and differentiated delivery ensured