

Brocklesby Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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School background

School vision statement

Brocklesby Public School students are challenged and encouraged to be open minded problem solvers, confident and creative individuals and active global citizens. This is built around positive relationships, empathy, open communication, respect and understanding. We prepare our students to become confident, lifelong learners who maintain healthy and satisfying lives.

School context

Brocklesby Public School is a quality centre for learning with highly skilled and motivated teachers. The school has an enrolment of 10 students ranging from Kindergarten to Year 6 and provides education to children from the small rural community of Brocklesby, approximately 45km south west of Albury on the NSW/VIC border. The students are predominantly from farming families and the school has very strong ties to its history, with many next generation enrolments. The school provides quality teaching and learning programs with an emphasis on developing open minded, tolerant and creative learners. Parents and community members are encouraged to be involved and proactive in the school's academic, sporting and cultural activities. The school also has strong 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 are planned and hosted.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Quality Learning

Purpose

To apply evidence based pedagogy and collaborative practice thus enriching and improving learning outcomes collectively and meet the needs of learners, within our community of schools.

Quality learning experiences will contribute to an aspirational learning culture. Students welcome feedback in order to self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.

Improvement Measures

All students have achieved their identified learning goals.

Most students have achieved their expected growth for reading text and comprehension.

Most students have achieved their expected growth for numeracy.

Progress towards achieving improvement measures

Process 1: Enriching Learning

Develop and deliver student-centred quality teaching programs and provide self-regulated learning experiences, enabling students to develop an understanding of how they learn and use this knowledge to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Is there an integrated approach to quality teaching, curriculum planning and delivery and assessment promoting learning excellence to meet the needs of the students?</p> <p>The school has a well-rounded approach to enriching student learning. Teachers have engaged in regular, targeted and evidence based professional learning to understand the Literacy and Numeracy Progressions and improve student learning outcomes. Teachers apply this knowledge to their classroom practice, with a particular emphasis on determining student progress and achievement. A whole school assessment schedule was developed to ensure this happens in a timely and consistent manner. Teachers use this data to adjust teaching and learning programs, developing individualised learning activities and goals. This information is collated, shared and discussed with students and their parents.</p>	<p>2 days x Lit & Num Progressions PL \$1050</p>

Process 2: Formative Assessment

Ensure students develop and understand formative assessment classroom practices, to inform areas of improvement. Build capacity of students to develop and utilise collaborative feedback skills, enabling them to independently regulate, reflect and report upon their learning.

Evaluation	Funds Expended (Resources)
<p>Is formative assessment integrated into teaching practice in the classroom, confirming that students learn what is taught?</p> <p>Students are able to articulate and define what a learning intention is and how to use success criteria. The classroom is organised to provide opportunities for students to feed back to the teacher their progress and to further their learning. Students are given the opportunity to meet with the teacher and discuss their learning intention and success criteria achievements during learning interviews. This discussion emphasises where students are achieving on the learning progressions and informs future</p>	<p>4 days x WTLC casual relief</p>

Progress towards achieving improvement measures

learning directions. Teachers provided feedback through a variety of ways including verbal, written and pictorial.

Next Steps

- Teachers build student capacity to regulate, self-reflect and provide collaborative feedback to their peers.
- Teachers co-construct learning goals with all students and record progress on PLAN2.
- Teachers co-construct and deliver quality teaching and learning programs using a hexagonal curriculum mapping approach.
- Teachers engage in learning walks and talks to improve practice.
- Teachers develop a case study approach to monitor student progress and achievement on a regular basis.

Strategic Direction 2

Quality Teaching

Purpose

To develop skilled and high-performing educators, through collaborative and capacity building practices. Teachers will apply evidence based pedagogy and consistent practices to meet the needs of learners within our community of schools.

Improvement Measures

All teachers have embedded evidence-based pedagogy in learning and teaching programs.

All teachers actively engage in collaborative and reflective practices to improve teacher capacity.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Provide opportunities for teacher collaboration and professional learning within our community of schools. Strengthening teacher capacity, to ensure continuity and consistency of practice.

Evaluation	Funds Expended (Resources)
<p>Is there is evidence of teachers reviewing their practices and jointly constructing clear protocols and a proforma for peer observation and self reflection.</p> <p>The professional learning data indicates that staff have participated and engaged in reflective practices with an emphasis on peer observation. The Walbundrie Small Schools Network jointly constructed a peer observation template aligned with the professional teaching standards and set out clear protocols for conducting observations. Observations were scheduled during term 4 and carried out as evidenced by the observation record. Teachers observed each others formative assessment techniques and self-reflected on their classroom practices.</p>	4 days x WTLC casual relief \$1600

Process 2: Evidence Based Teaching

Provide professional learning and opportunities to build capacity of staff in the use of systematic and reliable data information sources. To inform their teaching practice and support consistent evidence based judgements.

Evaluation	Funds Expended (Resources)
<p>Is there evidence of formative assessment in the classroom and across the school?</p> <p>Teachers participated in targeted professional learning. The professional learning offered to teachers is based on formative assessment. The learning is research and evidence based. A co-ordinated schedule is used to outline the progression of learning and allows opportunities for reflection. Learning Intentions & Success Criteria are visible in teaching and learning programs. Student learning goals are co-constructed with the teacher based on the success criteria from the learning and displayed in the classroom for future reference. Pre and post assessments are conducted to ascertain student prior knowledge and to determine student learning and achievement over time.</p>	4 days x Additive Strategies PL Casual Relief \$1600 1 day x LANSA Amanda Gorman PL \$525 PAT-R Assessments \$125

Next Steps

- Teachers complete the Dylan Williams Formative Assessment professional learning package.
- Teachers continue to observe lessons and reflect on their practice.
- Teachers engage in 'Clarity' professional learning and develop a professional learning hub with necessary data walls.
- The Walbundrie Small Schools Network continues to strengthen and develop teacher collegiality practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$983	<p>Ongoing involvement in cultural activities that enhance the teaching of Aboriginal perspectives across the curriculum.</p> <p>Students participated in NAIDOC week celebrations at Rand Public School with schools across the Walbundrie Small Schools Network.. Students were exposed to and participated in Indigenous activities such as; language lessons, art workshops, history activities and art making. Many of these activities were delivered by local Indigenous people and the James Fallon High School Wiradjuri Dance Troupe. These activities enabled the school to create learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted.</p>
Low level adjustment for disability	\$13,360	<p>Level of students' participation and engagement in learning increased through individualised learning programs implemented by classroom teachers and School Learning Support Officer in consultation with Learning and Support Team and parents. The school implemented the Effective Reading program in partnership with the NSW Centre for Effective Reading. Improvement in reading was evidenced in assessment results that indicated a growth of reading ages over the 12 months intervention.</p> <p>All students requiring learning adjustments were catered for within the classroom program with support where needed. Students are registered on the National Consistent Collection of Data (NCCD) and all staff members are fully aware of differentiation and learning adjustments for individual students.</p>
Socio-economic background	\$1405	<p>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 $\frac{2}{12}$ days per week. This additional staffing enabled two teachers to team teach 3 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. Students received and responded to personalised learning adjustments and feedback delivered.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	4	4	4
Girls	9	8	6	6

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.3	96.8	71.6	71.4
1		96.8	94.6	64.2
2	95.7		97.8	95.6
3	96.1	100		82.5
4	96.2	96.8	96.8	82.4
5	95.2	99.5	94	95.1
6	92.1	94.3	98.4	91.7
All Years	95.3	96.9	93.8	86.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1		93.8	93.4	92.7
2	94.1		93.5	93
3	94.2	94.1		93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.3	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	24,617
Revenue	394,176
Appropriation	388,841
Sale of Goods and Services	78
Grants and contributions	5,157
Investment income	100
Expenses	-367,126
Employee related	-334,936
Operating expenses	-32,189
Surplus / deficit for the year	27,050

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	19,433
Equity Total	15,748
Equity - Aboriginal	983
Equity - Socio-economic	1,405
Equity - Language	0
Equity - Disability	13,360
Base Total	316,673
Base - Per Capita	2,346
Base - Location	3,379
Base - Other	310,948
Other Total	29,424
Grand Total	381,278

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about their school. This year's survey results indicate that information about the school's progress is regularly communicated to parents, class activities are interesting and engage students in learning and parents are encouraged to be involved in their child's learning. Students, Staff and parents have regularly been provided with opportunities to give feedback on student learning, wellbeing and school programs. Student's and parent's feedback indicate that they have enjoyed being a part of decision making at school. One of the major successes of the school year was the renewed partnerships with the local preschools and collaborative 'Kidslink' socialisation program with Lowesdale Public School. Staff also felt they are supported by the school leader in a positive manner.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.