Buronga Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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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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 six 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

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Teachers use data in a systematic and regular way to monitor the effect of their efforts and to inform teaching.

Evaluation	Funds Expended (Resources)
Progress has been made in the way we use data at Buronga to improve student outcomes evidenced by undertaking professional learning in data concepts and analysis of student assessment data to address learning needs. The leadership team analyses student progress and achievement data for insights into student learning and intervention programs.	Professional Learning $4000.00

Process 2: Implement an integrated approach to quality teaching, curriculum, planning, delivery and assessment.

Evaluation	Funds Expended (Resources)
The school offers a curriculum that meets requirements and provides focused, individualised academic opportunities for all students. Teaching and learning programs incorporate an integrated approach to learning with attention to core learning and high engagement. The curriculum and delivery of lessons is differentiated for students with particular identified needs. Teachers collect and use assessment data that monitors student achievement. This information is used to inform planning and teaching. Assessment is undertaken regularly and data is systematically collected across the school.	Professional Learning $4000

Process 3: Whole school approach to implementing the wellbeing framework, positive behaviour for learning strategies and school learning and support policy.

Evaluation	Funds Expended (Resources)
School values are clearly documented in the annual school plan and also Positive Behaviour for Learning meeting minutes. 100% of staff members both teaching and non teaching who were interviewed could state the 4 school values. 63% of staff surveyed noted that they had been teaching values and the school behaviour expectations to the students. 100% of the students interviewed were able to identify Success, Respect,	Professional Learning $5000

Progress towards achieving improvement measures

Responsibility and Safety as the school's expectations/values.

92% of students indicated that they had received an acknowledgement ticket this term.

100% of staff indicated they had delivered acknowledgement tickets this term.

Every student has the opportunity to access acknowledgements.

Next Steps

Student centered feedback, reflection and evaluation of personal goals and challenges included in individual plan template.

Reflective practice is embedded into our evaluation strategy

PLAN 2 data is up to date and used to inform teaching and learning.

Formative assessment and summative assessment in all key learning areas.

Pre and post assessment evidenced in teaching and learning programs

Learning goals become more visible and accessible to students.

Whole–school classroom management systems and protocols based on the PBL model.

Whole school monitoring of student learning through the use of a school–wide assessment schedule that is designed to ensure the learning of all students is monitored systematically.

Learning goals and intentions that are transparent to all stakeholders.

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 measures 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

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

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

Explicit instructional teaching of expected behaviours in our school setting that support our vision statement

Staff to collect and analyse data from students, parent feedback and staff surveys.

Teachers meet with colleagues to collaboratively problem solve and plan to cater for students individual needs within the regular classroom.

Focus on differentiating the curriculum

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.

Improvement Measures

Staff have Performance Development Plan aligned to the school professional learning plan.

Staff lead professional learning sessions throughout the year to build capacity within the school environment.

Staff use evidence based programs and strategies to inform teaching and learning.

Progress towards achieving improvement measures

Process 1: Whole school systems provide staff with high quality professional learning that is linked to PDP and the school plan with a focus on quality teaching and sustainable and continuous school improvement.

Evaluation	Funds Expended (Resources)
The development of outcome mapping documentation will improve programming practices and enables a planned and sequenced approach. The next phase of our work will provide even more explicit programming guidelines and lesson structure. This provides staff with clear expectations about best practice, based on evidence and research. A strategic approach when preparing learning minimises the risk of students not mastering key concepts and prerequisites for understanding and achievement. We evaluate what impact this has on student achievement.	Staff release from face to face teaching $5000

Process 2: The school leadership team demonstrates instructional leadership promoting and modelling effective evidence based practice using a combination of coaching and mentoring.

Evaluation	Funds Expended (Resources)
Based on data, and feedback from staff and parents a numeracy focus has been identified for 2020. All staff will engage in Effective Mathematics professional learning. Learning will be reflected in teaching and learning programs, lesson delivery and session tasks. As a result student achievement will improve.	$2000

Next Steps

Develop whole school professional learning plan that links with staff performance development plan, the school plan and teaching standards.

Further develop whole school programming expectations with relevant documentation.

Strategic Direction 3

Leadership

Purpose

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

Improvement Measures

Leadership team implements school staff support processes to affirm quality teaching and address under performance.

Move from delivering in school SEF to sustaining and growing within Educational Leadership.

Progress towards achieving improvement measures

Process 1: Leadership is evidenced within the school culture where students, staff and parents contribute to the leadership of the school and to the achievement of our goals and priorities.

Evaluation	Funds Expended (Resources)
Whole school systems guide the progress of the school with a shared vision. School priorities are transparent and embedded in ongoing work. Effective instructional leadership is evidenced with coaching schedules and individual session notes. Each coaching session guides individual staff growth and improvement. The school leadership team works collegially to support quality teaching, best practice, professionalism and the well–being framework.	Additional Executive release $10 000

Process 2: School systems, resourcing and leadership practice promote shared purpose, vision and a responsive school culture.

Evaluation	Funds Expended (Resources)
Whole school systems guide the progress of the school with a shared vision. School priorities are transparent and embedded in ongoing work. Effective instructional leadership is evidenced with coaching schedules and individual session notes. Each coaching session guides individual staff growth and improvement. The school leadership team works collegially to support quality teaching, best practice, professionalism and the well–being framework.	Staffing $20 000

Next Steps

Refine coaching and instructional leadership practices to correlate with school priority in building staff capacity.

Use collaborative feedback, reflection, effective whole school evaluative process in strategic way to support continuous improvement.

Whole school strategic processes to measure the impact of change using consistent and regular time frames.

Further develop shared responsibility initiatives increased involvement and responsibility from staff and parents in the implementation of the school plan.

The leadership team priorities strategic staffing decisions to best meet the needs of students, with a correlation to long

term financial planning.

The leadership team supports building capacity of administrative staff, including using new software and processes for financial management where non educational administrative tasks are allocated to non–teaching staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing $82 600	The schools provides culturally appropriate support and guidance for students and families. The impact includes higher engagement levels of families at school, 80% of Indigenous students achieving learning goals in their Personalised Learning Plans and attendance data at 85%.
Low level adjustment for disability	Staffing $65 649	All students have personalised learning plans where teachers are programming and teaching to a point of need. Eighty per cent of students are achieving their learning goals. Plans are reviewed and adjusted each term. Students who require further support are referred to learning support staff and interventionist staff. Parents are involved at all stages of the process.
Quality Teaching, Successful Students (QTSS)	Staffing $21 236	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 release from face to face teaching to do so.
Socio–economic background	$102 000	Targeted intervention for students not reaching early action for success benchmarks and implementation of the well–being framework where students receive targeted support programs for social, emotional physical and academic needs resulting in a positive school culture with improved behaviour and achievement data.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	45	60	58	50
Girls	50	51	60	57

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.7	88.5	95.2	80.4
1	95.8	91.4	91.9	95.4
2	92.7	92.7	90.2	88.2
3	91.9	89.3	94.2	92.4
4	92.4	91.3	87.2	95.1
5	91.9	94.9	87.5	85.3
6	90.1	91	88.3	93.1
All Years	92.4	91.1	90.5	89.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	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	93.4	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
Assistant Principal(s)	1
Classroom Teacher(s)	4.71
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

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	117,969
Revenue	1,775,707
Appropriation	1,735,646
Sale of Goods and Services	5,088
Grants and contributions	34,626
Investment income	347
Expenses	-1,740,993
Employee related	-1,480,536
Operating expenses	-260,457
Surplus / deficit for the year	34,714

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	33,453
Equity Total	301,508
Equity - Aboriginal	82,600
Equity - Socio-economic	153,259
Equity - Language	0
Equity - Disability	65,649
Base Total	1,066,569
Base - Per Capita	27,687
Base - Location	31,500
Base - Other	1,007,381
Other Total	144,054
Grand Total	1,545,584

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 website.

Parent/caregiver, student, teacher satisfaction

In 2019 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 curricula opportunities provided and welcomed ongoing changes seeking improvement particularly in learning support and well–being. 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 88% 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 90% 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 95% 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 whole school programming and curriculum development.

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.