

# 2020 Annual Report

## Brocklesby Public School



*Gently in manner. Strongly in matter.*



1363

# Introduction

The Annual Report for 2020 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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## Message from the principal

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I had the privilege of leading Brocklesby Public School in 2020 as the newly appointed permanent Principal for what proved to be a very unusual year, not only for us but for all schools throughout the state. COVID-19 arrived in Term 1 and tested the resilience of staff, students and the community. None of us imagined that this school year would be disrupted in such a dramatic fashion. Now, we find ourselves reflecting on the unprecedented year that was 2020. We want to thank you for your kindness and cooperation as our staff members worked to provide quality learning experiences for our students and to support their efforts to learn online from home. We were amazed by the flexibility, tenacity and creativity that our students demonstrated as they navigated this new and different way of accessing their education.

This annual report reflects the school progress and achievements in the key strategic areas of our school plan. Thanks to the incredible work of our dedicated team, the implementation of the 2020 school plan further enhanced our delivery of quality education to our students. We are grateful for the incredible support of our parents and community who work in partnership with us at all levels of planning and implementation to ensure we maximise the opportunities for all students at our school.

## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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)
Since 2018, under the process of Enriching Learning the school has developed staff capacity in understanding the Literacy and Numeracy Progressions, undertaken professional learning in the technical aspects of PLAN2 to record students progress and have provided targeted teaching and learning programs to improve student achievement with a focus on understanding and creating text. Teachers engaged in 'Seven Steps to Writing Success' and 'Spell It' professional learning to ensure pedagogically sound practices were implemented when developing students ability to create texts, whilst also maintaining student engagement. This is evident in student survey results and holistic behaviour management practices. Parents engaged in three-way interviews with students and teachers to discuss learning progress and achievement. Teachers provided where to next steps for students and negotiated learning goals with students.	\$2492 Spell It Professional Learning \$3000 Teaching Resources \$836.36 School Learning Activities \$6000 Employ LaST

##### 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)
Since 2018, under the process of Formative Assessment the school has developed staff capacity in understanding Formative Assessment, undertaken professional learning delivered by Dylan Williams and provided teaching and learning programs to improve student achievement, with a focus on targeted feedback. 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. This discussion emphasises where students are	\$169 Essential Assessment \$142.78 PAT R and PAT M assessments

## Progress towards achieving improvement measures

achieving on the learning progressions and informs future learning directions. Teachers provide feedback through a variety of ways including verbal, written and pictorial.

## 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)
Since 2018, under the process of Collaborative Practice the school has developed staff collegiality, undertaken professional learning and provided avenues for teacher review and performance improvement. 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 and carried out as evidenced by the observation record. Teachers observed each others formative assessment techniques and self-reflected on their classroom practices.	\$ 5000 CRT

##### 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)
Since 2018, under the process of Evidence Based Teaching all staff engaged in professional discussion with the Literacy and Numeracy Advisor, Amanda Gorman. The discussion was centred around reviewing Assessment for Learning practices applied since semester 2, 2018. Teachers discussed; how they have used the Literacy Progressions with target students, utilising PLAN2 software, what adjustments they have made to their teaching practice, the development of Learning Intentions and how to design them based on syllabus outcomes. Brocklesby Public School teaching staff are effectively utilising PLAN2 software to monitor student achievement. Teachers are beginning to modify their teaching and learning programs with reference to the Literacy Progressions. They have designed program templates which provide evidence of differentiated learning experiences which target individual student needs.	\$2000 CRT

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1008	<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 Brocklesby Public School with schools across the Walbundrie Small Schools Network. Students were exposed to and participated in Indigenous activities such as; language lessons, traditional games, music activities and discussions. Activities were delivered by local Indigenous people. These activities enabled the school to create learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted.</p>
<b>Low level adjustment for disability</b>	\$13,678	<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> <p>An additional teacher was also employed one day a fortnight as a Learning and Support Teacher. They provided intervention programs including occupational therapy to support the individual needs of students.</p>
<b>Socio-economic background</b>	\$1,324	<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 <math>\frac{2}{12}</math> days per week. This additional staffing enabled two teachers to team teach 4 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			
	2017	2018	2019	2020
Boys	4	4	4	3
Girls	8	6	6	9

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.8	71.6	71.4	93.1
1	96.8	94.6	64.2	95.7
2		97.8	95.6	83.8
3	100		82.5	96.7
4	96.8	96.8	82.4	94.7
5	99.5	94	95.1	94.7
6	94.3	98.4	91.7	98.6
All Years	96.9	93.8	86.2	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2		93.5	93	92
3	94.1		93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.3	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	51,668
<b>Revenue</b>	406,466
Appropriation	402,441
Sale of Goods and Services	45
Grants and contributions	3,938
Investment income	42
<b>Expenses</b>	-424,835
Employee related	-387,656
Operating expenses	-37,179
<b>Surplus / deficit for the year</b>	-18,369
<b>Closing Balance</b>	33,298

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	20,906
<b>Equity Total</b>	16,010
Equity - Aboriginal	1,008
Equity - Socio-economic	1,324
Equity - Language	0
Equity - Disability	13,678
<b>Base Total</b>	327,699
Base - Per Capita	2,405
Base - Location	3,041
Base - Other	322,253
<b>Other Total</b>	32,442
<b>Grand Total</b>	397,057

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 indicated that during COVID Home Learning students found some technology and programs difficult to navigate particularly, the younger students. The students engaged better when participating in a Zoom lesson with their teacher. Most other times students required support from parents to complete tasks. Some families also commented on the difference between terminology from when they attended school. Parents were happy with the level of communication and efforts made by the school during this difficult year.

Staff reported that it was difficult to cater for both online and offline home learning. They accepted the challenge and provided weekly learning activities for the students. Staff also commented that students did exceptionally well to manage the technology and were impressed by their participation in home learning activities. Once school resumed face to face they noticed the renewed focus on Literacy and Numeracy with minimal extra curricular activities. Overall, they were satisfied with the yearly progress students made especially considering the difficult circumstances COVID presented.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.