

2020 Annual Report

Buronga Public School



1688

Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing

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.

Overall summary of progress

We were able to measure student growth in reading and numeracy for two of the three years using NAPLAN data. Cancelled NAPLAN tests in 2020 meant we were unable to measure the impact of a three year plan using NAPLAN data. Reading target was met with a 14% increase in students achieving expected growth in reading using school data.

The majority of our improvement strategy for Numeracy occurred during the second half of the plan, meaning our targets measured in 2019 had not come to fruition.

There was an 11% increase of students achieving expected growth in Numeracy.

More than 80% of students engaged in personalised learning plans achieved their targets. Student plans are adjusted and accommodations made as students progress to ensure learning is relevant and students achieve ongoing success.

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)
Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning. Our value add demonstrates that we are delivering expected growth, however due to the small and inconsistent size of cohorts the data must be treated cautiously. More accurate improvement and achievement data may be gained by using in school data where we measure growth using 0.5 effect size growth.	QTSS staffing

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 of the Department of Education and the NSW Education Standards Authority and provides equitable opportunities for all students. Teaching and learning programs describe what all students are expected to know, understand and do.	

Progress towards achieving improvement measures

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)
<p>Success, Respect, Responsibility and Safety are the foundations for the schools social curriculum.</p> <p>School values are clearly documented in the annual school plan draft and also Positive Behaviour for Learning meeting minutes.</p> <p>All of the students interviewed were able to confidently list the 4 values.</p> <p>100% of staff members both teaching and non teaching who were interviewed could state the 4 school values.</p> <p>63% of staff surveyed noted that they had been teaching values and the school behaviour expectations to the students.</p> <p>100% of the students interviewed were able to identify Success, Respect, Responsibility and Safety as the school's expectations/values.</p> <p>92% of students indicated that they had received an acknowledgement ticket this term.</p> <p>100% of staff indicated they had delivered acknowledgement tickets this term.</p> <p>Every student has the opportunity to access acknowledgements.</p> <p>All staff were able to describe how they would keep students safe in the event of a lock down. Documented procedures were clear in all classrooms. There was signage available for staff to refer to if needed.</p> <p>When asked what types of behaviours staff would refer to the office, the staff responses ranged to include those defined as majors</p> <p>School currently using Sentral to record data. Most teachers consistently documenting issues.</p> <p>Data on Sentral is viewed regularly by all members of the PBL team.</p> <p>Staff are regularly updated of things occurring in their school by weekly updates/emails from the principal.</p> <p>Staff regularly meet for PBL meeting and meeting minutes are shared with all staff.</p> <p>The Wellbeing Team is representative of all staff and stages within the school.</p> <p>100% of teaching staff could identify the PBL leadership team as the group leading the process</p> <p>The Principal is an active member of the PBL team. She regularly attends meetings.</p> <p>School has demonstrated that budget is available for TPL as Principal has been prioritising training for staff including and that the Internal Coach is able to attend "network days". Release also provided for additional support as required.</p> <p>External coach model is in place.</p>	

Next Steps

Based on the data and analysis we believe that:

A consistent approach to teaching and learning that supports a continuum of learning from K-6 with a shared pedagogical approach, easing transitions between years and stages.

Effectively supporting Aboriginal students with relevant, engaging programs.

Evidence based Literacy programs.

Assessment capable learners who are able to use effective feedback to know what they can do and where they need to go next to improve their learning.

Recognition of the limitations of standardised data - Working towards school based measures to regularly track performance and growth.

Due to the consistently small, and fluctuating cohort size the validity and value of data available through standardised testing measures.

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.

Overall summary of progress

Buronga Public School Professional Learning Plan has an emphasis on whole school initiatives where all staff commit to ongoing improvement and building professional capacity.

Our Professional Learning Plan incorporates ongoing engagement with teaching standards, delivering evidence based teaching and learning programs and associated assessment, staff engagement with whole school process and practice, classroom observation and ongoing coaching and mentoring opportunities for all staff.

Progress is evidenced in policy documentation and improved student learning outcomes.

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)
All staff completed Effective Primary Mathematics Professional Development throughout the year resulting in improved classroom practice with a focus on relevant and highly engaging mathematics lessons with a focus on understanding and application of knowledge.	Staffing 0.5 specialist digital technology teacher.
All staff and students engaged in weekly ITC mentoring opportunities resulting in a high level of skill and engagement in using technology tools to improve learning outcomes for students. Our next step will be to extend this knowledge to further develop home and school interaction where staff share and collaborate with the community on student progress, academic achievement and school priorities.	

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)
Instructional leadership provided opportunity for the school to identify and use expertise to improve teaching and learning for students. Teachers were able to actively evaluate, share and discuss learning from targeted professional learning with other staff to improve whole school practice.	

Next Steps

Develop and maintain a high performing teaching and non teaching team with a commitment to ongoing and sustained

improvement.

Develop a culture of authentic self reflection and commitment to continuous improvement with a whole school focus and a commitment of resources within our professional learning plan.

All staff demonstrate personal responsibility for maintaining and developing their professional growth and commit to whole school self reflection and responsive culture.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling effective practice and provision of timely and authentic feedback.

Whole school and inter school mentoring and coaching support to ensure ongoing development and growth.

All staff demonstrate and share their expertise within the school and with other schools. Staff have expert contemporary knowledge and deploy effective high performing strategies.

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.

Overall summary of progress

Buronga Public School has achieved sustaining and growing in the themes of; educational leadership, high expectations culture and performance management and development.

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)
The Instructional Leadership team were able to model and support a culture of high expectations. Distributed instructional leadership enabled staff to ensure every student makes measurable progress. Our school culture promotes a professional learning community focused on continuous improvement of teaching and learning.	

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

Evaluation	Funds Expended (Resources)
The school conducted an authentic and extensive evaluation of educational leadership where we found improvement in process, planning and whole school evaluation led to improved practice and efficiency. This work led to a focus on whole school systems, collaboration and a tailored strategic whole school professional learning plan. Administrative staffing decisions during 2021 led to improved efficiency for all stakeholders	n/a

Next Steps

We will further develop shared responsibility initiatives to increase involvement and responsibility from staff and parents in the implementation of the school plan.

To seek, share and monitor feedback about impact related to how change in practice has led to improved outcomes for students.

High level of technology support for staff to ensure its use is integrated into and enhances learning opportunities for

students.

Upgrade of technology hardware to improve delivery of curriculum content.

There is a need to become creative in the use of learning spaces within the physical environment to optimise learning within the school design and setting

Outdoor learning spaces, flexible indoor spaces.

Service Delivery:

Streamline processes to ensure highly professional and efficient service delivery including using a variety of digital platforms and the associated upskilling of staff.

Enhance and streamline the delivery of information to support parental engagement and satisfaction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25 078.00	Employ Aboriginal Student Learning Support Officer to assist in the implementation of Zones of Regulation and Positive Behaviour for Learning strategy to support behaviour and academic need Kindergarten to Year Six.
Low level adjustment for disability	\$25 623.00	The Learning Support Teacher coordinated a high level of support for students and families beyond school based academic and behaviour support programs. Extra resources enable our students and families to access interagency support using a coordinated and thorough approach.
Quality Teaching, Successful Students (QTSS)	\$21 767.00	Scheduled coaching and mentoring provided opportunities for the leadership team to support continual strategic improvement, quality teaching practice and instructional leadership in the classroom setting.
Socio-economic background	\$177 463.00	<p>The interventionist role enables us to provided target, relevant learning support to students at the point of need and to implement specific one on one or small group programs such as Minilit. This tier two intervention was highly successful as evidence by student data.</p> <p>The Learning Support Teacher was able to provide additional tier three academic and behavioural support where the need is complex.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	60	58	50	45
Girls	51	60	57	45

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88.5	95.2	80.4	90.4
1	91.4	91.9	95.4	78.3
2	92.7	90.2	88.2	92.7
3	89.3	94.2	92.4	90.6
4	91.3	87.2	95.1	87.4
5	94.9	87.5	85.3	91.4
6	91	88.3	93.1	82.5
All Years	91.1	90.5	89.6	87.2
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	94	93.5	93	92
3	94.1	93.6	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	93.4	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
Assistant Principal(s)	1
Classroom Teacher(s)	3.71
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	152,682
Revenue	1,712,528
Appropriation	1,704,800
Sale of Goods and Services	5,313
Grants and contributions	2,296
Investment income	120
Expenses	-1,768,240
Employee related	-1,608,714
Operating expenses	-159,526
Surplus / deficit for the year	-55,712
Closing Balance	96,970

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.

	2020 Approved SBA (\$)
Targeted Total	33,877
Equity Total	359,133
Equity - Aboriginal	101,355
Equity - Socio-economic	188,401
Equity - Language	0
Equity - Disability	69,377
Base Total	1,100,968
Base - Per Capita	25,734
Base - Location	30,065
Base - Other	1,045,169
Other Total	163,128
Grand Total	1,657,106

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 to access the school data.

2020 NAPLAN

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

In 2020 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 improving student outcomes in reading and Numeracy.. 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 91% of students value schooling outcomes, 81% of students display positive behaviours at school and 82% try hard to succeed in their learning. Our school mean for effective learning time is 7.5, relevant classroom instruction 7.0 and 6.8 in relation to a positive learning climate. Student expectation for success where school staff emphasise academic skills and hold high expectations for all students to succeed is 7.9.

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.