

2022 Annual Report

Burren Junction Public School



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Introduction

The Annual Report for 2022 is provided to the community of Burren Junction 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 Strategic Improvement 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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Message from the principal

Ms Suzanne Galvin - principal

Thank you to Mrs Slack-Smith (relieving principal) and the staff of Burren Junction Public School for all that they achieved in 2022 to ensure that the children at the school had another fantastic year of learning, opportunities and experiences .

The 2022 Annual School Report is testimony to the quality of what happens in our small, rural and remote school on a daily basis. This is as a result of the leadership and expertise our dedicated staff, our quality students who attend school each and every day ready to learn and be contributors to the success of their school, as well as the unstinting support our parent community who each and every year financially invest in programs for all students in the school.

Mrs Kate Slack-Smith - relieving principal's Speech Day Report

Well what a year, we have certainly been on a sprint to the very end but as I sat down to write this speech last night, I am amazed what we have packed into a year. It seems so long ago that Kindergarten grappled to come to terms with how to pronounce Slack-Smith. I was Mrs Blackbutt, Mrs Black-Smith or even Mum at times. We seem to have it now sorted. The other thing I think I have sorted with them is that I am a qualified teacher. One day Miss Whiteley was away and I was teaching them. I was asked if I was learning to be a teacher, it appeared I was considered the office lady who you got sent to if you were naughty. When asked later in the day if I would have them again tomorrow I suggested that it might be a good idea so I could get some more teaching experience to graduate from the office, to which they agreed.

I was also thinking about some of the crazy challenges we have overcome as a school. A superspreading Covid Monday which saw 15 of our 35 students and 2 staff test positive to Covid just 10 days out from our major ski excursion and send us into an instant lockdown. What were the chances of no parent, student or teacher having to miss that excursion - you would say not very high, however, miraculously we worked together, stayed home, respected our peers and went on excursion with everyone testing negative to Covid. It was probably lucky we had such high numbers catch it the week before as we were jammed into ski tubes like we were at a mosh pit at a teenage dance party, hardly able to breathe we avoided another outbreak.

When you teach maths to students you teach them about probability. In a textbook you are given examples and asked to mark them as certain, likely, probable, possible even chance, unlikely, impossible. You are often asked really out there options for things that would be rated as impossible - such questions may include examples like:

What is the chance your teachers would come to school via Unimog, boat and side by side- to which naturally the correct answer one would think would be unlikely or impossible?

What is the chance a classmate would arrive by tractor and leave school by helicopter? - again one would be marked correct by choosing impossible.

Your town will be inaccessible to groceries or any other towns for over half a school term and yet the majority of students and all staff would find a way of getting there still with all roads closed. Yes of course that would be impossible.

It seems that we really do have ways of making the impossible possible and our children and staff have stories to last with them a lifetime. It was then also no surprise when the caterer cancelled Monday, the day before the Year 6 lunch as she had Covid. In true Burren style the families all pulled together and the feast we had yesterday at my house was enormous and such a great way to send off our Year 6.

On the flip side if I was looking for an option to put to students that was certain I could ask what is the likelihood that in the car on the way home Rodney will tell me that he is glad it was his last speech day, it was too hot, it went on far too long and he really should have been harvesting. Yes, that one is certain.

If you were writing a story, you could certainly add some great adjectives to describe the events and highlights of the year. The sheer excitement in term one when our swim team placed third at state. Our Term two excursion to Sydney where the laughs were endless and opportunities and dining experiences exceptional. Only to be topped by the Term 3 excursion to the snow which saw the biggest snowfall of the season the night of our arrival and the absolute delight on the children's faces as they rolled snowballs, had snow fights, made snow angels and had an experience other children will never have in a lifetime. Or this term where we have all the flood stories and made the front pages of the paper, featured on the homepage of the DoE Website, been interviewed by the ABC radio and had a story written by Mrs Stump published in the Sydney Morning Herald.

While we know what stars our students are the school is also so wonderful because of the incredible staff who work here. As we do with the kids, I will name Alphabetical order to be safe.

Mrs Cain and Miss Conomos who flexibly stepped in to cover the RFF and our Covid funding as well as all the other bits and pieces that came their way- Thank you

Mrs Curran- Narelle the way you go above and beyond we are grateful for. You know all the kids and do your job effortlessly. The school could certainly not function without you.

Mrs Deacon- Who started our day with a song, dance, rap or rhyme and runs like an energizer bunny and had a cup of tea for me at any time she thought I looked like I needed one. Your passion to bring out the best in yourself and your students is inspiring, and we are lucky to have you on staff.

Mrs Hattingh- your expertise in initial lit and art are second to none. As one child exclaimed when we reintroduced the art program that there is nothing like art with Mrs Hattingh and I know that all the students in your class would agree. This beautiful tree is your creation and your rapport with the students is fabulous

Mr Henny- John stepped in as our much-needed GA halfway through the year. It's an understatement to say that I was pleased to have him. Narelle and I no longer needed to mow lawns or weed gardens prior to any event.

Mr Ptolemy- who I am eternally grateful to for stepping in to take the 5/6 class and doing it so capably. You also happily took over my mowing duties, however I will note you did bog the mower which something I am yet to do. I wish you all the very best in your next adventure. The students are lucky to have had 2 experienced teachers cover them this year and I also thank Miss Bouveng for this.

Mrs Schwager- always there to answer my questions, fix any technical issues and run the front office with precision. Thank you Kate especially for the early morning calls and requests to send a blanket email or app message. I really appreciate all that you do.

Mrs Stuart- Vicki your dedication to our school is wonderful. Always happy to have laugh with me in the staffroom and never afraid to tackle transition or kindergarten art.

Mrs Stump- who I have worked with forever and enjoy bouncing crazy ideas and suggestions off, we have a very open, honest and respectful relationship and work well as a team.

And finally, Miss Whiteley- Who I have worked with when she began here 5 years ago. Liz you will be missed, and we wish you all the very best as you begin your new adventure. I would ask you all join me in a round of applause to show our appreciation to Miss Whiteley as we wish her well.

Thank you all for your support this year, it has been fabulous. I wish I could tell you I was going to take some time, get a personal trainer or put my feet up and go on an overseas holiday once Miss Galvin returns. Sadly not. I will return to my full-time role as Curriculum Advisor for 40 schools in the Namoi and Barwon area including Burren where I will support them with implementation of the new k-6 syllabuses. It is an exciting time in education, and I have been lucky to be able to put much of what I learned in the corporate world into practice this year. The school is in a great place and will continue to be. Today is about the students and so I will hand back over now to them to continue with the day.

Message from the school community

Mrs Ellie Marshall - School Council President Report

Good morning everyone,

It's lovely to see so many people here today, in what has turned out to be a very trying harvest.

Well done to all the students of Burren Junction Public, you have represented your school well this year and should be proud of your achievements. Well done to your parents for countless kilometres, early mornings, late nights, packed lunches, uniforms, full calendars and of course RAIN! Whoever would have thought our district could have so much rainfall in one year! Covid home learning held us in good stead for online learning when rain and floods made roads impossible to get to school. Thank you to our wonderful teachers for their efforts updating google classroom, sending home work tubs, finding books of interest and getting them onto the school busses for delivery. A big thankyou to Brett also for his delivery service, often going out of his way to make sure kids could get their school work.

I would like to thank my fellow school councillors, Kate Slack-Smith, Janine Powell, Sally Croft, Liz Whiteley, Keiran Knight, Toby Moore and Prue Pike. We have sat through many policy reviews, discussions and debates. Our job may not have been so easy if we had not been lead by a wonderful principal, Thank you Kate for making this year a pleasure to be on school council.

This year we will farewell two of our teachers. Miss Whiteley and Mr Ptolemy are both leaving Burren Junction Public School. Both have left their footprint on Burren and I would like to wish them all the happiness and success in their futures.

Year 6 - I hope you have enjoyed your final year of primary school. You have represented your school with pride and diligence and you should be proud of yourselves. As you move into high school next year, I hope you have many wonderful adventures and make lots of new friendships. I hope to see you all floating around in school holidays next year to hear all about Year 7!

Next year we will have a new Parliament take the reins, I know that they are up for the challenge and I'm looking forward to seeing what they have install for their final year of primary school.

We will have 2 new teachers joining the staff next year and I am excited to see what amazing things they will bring to BJPS. I think 2023 is shaping up to be a great year!

I wish you all a very Merry Christmas and look forward to seeing you all in the New Year for another fun year at BJPS.

Thank you.

Message from the students

Bridie Harris - Prime Minister's Speech

Good morning everyone, this year I had the privilege to be Burren Junction Public School's Prime Minister. I was given the chance to work alongside six amazing people and we've organised some really fun activities for everyone to enjoy. I have lots and lots of memories and exciting moments over my years at Burren Junction Public School. Burren has given me plenty of opportunities and activities to be a part of like science days, Eisteddfods, sporting events and school plays. Burren has taught me many valuable lessons, helped me grow and prepared me for my next stage of schooling but all of this couldn't have been put together without our amazing teachers.

We started at Burren with Miss Mooney and have had some fantastic teachers. We ended primary school with Miss Bouveng, Mrs Stump and Mr Ptolemy who set us up for the years ahead. Thank you to every teacher we had in between who all taught us something very valuable. The teachers aren't the only people that have been a big help throughout the years. The office ladies, bus drivers, learning support teachers and parents have also contributed and assisted. If you needed help with the printer or if you needed an ice pack you could always go to the office staff but whenever you needed a band-aid. Mrs Holcombe was the best for that and you could always count on her.

I would also like to say a big thank you to Brett who has been my bus driver ever since I started at pre-school. Mrs Hattings, I'm sure you won't have to go through another Spell-it group that was as loud as we were (I hope). I'll also remember when we would ask you in art classes whether our art was right or not.

Mrs Slack-Smith, I will always have tips for adding and subtracting fractions up my sleeve.

I wish the best of luck to the future Year Six parliament and to all the other years below them. Thank you Bec, Sophie, Will, Harper, Ella and Aaron for always making me laugh and putting a smile on my face whenever we were at school. Have fun and good luck next year! Thank you and Merry Christmas!

School vision

At Burren Junction Public School we believe that all children need to be challenged and engaged in order for them to develop their potential fully. Children who come to our school:

- are known as individuals;
- are accepted and valued for themselves;
- know that staff care about what happens to them;
- have their needs, talents and aspirations known, and furthered, through personalised, challenging and engaging intellectual, creative, social-emotional and physical opportunities;
- have access to intellectual, creative, social-emotional and physical opportunities beyond the classroom;
- learn in a culture of high expectations and commitment to the pursuit of excellence in all domains.

At Burren Junction Public School our staff will use evidence based practice to think and reflect on what is best for our students. We believe that by strengthening the partnership with the parents and community we are creating an excelling school that will prepare the children for their future.

School context

Burren Junction Public School provides a comprehensive education for students living in the township of Burren Junction and on its neighbouring farms. Drawing children from a radius of up to 65 kilometres away, the school has an outstanding reputation for allowing students to reach their full academic, sporting and social potential with its unique student Parliament a feature of the school.

The school has consistently achieved excellent results in external assessments such as NAPLAN. The school experiences strong parental involvement with a very active School Council made up of parents and interested community representatives who meet up to 8 times a year. The Parents & Citizens Association (P&C) is a separate body made up of parents who take on the role of fundraising for the school and who have been very supportive of the school for many years. As a result of this involvement, the expectations of the parent body are very high. Each year the majority of students need to go to boarding school due their remoteness from sealed roads and any local comprehensive high schools.

Student numbers at Burren Junction Public School sit at 37. The ongoing drought has seen a decline in school numbers over the last four years. We have, for a number of years, had approximately the same number of students enrolling in kindergarten as are departing Year 6. In 2021 this has also declined with only four children entering kindergarten after having six children leaving Year 6.

At Burren Junction Public School the staff is made up of a principal, three class teachers, in their first five years of teaching, three experienced part-time teachers for mentoring, RFF and the COVID ILSP, one fulltime SAM, a one day a week SAO, a part-time SLSO, who works for 3 1/2 days a week, and a GA working one day a week.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students consistently perform at high levels on external and internal school performance measures in reading and numeracy this will be reinforced with high levels of student attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Numeracy
- Reading
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$16,350.00

Socio-economic background: \$17,785.00

English language proficiency: \$2,400.00

Aboriginal background: \$5,681.00

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$10,199.00

QTSS release: \$7,010.00

Location: \$5,000.00

Summary of progress

At Burren Junction Public School we have worked assiduously to achieve our Numeracy and Reading targets for 2022. Outside of NAPLAN, our internal and DoE assessments including Check In Assessment has shown solid growth. However, we were unable to achieve our attendance target set for 2022, which was for 100% of students to be above 90% in their attendance levels. Attendance has been a major focus with the parents now using fully online systems to report and monitor attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>School Targets for 2021 - 2024</p> <p>Numeracy</p> <ul style="list-style-type: none">• Lower Band Target: 43.2%• Upper Band Target: 52.8% <p>Uplift of 9.6% on the 2021 system negotiated baseline agreed numeracy targets lower band targets</p> <p>Equivalent to 1 extra student in Y3 and Y5 in the top 2 bands in NAPLAN</p> <p>Reading</p> <ul style="list-style-type: none">• Lower Band Target: 47.8%• Upper Band Target: 52.2% <p>Uplift of 4.5% on the 2021 system negotiated baseline agreed numeracy targets lower band targets</p> <p>Equivalent to 1 extra student in Y3 and Y5 in the top 2 bands in NAPLAN</p>	<p>Numeracy</p> <p>Uplift of 10% into the top 2 bands in NAPLAN numeracy from system negotiated targets:</p> <ul style="list-style-type: none">• Numeracy target not successfully achieved for 2022. Small numbers of students, and a Covid -19 outbreak at NAPLAN time played a part in this. Student growth was not able to be clearly measured using NAPLAN as the Year 5 cohort were not tested in Year 3.• With only 3 students in Year 3 this will mean that this cohort will not be reported on.• NAPLAN Year 5: 3 children out of 7 (46%) in the top 2 bands for Numeracy. <p>Reading</p> <p>Uplift of 2% into the top 2 bands in NAPLAN reading from system negotiated targets:</p>

<p>School Targets for 2021 - 2024</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Lower Band Target: 43.2% • Upper Band Target: 52.8% <p>Uplift of 9.6% on the 2021 system negotiated baseline agreed numeracy targets lower band targets</p> <p>Equivalent to 1 extra student in Y3 and Y5 in the top 2 bands in NAPLAN</p> <p>Reading</p> <ul style="list-style-type: none"> • Lower Band Target: 47.8% • Upper Band Target: 52.2% <p>Uplift of 4.5% on the 2021 system negotiated baseline agreed numeracy targets lower band targets</p> <p>Equivalent to 1 extra student in Y3 and Y5 in the top 2 bands in NAPLAN</p>	<ul style="list-style-type: none"> • Reading target successfully achieved for 2022 for year 5 students. • With only 3 students in Year 3 target much harder to achieve as each student is valued at 33%. • Student growth was not able to be clearly measured using NAPLAN as the Year 5 cohort were not tested in Year 3. • NAPLAN Year 5: 4 children out of 7 (57%) in the top 2 bands for Reading.
<p>Reading</p> <p>Maintain and enhance student growth consistent with system negotiated targets, as measured by internal and external assessments.</p> <p>Uplift of 2% into the top 2 bands in NAPLAN reading from system negotiated targets, 2021.</p> <p>Numeracy</p> <p>Enhance student growth in all aspects of numeracy to achieve system negotiated targets as measured by internal and external assessments.</p> <p>Uplift of 5% into the top 2 bands in NAPLAN numeracy from system negotiated targets, 2021.</p> <p>Attendance</p> <p>All student attendance to be at 92% or above, aiming for a school target of 95% or above.</p>	<p>Student growth using DoE assessment, including Check In Assessment, fluency assessment tool, DoE short assessments MultLit- Warp, Warn and Warl data showed that the main areas for improvement across the school were cohesion, inferential comprehension and vocabulary. As a result, a targeted fluency and vocabulary project in collaboration with Rowena Public School was undertaken and follow up assessment showed growth across all student cohorts.</p> <p>Numeracy data used showed further explicit teaching of whole number to be an area of need. Additive strategies, number talks and building foundational skills were an area of focus. The complexities and disruptions of the year have meant that while this has been an ongoing priority it needs further focus in 2023. Staff have identified professional learning in the big ideas in mathematics and new syllabus are still needed to develop their teaching of additive thinking.</p>
<p>Focus on achieving at least 92% attendance for all students and creating opportunities to acknowledge their achievements.</p> <p>Students to engage with the Leadership Development Framework to build student leadership capacity.</p>	<p>Attendance summary sheets</p> <ul style="list-style-type: none"> • Students at or above 90% attendance for 2022: 13.9% • Students below 90% attendance target for 2022: 86.1% • School overall attendance result 82.7% <p>Analysis</p> <ul style="list-style-type: none"> • 100% of students at or above 90% attendance was not achieved in 2022. With Covid-19 and flooding causing major impact on our school and road closures for most of Term 4 2022 meant that attendance levels fell. A more realistic target is that 25% of students reach 90%.
<p>SCHOOL EXCELLENCE FRAMEWORK</p> <p>Learning Domain: Curriculum: Sustaining and Growing</p>	<p>The 2022 SEF SaS indicates that the school has exceeded "Sustaining and Growing" in the following areas:</p> <ol style="list-style-type: none"> 1. Assessment

Learning Domain: Assessment:
Sustaining and Growing

Learning Domain: Student Performance
Measures: Sustaining and Growing

Teaching Domain: Effective Classroom
Practice: Sustaining and Growing

Teaching Domain: Data Skills and Use:
Sustaining and Growing

Teaching Domain: Professional
Standards: Sustaining and Growing.

2. Data Skills and Use

All other domains are currently meeting our targets.

Purpose

To ensure all teachers and leaders are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-based teaching and ongoing improvement

Resources allocated to this strategic direction

Location: \$29,314.00

Summary of progress

Reflective practice, evidence informed practice, a desire to improve teaching practice and student outcomes has been evident this year. The High Impact Professional Learning in fluency has improved student outcomes and feedback from staff that using data to inform practice was one of the areas they found most value in. Moving into 2023 embedding what has been developed with a staff turnover is important. Looking at High impact strategies to further develop practice would be a focus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • All teacher's PDPs will reflect the Australian professional standards for teachers and School Improvement Plan goals with identified learning noted; 	<p>All teacher's PDPs will reflect the Australian professional standards for teachers and Strategic Improvement Plan goals with identified learning noted;</p> <p>Throughout the 2022 year it was evident that teachers having a clearer understanding of the PDP process and how it fits in with the SIP. The data driven need for a focus on fluency became embedded in each teacher's goal in some way. In addition improved reflective educational conversations enabling the development of collegiality across the school. Ongoing meetings around the PDP enabled the teachers to refine and reflect on the PDP process as an element of their own professional learning process.</p> <p>The lesson observations enable the class teacher and the principal to engage in a professional learning conversation around the teacher's knowledge of the syllabus, the teacher's programming and lesson sequence.</p> <p>Teachers have, throughout the year, been supported to develop their understanding of the NSW syllabus documents, the Assessment and Reporting Schedule at BJPS, data and its use in the classroom to drive teacher reflection and greater understanding of the teaching and learning cycle. (ongoing)</p>
<ul style="list-style-type: none"> • Teaching staff are working at their level of accreditation or beyond to develop their leadership aspirations. 	<p>Each staff member was encouraged to look at areas of strength and lead the school in an area. During 2022:</p> <ul style="list-style-type: none"> • The AP&CI led many staff meetings with an English focus to support the staff in the new syllabus and writing. • The fluency project met HIPL criteria and was a collaborative undertaking led by the principal and Stage Two teacher. This project was presented to the Principal network days and is being supported in 2023. • Stage One teacher and SLSO led an art initiative across the school

<ul style="list-style-type: none"> • Teaching staff are working at their level of accreditation or beyond to develop their leadership aspirations. 	<p>focused on HPGE.</p> <ul style="list-style-type: none"> • Stage Three teachers developed students in HPGE with a focus on skill development. • All staff embedded wellbeing programs and encouraged student leadership.
<p>School Excellence Framework:</p> <ul style="list-style-type: none"> • Teaching Domain: Effective Classroom Practice - Sustaining and Growing • Teaching Domain: Professional Standards - Sustaining and Growing • Teaching Domain: Learning and Development - Sustaining and Growing • Leading Domain: Educational Leadership - Excelling 	<p>2022 School Excellence Framework targets have been achieved.</p>

Strategic Direction 3: Partnerships and Connections

Purpose

The school has a strategic and planned approach to develop whole school processes that support the wellbeing and engagement of students, staff, the community and the interschool community so that they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration

Resources allocated to this strategic direction

Location: \$5,000.00

Summary of progress

in 2022 Burren Junction School continued to be an active participant and leader in the community and worked closely with schools in the Barwon COS to build capacity. A community art project involved all students in the school producing photographs and a community calendar. The Wellbeing of the students was a high focus and evidence based programs were introduced with staff training and a school wide approach. Building staff capacity was a focus and staff led across the school in areas they were confident in. A HPGE approach was taken in areas as a result.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff engaged: <ul style="list-style-type: none">• With learning alliances within and beyond the school in order to share and embed good practice. All teachers are: <ul style="list-style-type: none">• Engaged in structured lesson observations;• Actively involved in the accreditation process at their relevant level.	Rowena PS and BJPS principals have meet and are planning further collaboration around strategic planning for the SIP. Joint professional learning fluency project, Strategic Direction 1, undertaken by both schools. This model of professional learning assisted both schools to build staff capabilities. This initiative was shared as a model of practice at the Principal network meeting and has been requested by other schools for 2023. It has followed the HIPL model and will be sustainable moving forward. The collaborative approach was well received by all staff involved. Students came together on excursion in Term 3 and at BJPS in Term 4 for a day of learning and colour run. The colour run was run by the Burren Junction Public School's Year 6 Parliament. Lesson observations and involvement in the PDP process were based on the Australian Professional Standards for Teachers, and their goals aligned with SIP priorities.
Staff work to create student engagement in developing their own behaviours around their learning and leadership through targeted programs.	Student wellbeing was a focus this year. a rural grant provides 2 staff with training in Smiling Mind - Mindfulness and Wellbeing program. This program has been implemented from K-6 as part of the daily routine. In addition, staff were trained in the Zones of Regulation to assist students recognise and understand their emotions. Parents have been included in this process. New staff for 2023 were given opportunities to see these student programs during their visits in Term 4 and in school training was scheduled for them to be able to implement in 2023. Parents have access to the program for use at home.
School Excellence Framework:	2022 School Excellence Framework targets have been achieved.

- Teaching Domain: Learning And Development - Sustaining and Growing
- Teaching Domain: Professional Standards - Sustaining and Growing
- Leading Domain: Educational Leadership - Excelling.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$17,785.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burren Junction Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support COVID ILSP program implementation. • Employment of additional staff to support MultiLit: InitialLit program implementation. <p>The allocation of this funding has resulted in the following impact: Students have continually been monitored throughout the year using Plan data and focus groups. Initial Lit assessment data has also been collected and analysed to ensure that programs are having impact. Department assessments, school internal assessments and external assessments are also triangulated for monitoring growth</p> <p>After evaluation, the next steps to support our students will be: Students will be continued on programs, where identified, and initial assessments will occur in 2023 to pick up any other students who may need additional supports to meet targets.</p>
<p>Aboriginal background</p> <p>\$5,681.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Burren Junction Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to run programs to support K-6 students identified by the class teachers. Students were referred to the Learning Support team for these specific class based interventions. <p>The allocation of this funding has resulted in the following impact: Student meeting or exceeding their personal learning plan.</p> <p>After evaluation, the next steps to support our students will be: Continue to track the students' data to ensure that they are maintaining these levels of improvement and if they are not then a further referral to the Learning Support Team for further interventions. In 2023 Aboriginal perspectives will be embedded into the state wide curriculum focus.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Burren Junction Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to run programs to support K-6 students identified by the class teachers. Students were referred to the Learning Support team for these specific class based interventions. <p>The allocation of this funding has resulted in the following impact: Student meeting or exceeding their personal learning plan.</p> <p>After evaluation, the next steps to support our students will be: Continue to track the students' data to ensure that they are maintaining these levels of improvement and if they are not then a further referral to the Learning Support Team for further interventions.</p>
<p>Low level adjustment for disability</p> <p>\$16,350.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Burren Junction Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to run programs to support K-6 students identified by the class teachers. Students were referred to the Learning Support team for these specific class based interventions specifically the MultiLit interventions of MiniLit, Pre-Lit and Reading Tutor. • Targeted students are provided with an evidence-based intervention, COVID ILSP and MultiLit, to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: Student data tracked (MultiLit data, class assessment data, COVID ILSP) to ensure that students are meeting or exceeding their personal learning plan goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to track the students' data to ensure that they are maintaining levels of improvement and if they are not then a new referral to the Learning Support Team for further interventions or referral to the school counsellor.</p>
<p>Location</p> <p>\$39,314.00</p>	<p>The location funding allocation is provided to Burren Junction Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based teaching and ongoing improvement • Collaboration • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Activity: Central Parent Portal App <p>SAM and principal work to set up Parent App as a central source of information including calendar, newsletter, permission notes and attendance. Infographic created explaining timeline to parents in newsletters. School Council members trial the system. Roll out to all parents. Parents continually encouraged to join and this is monitored. Newsletter shows parents how to find their child/children's heatmap of attendance. Continual prompts and features shared in newsletter.</p>

<p>Location</p> <p>\$39,314.00</p>	<p>Parent Teacher interview bookings all done through app by parents. From Term 3 all non attendance is logged by parents through the portal. Giving them full ownership of attendance.</p> <p>The allocation of this funding has resulted in the following impact: Activity:Sentral Parent Portal App Streamlining of communication avenues between the school and parent / community as it is instant messages to phone. This was invaluable when there was COVID outbreak and flooding in 2022. During 2022 a systematic approach to introducing the Sentral Parent App was undertaken. An infographic explaining this process was shared with all parents . A trial of the system took place and the system was adjusted as required. Parents are at a glance able to see a heatmap of their child's attendance for the whole year and an attendance percentage. This data has opened conversations with parents around the impact missing school can make. Student absences are logged by parents in the portal and approved at a school level. This has meant that unexplained absences are almost non-existent. Feedback was sought throughout the year and in the Tell Them From Me Survey. Response was very positive.</p> <p>Tips were included regularly in the newsletter to promote the features available. Attach newsletter tips</p> <p>Only one parent was not joined and active at the end of Term 2 2022. Evaluate parent participation levels - of the 24 families in the school 23 families are using the Parent App. The one family not using the Parent App is due to internet quality in their area.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the Parent App will be extended to include permission notes, parent meeting bookings in the system and reminders.</p>
<p>Professional learning</p> <p>\$10,199.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Burren Junction Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Consolidate "Effective Reading K-2" and the "Improving Reading Comprehension Y3 - Y8", DoE documents to ensure that all staff have a consistent understanding of evidence-based instruction and assessment of reading. (DoE: reading documents cited). <p>All staff undertake DoE Fluency blended learning PL. Implement fluency assessment to all students at start of Term 3 to get baseline data and create focus groups. Data analysis PL delivered by principal and DoE Literacy Advisor. Professional Learning using Resource Hub to assist teacher's target practice. Staff train in using the MS teams app "Reading Progress" as a tool to monitor fluency and comprehension of students. Literacy Advisor to deliver training in progressions and implementation with a focus on fluency. Readathon- across school for Term 3 to build fluency in students- overseen by APC&I.</p> <p>The allocation of this funding has resulted in the following impact: A highly successful collaborative fluency project for all staff and students of BJPS and Rowena Public School. It was data driven and supported by the literacy consultant and our DEL. The project enhanced teacher and student understanding of what fluent reading really was and how it linked to and</p>

<p>Professional learning</p> <p>\$10,199.00</p>	<p>improved comprehension. Parents also were upskilled in the components of fluency and that it is not a reading rate alone.</p> <p>The school leadership team presented this project to the wider Barwon and Namoi Principals at a network meeting and have further follow up planned in 2023 to extend the project.</p> <p>After evaluation, the next steps to support our students will be: Continue within BJPS and to the wider Barwon and Namoi Principals at a network meeting and have further follow up planned in 2023 to extend the project.</p>
<p>QTSS release</p> <p>\$7,010.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Burren Junction Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Principal provided with additional release time to support classroom programs, K-6. <p>The allocation of this funding has resulted in the following impact: Additive thinking to be our focus for 2023. Training in think alouds, number talks and shared programming across the school.</p> <p>After evaluation, the next steps to support our students will be: The complexities and disruptions of the year have meant that while this has been an ongoing priority it needs further focus in 2023. Staff have identified professional learning in the big ideas and new syllabus are still needed to develop their teaching of additive thinking.</p>
<p>COVID ILSP</p> <p>\$17,589.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: Due to the nature of our centre we were not able to deliver activities 3 times per week. Teacher employed for 1 day per week Some reasons why progress wasn't as extensive for some students was impacted by attendance issues relating to Covid 19 sickness and flooding meaning students were unable to attend school Those students with regular attendance progressed in the focus areas satisfactorily, as recorded from classroom and regular formative assessment during Covid ILSP sessions</p> <p>After evaluation, the next steps to support our students will be: The 2022 Covid ILSP has been extended by employing an SLSO to work across class programs three days a week.</p>
<p>AP Curriculum & Instruction</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional</p>

\$30,114.20

leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Reading

Overview of activities partially or fully funded with this Staffing - Other funding include:

- APC&I and writing mentor to create a scope and sequence document titled "How We Teach English at BJPS" to support all staff in their implementation of the English Syllabus.

Mentoring staff in English Textual Concepts through modelled lessons. Tracking Document created of topics and focus areas for staff to use as planning tool.

Term 3 Staff meeting PL in reading

The allocation of this funding has resulted in the following impact:

APC&I compiled documents to share with staff re scope and sequence for English and implementation of new K-2 syllabus. Completed a folder entitled "How we Teach English at BJPS" which establishes a model to be used across all stages to support beginning teachers and alleviate the disruption caused by staffing changes.

Extension in Stage 3 for writing, Term 4.

Sourced and supplied picture books and novels for all classes depending on teachers' requirements (the texts, themes etc that they were covering).

Sorted out all the novels into stages in the PREP room and wrote short synopses for classroom teachers to assist them in choosing books for novel studies.

Organised library and kept library open during lunchtime. Launched reading challenge in Term 3 to up the enthusiasm of students for reading. This culminated in a whole school activity in the hall and down the street. Also created display about reading in main entrance.

Provided three staff meeting sessions on writing, vocabulary and poetry for staff to support their professional learning.

Provided demonstration lessons in K/1 to illustrate "Sharing the pen" technique for collaborative text creation and the potential of picture books to explicitly teach writing, grammar and punctuation. Supplied K/1 teacher with a lesson sequence to continue this.

Started a "word of the week" focus to ensure a greater push towards vocabulary instruction, K-6.

Coordinated two K-6 school writing assessments and collaboratively marked them with staff. Also provided individual feedback to each student.

The APC&I was always available to change scheduled program to fit in and take whatever class needed a teacher on that day.

Introduced the year planner tool for classroom teachers to assist them to plan their year's activities. I think it is a great tool but it has not been taken up by 2022 staff. Also gave staff a questionnaire to find out what they wanted support in. ES1 and Stage 1 teacher completed this.

Worked with class teacher on poetry for Stage 2 and put together resources of poetry books and lesson plans for teachers to use.

After evaluation, the next steps to support our students will be:

In 2023 the APC&I focus will be:

- 1) Data tracking, K- 6, across literacy, numeracy and HPGE.
- 2) New syllabus and curriculum reform, K-6.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	14	16	20
Girls	25	22	20	15

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	91.6	91.1	83.7
1	92.1	91.0	89.5	85.3
2	89.5	92.6	86.6	84.9
3	92.8	93.8	90.8	83.7
4	87.2	93.8	87.9	83.4
5	92.9	88.5	92.6	80.7
6	91.4	93.6	87.5	84.2
All Years	91.4	92.3	89.6	83.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	2.36
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Staff accreditation is regularly reviewed in line with the PDP process.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	59,818
Revenue	968,765
Appropriation	908,283
Sale of Goods and Services	2,008
Grants and contributions	57,058
Investment income	1,416
Expenses	-902,279
Employee related	-783,742
Operating expenses	-118,537
Surplus / deficit for the year	66,486
Closing Balance	126,304

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	42,279
Equity - Aboriginal	5,681
Equity - Socio-economic	17,785
Equity - Language	2,400
Equity - Disability	16,413
Base Total	720,587
Base - Per Capita	9,096
Base - Location	39,314
Base - Other	672,177
Other Total	74,434
Grand Total	837,301

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.

Parent/caregiver, student, teacher satisfaction

Each year Burren Junction Public School subscribes to the Tell Them From Me (TTFM) suite of surveys for students, staff and parents.

Parents

In 2022, the TTFM survey advised the school that the data of the parent group was unable to be evaluated due to the small cohort size..

The school has a long history of open communication and feedback from parents. Regularly parental feedback also comes through to the school from the School Council that meets twice a term.

Students

Student data from TTFM indicates that a positive and supportive culture exists within the school.

The students have a Year 6 Parliament where all students have the opportunity to raise topics for discussion at the weekly Parliament meeting with the principal and the class teacher. Parliament reports to the School Assembly.

Teachers

Teachers are provided with a variety of opportunities in groups or confidentially to ensure that their voice is heard across the school.

They are able to drive staff meeting agenda topics for professional learning and communication meetings. This is aided by a fairly low level of staff turn-over.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.