

# 2022 Annual Report

## Buronga Public School



1688

# Introduction

The Annual Report for 2022 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 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.

## School contact details

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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 strong emotional, social and physical well being.

We have aspirational expectations of learning progress for all students and are committed to the pursuit of excellence.

## 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. Buronga is a border town to Mildura in Victoria. A number of staff and some students reside in Mildura.

Our diverse school enrolment of 88 students includes 45% Aboriginal and Torres Strait Islander students. Currently we have five classes where we provide differentiated educational opportunities for students with a wide and diverse range of academic need.

We have a strong focus on evidence based teaching and learning programs. Literacy and Numeracy programs are our priority with attention given to providing intervention to ensure students reach their full academic potential.

Extra curricular priorities at Buronga Public School include a comprehensive and progressive Digital Technology Program where all students have access to a wide and varied range of devices and specialist teachers. We also offer Environmental Education opportunities to all students. The program incorporates outdoor and practical experiences where we work with other local schools and agencies.

As a small school we enjoy a positive school culture where collaboration between all stakeholders is valued and prioritised. We operate using a shared and agreed upon set of school values and corresponding behaviour matrix.. We explicitly teach expected behaviours, social skills and implement emotional intelligence programs. We encourage and support an active Student Representative Council where we guide and promote student leadership and empowerment.

Following an authentic and extensive evaluative process our improvement focus targets improving academic outcomes for students in Literacy and Numeracy, particularly reading and number skills. Part of this process will be to enhance staff capacity in providing targeted and high impact educational programs that best suit the needs of individual students. Educational delivery methods will be inclusive and sensitive to the needs of all students.

Our work focuses on the core business of student achievement resulting in happy and successful students.

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	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

The self assessment survey was completed as a whole school process using data to inform decisions with reference to reflective practices and collaboration.

The school demonstrated improvement in one element each from learning, teaching and leading where we moved from delivering in assessment, data skills and school planning to sustaining and growing.

This work correlates directly with our School Improvement Plan.

## Strategic Direction 1: Student growth and attainment

### Purpose

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To maximise student academic achievement where evidence based, high impact teaching and learning programs support all students to reach their full potential. We will build strong systems and practices ensuring all students are challenged and all interventions lead to increased achievement of learning outcomes in reading and numeracy.

### Initiatives

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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.

- High Impact Teaching and Learning Programs
- Student Performance

### Resources allocated to this strategic direction

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**Aboriginal background:** \$86,203.00

**Low level adjustment for disability:** \$71,008.78

**Socio-economic background:** \$68,955.00

**AP Curriculum & Instruction:** \$75,285.00

**Integration funding support:** \$37,355.00

**Professional learning:** \$11,000.00

**Per capita:** \$21,730.48

### Summary of progress

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#### High Impact Teaching and Learning Programs

In this initiative, the focus was on delivering whole school reading systems, quality instructional pedagogy and targeted programs that were responsive to short formative assessments.

Teachers used student data to plan and embed quality practices. The executive staff provided targeted professional learning, utilising the high-impact professional learning model. Staff were presented with information in a whole school staff meeting and this was then modelled in classes. Formative assessment strategies were embedded into teaching programs to enable ongoing differentiated learning for students.

As a result, teachers are feeling confident in providing targeted instruction at student point of need using the agreed instructional model.

Next year the school will continue to provide professional learning focused on refining teaching and learning programs to ensure consistency in literacy and begin the same process in numeracy.

#### Student Performance

This initiative focused on equipping students with the skills to be assessment capable learners. During 2022, teachers have provided feedback on their understanding and attitudes towards formative assessment, participated in professional learning and formulated an agreement for implementation in 2023.

Teachers are being equipped with the skills, knowledge and guidelines for consistent practice which supports students at their point of need and enhances their efficacy as learners. Following the professional learning, teachers formulated an agreement for implementing formative assessment in classrooms at Buronga Public School. This document outlines the expectations for classrooms and allows for adjustment and expansion as professional development in this area continues. The work in this initiative has resulted in a consistent understanding and expected application of formative assessment in the classroom.

Next year, the focus will be on implementing the agreement and developing the skills of teachers to deliver additional strategies in the classroom. These include the recognition of student understanding through effective questioning, developing student skills in peer and self-assessment and providing quality feedback to students and caregivers which supports a focus on next steps in learning.

### Progress towards achieving improvement measures

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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
<b>NAPLAN</b> Increase the proportion of students achieving in the top two NAPLAN reading bands by 5%.	A decreased percentage of students achieved in the top two skill bands for reading indicates the school did not meet the system negotiated target; however, focus on this target has resulted in schoolwide uplift in fluency and comprehension skills. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
<b>NAPLAN</b> Increase the proportion of students achieving in the top two NAPLAN Numeracy bands by 5%.	A decreased percentage of students achieved in the top two skill bands for numeracy indicates the school did not meet the system negotiated target; however, focus on this target has resulted in a higher average than similar school groups (SSG) in NAPLAN. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
0.5 effect size in PAT reading and numeracy assessment	PAT assessment growth data indicates a 0.36 effect size in numeracy and 0.38 in reading.
<b>Attendance</b> 75% - 80% of students attend more than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased.

## Strategic Direction 2: Enhancing capacity

### Purpose

To support professional practice where all teaching and non-teaching staff have opportunity and expertise to enable excellence in service, high performing and well functioning teams and best practice that supports the entire school and all stakeholders to improve student learning outcomes.

### 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.

- Data Skills and Use
- High Performing Staff

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,113.20

**Professional learning:** \$26,208.36

**QTSS release:** \$16,778.47

**Socio-economic background:** \$45,965.52

### Summary of progress

#### Data Skills and Use

The focus for the initiative *Data Skills and Use* was to ensure data is high quality, relevant and easily accessible to improve learning outcomes for all students. Data was collected in literacy and numeracy through school-based, systemic and norm-referenced assessment, allowing teachers to measure student growth and achievement and provide targeted support through fluid groupings based on student needs.

A range of spreadsheets are used across domains to monitor student progress including phoneme acquisition in the early years, reading fluency once students have consolidated grapheme-phoneme relationships and pre and post topic testing in mathematics. To support the ease of access and engagement, spreadsheets were conditionally formatted and include relevant charts and graphs. This allowed teachers to gain a visual snapshot of the big picture and learning strengths and challenges in their classroom. Check-in assessments are used as a formative assessment tool to identify and support individual student's needs and recognise broader trends within cohorts. The phased analysis of this data supports future instruction at the point of greatest impact.

Comprehensive longitudinal data is collected via the PAT assessment and expressed on a four-quadrant progress and achievement chart. This assists the triangulation of classroom assessment data and supports year on year monitoring of student achievement and growth.

The collection, analysis and dissemination of data sets within the school is an area which is being continually refined and developed.

Next year within this initiative, the focus will be on streamlining methods for data collection and storage to ensuring current, meaningful data displays including expanding the use of PLAN2. This will incorporate investigating platforms to centralise data and continued support for staff in the collection, analysis and implementation processes which ensure data is used effectively for learning. Enhancing systems for providing feedback around data to students and the community, consistent with our formative assessment initiatives and our alignment with the school excellence framework will also be in a focus in 2023.

#### High Performing Staff

The school focus for high performing staff was using high impact professional learning strategies.

Staff demonstrated personal responsibility for maintaining and developing professional standards. Professional Standards were a reference point for whole school reflection and improvement.

Teachers' professional development plans were supported by a whole school approach to develop professional practice. Whole school analysis provided information for planning to build capabilities and source staff with targeted skill sets.

Teaching staff were supported in the accreditation process and performance development plan process resulting in a

cohesive and connected process between the school improvement plan and staff individual performance development plans.

SASS staff successfully completed the enhancing capacity program. This program delivered highly supported professional learning for non-teaching staff. Staff demonstrated improvement in excellence in service, high performing and well functioning teams and best practice that supports the entire school community.

Teaching staff engaged with an individual tailored learning plan with provision for targeted professional learning relating to system, school and individual priorities. Staff gained skills, knowledge and expertise, particularly in the delivery of evidenced based literacy programs resulting in improved student achievement.

Next year within this initiative the focus will be on whole school and interschool mentoring and coaching to support and ensure ongoing development and growth. Staff will be provided with opportunity to share their expertise within the school and with other schools to continue the momentum of building capacity as an ongoing practice.

### Progress towards achieving improvement measures

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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
SEF assessment indicates sustaining and growing in the theme of data use in teaching	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li></ul>
SEF assessment indicates sustaining and growing in the theme of professional learning	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li></ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,355.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Buronga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching and Learning Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around</li> <li>• staffing professional learning to build teacher capacity around explicit teaching of expected behaviour and modification.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• Lesson delivery includes learning intention, structured lessons, explicit teaching, worked samples, collaborative learning, multiple exposures, questioning, feedback and teaching acquisition to transfer.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>development of PLP's for all students where students achieve mastery, resulting in viewing themselves as a learner.</p> <p>development of PLSP's for students requiring high levels of support and intervention resulting in achieving goals and expected growth.</p> <p>delivery of MiniLit program where students demonstrated significant growth. Resourcing interrupted the delivery of the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>tier three intervention strategy with highly qualified learning support teacher.</p> <p>collaborative approach to developing PLSP with teacher, executive, student and parents.</p> <p>reviewing student progress and goal achievement to inform and further differentiate the program.</p>
<p>Socio-economic background</p> <p>\$114,920.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Buronga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching and Learning Programs</li> <li>• High Performing Staff</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through formative assessment, synthetic phonics, reading using decodable texts to support student learning</li> <li>• employment of additional staff to support MiniLit program implementation.</li> <li>• targeted reading groups for every student three times a week delivering decodable text lessons, fluency and comprehension strategy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>significant growth in early reading skills across K-2, evidenced in PAT, DoE phonological awareness, phonics screening tool, phoneme acquisition monitoring and fluency data.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>to provide highly differentiated content along with a considered and agreed instruction model.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$86,203.00</p>	<p>needs of Aboriginal students at Buronga 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching and Learning Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  highly supported small group intervention for Aboriginal students in reading and numeracy.  behaviour and academic support to enable complex students to access the curriculum and engage with the school.  in class support for teachers with non teaching Assistant Principal resulting in relevant and culturally sensitive content.  increased authentic community engagement where families connect with the school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  develop strategies to support implementation when staff are absent.  refine the delivery method for tier two and tier three intervention, including building skills to develop independence.</p>
<p>Low level adjustment for disability</p> <p>\$71,008.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Buronga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching and Learning Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom and whole school setting.</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  targeted and differentiated student programs that are integrated into classroom practice.  support for classroom teachers to develop programs and cater for the wide and varied needs of all students.  support and guidance for staff in using formative assessment to improve learning outcomes for students.  increased engagement and academic success in small group setting, evidence by data in PLP and PLSP.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  refining delivery of small group lessons to increase consistency and improve</p>

<p>Low level adjustment for disability</p> <p>\$71,008.78</p>	<p>delivery. increased collaboration between specialist staff, classroom teachers and executive during planning and delivery of intervention programs. refining methods of reviewing and responding to student data, including shorter time frames for students with complex learning needs.</p>
<p>Location</p> <p>\$26,000.00</p>	<p>The location funding allocation is provided to Buronga Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased student engagement and learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to support students to engage in a range of activities to support learning.</p>
<p>Professional learning</p> <p>\$37,208.36</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 Buronga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching and Learning Programs</li> <li>• Data Skills and Use</li> <li>• High Performing Staff</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• purchase formative assessment (Dylan Willam) professional learning package.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• All staff engaged in K-2 English &amp; Mathematics Syllabus</li> <li>• Coaching and mentoring opportunities for all teaching and SASS staff</li> <li>• All staff engaged in high impact teaching strategies professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> building staff capacity in gathering and using formative assessment practices and associated data to inform teaching, resulting in improved student outcomes. provided explicit staff support and training in developing a collaborative approach to formative assessment and reflective practice. development and implementation of an agreed instruction model across K-6 establishment of a whole school approach to delivering excellence in service, high performing and well functioning teams and best practice that supports the entire school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> building staff and student capacity in using student self and peer assessment following formative assessment pedagogy. further developing whole school authentic reflective practice where a range of tools are used to decrease the risk of subjectivity and cognitive bias. continuing to practice and refine the agreed instruction model with reference made in teaching and learning programs. building capacity of support staff in using high impact teaching strategies in small group settings.</p>

<p>QTSS release</p> <p>\$16,778.47</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Buronga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Performing Staff</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> providing staff with professional learning and networking opportunities to enable high performing and well-functioning teams. development of tailored professional learning plans for all staff with opportunity for scheduled and dedicated time to work on priorities and goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to refine and develop staff tailored professional learning plans to support the school improvement plan and build individual capacity. continue to provide scheduled time to complete work within the plan and commit to ongoing improvement and quality teaching delivery.</p>
<p>COVID ILSP</p> <p>\$60,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy-Phonics and Phonological Awareness</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students have developed their grapheme/phoneme correspondence skills with 70% of students identifying single sounds correctly, (previously 0%) 50% identify vowel digraphs, (previously 0%) and 10% are developing recognition of vowel digraphs. Students increased their phonological awareness skills (particularly phonemic awareness) which has supported reading and spelling skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing to support students to read sounds and words with automaticity, develop advanced decoding skills (consolidating vowel digraphs and developing knowledge of long vowel sounds). These steps will support the development of reading fluency and subsequently, comprehension.</p>
<p>Per capita</p> <p>\$21,730.48</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Buronga Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching and Learning Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this operational</b></p>

<p>Per capita</p> <p>\$21,730.48</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Operational resourcing for continued curriculum delivery.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Efficient management of resources to deliver curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to use operational funding to deliver curriculum for all students.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$105,398.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching and Learning Programs</li> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Enhance the quality of literacy and numeracy instruction across the curriculum.</li> </ul> <p>Leading high quality targeted professional learning.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> improved student outcomes in literacy. K-2 students demonstrated strong growth data using a range of diagnostic and school based assessment. improved planning and delivery of curriculum with an emphasis on high impact teaching strategies resulting in improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> building staff capacity in the later years with continued instructional leadership and intervention opportunities for students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	50	45	43	43
Girls	57	45	43	37

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	80.4	90.4	92.6	82.0
1	95.4	78.3	87.8	91.8
2	88.2	92.7	84.2	87.6
3	92.4	90.6	88.6	71.6
4	95.1	87.4	93.4	89.6
5	85.3	91.4	89.3	89.3
6	93.1	82.5	95.2	78.3
All Years	89.6	87.2	90.3	84.2
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

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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)	1.8
Classroom Teacher(s)	4.66
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	2.63

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,705
<b>Revenue</b>	2,123,900
Appropriation	2,033,765
Sale of Goods and Services	6,411
Grants and contributions	83,220
Investment income	503
<b>Expenses</b>	-2,070,104
Employee related	-1,784,410
Operating expenses	-285,693
<b>Surplus / deficit for the year</b>	53,796
<b>Closing Balance</b>	55,501

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	37,355
<b>Equity Total</b>	317,716
Equity - Aboriginal	86,203
Equity - Socio-economic	160,505
Equity - Language	0
Equity - Disability	71,009
<b>Base Total</b>	1,130,675
Base - Per Capita	21,730
Base - Location	26,962
Base - Other	1,081,983
<b>Other Total</b>	213,812
<b>Grand Total</b>	1,699,558

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.

## Parent/caregiver, student, teacher satisfaction

In 2022 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 welcomed ongoing changes to improve student learning outcomes in literacy and numeracy and communications between home and school. Parents expressed a belief that students belonged to a safe and positive learning environment where individual differences were catered for to a high standard.

Parents had positive experiences in relation to the kindergarten transition program, with all parents indicating they felt supported and prepared for the beginning of formal education in a NSW Public School.

Student feedback responses indicated that more than 80% of students had a strong sense of belonging, valued their education, experienced success at school and felt culturally safe.

More than 90% of students were proud of their school.

Staff indicated, through ongoing and rigorous reflective and evaluative practices that they were committed to school evaluation initiatives with direct reference to the school's Strategic Improvement Plan.

# 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 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

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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.