

2023 Annual Report

Burrawang Public School



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Introduction

The Annual Report for 2023 is provided to the community of Burrawang 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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School vision

At Burrawang Public School quality teaching and learning programs include evidence of adjustments to address individual student needs, informed by sound holistic information about each student's wellbeing, ensuring all students are challenged and improve.

Our students are able to demonstrate confidence to face challenges in their lives by developing curiosity, persistence, collaboration & team work, thoughtfulness, reflection and balancing imagination with rigorous, disciplined thinking.

School context

Burrawang Public School is a small rural school with very strong community partnerships. Our school is well-resourced with 21st century classroom spaces and technology, in a school established in 1878. We have strong alliances with small schools across two networks and Moss Vale Community of Schools. In 2020, 0% of students identified Aboriginal and 15% with a language other than English.

Our very active and supportive P & C and families have initiated and funded a language program, with a three year commitment. We have a French teacher that delivers cultural and functional language skills to both classes. The P & C also funds numerous educational programs and excursions to support learning engagement and growth.

Our focus for the new school plan is *Student Attainment and Growth*; ensuring we meet identified system negotiated target areas in Reading and Numeracy. We will continue to use data driven practices to successfully plan for and deliver quality differentiated teaching to students. Individual Learning Plans to support differentiated instruction for students with additional needs and those identified as high potential and gifted. Pre and post assessments will be implemented to assess student learning and progress.

The school plan's second strategic direction is *Collaborative learning that challenges all learners*. We aim to build a collective understanding of mindfulness and learning challenge, moving the educational culture from one of input and teaching to one of learning and impact. We will build on our positive and connected culture through inclusion and continue to foster resilience in our whole school community.

The whole school community will engage in evaluating student performance data. Triangulation of internal and external data sources will determine future focus for optimum impact and the achievement of educational excellence.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To foster a collective commitment to ensure growth and achievement for all students, grounded in rigorous self-assessment and analysis of teaching and learning.

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.

- Teaching and Learning Excellence

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Low level adjustment for disability

Socio-economic background

Location

Per capita

Summary of progress

The focus for 2023 was to continue embedding practices from 2022 and refine them in data analysis through areas of focus and collaboration meetings. Staff continued to participate in professional learning sessions around curriculum reform. Staff regularly used data to check where their students were in alignment to mandatory documents and utilised data to inform key decisions around teaching and learning. Staff were upskilled in order to refine and embed their understanding of the new curriculum through scheduled professional learning sessions with the small community of schools as well as with our Assistant Principal Curriculum Instruction. Data was collected and collated as a collective and was comprehensively analysed to monitor student progress and achievement through areas of focus and tracked on Planning Literacy and Numeracy 2 and in school data wall. Teaching and learning programs were aligned to point of need and whole school areas of focus to promote consistent and comparable judgement. Staff monitored and reviewed the new curriculum provision and adapted to meet changing requirements. As a result of the data days and professional learning sessions around curriculum reform, staff have a narrowed focus on data and use it to drive improvement in conjunction with evidence based readings to support pedagogical practice. In addition, staff feel confident to keep embedding the new K12 syllabus and to start teaching the new 3456 syllabus from the beginning of the new academic school year as mandated. In 2024, we aim to continue our data days and collaboration days with a focus on using data to support in consistent teacher judgement to identify skill gaps for improvement and areas for extension. We aim to also reflect and refine our scopes and sequences so that they align itself to the new curriculum.

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
Internal numeracy data indicates that teachers are using student progress and achievement information to monitor learning progress, identify skill gaps for improvement and areas for extension.	The majority of students have demonstrated growth in numeracy, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Internal reading data indicates that teachers are using student progress and achievement information to monitor learning progress, identify skill gaps for improvement and areas for extension.	The majority of students have demonstrated growth in reading comprehension, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Collaborative learning that challenges all learners

Purpose

We commit to building a strong school culture where each member of the school community identifies as a learner, where challenge and deep learning is embraced and authentic collaboration is highly valued.

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.

- Challenge Learning Process

Resources allocated to this strategic direction

Professional learning

Summary of progress

Our focus for 2023 was to continue strengthening our collaborative networking through the 4C's - Transformative Learning. Staff engaged in regular collaborative professional learning experiences through the 4Cs to strengthen teacher pedagogies. Teachers engaged in professional learning targeted to school priorities and actively evaluated, shared and discussed learning from targeted professional development with other staff in the school and across the small school network to improve whole school practice. Collaborative networking resulted in staff engaging in professional learning that is differentiated, reflective and targeted to cater for student and staff need. In 2024, we aim to review and refine our 4C approaches to enable students to continue thriving in a safe and supportive learning environment. We aim to develop a shared learning plan across the network of small schools and with our parents and community that continues to build upon the work we have invested in in 2023.

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
Staff skills in analysing and using data in teaching and planning is validated as sustaining and growing in the SEF element of data skills and use.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.
70% of students at Burrawang Public School will be at or above 90% attendance.	The number of students attending school 90% of the time or more has decreased due to family holidays abroad during term time which have had an impact on this data.
Internal data demonstrates teachers are routinely reviewing learning with each student ensuring they have a clear understanding of how to improve.	In 2023 after professional learning, internal survey responses have indicated that staff have a better understanding of how routinely reviewing learning underpins practice so that they understand their learners more and how they can improve.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,357.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burrawang 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"> • Teaching and Learning Excellence <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through curriculum and data days to support student learning <p>The allocation of this funding has resulted in the following impact: Majority of Year 3 and 5 NAPLAN students sitting in the proficiency bands of strong and exceeding for reading, writing and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage in opportunities for literacy and numeracy support through our APCI and curriculum reform networks. Next year we will look to refine our scopes and sequences and to strengthen teacher practices in numeracy and literacy.</p>
<p>Low level adjustment for disability</p> <p>\$18,641.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Burrawang 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"> • Teaching and Learning Excellence <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teaching principal and APCI to provide support to teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Development of a needs-based learning and support program in which APCI collaborated with classroom teachers to build capacity in meeting the numeracy needs of identified students <p>The allocation of this funding has resulted in the following impact: Majority of student achieving in the strong or exceeding bands for NAPLAN. The staff developed a greater understanding of the need for a more consistent approach to data collection, student learning support and interventions.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact, the school will provide additional support for identified students by diversifying roles of already employed staff to provide small group interventions.</p>
<p>Location</p> <p>\$1,788.14</p>	<p>The location funding allocation is provided to Burrawang 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"> • Teaching and Learning Excellence <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$1,788.14</p>	<ul style="list-style-type: none"> • Additional staffing for teaching principal release. <p>The allocation of this funding has resulted in the following impact: Increased staff engagement with our whole schools accountability schedule and data practices to inform key decisions around teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine our data practices through professional learning opportunities to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$6,431.65</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 Burrawang 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"> • Challenge Learning Process <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative Networking 4C'S Transformative Learning <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in effective pedagogies to inform teaching and learning cycles resulting in student need being catered for by developing learning dispositions.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of collaboration days, professional dialogue and opportunities to work shoulder to shoulder in classrooms across our small schools to strengthen teacher practice and efficacy.</p>
<p>QTSS release</p> <p>\$7,693.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Burrawang 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"> • Teaching and Learning Excellence <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teaching Principal to support staff collaboration in the implementation of high-quality curriculum • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff through data days. <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice around the new curriculum and how we report on it. Teachers utilise data to inform key decisions around teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide staff with opportunities to evaluate and analyse data. Build in teaching rounds to work shoulder to shoulder with APCI.</p>
<p>COVID ILSP</p> <p>\$13,453.50</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

COVID ILSP

\$13,453.50

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- Employment of teachers/educators to deliver small group tuition
- Releasing staff to analyse school and student data to identify and monitor students for small group tuition
- Providing targeted, explicit instruction for student groups in literacy

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

The majority of students in the program achieving significant progress towards their personal learning goals.

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

To continue to provide small group tuition using data sources to identify specific student need. Teaching staff will continue to monitor students as they transition back into classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	17	14	13	8
Girls	17	24	22	21

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.8	90.0	85.9	90.8
1	91.0	92.1	86.2	93.9
2	88.9	87.5	90.6	92.4
3	89.6	92.4	82.5	92.4
4	94.1	96.2	90.3	81.0
5	93.2	85.9	90.7	88.1
6	86.8	90.6	81.3	96.3
All Years	91.6	90.5	86.5	90.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	37,440.31
Revenue	639,396.27
Appropriation	606,901.41
Grants and contributions	30,971.29
Investment income	1,523.57
Expenses	-632,129.66
Employee related	-579,600.38
Operating expenses	-52,529.28
Surplus / deficit for the year	7,266.61
Closing Balance	44,706.92

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	19,998
Equity - Aboriginal	0
Equity - Socio-economic	1,357
Equity - Language	0
Equity - Disability	18,641
Base Total	492,719
Base - Per Capita	9,109
Base - Location	1,788
Base - Other	481,822
Other Total	52,695
Grand Total	565,413

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

In 2023, several external and internal surveys of our parents/caregivers, students and staff were completed to gauge school satisfaction. Overall results indicate that a positive view of school culture and performance from all stakeholders.

Student Satisfaction:

Students in Year 4, 5 and 6 did not complete the Tell Them From Me Survey, due to cohort size being too small and the data being withheld thus not giving us a clear indication of student satisfaction.

Our internal survey results were very positive.

K-2 class- 94% of students felt safe at school, 94% felt their teacher cares about them & 81% feeling they were challenged in their learning.

3-6 class - 100% of students felt safe at school and that their teachers care about them. When asked what do you like most about our school? The main message was that students had lots of opportunities, everyone is kind and supportive and that they are proud of their school.

Parent Satisfaction:

The Tell Them From Me Survey was completed but due to the number who completed the survey results were withheld. Internal surveys indicated that overall, our school provides a strong sense of connection to parents with our school continuing to provide open communication and an inclusive and supportive environment.

When asked what has worked well in 2023 and what would you like to see continue in 2024? Parents and caregivers responded positively saying that our school has great communication which is streamlined and to continue a strong focus on learning for individual students.

Teacher Satisfaction

Staff satisfaction is high with strong feedback on the positive culture and caring environment where staff feel safe and trusted and enjoy coming to work. Staff feel that we work well with our community and that the school is led and managed well.

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.