

# Buronga Public School Annual Report



2016



1688

## Introduction

The Annual Report for 2016 is provided to the community of Buronga Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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## School background

### School vision statement

Buronga Public School is an environmentally aware school with a proactive staff and community who are inclusive of all students. We believe strongly in creating life-long learners through engagement in all aspects of the curriculum enabling all students to be successful 21st century learners.

### School context

Buronga Public School is a TP2 school with an enrolment of 96 students. We are located on the NSW/VIC border, near the Murray River. We are a dynamic school providing a comprehensive education for all students. The school is part of the Sunraysia Learning Community that is dedicated to assisting students to become successful learners. Buronga Public School provides an extensive range of opportunities across all key learning areas, to allow our students to achieve and develop their unique skills and talents. Technology is embedded into all aspects of the curriculum. The school is well equipped with interactive whiteboards, video conferencing facilities, laptops and iPads. Buronga Public School is part of the City/Country Alliance project, encompassing nine schools throughout the Far West and Northern Suburbs of Sydney. We have a proud indigenous community with strong links to country, with 47% of our students identifying as ATSI (Aboriginal and Torres Strait Islander) and all students assisted by our Aboriginal Education Officer. We have access to an Instructional Leader providing support for our K–2 staff and students in literacy and numeracy.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools

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 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.

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual well being of all students. Current practices at Buronga Public School that support Learning include:

Student review of learning goals, assessment and reporting practices, feedback to plan for future learning, positive learning environment, visible learning in classrooms, raised responsibility program, utilisation of the Wellbeing unit and Keep them Safe strategy and Learning and Support Team policy and practices. These practices can be evidenced by student Personalised Learning Plans, school assessment records, classroom practice, program feedback and wellbeing records. School self evaluation and related data is used to inform strategic planning for the future.

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies. Current practices at Buronga Public School that support Quality Teaching include:

100% of staff are engaged in the Performance and Development Plan process, 100% of staff teaching and learning programs are differentiated, there is full implementation of the L3 program, Quality Teaching professional development opportunities are embedded across the school, implementation of focus learning group initiative and current whole school engagement in assessment practice review. These practices can be evidenced by L3 data, PLAN data, classroom assessment data, attendance records, behaviour records, student feedback and goal setting information provided by students and student Personalised Learning Plans.

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Current practices at Buronga Public School that support Leadership include:

The development and implementation of the Buronga Public School Professional Development Policy, ongoing review of selected school policy and administrative practice, school based professional development growth and future planning and parent involvement in school events, planning processes, information evenings and transition programs.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Learning, Engagement and High Expectations

### Purpose

We will provide excellent educational programs and learning opportunities for all students, embedding high expectations, innovation and evidence based best practices. Our students will be successful 21st century learners.

### Overall summary of progress

Our priorities for learning during 2016 were to provide all students with optimum learning opportunities regardless of background or previous experiences. All students have a Personalised Learning Plan developed which was regularly reviewed where parents, staff and students engaged in the process. All staff were engaged in professional learning where targeting and using learning intentions and visible learning became a focus to support students. The use of L3, PLAN and Early Action for Success data was used to inform teaching, reporting and future planning where student feedback and self evaluation were an important part of the process. Three way interviews and student conferences assisted in collaborative planning for future learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>80% of K–2 students will be achieving age appropriate Early Action for Success benchmarks in literacy and numeracy.</li></ul>	80% or more Year 1/2 students achieved benchmarks  Significant growth in Kindergarten using baseline data	Four teacher days to release staff to meet with parents and carers.  \$2000
<ul style="list-style-type: none"><li>100% of students to achieve expected growth between Year 3 to Year 5 in NAPLAN.</li></ul>	Student growth (3–5 NAPLAN) continues to be strong.	

### Next Steps

Further refine Learning and Support procedures, processes and documentation tracking student achievement and intervention provided.

Whole school focus to improve writing and spelling data

Efficient use of our Instructional Leader and Interventionist when analysing data and planning for focus group learning.

Whole school focus to improve data in number concepts.

Establish whole school scope and sequences and consistent expectations for key learning areas.

## Strategic Direction 2

### Quality Teaching

#### Purpose

We will continue to build the capacity and capabilities of all staff within the school to ensure consistent, professional and supportive learning opportunities for all.

#### Overall summary of progress

During 2016 our focus included initial reflection and evaluation of professional development practices and related prioritising. This led to the implementation of an updated school Professional Development Policy and Support documentation for staff. The process was collaborative and resulted in a more strategic approach to professional learning. Professional development opportunities provided staff with quality teaching experiences, including programming and delivery strategies to provide students with relevant and effective learning opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of staff will <b>fully engage with Staff Support Policy practices and procedures.</b></li></ul>	Development and implementation of Buronga Public School Professional Development Policy resulting in improved staff reflection practices, increased knowledge of Professional Teaching Standards and whole school commitment to improved outcomes for students.	2000.00
<ul style="list-style-type: none"><li>• 100% of staff to have engaging teaching programs which are differentiated and flexible to meet the needs of individual students and reflect 21st century pedagogy.</li></ul>	Quality Teaching and learning Programs with evidence of Personalised Learning Plans and differentiated curriculum.	

#### Next Steps

Continued quality teaching professional learning opportunities coupled with implementation of Professional Development Policy.

Extend evidence based teaching practices across all year levels using formative and timely feedback for students.

Refine group learning strategies in K/1/2 and extend to years 3/4/5/6.

Review Personalised Learning Plan processes and practices.

## Strategic Direction 3

### Building Positive Educational Communities

#### Purpose

We will build a culture of collaboration with our community, staff and parents that fosters an environment where students aspire to and achieve their learning potential.

#### Overall summary of progress

During 2016 Buronga Public School reviewed current practices in relation to providing information to parents, carers and the school community. As a result we developed improved and more efficient practices for the publication of the newsletter, improved content of the newsletter to better reflect community priorities and upgrading of graphics for a more professional image. Whole school events were scheduled and promoted including open days and learning celebration events. Our school website was updated and we reviewed our written report and interview practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of parents involved in decision making and school activities.	Increased community engagement in newsletter content.  Professional modern print version of school communication.  High attendance at events by parents and carers.  Increased use of school website by the school community.	1500.00
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#### Next Steps

Increase parent/carer involvement in school evaluative practices.

High level of parent/carer involvement in school planning processes for 2018–2020.

Increased level of parent/carer input into educational priorities for student Personalised Learning Plans.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Supported implementation of Personalise Learning Plans resulting in 100% of Indigenous students engaging with their learning and achieving individual goals. Targeted mentoring resulting in fewer behaviour referrals.	70 000
<b>Low level adjustment for disability</b>	Personalised Learning Support Plans developed for relevant students. Written reports that accurately provide information on what students have achieved. Improved behaviour and consequent engagement in learning programs, evidence by fewer referrals, suspensions and class intervention.	60 000
<b>Quality Teaching, Successful Students (QTSS)</b>	Observable improved teaching and reflection practices with accompanying documentation. Higher level of engagement and commitment to ongoing improvement, use of Professional Teaching Standards and strategic Professional Development Plans.	0.03 staffing 0.2 school staffing
<b>Socio-economic background</b>	100% implementation of student Personalised Learning Plans. 80% students achieving L3 benchmarks in year one and two. Classroom assistance supporting differentiated curriculum and teaching program accommodations.	80 000



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	43	46	46	45
Girls	37	38	42	50

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	88.6	93.5	91	90.7
1	95.7	92.5	90.9	95.8
2	89.8	95.3	94.4	92.7
3	92.9	77.9	92.9	91.9
4	88.9	92.6	90.4	92.4
5	90.4	88.5	91.9	91.9
6	88.4	89.9	84.7	90.1
All Years	90.5	90.6	90.6	92.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

The school actively pursues optimal attendance through creating innovative and engaging learning experiences. The school offers a high level of wellbeing support structures that have a positive impact on attendance and fosters a sense of belonging. We also offer acknowledgement of students regularly with assembly awards for high attendance rate levels.

Non attendance is managed in accordance with Department of Education guidelines and procedures. All student attendance is monitored daily and families are provided with ongoing information concerning attendance through newsletters, phone calls, written notes and requested meetings.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration & Support Staff	2.43
Other Positions	0.13

\*Full Time Equivalent

Buronga Public school employs 1.0 Indigenous Aboriginal Education Officer.

Buronga Public School employs 1.0 Indigenous Student learning Support Officer

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Staff demonstrate responsibility for maintaining and developing capabilities and achievement of professional standards and demonstrate ongoing growth against the Professional Standards for Teachers and Principals aligned to the Performance and Development Plan.

All teaching staff were involved in professional learning opportunities throughout 2016 at school level and beyond. Staff participated in scheduled Staff Development Days, completing all mandatory training.

All staff attended weekly staff meeting with a Professional Development component.

Our new Staff Development Policy was implemented in 2016, resulting in all staff attending fortnightly coaching sessions with the Principal, establishing colleague classroom observation and feedback sessions,

strategic planning for Professional Development Plans and improved programming practices.

All staff attended Professional Development sessions targeting Quality Teaching.

Buronga Public School Instructional Leader provided ongoing classroom support and mentoring to staff in relation to Literacy and Numeracy programs, including student progress being mapped on PLAN.

Professional Learning experiences were undertaken by staff in using and managing technology in the classroom. Staff attended professional learning on using Google Apps in the classroom with ongoing support and classroom visits by a qualified Google Apps mentor.

Significant emphasis was placed on developing reflective practice to inform ongoing targeted improvement that is reflected in Professional Development Plans.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to Buronga Public School and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>56 211.26</b>
Global funds	172 031.85
Tied funds	181 355.90
School & community sources	26 184.73
Interest	2 372.18
Trust receipts	1 640.80
Canteen	0.00
<b>Total income</b>	<b>439 796.72</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12 550.24
Excursions	15 344.66
Extracurricular dissections	25 871.96
Library	922.77
Training & development	2 246.26
Tied funds	125 768.08
Short term relief	16 976.38
Administration & office	32 965.54
School-operated canteen	0.00
Utilities	27 633.76
Maintenance	14 318.01
Trust accounts	1 394.60
Capital programs	0.00
<b>Total expenditure</b>	<b>275 992.26</b>
<b>Balance carried forward</b>	<b>163 804.46</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

## Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school.

### Parents

Parent responses indicated that there is a belief that students at Buronga Public School have access to quality education and learning opportunities. Parents responded positively to extra curricula opportunities provided and welcomed ongoing changes seeking improvement particularly in sporting opportunities provided to students. Parents expressed a belief that students were exposed to a safe and positive learning environment where belonging and individual differences were catered for to a high standard.

### Students

Students were surveyed to measure their engagement categorised as social, emotional, and intellectual.

### Social engagement

Students who are socially engaged are actively involved in school life. This involvement can provide a sense of belonging and increases academic motivation. The survey found that 81% of students believed they were socially engaged at school.

### Institutional Engagement

Students who value schooling outcomes and meet formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long term success. The survey found that 98% of students felt they were institutionally engaged.

### Intellectual Engagement

Intellectual engagement entails a committed emotional and cognitive investment in learning, using higher order thinking skills to increase understanding, solve complex problems and construct new knowledge. The survey found that 78% of students felt they were intellectually engaged.

Staff indicated through various communication, including informal meetings, coaching sessions and professional development opportunities that they were committed to ongoing school evaluation and school improvement initiatives. Priority areas indicated by staff included whole school programming, further development of knowledge of Department of Education syllabus documents and quality teaching strategies.

## Policy requirements

### Aboriginal education

In accordance with the Aboriginal Education Policy, Buronga Public School has made a commitment to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia by providing quality educational experiences to all students by addressing the above content. Inclusion of Aboriginal perspectives in teaching and learning programs and differentiated delivery ensured all students were provided with relevant and inclusive lessons.

We are committed to maintaining strong and effective partnerships with Aboriginal families and work together with parents to achieve the best possible learning outcomes for students. We enjoy regular and positive communication with parents.

In 2016 Buronga Public had 45% of students who identified as Aboriginal and/or Torres Strait Islander.

Buronga Public School promotes respect for the unique culture of Aboriginal people by acknowledging the traditional custodians of the land at all gatherings, integration of Aboriginal perspectives across Key Learning areas, a highly engaged Aboriginal Education Officer who works with students and families, Personalised Learning Plans for all Aboriginal and Torres Strait Islander students and celebrations including NAIDOC day utilising the knowledge and support of our local Barkindji families.

### Multicultural and anti-racism education

Buronga Public School operates within the guidelines of the Multicultural and Anti Racism policy.

At Buronga Public School we encourage and actively teach students to develop skills, knowledge and attitudes required to be part of a multicultural society. This is reflected in teaching and learning programs and the implementation of the Well being framework.

Tolerance and cultural diversity are promoted through acknowledgement of special events, festival and celebrations which are reflected in learning opportunities studied by our students and by the school culture we create.

Buronga Public School Indigenous Community is actively involved in school events, festivals and celebrations where their skills, knowledge and contribution to the school is highly valued.

The Anti-Racism Contact Officer in schools is the contact between staff, students, family and community members who wish to make a complaint regarding racism.

In 2016 the Anti Racism Contact Officer at Buronga Public School did not receive any complaints.