

Buronga Public School Annual Report



2017



1688

Introduction

The Annual Report for **2017** 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.

Jodie Treverrow

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 **K–6** school with an enrolment of **115** students. We are located on the NSW/VIC border, near the Murray River.

We are a dynamic school providing 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, ipads, and robotic equipment.

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 Aboriginal community with strong links to country, with **45%** of our students identifying as Aboriginal and Torres Strait Islander and all students are assisted by our Aboriginal Education Officer. We have access to an Instructional Leader **and Interventionist teacher**, 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

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.

During 2016 the school participated in self assessment and reflection. The result of this assessment indicated the school was operating in working towards delivery in learning, teaching and leading. This provides vital information for the school to set goals and implement practice and procedure for future improvement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Buronga Public School adopted a focus of quality, explicit teaching with high levels of support from Kindergarten to year three. This included working with students and staff to improve learning outcomes. We were able to establish a targeted and responsive approach to student learning, informed by regular data collection resulting in significant growth and improved student data in the early years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">80% of K–2 students will be achieving age appropriate Early Action for Success benchmarks in literacy and numeracy.	0.4 staffing interventionist teacher Professional Learning Funds \$5000 QTSS allocation	84% of students achieved Early Action for Success Benchmarks in literacy and numeracy by the conclusion of Stage One.
<ul style="list-style-type: none">100% of students to achieve expected growth between Year 3 to Year 5 in NAPLAN.	Professional Learning Funds to support quality teaching \$2000 QTSS allocation	Whilst not all students achieved expected growth between year 3 and 5, our data shows significant improvement, particularly in reading and writing.

Next Steps

Buronga Public School will undertake a process of further developing programs that have been implemented in Kindergarten, year one and two to improve student achievement across the school. Our focus will be on quality teaching and using data to inform practice Kindergarten to year six, with an emphasis on high expectations for every student.

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

Buronga Public School has made significant progress in building staff capacity and adopting quality teaching practice. A commitment has been made to professional development for all staff and ongoing in school support. We now enter a phase of consolidation, full implementation and impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff will fully engage with Staff Support Policy practices and procedures.	Professional Learning Funds \$2000	100% of staff engaged with Staff Support Policy which includes developing a Performance and Development Plan, meeting teaching standards at proficient, classroom observations and teaching and learning program development.
<ul style="list-style-type: none">• 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.	Professional Learning Funds \$2000	Teaching and Learning Programs across the school include differentiation and demonstrate an understanding of using data to inform practice. A focus on formative assessment supports this at Buronga Public School.

Next Steps

Buronga Public School will continue to focus on quality teaching, differentiated programs, using data to inform practice and formative feedback for students to improve learning outcomes. As a progression from where we are now we will implement Positive Behaviour for Learning as a strategy to further refine process and practice, refine our whole school professional learning plan, further develop coaching as a means to continued improvement and continue to work on creating challenging and relevant teaching and learning programs that are linked to Australian Professional Standards for Teachers.

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

Staff and community collaborate in a regular and effective way at Buronga Public School. Parents and carers are provided with many and varied opportunities to have input into the school and communicate their ideas and priorities with staff. This is done using formal and informal strategies including organised events, specific meetings, information sessions, written reports, parent teacher interviews, Parents and Citizens meetings, one on one conversations, home visits, notes and phone calls.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of parents involved in decision making and school activities.	\$ 3000	Funds were used to purchase equipment used for events including Open Day, Book Week, Assemblies and catering for parents at interviews and meetings.
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Next Steps

Buronga Public School will continue to consult and encourage parents, carers and the wider community to engage with school planning and prioritising for future directions. We will further develop relationship and a sense of trust where we create inclusive opportunities for all stakeholders to participate in school life and contribute in a meaningful and valued way.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$27 595	Provided opportunity to staff an Indigenous mentor for students resulting in increased engaged, improved attendance and fewer behaviour referrals.
Low level adjustment for disability	\$14 649	Contributed to providing a Student Learning Support Officer to assist in implementing student Personalised Learning Plans and Personalised Learning Support Plans resulting in increased numbers of students achieving learning goals within set timeframes.
Quality Teaching, Successful Students (QTSS)	Staffing 0.067	Contributed to providing release for staff to engage in coaching sessions with Principal once a fortnight, leading to continued, targeted improvement for all staff resulting in better outcomes for students.
Socio-economic background	\$100 097	<p>Funded Interventionist teacher in K-2 classrooms to provide targeted support based on school data, resulting in improved outcomes for students and a significant improvement to Early Action for Success results.</p> <p>Contributed to funding a specialised Digital Technologies and Computational Thinking teacher where students received expert instruction once a week and staff received professional learning once a week. This program resulted in students engaging with the Digital Technologies framework, exposure to a variety of technology tools, including robotics and building a sustainable skill set at Buronga Public School.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	46	46	45	60
Girls	38	42	50	51

Enrolments at Buronga Public School have increased over the last two years by approximately 20%.

Buronga Public School has an enrolment of 43% Aboriginal students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	91	90.7	88.5
1	92.5	90.9	95.8	91.4
2	95.3	94.4	92.7	92.7
3	77.9	92.9	91.9	89.3
4	92.6	90.4	92.4	91.3
5	88.5	91.9	91.9	94.9
6	89.9	84.7	90.1	91
All Years	90.6	90.6	92.4	91.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Buronga Public School implements our Attendance Policy with rigour. Student attendance is monitored and recorded in a consistent and transparent way. The school has established positive relationships with parents, carers and the school community to support regular attendance at school. Contact is made if students are away from school without explanation or their attendance rates fall below 85%. The school

works with families to develop solutions to best support students being at school everyday. These solutions are often based on individual need.

Buronga Public School adopts a proactive approach to student attendance, where staff :

provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community

recognise and rewarding excellent and improved student attendance;

maintain accurate records of student attendance;

implement programs and practices to address attendance issues when they arise

provide clear information to students and parents regarding attendance requirements

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.58
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.63
Other Positions	0

*Full Time Equivalent

Buronga Public School has two employees who identify as Aboriginal.

The staff at Buronga remains stable with little change or movement from year to year.

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	0

Professional learning and teacher accreditation

During 2017 Buronga Public School aligned professional learning opportunities with staff Performance and Development Plan, School Plan and State priorities. Staff committed to professional learning including L3, Future Focused Learning, Quality Teaching and Digital Technologies and Computational Thinking. Professional Learning comprises a variety of face to face training using in school and external resources, professional reading, attendance at conferences, instructional leadership in classrooms, mentoring and coaching and professional readings.

Buronga Public School employs one new scheme teacher who has gained accreditation at proficient level. Remaining staff, as old scheme teachers will begin the accreditation process in 2018.

\$8 000

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Buronga Public School does not have voluntary school contributions.

The school's retained earnings are committed to the establishment of a Wellbeing unit to better cater for student needs and to improve learning outcomes for students.

Buronga Public School committed funds to extra curricular activities during 2017 to support engagement strategies and future focused learning initiatives.

Receipts	\$
Balance brought forward	163,734
Global funds	134,164
Tied funds	92,719
School & community sources	13,746
Interest	1,917
Trust receipts	601
Canteen	0
Total Receipts	243,146
Payments	
Teaching & learning	
Key Learning Areas	43,686
Excursions	4,879
Extracurricular dissections	31,474
Library	1,293
Training & Development	1,015
Tied Funds Payments	104,112
Short Term Relief	5,551
Administration & Office	38,044
Canteen Payments	0
Utilities	11,799
Maintenance	24,264
Trust Payments	601
Capital Programs	7,604
Total Payments	274,322
Balance carried forward	132,558

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	355,110
Appropriation	304,385
Sale of Goods and Services	1,063
Grants and Contributions	49,438
Gain and Loss	0
Other Revenue	0
Investment Income	225
Expenses	-172,433
Recurrent Expenses	-172,433
Employee Related	-103,247
Operating Expenses	-69,187
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	182,677
Balance Carried Forward	182,677

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Buronga Public School financial operations is compliant with guidelines in the Finance in Schools Handbook, including finance framework, financial management, reporting and budgeting. School processes are transparent and information is provided to parents and community through the Parent's and Citizens Association meetings.

The school is currently saving funds to develop a Wellbeing unit at the school. This has been a consultative process with staff and the school community and will support student need at our school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	882,854
Base Per Capita	14,518
Base Location	24,645
Other Base	843,691
Equity Total	268,794
Equity Aboriginal	93,104
Equity Socio economic	110,254
Equity Language	0
Equity Disability	65,436
Targeted Total	14,230
Other Total	90,965
Grand Total	1,256,843

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.

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.

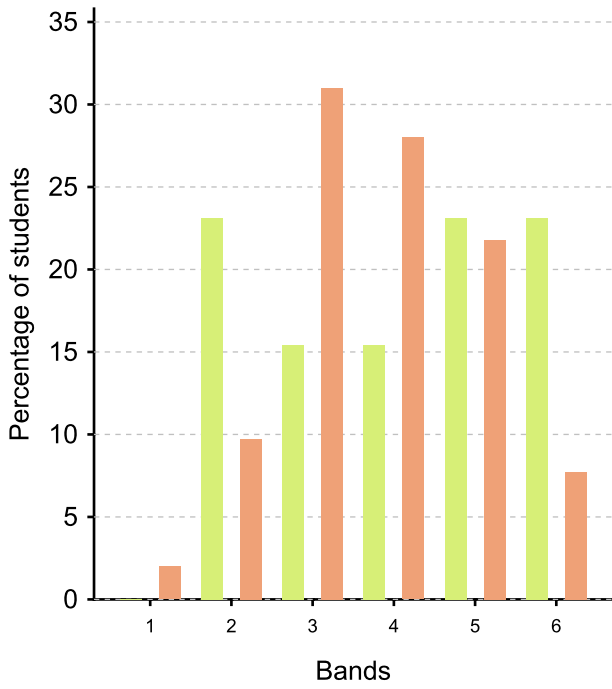
School performance

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.

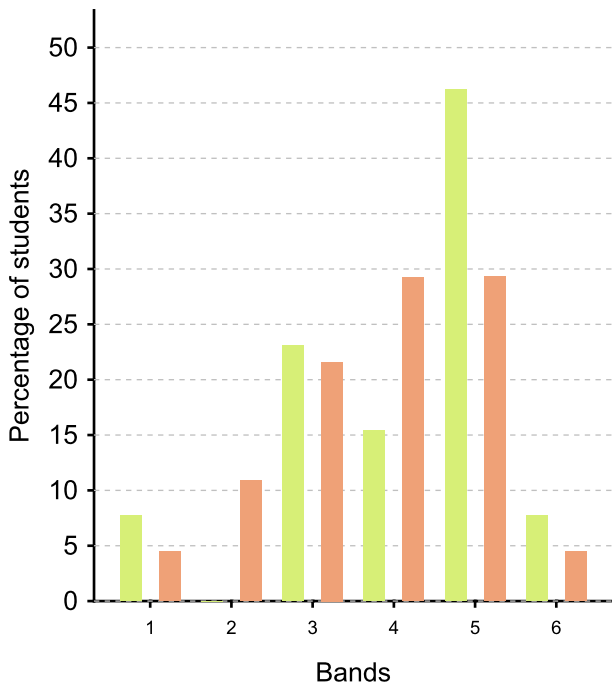
Our focus has been to increase the number of students achieving in the top two bands in Literacy with significant success, evidence in year three results. The school has implemented a number of strategies to achieve this result, including targeted focus groups for learning and a specialist interventionist teacher. We will expand this approach into years four, five and six in our future planning.

Percentage in bands:
Year 3 Grammar & Punctuation



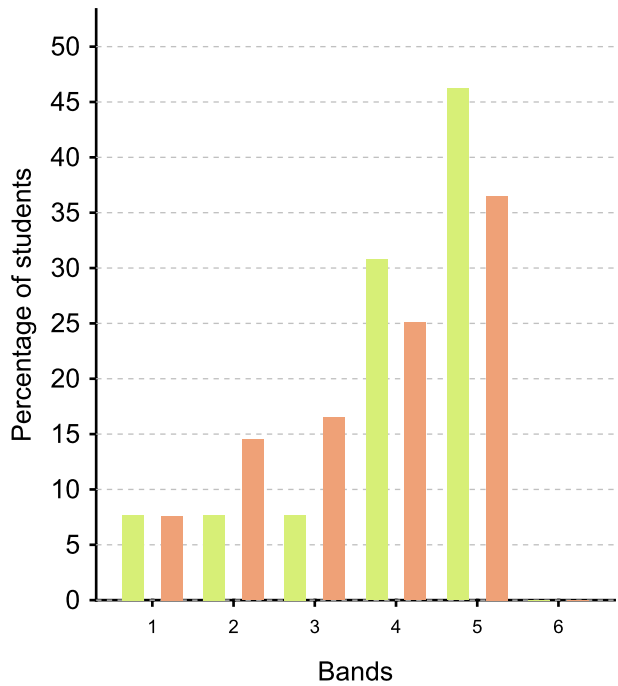
Band	1	2	3	4	5	6
Percentage of students	0.0	23.1	15.4	15.4	23.1	23.1
School avg 2015-2017	2.0	9.7	31.0	28.0	21.8	7.7

Percentage in bands:
Year 3 Reading



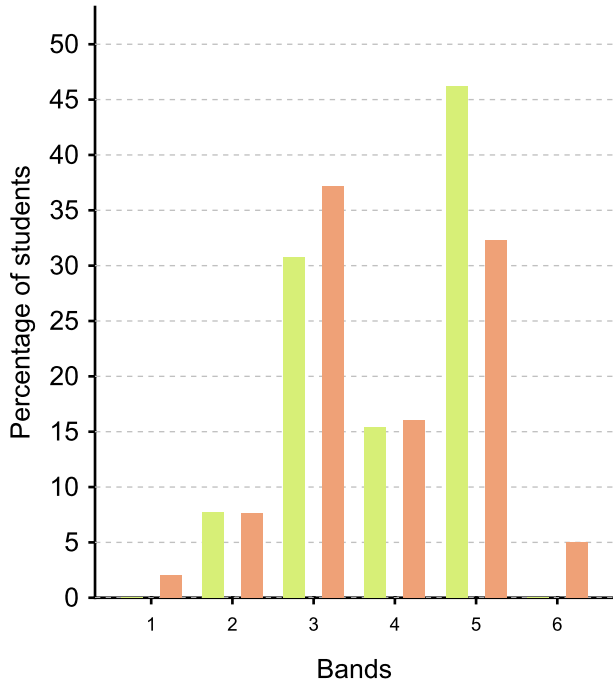
Band	1	2	3	4	5	6
Percentage of students	7.7	0.0	23.1	15.4	46.2	7.7
School avg 2015-2017	4.5	10.9	21.6	29.2	29.3	4.5

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	7.7	7.7	7.7	30.8	46.2	0.0
School avg 2015-2017	7.6	14.5	16.5	25.1	36.5	0.0

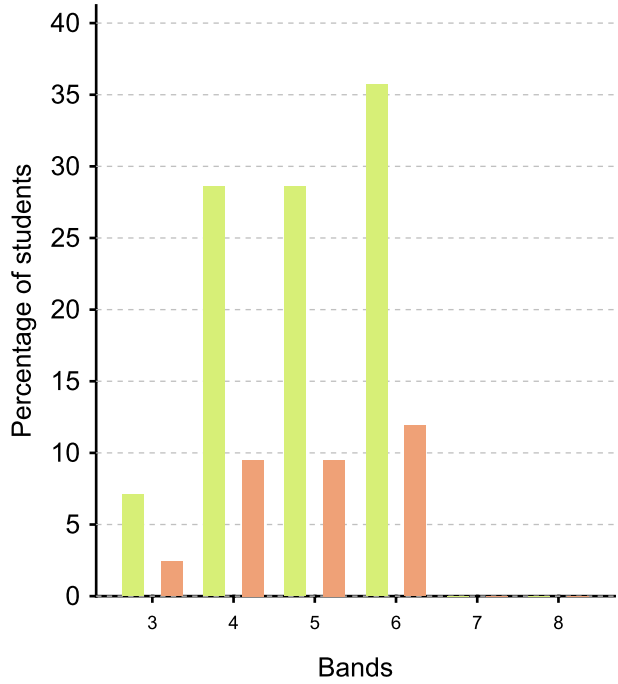
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	30.8	15.4	46.2	0.0
School avg 2015-2017	2.0	7.6	37.2	16.0	32.3	5.0

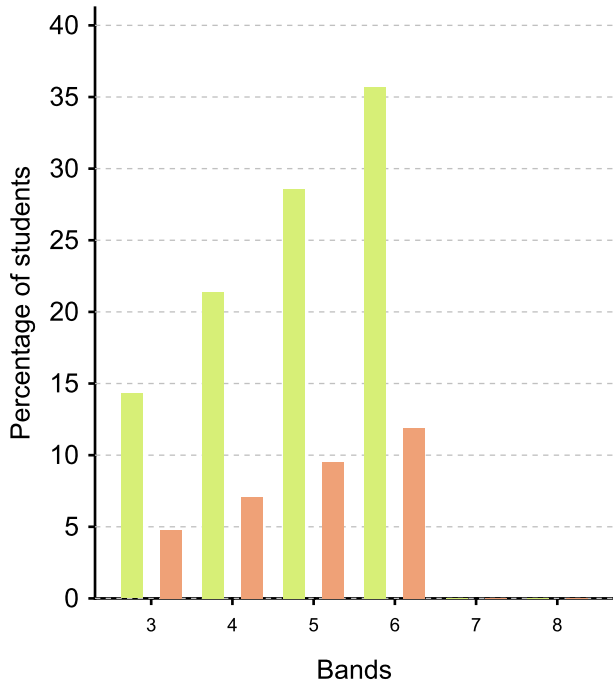
Band	3	4	5	6	7	8
Percentage of students	14.3	21.4	28.6	35.7	0.0	0.0
School avg 2015-2017	4.8	7.1	9.5	11.9	0.0	0.0

Percentage in bands:
Year 5 Reading

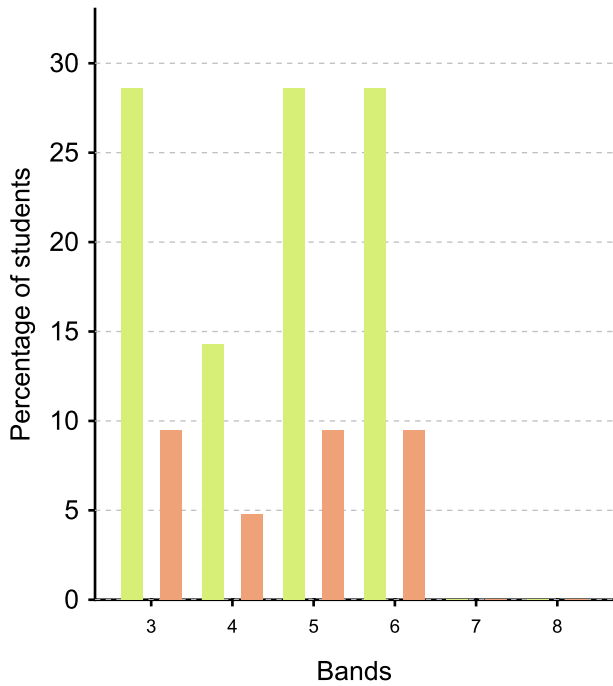


Band	3	4	5	6	7	8
Percentage of students	7.1	28.6	28.6	35.7	0.0	0.0
School avg 2015-2017	2.4	9.5	9.5	11.9	0.0	0.0

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2015-2017

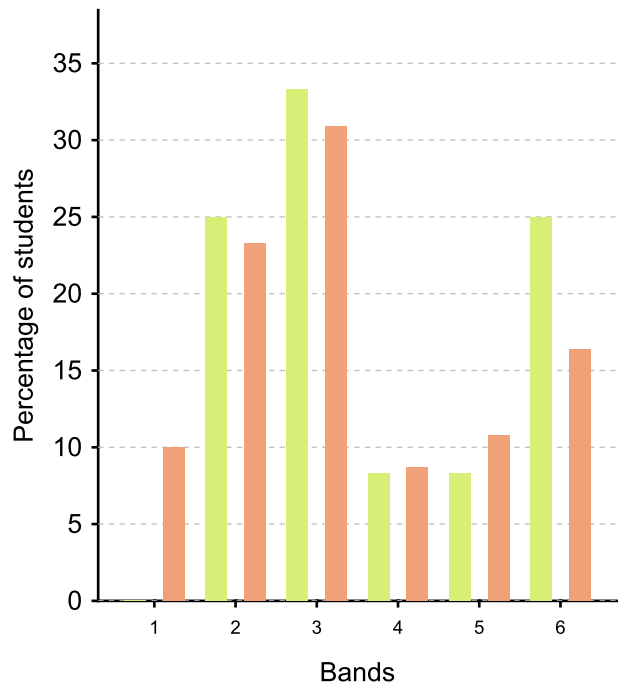
Band	3	4	5	6	7	8
Percentage of students	28.6	14.3	28.6	28.6	0.0	0.0
School avg 2015-2017	9.5	4.8	9.5	9.5	0.0	0.0

Band	3	4	5	6	7
Percentage of students	14.3	21.4	57.1	7.1	0.0
School avg 2015-2017	4.8	7.1	19.0	2.4	0.0

In response to current data we will continue to provide support to all students with a focus on moving students from middle bands into the top two bands.

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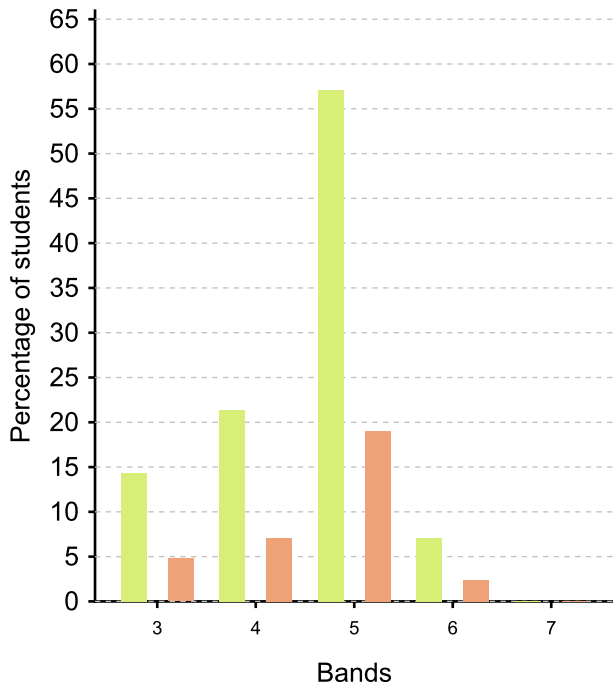
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

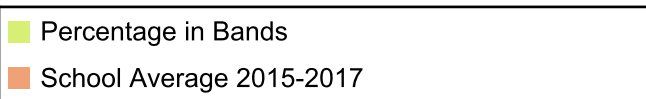
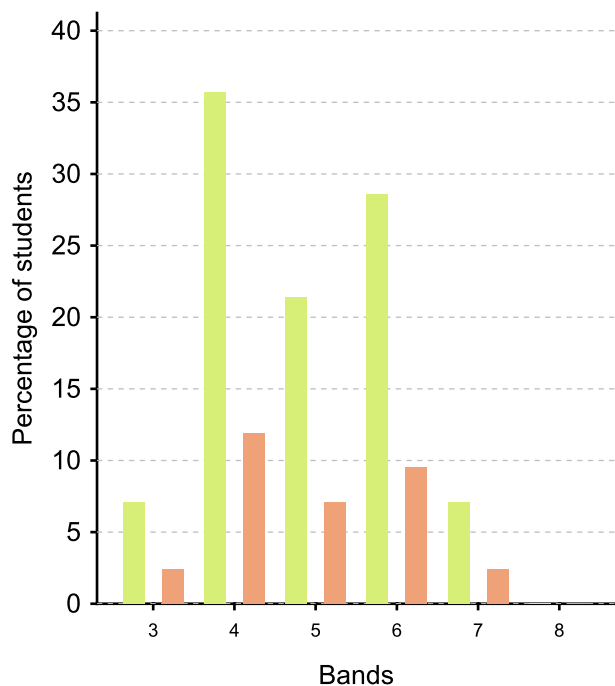
Band	1	2	3	4	5	6
Percentage of students	0.0	25.0	33.3	8.3	8.3	25.0
School avg 2015-2017	10.0	23.3	30.9	8.7	10.8	16.4

Percentage in bands:
Year 5 Writing



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.1	35.7	21.4	28.6	7.1	0.0
School avg 2015-2017	2.4	11.9	7.1	9.5	2.4	0.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Buronga Public School has a culture of continued improvement and growth. With careful and extensive analysis of data we are able to prioritise support and resourcing to focused areas of learning. In addressing State priorities Buronga Public School implemented a focused approach to learning where student data is analysed every five weeks with a responsive teaching program to follow, delivered by an interventionist teacher. The school developed individual learning plans for all students with an emphasis on visible learning and a high commitment from students to improve.

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents, students and teachers on school performance across a range of areas. Parent responses indicated that there is a belief that students at Buronga Public School have access to quality education and learning opportunities. Parents responded positively to extra curricular opportunities provided and welcomed ongoing changes seeking improvement particularly in learning support and wellbeing. Parents expressed a belief that

were exposed to a safe and positive learning environment where belonging and individual differences were catered for to a high standard. Students were surveyed to measure their engagement categorised as social, emotional, and intellectual.

Social engagement – Students who are socially engaged are actively involved in school life. This involvement can provide a sense of belonging and increases academic motivation. The survey found that 80% 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 and 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 79% 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 improved communication, Positive Behaviour for Learning implementation and further developing teaching and learning programs.

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 2017 Buronga Public had 43% 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 and provision of cultural programs in conjunction with community agencies.

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 2017 the Anti Racism Contact Officer at Buronga Public School did not receive any complaints.