

2009 Annual School Report Buronga Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

During 2009, Buronga Public School has had an enrolment of between 78 and 85 students, with enrolments showing a steady increase throughout the year. Aboriginal students make up 30% of the student population. The school strives to provide a stable, caring and enthusiastic environment for all students, providing a multitude of extra-curricular activities and special programs to cater for the variety of needs and interest of the students.



Staff

The school is staffed by a teaching principal, three classroom teachers, a Support Teacher Learning Assistance/ Librarian, a part-time release teacher, a School Administrative Manager, a part-time Administrative Officer and an Aboriginal Education Officer. The school also employs a number of part-time tutors. Teachers' aides are also employed to assist individual students within the classroom setting.

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

Significant programs and initiatives

Throughout 2009, Buronga has participated in several programs, funded through both state and federal sources.

The school benefits greatly from the support of the New South Wales Country Areas Program and is a part of the Priority Schools Program. This support has enabled teachers to participate in high quality professional learning. Both programs have also supported an innovative language experience program, assisted in the delivery of state of the art technology and subsidised school excursions, cultural and sporting visits. Students also received support in participating in "Circus Arts", the "Tournament of Minds", a writer in residence program and dance tuition.

The school hosts an "Active After School Communities" Program two afternoons per week. This is federally funded. It also hosts a Supported Playgroup that runs two mornings per week. This is funded by the "Families First" initiative. We are also actively engaged in supporting our pre-school students through a "transition to school" program.

In 2009, an "Out of School Hours Care" centre opened at the school, providing before and after school care and programs during school vacations. A commercial company, in conjunction with the school's parent body, runs this program.

The school has also developed a valuable partnership with TAFE NSW, Riverina Institute, Coomealla campus, providing a venue for courses at the school. The "Indigenous and Torres Strait Islander Cultural Arts" course has also engaged students in working with parents and community members to develop their cultural knowledge. This partnership received the Wudhagaragarra Award for school community partnerships.



Messages

Principal's message

It is with great pleasure that I present the 2009 Annual School Report for Buronga Public School. The school continues to lead the way with innovative programs and partnerships to develop social and learning opportunities for all students. Involvement in community partnerships and activities, including performances at the local eisteddfod, singing at a carols service, the wishing tree launch and visiting local aged care facilities continue to develop the school's profile as a caring and enthusiastic school community.

All students have gained much from a variety of individual programs and extension activities to support student needs and interests. Highlights for 2009 include the highly successful "Language Experience Group", participation in the "Tournament of Minds", the development of school gardens, a special interest group program and participation in the "Vibe Alive" festival.

The school continues to provide opportunities for all students in a large variety of sports and actively promotes health and wellbeing programs. In 2009, the school became a part of the "Live Life Well @ School" program, developing a plan to promote healthy lifestyles across the school. This included becoming a "Crunch & Sip" certified school. This plan will continue to develop in the coming years.

Technology continues to be a focus for school programs, with the installation of a connected classroom being completed in second term. All classes have participated in videoconference lessons.

Buronga Public School is a safe and caring place, with staff, students and community working together to ensure that all stakeholders gain from their association with the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. A comprehensive review of the school's activities and achievements can be found in the school's annual magazine, "Brag Mag".

Cathy Eddie

Principal

P&C Message

The Buronga Public School P&C committee and members have been extremely busy this year. Our OOSH (out of school hours care) began on the 4th of February. Families from Gol Gol School are also using this program and we hope it continues to be utilised by all families.

We chose to change the format of our Easter stall at the Farmers' Market this year. We sold mushrooms by the bag and did very well. The children were able to chat to the customers and practise their social and numeracy skills.

We have had regular monthly meetings and we have been able to update our International Festival handbook so that future families are able to use it when preparing for the Festival.

We organised a Food Handlers' Course for all teachers and parents who wished to attend. This was held on the 18th and 19th of August. There were 16 participants who all passed the course.

Our biggest fundraiser for the year is our famous International Food Festival. We had massive publicity for the School, both television and radio. This is such a great way to promote our wonderful school to the community. We also have an

abundance of people come from all over Sunraysia to visit our school and taste our fabulous food. It is such a fun night for all and we have a great time with the entertainment. Unfortunately this year, we were almost rained out, but we all soldiered on. Many thanks must go to the organising committee and to all the parents and carers that took time and volunteered to help. We still managed to make a profit of \$3000, which will be used to help the students next year in 2010.

The P and C have donated money to develop gardens for all students. Now each class has its own garden. All of the projects around the school, whether it is the vegie gardens, or the indigenous gardens, help the students to understand the environment that they live in and contribute to. We made a donation of two Wii consoles to the school for use on rainy days and to be used for fitness training for the students. We also made a purchase of a new microwave, bain-marie, pie warmer, chopping boards and many other kitchen gadgets that will hopefully help us to cater and have resources for the Festival in future years.

We are in the process of organising a long-term lease for the school block. We thank Bruce and Wendy Dickie for their continued involvement in this. The block provides extra income for the school.

This year it has been very exciting for the committee, students and community to see the school grounds develop and grow into a wonderful ecological and teaching resource that can help the students on so many educational levels. We have tried to purchase resources that can improve and make the school a better place to be.

I would sincerely like to thank all of the committee for their time and effort and enthusiasm towards making the Buronga Public School a better school for our kids. I wish to thank the secretary, Fiona Driscoll who has been wonderful in helping the committee. I would also like to thank our wonderful treasurer, Christine Martin, Donna Scopelliti and Donna Ricardi who worked tirelessly with me to ensure the smooth running of the association. All of these people are extremely hardworking and all had the one goal - to improve the Buronga School for their children and future generations.

Kind thanks

Karen Russell

P&C President

Student representative's message

2009 was a busy one for students at Buronga. We enjoyed being involved in the Mildura Eisteddfod, the Wentworth and Mildura Shows and performing at many local activities. This year, we had interest groups and we got to choose special activities. This was great fun.

The school took part in all sports activities, including swimming, cross-country and athletics. We were also lucky to have many visiting sports clinics and performances.

Many students took part in excursions, with Year 6 travelling to Canberra and Year 5 and Year 6 being involved in "Vibe Alive". A group went to Wentworth to participate in a "Circus Arts" workshop and others learned about "The Tournament of Minds" and competed in Wagga in this.

Students at Buronga enjoy being at school and enjoy the many activities offered.

Sarah Olofsson

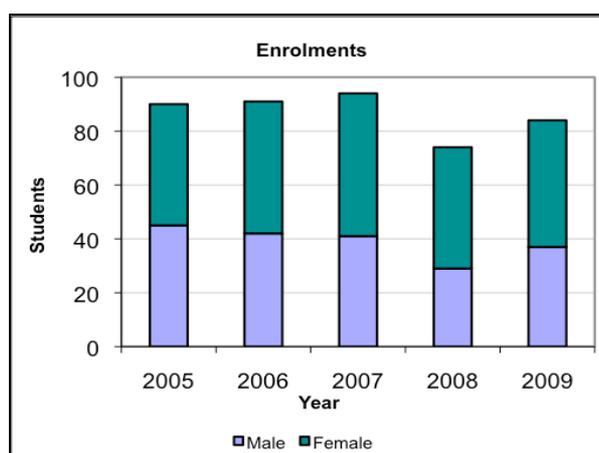
2010 School Captain

School context

Student information

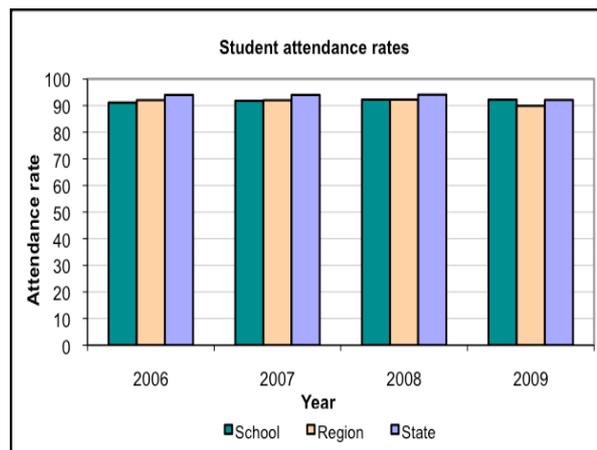
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



The school's enrolment history does not show the true nature of the school. Within the school year, the number of students enrolled may change by as many as 10. The school has an average turnover of students of up to 20% each year.

Student attendance profile



Management of non-attendance

Students whose attendance is of concern are followed up in a number of ways. Initially, parents are contacted and explanations sought. Support is given to families to assist in attendance if required and where practical. If attendance is still of concern, referral is made to the Home School Liaison Officer and departmental policy and procedures are followed to support the family to improve attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
2-3-4	2	7	23
2-3-4	3	10	23
2-3-4	4	6	23
4-5	4	9	23
4-5	5	14	23
6	6	14	14
K-1-2	1	4	18
K-1-2	2	5	18
K-1-2	K	9	18

Structure of classes

The number of students in each year level dictated class structures in 2009. A large Year 6 enrolment meant that a straight year 6 was used for the first time. A small Year 1 also caused a composite K/1/2 to be necessary. The other two classes consisted of 2/3/4 and 4/5 composites. While this configuration was not ideal, classes

were supported by the development of a "Language Experience Group" which lessened class numbers during literacy sessions. Classes also accessed support from School Learning Support Officers.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Classroom Teachers	3
School learning Support Officer	0.1
Teacher of Reading Recovery	0.105
Support Teacher Learning Assistance	0.7
Teacher Librarian	0.2
Release from Face to Face	0.168
PSP Funding Scheme	0.1
Itinerant Support Teacher Behaviour	1.0
Part-time teacher	0.168
Aboriginal Education Officer	1.0
School Administrative & Support Staff (SASS)	1.206
Total	8.747

The staffing allocation above is augmented by the employment of additional teaching and support staff that is funded by the NSW County Areas Program, Priority Schools Program and school global funds. Additional teacher time would total 0.6, with an additional 0.6 of school administrative support also purchased. School Learning Support Officers are also employed through the above programs and with funds provided for integration support. Several people are employed in these roles on a part time basis. Three staff members, including the AEO, are aboriginal. The school also hosted a teacher on a part time return to work program.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/09
Income	\$
Balance brought forward	183 890.65
Global funds	90 118.65
Tied funds	172 662.85
School & community sources	72 618.44
Interest	7 176.19
Trust receipts	1 544.00
Canteen	0.00
Total income	528 010.78
Expenditure	
Teaching & learning	
Key learning areas	20 823.86
Excursions	38 432.50
Extracurricular dissections	11 701.82
Library	2 751.05
Training & development	2 883.80
Tied funds	198 935.26
Casual relief teachers	1 512.73
Administration & office	55 287.07
School-operated canteen	0.00
Utilities	17 488.55
Maintenance	12 047.46
Trust accounts	1 810.85
Capital programs	0.00
Total expenditure	363 674.95
Balance carried forward	164 335.83

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Students from Buronga Public School participate enthusiastically in all areas of school and community life.

Achievements

Arts

During 2009, students participated in the Mildura Eisteddfod in dance, choir and verse speaking. The dance group, choir and primary verse-speaking group gained second places for their performances.

Students in Years 5 and 6 participated in the Vibe Alive festival, with each group developing dances to perform. All of the students enjoyed the opportunity to share this cultural experience with children from many other district schools.

All students prepared articles to exhibit in the Wentworth District Show, with many children gaining prize certificates for their efforts.

The school choir performed on a number of occasions throughout the year, being invited to



sing at the launch of the wishing tree appeal and at the local carol service. The students also took part in a tour of aged care facilities, performing Christmas carols at three locations.

Sport

The school holds annual carnivals for swimming, cross-country and athletics. A large number of children proceed to the Murray Darling PSSA district carnivals in these events. Outstanding performances were achieved by Derek Smith, Marcelle Benchmo and Sarah Olofsson in cross-country, and by Derek Smith, in athletics. These children represented the school and district at the Barrier sub-region level. Derek Smith also proceeded to the state carnival in cross-country. The school was also represented at Barrier level by the junior girls' relay team.

Derek was able to cap off a very successful year by also being chosen as a member of the Barrier football and basketball teams. His overall success was acknowledged with the receipt of the Wudhagaragarra Award for "Outstanding performance by a junior aboriginal athlete in Western region".

The school also took part in a variety of clinics, including football, basketball and swimming. Further opportunities were offered to children through the Active After School Communities program.

Other

For the first time, students from Buronga took part in the "Tournament of Minds". The team participated in Wagga and was awarded the "Spirit of the Tournament" award. The students were keen and enthusiastic and expressed a desire to compete again in following years.

Throughout the year, the students have many opportunities to be involved in special activities and celebrations. ANZAC Day, Remembrance Day, NAIDOC Day, "Chances for Children" Day and Science week are just a few of the special activities the school celebrates. The students are keen to participate in fund raising activities and support several charities throughout the year.

Academic

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 the assessments.

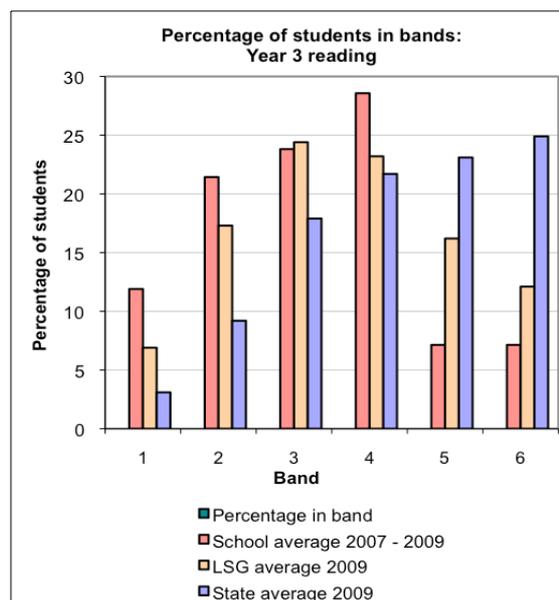
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

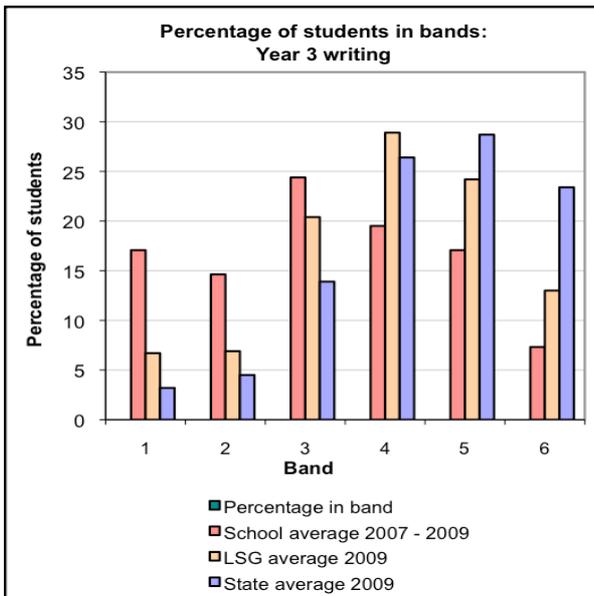
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

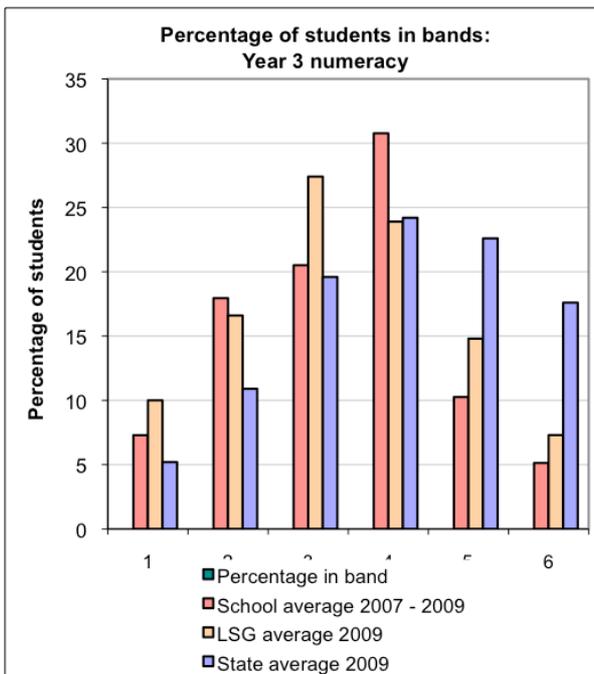




Because of the small number of students in Year 3, a school average over 3 years is used to indicate performance. There is still a larger representation of students in the lower bands in all aspects of literacy in Year 3 than the state average. However, there is a shift towards a greater representation of students in Bands 3-5, rather than in bands 1 and 2. Generally, the students perform better in writing, grammar and punctuation than in reading and spelling.

It is clear that spelling needs to be a school focus area for improvement.

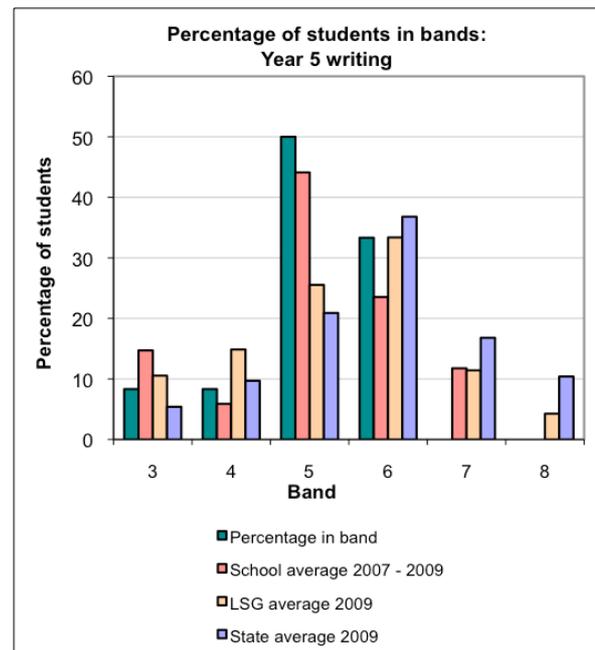
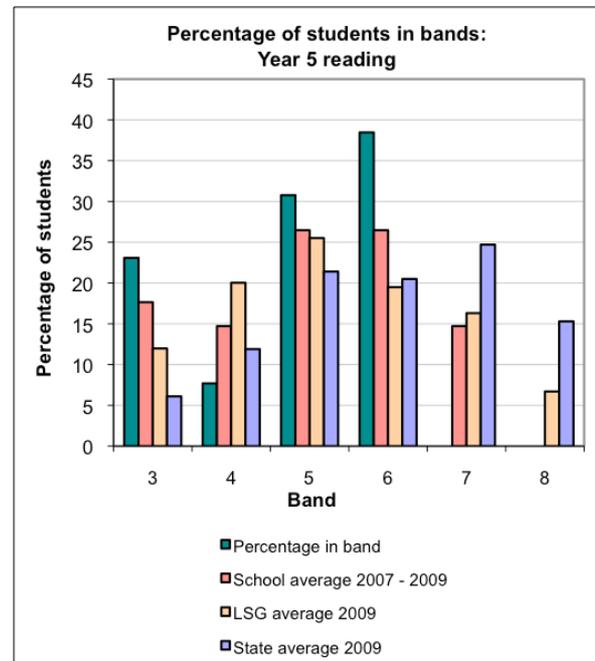
Numeracy – NAPLAN Year 3



On average, students in Year 3 performed quite solidly in numeracy. The school's average mark was higher than the "Like School Group" average. This supports school based assessment that

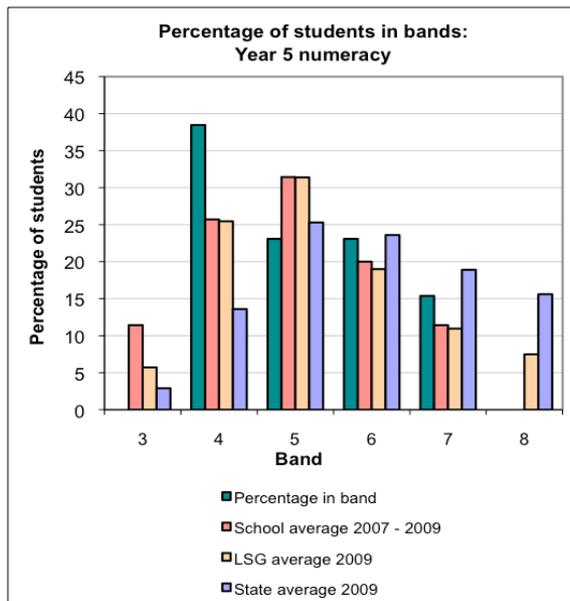
shows a solid development in numeracy skills. Areas that are in need of further development include working mathematically and the interpretation of written problems requiring more than one step.

Literacy – NAPLAN Year 5



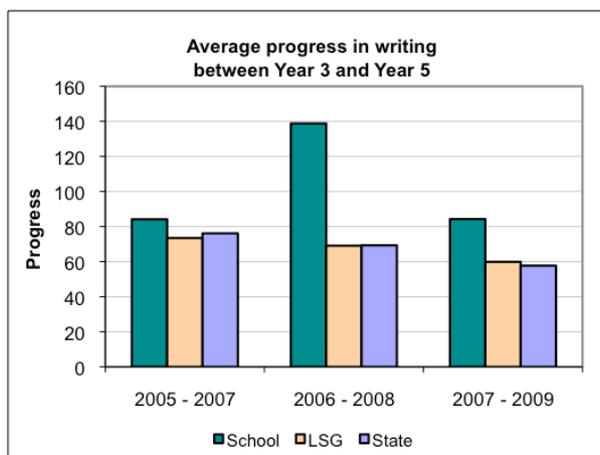
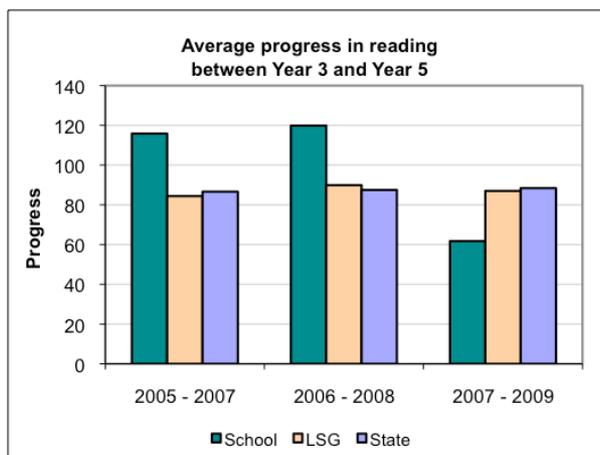
Students in Year 5 performed solidly in writing and aspects of reading that required finding information directly from a text. The average school mark in grammar and punctuation was higher than that of the "Like School Group". Areas requiring further focus include aspects of spelling, inferring and drawing conclusions in reading.

Numeracy – NAPLAN Year 5

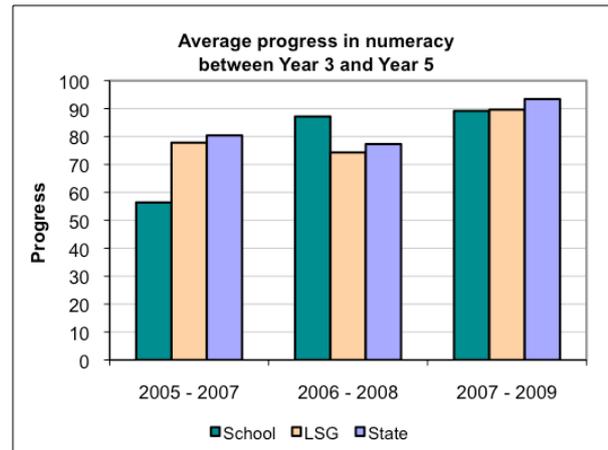


While Year 5 students exhibited solid progress on average, the school is still over-represented in the lower bands. The school's average mark was slightly below that of the "Like School Group". Once again, the interpretation of written problems, especially when more than one step is involved, is an area requiring explicit development.

Progress in literacy



Progress in numeracy



The school still showed sound growth in most aspects tested in 2009. While growth in reading was slightly lower than expected, performance in writing was still solid. Progress in numeracy remains consistent.

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	100
Writing	89
Spelling	78
Punctuation and grammar	78
Numeracy	75

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard	
Reading	77
Writing	92
Spelling	75
Punctuation and grammar	92
Numeracy	100

Significant programs and initiatives

Aboriginal education

Aboriginal education continues to be a major focus at Buronga, with all students participating in cultural and curriculum based activities with an Aboriginal focus. Participation in Reconciliation activities, NAIDOC Day and Vibe Alive are all regular items on the school calendar.

Personalised Learning Programs have been developed for all Aboriginal students. Parental involvement has been a feature in the implementation and review of many of these programs. Families have also participated in special lunches and presentation of student's work.

The presentation of the Wudhagaragarra Award for school community partnerships recognised the school's close ties with NSW TAFE, Riverina Institute, Coomealla campus. This program allowed school students to work alongside community members in developing art works and sharing ideas. Community members also gave significant support to the development of the Language Experience Group program.

Multicultural education

The International Food Festival in November is a major focus of the school's multicultural education program with all classes taking the opportunity to develop students' knowledge of a variety of cultures that form a part of our community.

Respect and responsibility

The school uses six core values as the basis of our respect and responsibility program. These are "Show respect for everything and everyone including yourself", "Be an active listener", "Work safely, play safely", "Have a go and stay on task", "Be polite and consider others" and "Be honest in your words and actions". These values are explicitly taught in class lessons and are referred to regularly in the school newsletter.

The "Raised Responsibility" program is used throughout the school to focus students on developing self-responsibility for their behaviour.

Other programs

New South Wales Country Areas Program

The assistance of the NSW Country Areas Program ensures our students are not disadvantaged by distance or rural isolation. It has a focus on Quality Teaching, Quality Technology and Quality Improvement. Staff and students have participated in school and district initiatives that have improved opportunities for all.

Throughout 2009, this program has ensured that the children have been exposed to a variety of sporting and cultural activities, including circus arts, visiting performances, such as Musica Viva, personal development programs and science and mathematics days. The program has also supported technology programs throughout the school and the engagement of a writer in residence.

District initiatives have provided professional learning support for all teachers, including allowing two teachers to be involved in the "Reading 2 Learn" program.

Both district and school funds supported students to participate in the "Tournament of Minds" and in a technology camp.

The support of the New South Wales Country Areas Program is a vital cog in the school's management, allowing the school to remain at the forefront of pedagogical innovation.

Priority School Program

In 2009, Buronga was once again included as a part of the Priority Schools Program. This meant that the school received a staffing supplement and support funding.

The main focus of this support was the provision of a "Language Experience" program. This program identified students with a significant delay in receptive and expressive language and provided an alternate learning program for them. Results achieved were significant, with students gaining much from the program. Resources were also purchased to support this program.

PSP funds also supported teacher professional learning, with two teachers attending the Hawker Brownlow conference in Melbourne and two teachers attending the Redbank conference in Sydney using these funds.

Progress on 2009 targets

Target 1

Personalised Learning Plans will be in place for targeted students, including all Aboriginal students.

The School Learning Support Officer was tasked with overseeing this program, ensuring the individual learning needs of all students were identified and catered for. Special programs, including the "Language Experience Group", intensive withdrawal groups and in-class support were initiated and programs were regularly evaluated, adapted and reviewed.

Our achievements include:

- All children participating in the Language Experience Group showed significant improvement in reading levels,
- Students in Year 5 who were targeted for individual intervention showed significant growth in their NAPLAN results.
- All parents and caregivers indicated positive support for the personalised programs and were very happy with their children's improvement. Most families assisted in the development of the plans as requested.

Target 2

100% of year 5 students will achieve growth commensurate or greater than the state average in NAPLAN in literacy and numeracy.

Naplan data was extensively analysed, with areas of greatest weakness being a focus across the school for explicit teaching. A scope and sequence was developed to target these areas and extra support was given to identified students.

Our achievements include:

- All children in Year 5 showed growth in numeracy, with the average growth being slightly lower than the state average. However, many individual students showed growth much greater than the state average. A similar result was experienced in literacy.
- Analysis of data showed significant areas where improvement was needed and teaching and learning programs reflected this data.
- Teacher awareness of areas in need of improvement has greatly increased, as has their knowledge of data analysis and accessing support to develop explicit teaching plans.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of culture and creative and practical arts.

Educational and management practice

In 2009, aspects of the school's culture were examined.

Background

The school was included as a part of the National School Partnership – Low SES program in October 2009. As a result of this, an extensive situational analysis was conducted. Parents, students and staff were surveyed with regard to many aspects of the school's management and the programs offered.

Findings and conclusions

- Generally, the school community agreed that the school is aware of the cultural influences that impact upon it and that school practices and structures support these.
- It was felt that all levels of leadership within the school have a positive influence on its culture, supporting traditions and the beliefs of the community.
- Students were mostly recognised and rewarded for their efforts and there was a strong response that the school focussed decision making on the improvement of student outcomes.
- Parents and students feel that the students are the school's main concern.
- The school's programs were well supported by the community and the majority of students exhibit a sense of pride and belonging to the school group.
- The school acknowledges the diversity of its learners and individuals and small groups are well catered for.
- Continuous improvement and the preparedness to adapt to an ever-changing community are fundamental beliefs that form the basis of the school's management plan.

Future directions

Areas for improvements that were identified in surveys included ways in which the school could more closely cater for the varied backgrounds of the students by including a broader range of cultural activities. An Indigenous language and culture program will be conducted during 2010 to support this.

Another focus for 2010 will be the development of a formal tracking system for the acknowledgement of student achievements. Children who gain "Student of the Week" and are given class merit awards will be recorded to ensure that all children are given positive reinforcement throughout the year.

The school will continue to develop its management plan in consultation with all stakeholders.

Curriculum

In 2009, the school evaluated programs in Creative and Practical Arts.

Background

Buronga has a proud history in its participation in local cultural events. Opportunities are regularly provided for the students to experience all aspects of creative and practical arts.

Findings and conclusions

Through observations and surveys of all members of the school community, the following findings and conclusions were identified:

- Students at Buronga have many opportunities to participate in creative and practical arts.
- All forms of art are given an equal focus across the school.
- The students have opportunities to participate in exhibitions and performances to enhance their skills and to gain recognition for their efforts.
- Students with special interests have opportunities to participate in training and lessons to support their development. For example, music and dance lessons are offered at the school.
- All students are given opportunities to view performances in dance, drama and music to support their appreciation of creative and practical arts.

Future directions

In coming years, the school plans to continue the development of special interest programs, provide access to experts for interested students, and develop lunch time sessions in art, drama and music. We will also provide opportunities for all students to be exposed to a variety of art forms and performances, provide opportunities for students to participate in performances and exhibitions and incorporate all aspects of creative and practical arts into classroom teaching programs.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Students were formally surveyed, using the "Quality of School Life" survey. Parents were also surveyed, with a significant number of families responding.

Their responses are presented below.

- Most children are happy to be at Buronga Public School. Most believe that their

teachers care about them and that the work they do is relevant. Most felt that they could cope with the work given and were successful in doing it.

- There is a significant percentage of children who still experience difficulty in being engaged with the work that is given them and do not like to complete extra work. These children do not find learning to be fun.
- Parents felt that the school is doing a good job and they are happy with the way that their children are cared for.
- Communication at the school is generally sound, but more contact needs to be made with regard to some issues of discipline.
- Parents feel that there is a need for a broader range of programs within the school, catering for gifted and talented students as well as those with learning difficulties.
- All staff indicated that they enjoyed being a part of the school community. They felt supported and were given many opportunities to develop their teaching skills, through both formal and informal professional learning opportunities.

Professional learning

All staff members were involved in professional learning activities throughout 2009. These included Reading 2 Learn training, attending the Hawker Brownlow Education Conference and the Redbank Conference.

Training in supporting autistic students was accessed. Teachers received support in incorporating technology across all Key Learning Areas, including connected learning and accessing video-conference facilities. Professional learning was offered for beginning teachers. "Best Start" training and supporting students through the analysis of NAPLAN was also accessed.

Workshops in implementing "Live Life Well @ School" were attended and staff also participated in a "Dare To Lead" workshop and a drug education update.

Teaching staff worked together to further their understanding of the Quality Teaching and Learning Framework and to complete mandatory training in Child Protection, CPR and Emergency Care.

School development 2009 – 2011

Targets for 2010

Literacy continues to be a focus for the school in our targets for 2010. Several indicators will be used to measure our success. Student engagement is also a priority, including attendance and the provision of explanations for absences.

Target 1

Increase the percentage of Year 3 students in Bands 4 or higher from 51% to 65% in literacy.

Strategies to achieve this target include:

- Reading 2 Learn strategies will be implemented in classes.
- Home reading will be monitored.
- Individual and small group assistance will be given to students to develop spelling strategies and their understanding of higher order questions in reading. The focus will be on developing student knowledge in finding inferred and implied knowledge in texts.

Our success will be measured by:

- An increase in percentage of Year 3 students in Band 4 or higher in Naplan.
- All students will exhibit sound growth in Benchmark reading levels.

Target 2

Unexplained student absences will show a 20% decrease.

Strategies to achieve this target include:

- Parents will be given information with regard to procedures for student absences.
- Classroom teachers will access the "Webattend" section of the SENTRAL server to record absences and to follow up unexplained absences with students and families.
- Families of students with unexplained absences will be contacted regularly via phone and letter to assist in tracking absences.
- Families will be provided with form letters to assist in ensuring absences are explained.

Our success will be measured by:

- Improved contact between school and families.

- Increased return of written explanations for absences.
- Enhanced knowledge of class teachers of the monitoring of students absences.
- A decrease in unexplained absences.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Cathy Eddie, Principal

Merren Cock, Teacher

Karen Russell, P&C President

Narelle Baxter, AEO

Louise Olofsson, Teacher

School contact information

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School Code: 1688

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>