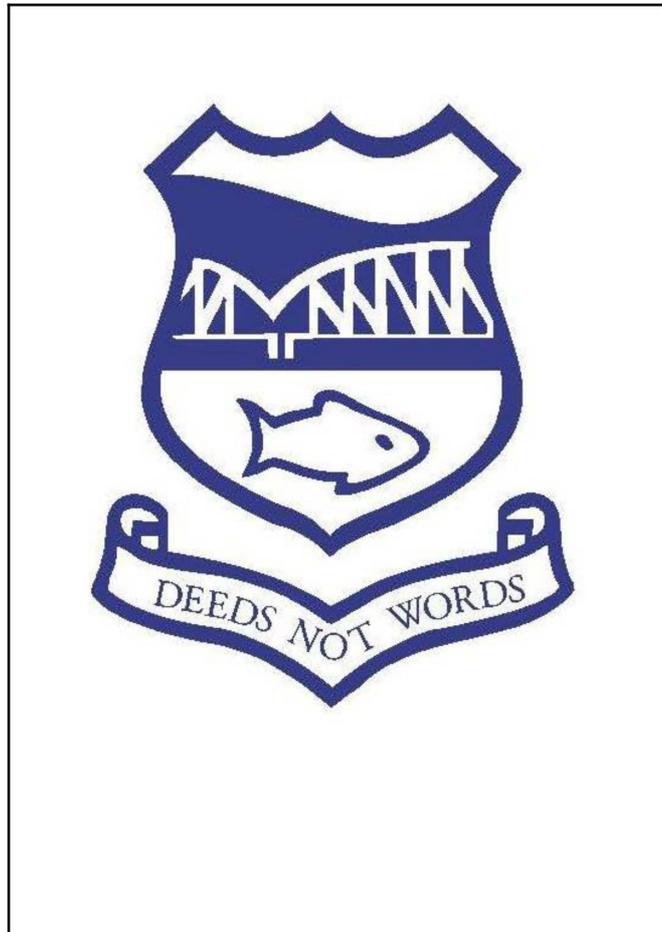


Brooklyn Public School Annual Report



2016



1377

Introduction

The Annual Report for **2016** is provided to the community of **Brooklyn 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.

Diana Aitken

Principal

School contact details

Brooklyn Public School

106 Brooklyn Rd

Brooklyn, 2083

www.brooklyn-p.schools.nsw.edu.au

brooklyn-p.School@det.nsw.edu.au

9985 7315

Message from the Principal

It has been yet another busy year and our teachers and students have enjoyed many rich learning experiences. As usual, our focus has been the delivery of quality education for all with an emphasis on the wellbeing of our students and creating a positive learning environment that assists all students to reach their potential. This year we have explored the value of Project Based Learning, investigated the importance of having a Growth Mindset, participated in network meetings with local school staff members, participated in a regional dance competition, invited visiting artists to perform, staged an Art Show, learned to play the Ukulele, enjoyed live performances of well loved texts, joined with Cowan Public School for the Writers' festival and held a Science Fair just to name a few of the great things we got up to!

As you can see, the students at Brooklyn Public School enjoy a range of learning experiences that enable them to explore their strengths and to reach their potential. I am proud to be in this leadership role as I have the great privilege to work with school staff who are incredibly passionate about ensuring all students know the joy of learning and have the opportunity to excel. A supportive parent community is an advantage in any school and we certainly know the benefit here at Brooklyn of partnering with parents to ensure that students are reaching their potential for learning.

Diana Aitken

Principal

School background

School vision statement

At Brooklyn Public School we believe that our students will be prepared for the exciting challenges they face in the future as they realise their potential within a caring and nurturing learning environment.

Innovative learners develop in a collaborative environment, where educators, students and the community work together. Student learning and success is the collective responsibility of the school community. A considered and planned approach is adopted to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

School context

Brooklyn Public School is situated on the banks of the Hawkesbury River. Students come from the local communities of Brooklyn, Dangar Island, Mooney Mooney, Bar Point and other boat access only points in the river. These unique locations mean that many of the students travel to school by ferry and bus.

The school provides an extensive, well-balanced curriculum. There is a high level of expertise amongst educators at Brooklyn Public School and a strong focus on all key learning areas. Students develop the general capabilities vital for their participation in 21st century society, which include critical and creative thinking and working collaboratively to problem solve.

The students have access to extra-curricular activities both in and out of school hours. Interested students have the opportunity to join the school band and there are many visiting tutors who provide tuition for a range of instruments. Brooklyn Public School celebrates student achievements through a broad range of school and community events, festivals and performances.

The school is well equipped with the latest technology that allows teachers and students to access information and manipulate computer programs that enhance teaching and learning. Students have the opportunity to enjoy flexible learning spaces within classrooms that allow them options for maximising their engagement with each other and the curriculum.

The school community is committed to ensuring that students are aware of their connection to and responsibility for the local environment. Learning about the positive impact we can have on the world around us is considered to be an important aspect of an holistic education.

The school is an active member of the Small Community of Schools (SCoS) which enables it to share expertise and resources across schools with similar educational contexts.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 the domain of Learning, staff at Brooklyn have developed positive, respectful relationships with students promoting student wellbeing and the provision of inspiring learning environments. Quality teaching and professional practice are evident in all classrooms allowing students opportunities to connect, succeed and thrive. Our learning culture ensures that in all we do we support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Curriculum delivery integrates technology and a range of information services and teachers differentiate their learning plans to meet the needs of individual students. Students use reflection on assessment and reporting processes and feedback to progress their learning. Students are at or above national minimum standards on external performance measures.

Teachers regularly review and revise teaching and learning programs. Teachers provide explicit, specific and timely formative feedback to students on how to improve. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Teachers take responsibility for changes in practice required to achieve improved school performance. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers draw on and implement evidence-based research to improve their performance and development.

In the domain of Leadership, there is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. The school uses collaborative feedback and reflection to promote and generate learning and innovation. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

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

High quality teachers, sound educational practices

Purpose

High quality teachers:

- know their students well and are committed to partnering with them to achieve their potential.
- engage students in meaningful learning experiences.
- work together to build a learning community.
- participate in focused professional learning that engages them in developing evidence-based teaching practices.

Sound educational practices:

reflect current trends in education that are known to engage students and positively impact student achievement and wellbeing.

Overall summary of progress

Staff attended growth Mindset professional learning sessions. Staff members attended iOn the Future 2020 vision professional learning.

Teachers explored Project Based Learning after discussing potential projects. Students worked in teams to build cardboard 'arcade' games. Student in Years 5/6 produced interactive guides to local fauna for tourists in the area to access..

Developed maths programs using conceptual planning approach and integrating computer technologies to enhance 21st century learning. Developed History units using historical enquiry methodology.

Teachers explored the 'Ethic of Excellence' model as presented by Ron Berger in the text of this name. Promoted the notion of 'Beautiful Work' amongst students and teachers All staff use the common language of 'beautiful work' as we encourage students to reflect on their work and to make multiple drafts if necessary until they are happy with the end product. Teachers reflect on their PDP goals and adjust them accordingly as they strive to deliver quality educational outcomes for all their students.

To begin modifying classroom layouts to provide flexible learning spaces for the students Staff to visit Futures Learning Unit to explore possibilities for classroom designs.

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">• All teachers demonstrate a sophisticated understanding of the Australian Professional Standards for Teachers as evidenced in teaching practices.	100% of teaching staff have a sound knowledge of the professional teaching standards which inform their teaching practices and are used to evaluate their competency at proficient level. Staff regularly attend professional learning opportunities to further their knowledge and application of the teaching standards.	\$770.00 Professional learning funds
<ul style="list-style-type: none">• All teachers link their professional learning goals with the school plan.	100% teaching staff have linked their Professional Development Plan (PDP) learning goals to the three strategic directions of the school plan.	
Teachers demonstrate increased proficiency with the integration of computer technologies to enhance 21st century learning outcomes	All teaching staff continue to develop proficiency with the integration of technology to enhance student learning. Teaching staff share knowledge of useful resources that can be used to enhance learning.	IT teaching staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Classroom practices and learning spaces are observed to be catering for individual student needs	Students use the language of 'feedback' and 'drafts' regularly as they strive to produce 'beautiful work' New furniture has been purchased to provide students with options for learning styles Teachers observe students to be more engaged in their learning and value having options for work spaces.	Donations from Revesby Workers Club – \$7000

Next Steps

Teaching staff to continue to pursue excellence in the teaching and learning they deliver which is research and evidence-based.

Strategic Direction 2

Engaged students, lifelong learners

Purpose

Engaged students:

- take responsibility for their own learning. They are confident and creative and understand the capabilities important for 21st century learners.
- identify, explore and clarify information; generate innovative ideas and possibilities, reflect on their thinking processes and evaluate information. They have a developing emotional intelligence and the perseverance to achieve their best.

Lifelong learners:

- are inspired to apply their skills and understandings to new problem solving situations.

continue to discover and experience the joy of learning.

Overall summary of progress

Students participated in Public Speaking after negotiating content of speeches and delivering them to an audience. Students received explicit feedback from peers when completing project tasks and given the opportunity to revise their work. Students use language related to having a growth mindset with regard to reaching their potential for learning.

Whole school projects planned to explore the Project Based learning approach. Students inspired to create cardboard box games. Projects to be completed and displayed in local community fair.

Students use the language of school expectations to describe their behaviour and to help them to make adjustments if necessary. Students create class posters to display that reflect aspects of the school expectations of Respect and Responsibility, Learn Together and Expect The Best. Students participate in discussions about school expectations in Parliament sessions.

Students to receive specific feedback with regard to their work and how they can improve it. Students to keep 'Beautiful Work' diaries to reflect on their achievements. Students engage in reading conferences with teachers to discuss their progress and what they need to do next to make further progress. Students to display artworks in Art Show.

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">• Students evaluate progress along their individual learning path through surveys such as 'Tell them from me' (TTFM Term 1 2017)	<i>Tell Them From Me</i> surveys are to be used as a means of collecting student feedback regarding progress along their learning journeys.	Tell Them From Me survey website
<ul style="list-style-type: none">• Students demonstrate excellence in the quality of their work and work is exhibited in the public realm.	Students have been persevering towards producing their best work through specific feedback and opportunities to carry out as many drafts as they feel is necessary. Students are proud to display their work and ask for feedback whenever possible to ensure they are producing their best work.	Display boards for Art Show
<ul style="list-style-type: none">• Students report achievement of learning goals as evidenced in personal learning diaries and collected samples of 'beautiful work' (Ron Berger)	Students are encouraged by the notion that their learning potential was not limited by their intelligence quotient. Students appreciate that they share a responsibility for achieving their learning goals. Students have positively responded to the provision of different learning spaces in classrooms that allow them to experiment with best ways to maximise their achievement of outcomes.	

Next Steps

Teachers to monitor student engagement and progress towards their perseverance on tasks to produce their own work.
Data collected from TTFM surveys Term 1, 2017.

Strategic Direction 3

Informed school community, shared responsibility

Purpose

An informed school community:

- holds high expectations for student self-belief and develops clear understandings about 21st century learners and ways they can support students' education.
- continues to be updated about school systems and policies and strategies for implementation of NSW syllabus documents.

Shared responsibility:

positively impacts student achievement and promotes a holistic approach to the education of successful citizens who demonstrate the dispositions to flourish and thrive now and in the future

Overall summary of progress

Community consultation invited with regard to the best location for the Covered Outdoor Learning Area. Increase student participation in putting motions forward in Parliament sessions. Students involved in negotiation of learning programs where appropriate.

Career days suggested for parents to share their work skills and career choices with the students. Parent to share his technology skills by leading a technology club for students after school. Parent to share how Microfinance organisations operate around the world. Grandparents to share their work stories with students. Parents to participate in Science Fair projects to promote their children's learning about the local area. Parents encouraged to attend P&C meetings to share their views and contribute to the organisation of school programs and activities, especially fundraising opportunities.

Engaged parents in information sessions related to furthering their understanding of new curriculum requirements. Encourage parent attendance at school activities. Promote parent education sessions offered in the community via school newsletter.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in attendance at P&C meetings.	Attendance at P&C meetings continues to be encouraged.	
Well attended Parent Information Evenings and community forums that inform parents regarding trends in education and how to support student achievement.	Parent Information nights have been very well attended and parents are very keen for these to continue regularly in 2017.	
TTFM Parent survey reflects growth in knowledge and understanding of their children's education and opportunities to support students in current learning context.	Parent surveys reflect the need for meaningful engagement with the school community and the importance of open communication channels.	

Next Steps

To continue to provide opportunities for parents to gain greater awareness of how to work together with teachers to educate their children. Information sessions will continue to be planned for 2017 with a format that promotes increased attendance.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students have a greater sensitivity and understanding of indigenous cultures and traditions and how we can better respond to the needs of aboriginal peoples in our society Indigenous students are supported to achieve stage outcomes via the development of ILPs	• Aboriginal background loading (\$1 138.00)
Low level adjustment for disability	All students are included in teaching and learning experiences that promote inclusion and respond to individual learning styles The completion of NCCD has assisted staff to identify learning needs of students included in data	• Low level adjustment for disability (\$5 818.00)
Quality Teaching, Successful Students (QTSS)	Maths units continue to be developed for every stage.	• Quality Teaching, Successful Students (QTSS) (\$3 200.00)
Socio-economic background	Students are supported to manage their emotional needs and have strategies in place that help them to stay focused and positive at school.	• Socio-economic background (\$2 958.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	57	57	53	44
Girls	49	52	52	40

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	96.4	92.9	95.7
1	96	93.2	94.6	93.1
2	95.9	93.5	93.7	94.4
3	96.7	96.8	94.9	95.3
4	91.8	96.7	96.7	91.8
5	95.6	94.7	95	95.2
6	90.1	94.7	94	95.3
All Years	94.5	95.1	94.4	94.2
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

Structure of classes

In 2016, we made four composite classes. Kindergarten and Year 1 students made up 1/KA class taught by Mrs Connolly and Mrs Aitken. Mr Paul Teunis taught the Stage 1 1/2 composite class. Mrs Jennifer Sstrom and Mrs Michelle taught the Stage 2 3/4 composite class and Mr Joel Iles taught the Stage 3 5/6 composite class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.51
Other Positions	0.04

*Full Time Equivalent

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	20

Professional learning and teacher accreditation

The staff at Brooklyn PS regularly participate in professional learning sessions. These are related to the perceived needs of the teaching staff and involved expertise within the school staff and professional learning delivered by external providers.

Staff attended professional learning sessions on the nature of the 21st century learner and what skills they will need in the world of work. The notion of a 'Growth Mindset' was explored over a number of professional learning sessions. The iOnTheFuture Conference was attended by a number of staff members. This was a brilliant source of inspiration and ideas for how to proceed with education knowing how the world is ever changing.

Project Based Learning has been the subject of several professional learning sessions. This has prompted the staff to pursue this learning approach on a whole school basis.

Staff Development Days have allowed teachers to plan for the new term, complete mandatory health and safety training, discuss the School Plan and adjust the teaching and learning focus as is appropriate for our school needs.

All teachers are accredited at Proficient level with one new teacher to begin the accreditation process in 2017.

We have used all our professional learning funds which amounts to approximately \$6 000.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

The information provided in the financial summary includes reporting from 1 February 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	141 733.94
(2a) Appropriation	115 457.78
(2b) Sale of Goods and Services	98.18
(2c) Grants and Contributions	25 855.97
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	322.01
Expenses	-95 542.64
Recurrent Expenses	-95 542.64
(3a) Employee Related	-42 993.83
(3b) Operating Expenses	-52 548.81
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	46 191.30
Balance Carried Forward	46 191.30

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	700 450.19
Base Per Capita	5 701.85
Base Location	4 358.45
Other Base	690 389.89
Equity Total	33 054.88
Equity Aboriginal	1 137.83
Equity Socio economic	2 957.56
Equity Language	2 737.32
Equity Disability	26 222.18
Targeted Total	0.00
Other Total	4 244.84
Grand Total	737 749.90

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

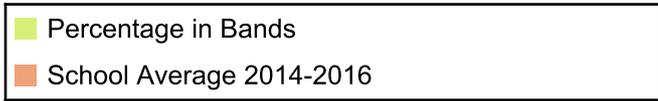
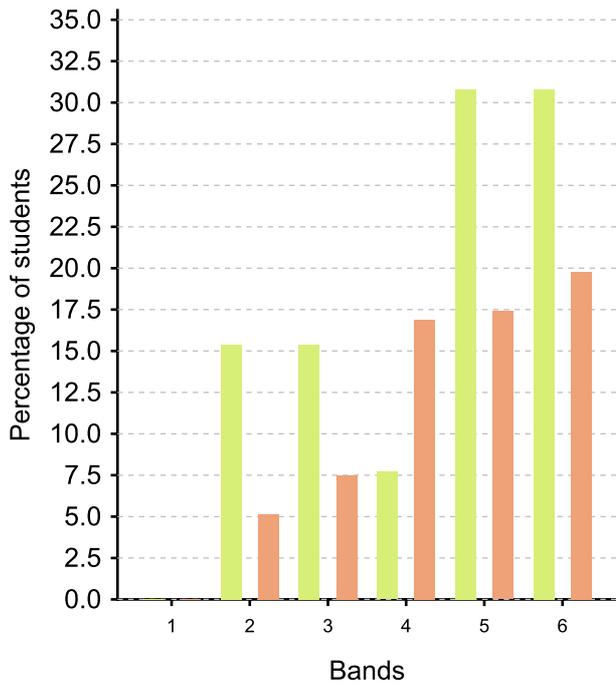
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, 13 students in Year 3 and 13 students in Year 5 participated in the Literacy NAPLAN test. Approximately 70% of students in Year 3 gained results in the top three bands for Reading and over 50% in the top three bands for Writing.

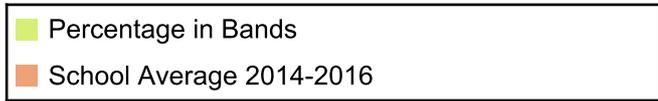
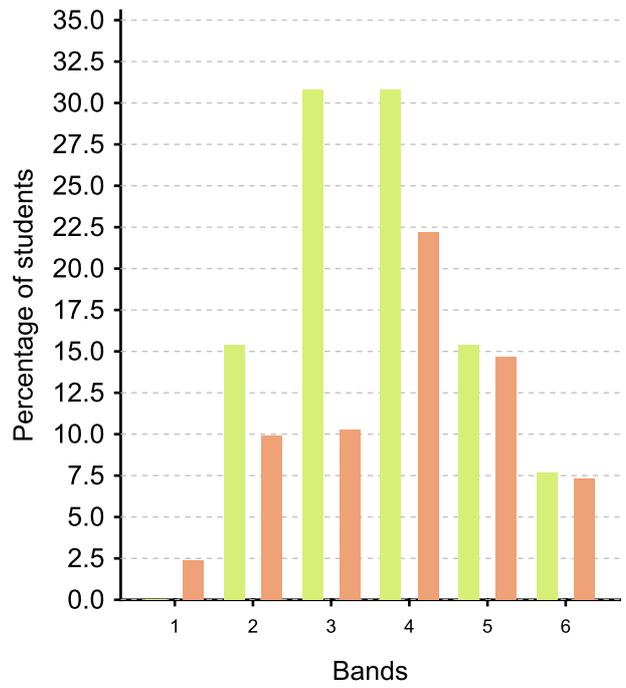
In Year 5, 90% of students achieved results in Bands 5, 6 and 7 for Reading and 77% of students scored results in Bands 5 and 6 for Writing.

At least 77% of students are performing at Proficiency level or above in NAPLAN Literacy tests.

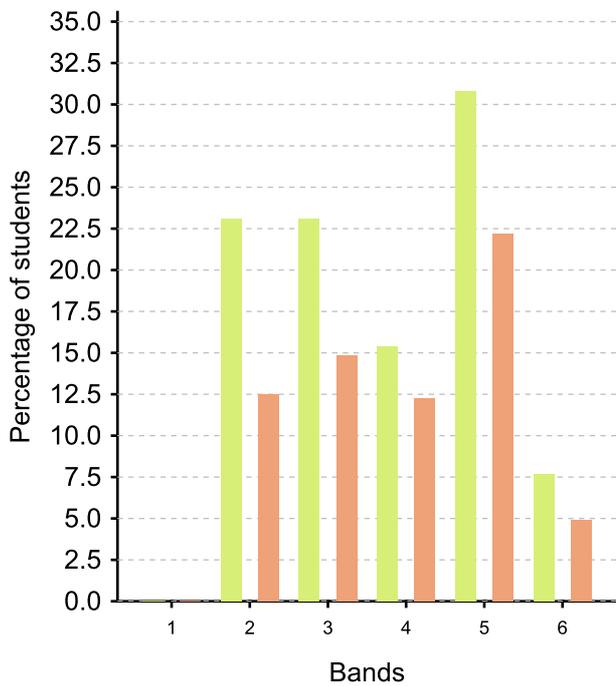
Percentage in bands:
Year 3 Reading



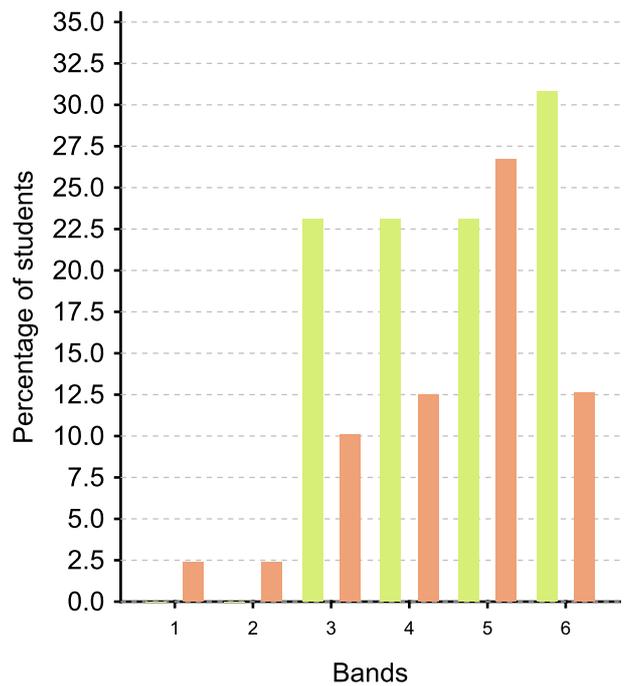
Percentage in bands:
Year 3 Spelling



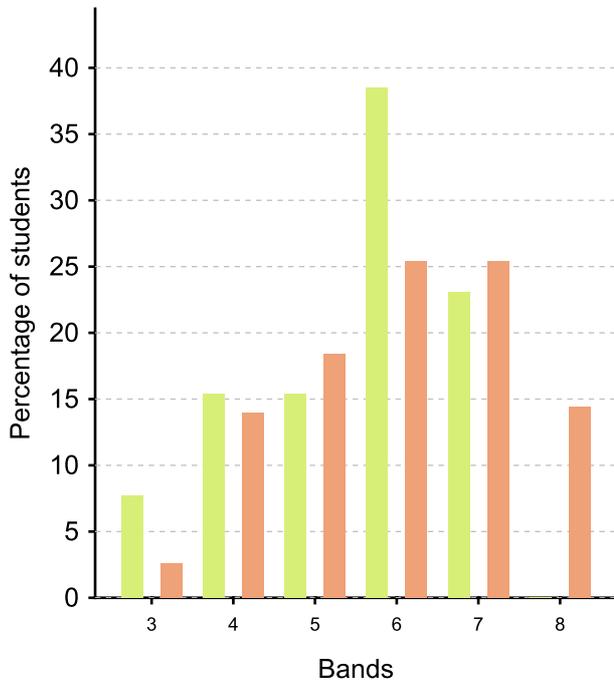
Percentage in bands:
Year 3 Writing



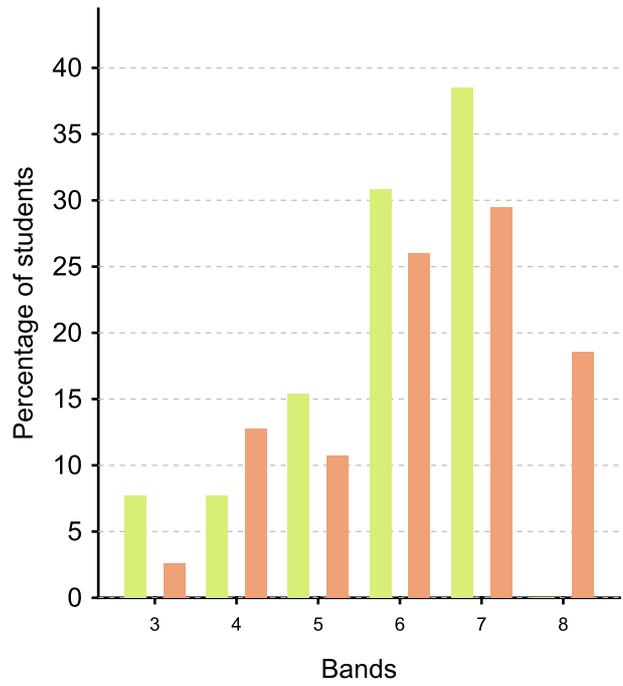
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Reading



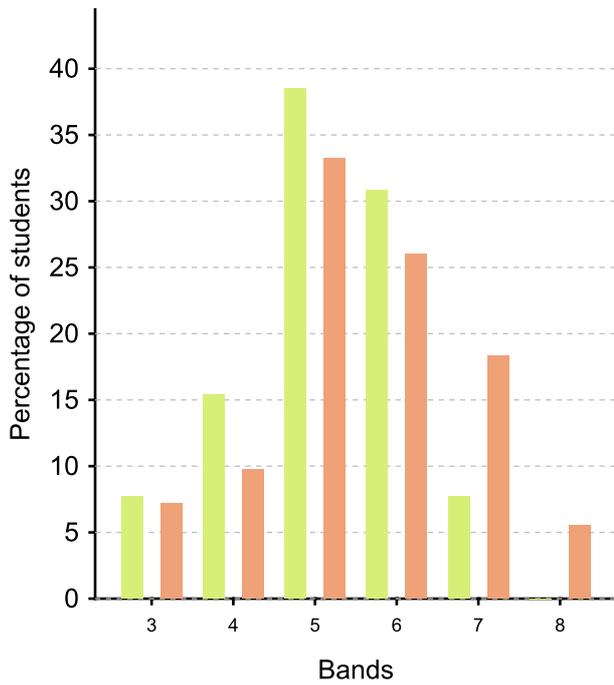
Percentage in bands:
Year 5 Grammar & Punctuation



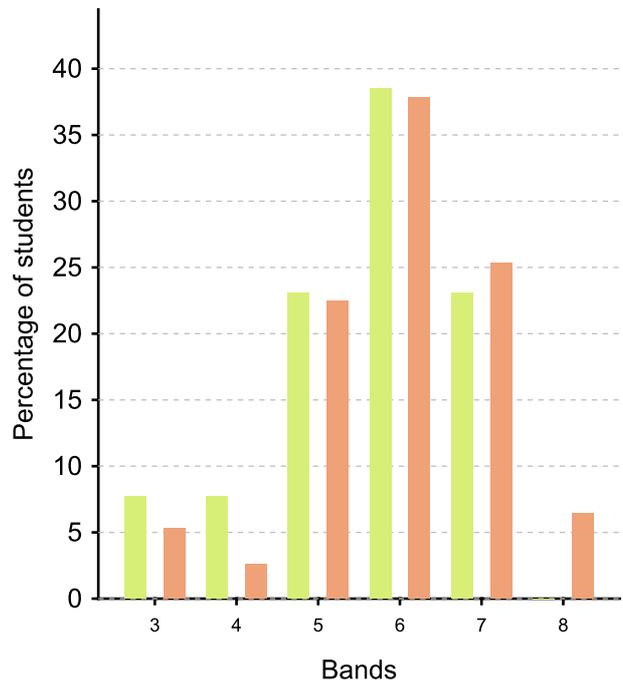
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



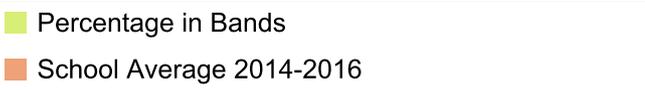
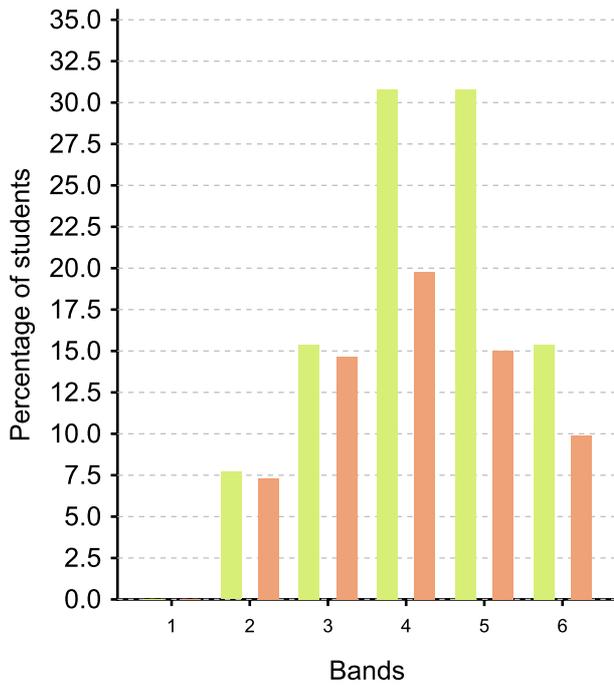
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

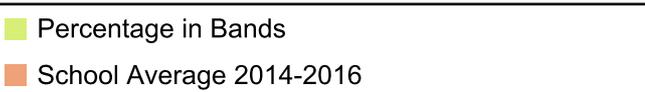
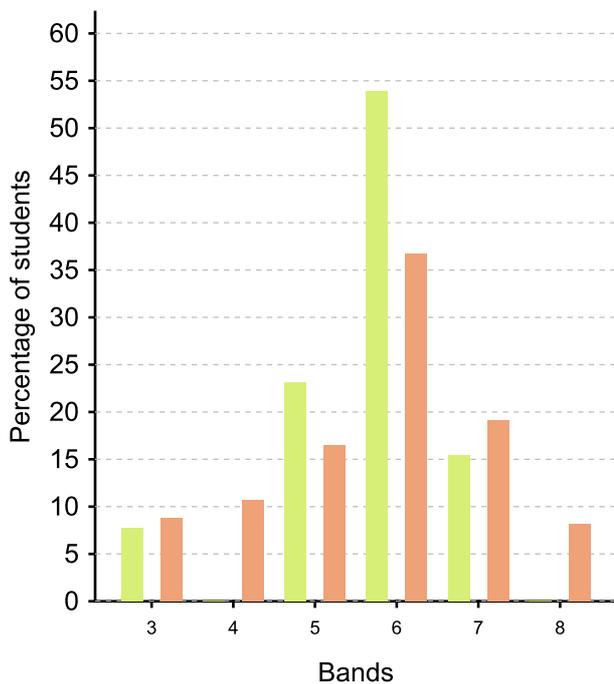
In 2016, 13 students in Year 3 and 13 students in Year 5 participated in the Numeracy NAPLAN tests.

In Year 3, 77% of students gained results in the top three bands and in Year 5, more than 90% of students gained results in Bands 5, 6 and 7.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



.Approximately 80% of students experienced growth in NAPLAN scores in Reading, Writing and Numeracy from Year 3 to Year 5.

Policy requirements

Aboriginal education

In order to ensure all students reach their potential, Individual Learning Plans are designed for students to achieve individual goals for learning. This involves parents and teachers working together to discuss student needs and what adjustments can be made so that students can access the curriculum.

At the school Art Show, artworks were exhibited that were influenced by an appreciation of the styles and techniques used by indigenous peoples to represent their connection with the land.

Students performed in the Wakakirri Dance program that celebrates the culture of story telling through dance. This raised awareness of old traditions of story telling and the value of knowing about indigenous cultures.

Our school librarian ensures that current texts are purchased to explore the traditions and cultures of our indigenous peoples. Curriculum outcomes within the Geography and History syllabus documents specifically address learning that deepens the students' understanding of our earliest Australians.

Multicultural and anti-racism education

All programs delivered within the school promote the students' understanding of culture, cultural diversity, racism and active citizenship. We have many students who have immediate family members from different ethnic backgrounds. This is a wonderful springboard for discussions with students about the value of having a range of cultures in our local community and our country.

Our Harmony Day celebrations are a wonderful example of how staff and students join together to contemplate the notions of peace and harmony and how they can be achieved in our world. The students agree that having many different cultures in our community is a positive feature and one to be greatly valued.

Conversations about being different and how great it is that we are all different, are embedded in learning through many great texts that explore these themes. Our librarian continually updates resources to promote these discussions in classrooms.

Other school programs

At Brooklyn PS we have an active school band made up of students from years 3 to 6. Miss Rose Foster is our bandmaster and students meet each week to rehearse. Students who play in the band have weekly lesson from tutors who attend the school.

The school band plays at many different occasions such as End Of Term Assemblies, local school tours, the local Spring Fair and the Berowra Music event. It is growing in numbers and many younger students are learning instruments in order to be able to join the band as soon as possible.

This year we invited Footsteps Dance Company to deliver dance lessons to students in Kindergarten to Year 6 and to assist us with planning for our end of year concert. The students loved the dance program and the concert was a huge success. The dance lessons were for many of our students, a new way to express themselves and develop coordination skills.

The Jelly Beans Music Program ran this year and the students enjoyed the opportunity to explore their musical talents and create their own music.

The Tennis program runs in Terms 2 and 3 and this is an important component of the PDHPE syllabus. This program allows students to develop their coordination and ball skills whilst getting active. The requirement for physical activity in schools is 2 hours per week. \

Students in years 5 and 6 participated in the PSSA competition year for the first time. This was a great success and the students enjoyed the competition aspect, but mostly the opportunity to spend time with children from other schools in the area.