

Brookvale Public School Annual Report



2016



1379

Introduction

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

Beverley Maunder

Principal

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School background

School vision statement

At Brookvale Public School we are committed to providing an outstanding academic environment that encourages students to become confident, independent and successful learners. We believe that all students benefit from a learning culture which promotes high standards and achievement and develops within them a passion for learning.

As a school built on a strong foundation of family and community values, we support and guide all children in the development of important values such as respect, understanding and responsibility through daily social interactions and specific learning experiences. Being part of Brookvale Public School is being part of a family. At our school, lifelong friendships are forged, families connect and the community grows together.

School context

Brookvale Public School has a small school setting with an emphasis on personalised learning designed to meet the needs of all students in a safe, happy and supportive environment. The school is situated in the heart of Brookvale and is a member of the Northern Beaches Learning Alliance (NBLA). Our students and their families come from a wide range of cultural backgrounds and we value the diversity and richness that this adds to our learning community.

The school community works collaboratively to ensure that each child achieves their personal best. Our highly qualified and talented staff members are committed to ensuring that each student reaches their academic potential, whilst nurturing and developing the self-esteem, confidence and resilience that is necessary to succeed in our constantly changing world. This occurs through outstanding student-centred teaching, strong student wellbeing programs and high expectations. Differentiated teaching and learning programs cater for all students incorporating the dimensions and elements of the NSW Quality Teaching Framework.

Our learning support team ensures that successful early intervention measures are implemented for students experiencing learning difficulties and that extension and enrichment programs are tailored to the interests and abilities of our gifted and talented students, ensuring that their high potential is fully realised.

At Brookvale we are proud of our strengths in the important area of student wellbeing. Underpinning everything we do is a commitment to core values of public education – integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

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.

During 2016 staff deepened their understanding of the Framework and worked towards aligning the elements to our School Plan. All teaching staff were involved in discussions that contributed to the self-assessment process. Time was spent on Staff Development Days, weekly Professional Learning sessions, Executive and Stage Team meetings to reflect on progress and achievement to date, and adjust expectations to support high quality practice and outcomes in the three domains.

In the domain of Learning, a major focus has been on Visible Learning; implementing strategies with proven high effectiveness, in particular, setting clear learning goals. Our success criteria was evidenced by students' ability to express their learning goals with clarity and understanding. Alongside this, our continued emphasis on Wellbeing through the Positive Behaviour, Engaging Learning (PBEL) program has increased student engagement and led to a reduction in the number of minor incidents that can disrupt learning. All teaching staff completed the mini Certificate of Gifted Education, incorporating the conceptual programming model. This has made learning connections more meaningful and relevant.

In the domain of Teaching, use of our increased funding provided greater opportunities for teachers to team teach, observe each other's practice, carry out meaningful moderation of work samples, collect and analyse data, conference with students about their learning and increase their ability to target learning goals effectively. An effective Induction program was implemented for teachers new to the school and a strong mentoring system was established for Beginning Teachers.

In the domain of Leadership, the Executive team continues to build on its understanding of, and ability to effectively implement, new planning procedures, the requirements of recent reforms in Education and new finance and budgeting tools under Local Management, Business Reform (LMBR). Teachers have taken on leadership roles, both within the school and in the Northern Beaches Learning Alliance (NBLA). The role of the Assistant Principals has broadened to include elements of Instructional Leadership with teachers on their teams. Funding has been used to allocate additional Release from Face to Teaching (RFF) to facilitate this.

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

Students engage in learning with intrinsic motivation to succeed

Purpose

To maximise outcomes by developing a growth mindset approach with a deep understanding of individual learning goals and high expectations of self. To promote the school values of respect, responsibility and personal best through the PBEL program. To facilitate student involvement in the assessment process through use of quality rubrics.

Overall summary of progress

Programs and strategies implemented or continued this year including PBEL, Enrichment lessons, setting specific learning goals, improved feedback to students and analysis of data from pre and post-testing have all contributed to a tangible increase in student engagement, motivation to succeed and increased creativity.

Analysis of a combined set of NAPLAN results 2014–2016 shows pleasing evidence of fewer students achieving in the lower and middle bands in both Literacy and Numeracy, and more in the higher bands. Individual student growth from Year 3 to Year 5 continues to be strong.

Feedback from parents, community members and external professionals strongly indicates that an area of outstanding strength in our school is the high level of pastoral care and connectedness with families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved outcomes and trends in standardised internal and external testing including NAPLAN (three year combined data).	Quality Teaching, Successful Students (QTSS) (\$1500.00)	Teachers gather meaningful data and understand how to use it to target learning. In the NAPLAN aspect of Reading the percentage of students in the low bands has halved.
PBEL data evidence of a reduction in negative behaviours.	• Socio-economic background (\$1000.00)	Behaviour expectations are consistent across the school and all staff are using PBEL language consistently.
Evidence that quality rubrics are being used in the planning/assessment cycle.	Support for beginning teachers (\$5500.00)	All teachers display learning intentions and success criteria in their classrooms. Most teachers are using rubrics for assessment.

Next Steps

- Increase the use of success criteria and make explicit the connections between learning goals and success criteria.
- Review the Physical Education program and initiate daily fitness sessions K–6.
- Explore the teaching of Mindfulness across the school.

Strategic Direction 2

Teachers use evidence-based quality teaching strategies

Purpose

To ensure high impact results through the explicit use of evidence-based effective teaching strategies, using John Hattie's meta-analysis of effect sizes and the Visible Learning model. To ensure that lessons are appropriately differentiated to meet the needs of all learners. To use data to ensure rigorous and timely interventions to improve individual and group outcomes.

Overall summary of progress

Strong teaching teams exist at BPS, where teachers work collaboratively in an environment of mutual respect, trust and support. Ideas are shared freely and there is a high level of reflective pedagogy, both on self and other's performance.

High quality Professional Learning has included all teachers achieving the mini Certificate of Gifted Education, the implementation of conceptual programming around key concepts, and an understanding of John Hattie's metadata including effect sizes and the impact of evidence-based teaching strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved outcomes in standardised internal and external assessment processes including NAPLAN.		Classrooms have explicit learning intentions for most lessons – continue to expand the implementation in all lessons. Success criteria are discussed with students
Evidence in T&L programs of effective differentiation, meeting the needs of all learners.	• Socio-economic background (\$3000.00)	Lesson observations have focused on differentiation. There is a greater understanding of how to differentiate effectively to meet students' learning targets.
PLPs are regularly monitored and reviewed with parent involvement.		Proforma have been developed with checklists to incorporate the requirements of the NCCDD. The L&ST monitors PLPs to ensure that targets are regularly checked and reviewed.

Next Steps

- Continue Professional Learning focusing on evidence-based effective teaching strategies.
- Explore an integrated subject approach using the conceptual programming model, using literacy as a vehicle to deliver History and Geography.
- Encourage teachers to widen their experience by moving to other grades.

Strategic Direction 3

Leaders build collaborative and productive connections between students, teachers and the community

Purpose

To make meaningful connections with external agencies enhancing opportunities for students and teachers. To give opportunities to represent our school at leadership level and benefit from interactions with other professionals and student groups. To encourage community use of our facilities enabling access for our students alongside visitors.

Overall summary of progress

Parent involvement has increased, particularly in the early years. In Kindergarten and Year 1 there are strong social connections between parent groups, evidenced by social events, support for each other when needed and regular communication. Most teachers have established blogs and Facebook pages facilitating speedy and effective communication channels.

BPS continues to be heavily involved with the Northern Beaches Learning Alliance. The principal is again Chairperson and organises the Year 6 Leadership camp. Assistant Principals take a leading role in the AP network and are active participants in the Deputy Principal network. Assistant Principals have had opportunities to relieve in the Principal role and have developed a deeper understanding of school leadership and processes.

Connections with local businesses have been established, including Caltex Brookvale and Smile Elite real estate. Representatives participate in school events and some contribute to scholarships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater parent involvement and attendance at school community events.		There has been a big increase in the number of parents attending events. The Fathers' Day breakfast was a sell-out with standing room only, and our K-6 CAPA Showcase filled the hall for three performances.
Aspiring leaders take on extra responsibilities in curriculum planning, project leadership and the organisation of community events.		Many teachers have taken up the opportunity to lead projects and deliver Professional Learning sessions. One has participated in an Aspiring Leaders course, and several have relieved in higher duty positions.
		School profile in the community has improved. Teachers are benefiting from sharing expertise and resources across the local NBLA network.

Next Steps

- Aspiring leaders to participate in leadership training organised through Macquarie Park.
- Assistant Principals to commence the Principals' Credentials training.
- Two Assistant Principals to undertake training in Instructional Leadership.
- Work closely with Class Parent Reps to strengthen communication and involvement.
- Offer workshops to K-2 parents to increase understanding of how children learn.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$2 325.00) 	Aboriginal perspectives are evident in programming. Raised awareness of the 8 ways of learning.
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$27 882.00) 	EAL/D teacher worked closely with new arrivals individually and with groups in classes improving their basic English skills.
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$10 441.00) 	There is still a need for refining the whole PLP process from writing to monitoring to further goal setting and communication with parents.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$8 162.00) 	Teachers used the time given effectively to achieve their individual goals.
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$12 225.00) 	All students accessed all opportunities offered at school regardless of ability to pay, including Mandarin and specialist sport programs. Students who arrived in Kindergarten with limited prior experience of formal routines were given extra support to assist with transition.
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$61 422.00) 	Our new teachers felt supported and effectively fulfilled the duties of a classroom teacher. They enjoyed the NTN sessions and the mentoring time that was facilitated with their supervisors.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	84	91	100	109
Girls	71	94	113	137

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	95.2	93.9	94.7
1	96.6	92.8	95.1	94
2	96.8	95.1	90.9	94.4
3	97.2	93.7	91.5	91.3
4	95.8	96.1	93.2	93.6
5	96.1	95.3	93.5	93.6
6	96.4	93	91.5	93.3
All Years	96.2	94.5	93.1	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance rates in 2016 are lower than in previous years due to a change in record keeping protocol which now means that schools have to include students taking extended travel as 'absent' rather than 'exempt'.

Parents and caregivers are required to provide a written explanation for all absences as soon as possible.

When there are concerns about student attendance, the Learning Support Team will make contact with the parent or caregiver to offer strategies that can assist in improving the student attendance. Frequent or continued non-attendance is referred to the Home School Liaison Officer of the Department of Education.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	10.36
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.8
School Administration & Support Staff	2.52
Other Positions	1.08

*Full Time Equivalent

There are no staff members who identify as Aboriginal.

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	8.3

Professional learning and teacher accreditation

Our focus in 2016 was Gifted and Talented education. All teachers attained the mini Certificate of Gifted Education qualification with Sydney University. Other professional learning included Visible Learning, implementing effective research-based teaching strategies and revision of the Quality Teaching Framework. All teachers completed all mandatory training in CPR, Anaphylaxis, Child Protection and Workplace Health and Safety.

We continued our close relationship with the Northern Beaches Learning Alliance, participating in a combined staff development day and involvement in curriculum and leadership network meetings.

Four teachers achieved Institute of Teachers accreditation at Proficient level.

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 high level of retained income includes monies set aside for the construction of a COLA.

Income	\$
Balance brought forward	190 761.11
Global funds	185 997.18
Tied funds	210 277.14
School & community sources	260 768.89
Interest	3 619.27
Trust receipts	3 559.20
Canteen	53 464.52
Total income	908 447.31
Expenditure	
Teaching & learning	
Key learning areas	39 482.94
Excursions	27 389.64
Extracurricular dissections	83 347.24
Library	5 985.76
Training & development	1 588.15
Tied funds	128 417.64
Short term relief	14 005.64
Administration & office	76 933.52
School-operated canteen	42 093.88
Utilities	29 712.37
Maintenance	39 824.12
Trust accounts	3 559.20
Capital programs	15 533.64
Total expenditure	507 873.74
Balance carried forward	400 573.57

The information provided in the financial summary includes reporting from 1 December 2015 to 1 September 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	520 149.02
(2a) Appropriation	404 150.06
(2b) Sale of Goods and Services	23 912.22
(2c) Grants and Contributions	90 924.81
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 161.93
Expenses	-215 487.26
Recurrent Expenses	-215 487.26
(3a) Employee Related	-85 701.25
(3b) Operating Expenses	-129 786.01
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	304 661.76
Balance Carried Forward	304 661.76

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.

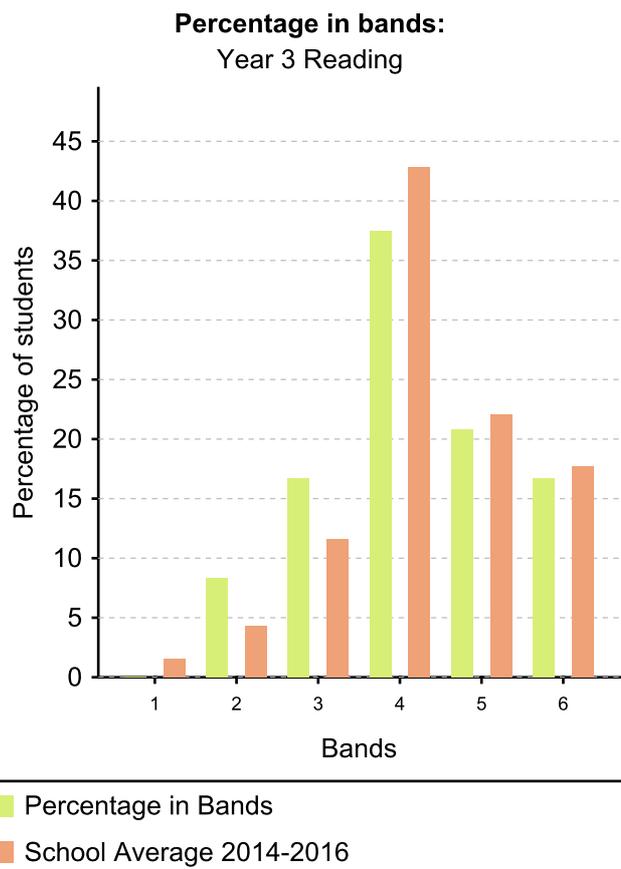
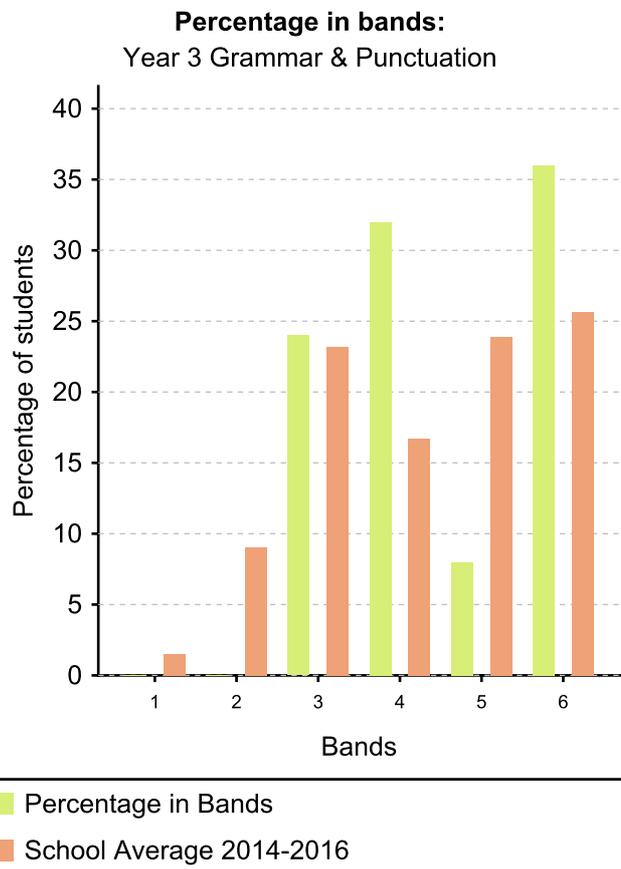
	2016 Actual (\$)
Base Total	1 877 483.52
Base Per Capita	11 708.70
Base Location	0.00
Other Base	1 865 774.82
Equity Total	185 499.19
Equity Aboriginal	2 324.76
Equity Socio economic	12 224.57
Equity Language	109 498.42
Equity Disability	61 451.44
Targeted Total	26 759.99
Other Total	183 247.48
Grand Total	2 272 990.18

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.

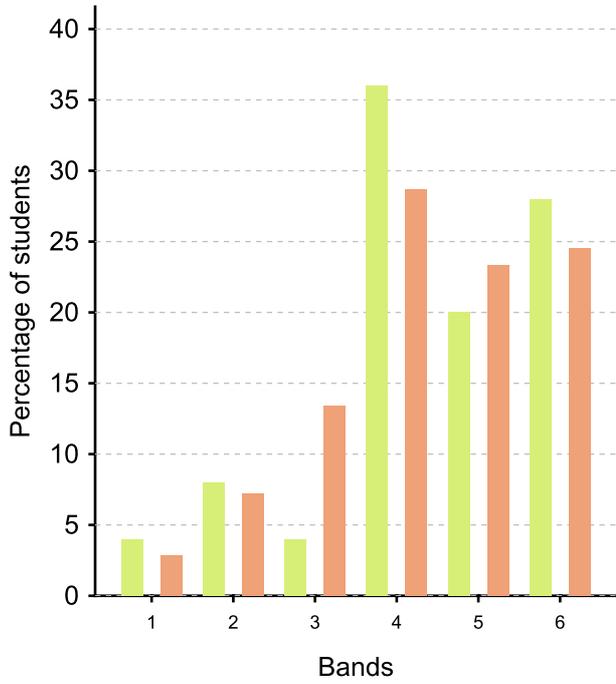
School performance

NAPLAN

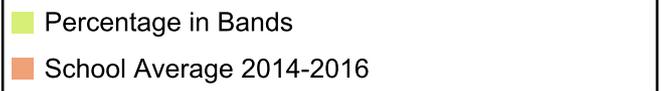
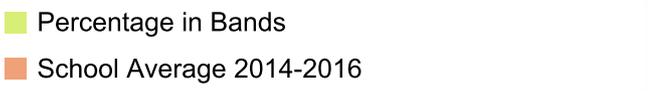
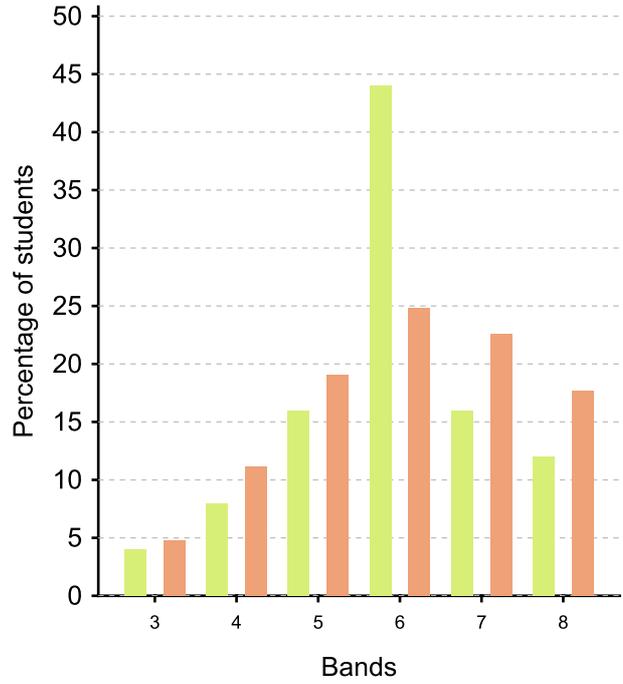
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



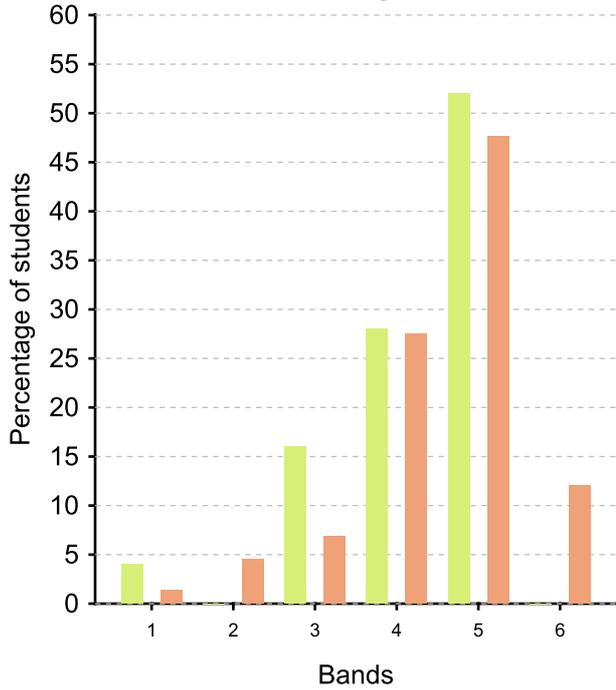
Percentage in bands:
Year 3 Spelling



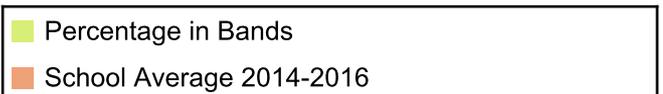
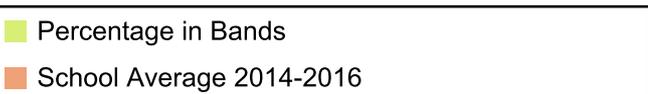
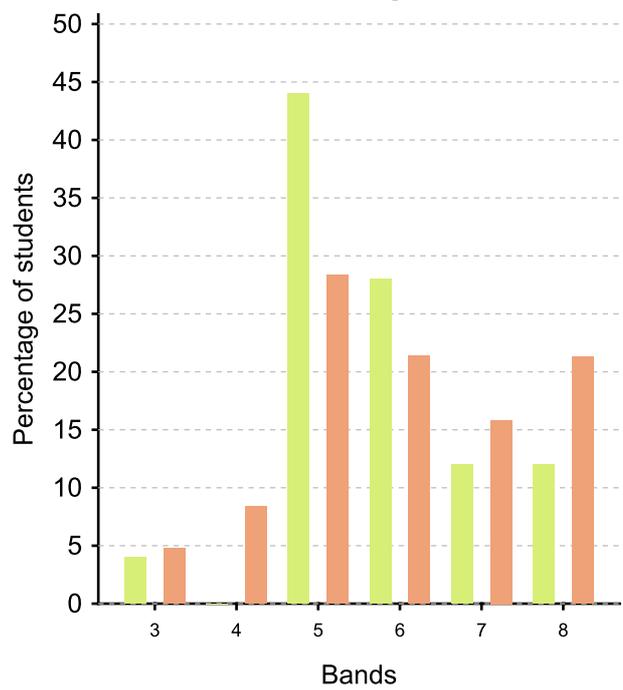
Percentage in bands:
Year 5 Grammar & Punctuation



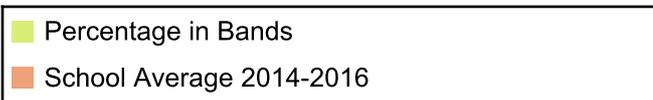
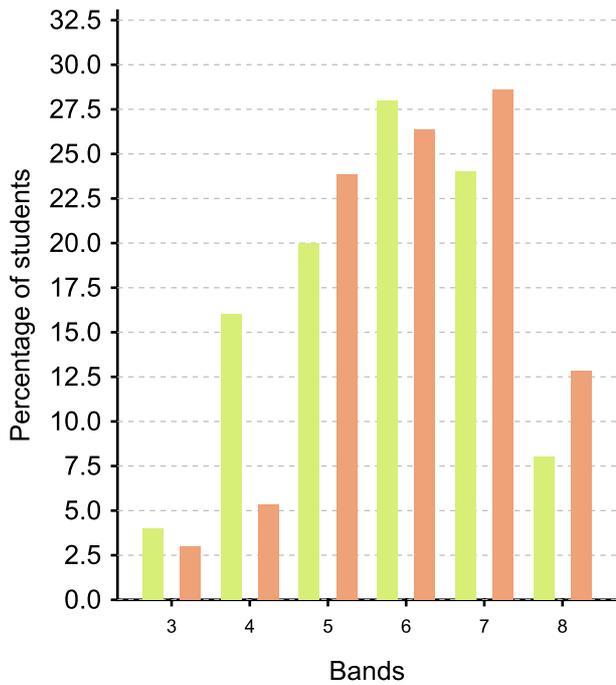
Percentage in bands:
Year 3 Writing



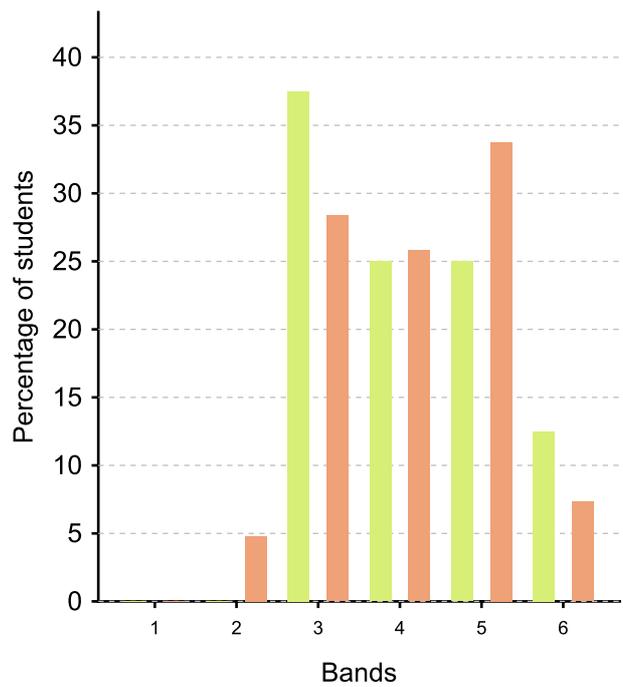
Percentage in bands:
Year 5 Reading



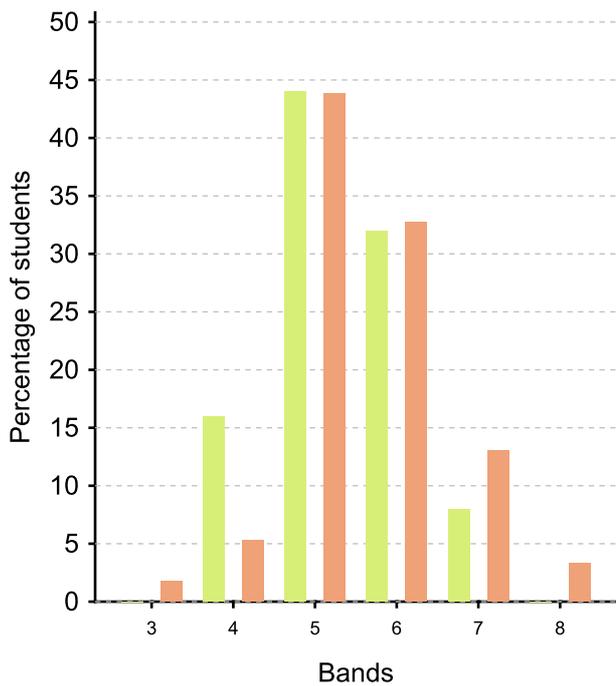
Percentage in bands:
Year 5 Spelling



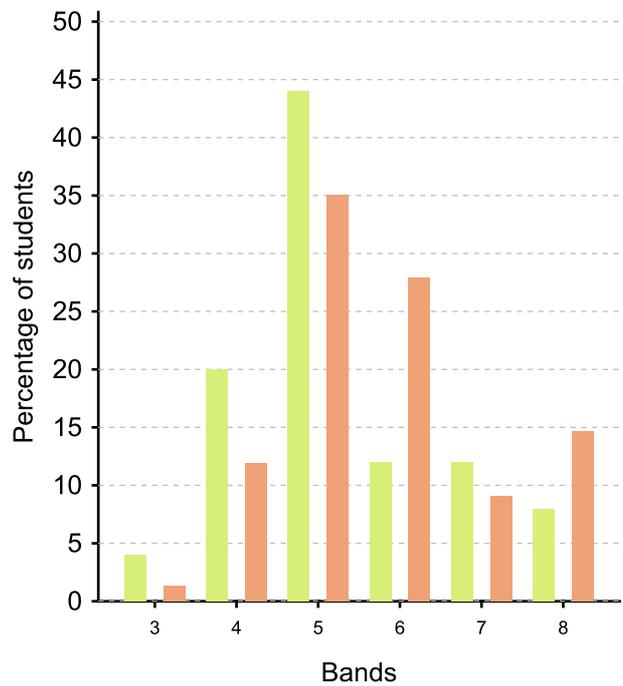
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- The majority of parents see the Positive Behaviour, Engaging Learners values of respect, responsibility and personal best being supportive as characterising the type of environment they would like their child to experience at Brookvale Public School.
- Parents hope their child will become confident, resilient and well educated while at Brookvale Public School.
- They support continuous acknowledgement of all achievements, academic or otherwise.
- They would like staff to continue to focus on behaviour support where needed.

Policy requirements

Aboriginal education

This year saw the further embedding of Aboriginal culture and heritage into all aspects of our school curriculum. Many of our staff took part in the Eight Ways Learning program which is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

The theme of NAIDOC week this year was Songlines– The Living Narrative. So the school as a whole learnt a song together which they performed at assembly during NAIDOC week.

We again celebrated NAIDOC week with many wonderful activities both in and out of the classroom. The children enjoyed being entertained by the talented Jaipura who once again visited our school with his amazing show.

Multicultural and anti-racism education

Multicultural perspectives permeate the curriculum at our school. Our school is fortunate to have students from a wide range of cultural backgrounds, reflecting the multicultural diversity of Australia.

This year our school community celebrated Harmony Day on 18 March. This coincides with the United Nations International Day for the Elimination of Racial Discrimination. It is a day of cultural respect for everyone who calls Australia home. Brookvale students participated in a range of activities which supported the message that everyone belongs.