

# Brooke Avenue Public School Annual Report



2016



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# Introduction

## School contact details

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## Message from the Principal

The Annual School Report reflects the self-evaluation process undertaken within Brooke Avenue Public School Public School in 2016. It provides a summary of our goals and achievements in 2016 and details information regarding strategies to achieve our priorities and targets. I congratulate the students, staff, parents and community members of Brooke Avenue Public School on their achievements and endeavours throughout 2016 and promote our commitment to continue to deliver quality programs catering to the needs of all students.

Brooke Avenue Public School has a tradition of excellence. Outstanding teaching and learning programs have been planned and delivered by our dedicated and professional staff reflecting our key focus areas of literacy, numeracy, technology and student engagement. Brooke Avenue Public School continues to provide many opportunities and experiences which have been provided within sport, creative and performing arts and cultural activities.

Students at Brooke Avenue Public School are now benefiting from the upgrades to technology across the school. In 2016 there has been additional laptops and iPads purchased to enhance teaching and learning in our classrooms.

The parents and community members of Brooke Avenue Public School provide outstanding support to the school. Our active and committed P&C hold monthly meetings and conduct a number of fundraising activities for the benefit of the children.

As a partner in the Tuggerah Lakes Learning Community we have joined with other schools for professional learning, curriculum initiatives and highly successful student initiatives.

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.

Owen Dalkeith

Principal

## School background

### School vision statement

Brooke Avenue Public School, in partnership with the community, aims to empower students to develop their individual potential with the knowledge, skills and values to become creative problems–solvers, decision–makers and proud, successful Australian citizens.

### School context

Brooke Avenue Public School is located on the Central Coast of NSW, serving a diverse population within a low socio–economic context. There are currently over 460 students, representing 21 different nationalities, 63 Aboriginal or Torres strait Islander students. A total of 61 staff are led by a Principal (P3), one Deputy Principal (Instructional Leader) and 4 Assistant Principals. Funding through the resource allocation model (RAM) has allowed us to increase our staffing with extra School Learning Support Officers (SLSOs), School Administrative Officers (SAOs) and extra time for our General Assistant (GA) and Canteen Manager. The school receives a high level of funding for students with disabilities. In 2015 the school became a part of Early Action for Success to provide 3 tiers of intervention support for students in K–2. This included involvement in the Language, Learning and Literacy (L3) program and Focus on Reading (FOR). Stage 3 students commenced working through Advancement Via Individual Determination (AVID), which is preparing them better for future learning and secondary and tertiary education. A culture of ongoing improvement and an explicit focus on quality professional learning in differentiation, analysing and responding to data, enrichment and extended learning, fluid and flexible groupings and technology will ensure the application of best practice to every student learning experience. Our students are involved in a variety of extra–curricula activities including dance, didj playing, public speaking, chess, choir, art, gardening, cooking and many sports. The school enjoys a strong partnership with the other schools in the Tuggerah Lakes Learning Community, the local Kuriwa AECG, our local preschools and our active and

## 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.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing and curriculum. The school developed greater understanding and ability to identify the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Our school has continued their Positive Behaviour for Learning journey to improve the consistency and understanding of appropriate behaviours expected whilst using data to drive key decision making. Strong links to community have been formed through forums and improved communication strategies to enhance students' ability to recognise and respect cultural diversity. Importantly student achievement and enrolment numbers have been enhanced through a renewed focus on support of students and community through the key transition points.

Our major focus in the domain of Teaching has been on effective classroom practice and ensuring our professional learning matches the Teaching standards. Teachers have been provided with time to revise and share teaching and learning programs. Explicit teaching methods through the effective implementation of L3 and TEN have been incorporated by teachers. Five weekly planning and review sessions have increased teachers' ability to meet students at point of need by appropriate curriculum differentiation. Importantly, staff are developing evidence–based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes.

Our key priority was to provide leadership opportunities at all levels throughout the school. Staff leadership capacity is being built through a range of leading roles supported by experienced and executive staff. Key links with our community of schools, preschools, community services have been enhanced through transition and professional learning meetings. School wide communication has been enhanced through the use of technology and systematic opportunities for feedback at all levels.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

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

### Partnerships with the community

#### Purpose

Strong community partnerships are critical in improving the effectiveness of current school practices. AT BAPS, we will improve student engagement and academic outcomes and enhance student social wellbeing. Also, with a significant ATSI population, there is a need to further develop staff cultural competencies and build parent capacity.

#### Overall summary of progress

Delivering an effective transition program, regular visits and information sessions with staff at local pre-schools and early childhood services, the Coming Up to Big School (CUBS) program and Kindy Start parent information evening and the popular Kindy–Year 4 Buddy program, all contributed strongly towards producing a thriving crop of Kindergarten students. As an identified area of need, stage leaders in consultation with the Instructional Leader organised a Stage 1 into Stage 2 parent information evening and end of year visits by high needs students to future teacher's classrooms. Our Year 6–7 transition program also eased the cohort into high school, with particular support provided for students with identified academic, social and emotional needs. And finally, at the end of the spectrum, the National Exceptional Teachers in Disadvantaged Schools (NTEDS) interns from Newcastle University benefited all stakeholders through the cross-pollination of curriculum and pedagogy with mentors and by providing a broad range of quality teaching experiences.

To build community capacity, broadened avenues of communication with the school community e.g. BAPS Skoolbag app, surveys and newsletter slips, were embraced by parents and have proven invaluable in gauging parent/carer opinions and concerns regarding their children's learning and wellbeing and the educational priorities of the school. The Instructional Leader initiated and led Parents as Teachers and Classroom Helpers (PaTCH) in the 10 week training course and other strategies which worked effectively were our parent–teacher information evening, organising K–2 parent helper's workshops, achieving nearly 100% attendance at our 3–way goal–setting meetings, advertising the achievements of our Community Partnerships worker and involving our strong Aboriginal parents education team.

In order to embed staff cultural competencies into practice, and as a follow–up from the Dare to Lead snapshot, additional staff were projected to be employed. An AECG member was mentored by our permanent Aboriginal liaison teacher to take on the role in 2017. To strengthen community–school relationships, involvement in Kuriwa AECG was increased, PLP M Goals were introduced to staff and student successes celebrated at the end of the year. The sandstone Yarning Circle has become a vital, flexible learning space for staff and students. Staff are embedding the '8 Ways of Learning' and Aboriginal perspectives into units of work.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every partner preschool is collaboratively involved in the transition process as measured by the Transition to School Statement and high school transition strengthened through the AVID program.	Based on 2016 enrolments, 31 students attended CUBS, representing 60% of the Kindergarten cohort and the majority of students at feeder preschools.	\$15 000 Socio economic background funding
Increased parent capacity to support children at home through a clearer understanding of curriculum by improved communication, participation rates and evaluations at parent workshops, associations and events and the Tell Them from Me survey.	Tell them From me Survey showed parents have developed a greater understanding of the curriculum and students' stages of learning.	\$5000 Parent forums and workshop organisation and staffing
All staff show growth in cultural competencies using the 8 Ways of Learning and the Cultural	Feedback from staff professional learning reflected that 85% of staff felt they had improved their ability to embed cultural perspectives into teaching and	\$20 000 Aboriginal Education

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Proficiency Model.	learning.	

## Next Steps

Increasing the number of undergraduates and institutions involved in the professional experience placement of teacher education students and crafting a high quality induction program

Extending AVID strategies into Kindergarten and Stage 1 and updating Stage 2 and 3AVID action plans in consultation with TLLC AVID HUB members to develop a whole-school site team plan

Surveying staff and the school community on PBL priorities and changes to school custom and practice

Expanding the role of the Aboriginal Liaison Teacher to 1.4 and introducing 2 new Aboriginal SLSOs

Expanding the role of the Community Partnerships Worker to further support students and families, even after transitioning to high school

Reviewing and reintroducing the role of the Welfare Chaplain to provide a listening ear and a caring presence in the school, available to all students and families

Broadening and bettering the school's online digital presence – from the website to social media, mobile and digital signage

Generating local media interest and promoting the school through increased use of Departments media unit

## Strategic Direction 2

### Empowering students

#### Purpose

Empowering students is integral to increasing student engagement. AT BAPS, we ensure cultural inclusivity and ownership over learning. This ensures students from all backgrounds will be catered for and prepared for lifelong learning academically, socially and emotionally.

#### Overall summary of progress

The Smith Family, '**Learning for Life**' reading program was again implemented in 2016 with many children attending this after school hours. This increased community involvement at BAPS and empowered students who attended in Literacy.

**PLAN** and **NAPLAN** data has been widely analysed. Teachers are using the **PLAN** data to assess students in Numeracy and Literacy. Teachers then differentiate lessons to teach students at point of need, thus empowering students as they are learning at their level.

The **GATS Policy** continues to be updated and play based learning is more evident in K–2 classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Aboriginal students achieving at or above expected cluster markers in Literacy and Numeracy.	In Numeracy 79% of our Aboriginal students reached the expected cluster markers in Early Arithmetic Strategies and 48% reached the expected cluster markers in Place Value.  In Literacy 49% of our Aboriginal students reached the expected cluster markers in Reading Texts, 42% in Comprehension and 26% in Writing.  (PLAN T4 2016 data.)	\$70 000  Socioeconomic background funding  \$52 000  Aboriginal Education
All students feel empowered with their learning and have an understanding of how to take responsibility for their learning, through self-direction and feedback ('Tell Them From Me' student survey).	Tell them from Me survey reflected that students feel empowered with their learning and have an understanding of how to take responsibility for their learning, through self-direction and feedback.	\$2 000  Socioeconomic background funding

#### Next Steps

In 2016, BAPS began to implement Positive Behaviour for Learning (PBL), a whole school approach to supporting the learning and wellbeing of all students. Our three core expectations – Safe, Respectful Learner will be embedded schoolwide. All K–6 classes will participate in fortnightly PBL lessons focusing on non-classroom settings and staff will explicitly teach expected behaviours to students. A PBL team has been formed to provide a framework for the school and its community to collectively support the wellbeing of every student.

Continue to build on the improved Learning and Support processes in the school ensuring students at risk are well monitored and supported through EAfS K–2, Learning and Support Teacher (LAST) and SLSO staff etc and that relevant documentation is uploaded to the Sentral Welfare System.

Links with our Aboriginal students and their families will be maintained and further developed with our Aboriginal Liaison Teacher. The creation of PLPs for our Aboriginal students and programs and activities offered to our Aboriginal students will further empower our Aboriginal families and students.

Literacy and Numeracy skills for our Aboriginal students will be supported by quality teaching and learning programs,

embedding the 8 Ways of Learning where possible.



## Strategic Direction 3

### Dynamic and engaging teaching and learning

#### Purpose

Relevant, quality innovative teaching and learning opportunities are essential to engage students, foster creativity and develop individuality. At BAPS we open students' minds to new ways of learning through the broad and diverse NSW Syllabus for the Australian Curriculum. This provides our students with the skills to pursue further education throughout their lives and reach their full potential.

#### Overall summary of progress

Our goal to strengthen innovative instructional leadership has been a strong focus of ongoing professional learning via our Instructional Leader under the Early Action for Success reform and the introduction of Instructional Coaching for all K–6 teachers. The priority has been to develop the capacity of all teachers to cater for the individual needs of students by building on their strengths, determining professional learning needs and strategically planning for improvements in the learning environment. Teachers in K–2 have engaged in evidenced based, quality professional learning in L3K and L3 Stage 1 and Targeted Early Numeracy (TEN). Teachers in 3–6 have engaged in professional learning for Focus on Reading Phase 2 during 2015. This professional learning has assisted teachers to develop a deeper understanding of effective pedagogy and current research to refine their teaching practice. Teachers have developed skills in the use of diagnostic assessment and skills in personalising learning for individual students. Student performance data has been closely examined and monitored in 5–week cycles and coaching has been provided to teachers through feedback, data conversations and professional dialogue to improve teaching practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 85% of students will achieve their benchmark cluster expectation in writing and comprehension on the literacy continuum.	56% of students K–6 achieved their benchmark cluster in comprehension in 2016. 42% of students achieved their benchmark cluster in writing K–6.	\$70 000 Socioeconomic background funding EAfS– \$100,000
100% of Year 5 students achieve growth in NAPLAN in reading, spelling, writing, grammar and punctuation and numeracy.	All student results reflected growth NAPLAN in reading, spelling, writing, grammar and punctuation and numeracy.	\$30 000 Socioeconomic background funding
By the end of Year 2, at least 85% of students will achieve EAfS benchmarks for Literacy and Numeracy measured by cluster markers on the Literacy and Numeracy continuums.	Year 2 student progress against the Literacy and Numeracy continuums improved during 2015. 86% of students achieved EAfS benchmarks in Reading; 84% in comprehension; 55% in writing; 100% in Early Arithmetic Strategies and 94% in number sequences.	EAfS–\$128,000

#### Next Steps

- Continued PL in L3K, L3 Stage 1 and TEN for K–2 teachers.
- Continue to collaborate with school leadership to ensure K–6 teachers have on–going access to professional learning targeting individual literacy and numeracy needs.
- Provide tiered interventions to students identified as being below expectations of learning in literacy and numeracy. Develop capacity of all staff to identify learning needs of students identified in NAPLAN and ensure all students achieve growth of at least 80%.
- Ensure assessment and reporting schedule involving ongoing data collection is consistent K–6 in PLAN.
- Provide strategic advice, training and support to all teachers assisting them to meet their PDP goals in professional learning. Develop greater capacity of school leadership team to support teachers seek accreditation for the Australian Professional Standards.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have a Personal Learning Pathway (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PLPs. Aboriginal students are demonstrating higher than state average levels of progress. Cultural significance is included in all PLPs in consultation with Aboriginal community members and significant others.</p> <p>Remaining staff members completed 8 Ways of Aboriginal Learning training.</p> <p>More staff involved in Cultural Competencies PL</p> <p>Weekly cultural studies coordinated by local Aboriginal community members</p>	<p>Total \$53 000</p> <p>Aboriginal Liaison teacher (\$20 000)</p> <p>Teacher relief (\$6000)</p> <p>8 Ways PL (\$6000)</p> <p>Community leader cultural studies (Dance) (\$5000)</p> <p>Gulangfest (\$2000)</p>
<b>English language proficiency</b>		
<b>Low level adjustment for disability</b>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>All students at risk provided with Individual Education Plans (IEP)</p> <p>School Learning Support Officers employed to provide in class support.</p>	<p>\$58 284</p> <p>SLSO support</p> <p>Review Meetings</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Instructional leadership implemented across all 3–6 teaching teams through modelling of explicit teaching and learning, mentoring and supporting teachers in classrooms.</p>	<p>\$36 000</p>
<b>Socio–economic background</b>	<p>School leadership team completed coaching training and practising discussions with Stage teams for Professional Development Framework purposes.</p> <p>Executive teacher with off class interventionist roles and mentor roles.</p> <p>Community Partnership Worker employed to align families with support services.</p> <p>Speech therapist working weekly with students identified in pre school screening.</p> <p>All feedback from community, staff and students (surveys, regular feedback, number of community members requesting Community Partnership Worker for information) attests to the positive relationships built through the Community Partnership Worker role.</p>	<p>\$29 6290</p>
<b>Support for beginning teachers</b>	<p>Teacher mentor assigned to beginning teacher</p>	<p>\$13 000</p>

<b>Support for beginning teachers</b>	Extra realase and planning time	\$13 000
	Point of need professional Learning	

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	258	244	233	240
Girls	225	223	218	224

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	93.8	92.9	93.3
1	92.3	93.2	92.8	92.1
2	92.6	93.6	93.7	91.8
3	92.9	92.9	93.5	90.9
4	93.8	91.8	92.5	92.3
5	93.7	93.8	92.7	91.8
6	92.1	93.6	93.1	90.6
All Years	93.2	93.2	93.1	91.8
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

## Class sizes

Class	Total
K/1 RED	21
K YELLOW	18
K GREEN	21
K BLUE	18
1/2SB	22
1H	21
1A	19
2H	23
2G	20
3P	30
3H	32
3G	30
4A	27
4/5 B	29
4M	30
5G	29
5C	29
6D	31
6R	30

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Administration & Support Staff	3.68
Other Positions	1.16

\*Full Time Equivalent

Our School employs six staff with Aboriginal Heritage. Four Classroom teachers and 2 School Learning and Support Officers.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

### Professional learning and teacher accreditation

Professional learning and teacher accreditation

All teachers had opportunities to participate in a variety of professional learning throughout the year ranging from school based activities to external professional learning. Professional learning included;

- L3 training K–2
- Gifted and Talented
- Collaborative Planning
- Positive Behaviour for Learning
- Technology
- Aboriginal Education
- TEN
- Mandatory training– Anaphylaxis, CPR etc .All staff participate in regular professional learning activities that focus on improving student outcomes. In addition to regular team meetings and staff meetings, teachers are given the opportunity to develop the quality of their teaching through demonstration lessons, team teaching and their implementation of professional learning plans. And other professional learning included in the strategic directions.

## 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.

Income	\$
<b>Balance brought forward</b>	<b>117 321.60</b>
Global funds	124 264.57
Tied funds	400 737.57
School & community sources	42 687.58
Interest	2 270.54
Trust receipts	5 898.00
Canteen	28 267.10
Total income	721 446.96
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	18 565.03
Excursions	9 303.19
Extracurricular dissections	13 874.88
Library	4 636.73
Training & development	0.00
Tied funds	311 294.99
Short term relief	36 435.01
Administration & office	31 720.29
School-operated canteen	29 008.12
Utilities	17 356.06
Maintenance	8 748.60
Trust accounts	17 613.60
Capital programs	0.00
Total expenditure	498 556.50
<b>Balance carried forward</b>	<b>222 890.46</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	998 109.63
(2a) Appropriation	866 021.99
(2b) Sale of Goods and Services	54 044.22
(2c) Grants and Contributions	77 170.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	873.11
<b>Expenses</b>	-717 172.04
Recurrent Expenses	-717 172.04
(3a) Employee Related	-491 780.24
(3b) Operating Expenses	-225 391.80
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	280 937.59
<b>Balance Carried Forward</b>	280 937.59

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 <b>Actual</b> (\$)
<b>Base Total</b>	3 001 539.99
Base Per Capita	24 237.38
Base Location	0.00
Other Base	2 977 302.61
<b>Equity Total</b>	578 712.39
Equity Aboriginal	52 743.30
Equity Socio economic	294 248.59
Equity Language	0.00
Equity Disability	231 720.50
<b>Targeted Total</b>	65 220.00
<b>Other Total</b>	218 928.43
<b>Grand Total</b>	3 864 400.81

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

## School performance

### NAPLAN

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

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

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands has increased for reading and writing but declined for numeracy. The percentage of Year 5 students in the top two bands has declined or remained consistent for numeracy and reading,

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of

Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

Our Achievement is as follows–

Grade 3 Aboriginal Students in the top 2 bands–

12% Reading

37% Writing

9% Spelling

0% Grammar Punctuation

12 % Numeracy

Grade 5 Aboriginal Students in the top 2 bands–

14% Reading

7% Writing

14% Spelling

21% Grammar Punctuation

7 % Numeracy

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school participated for the first time in the 'Tell Them From Me' survey, an online survey system that helps schools capture the views of students, teachers and parents, and their engagement with the school. 87 students from Years 4–6 responded.

Among the findings were:

- 83% of students identified as having a positive sense of belonging at the school
- 78% of students 4–6 were interested and motivated in their learning
- 92% of students identified themselves as trying hard to succeed.

Within the findings, teachers identified

- a strong sense of collaborative practice amongst their colleagues
- a deep understanding of methods to monitor the individual progress of students
- high learning expectations and behaviour expectations as part of their teaching practice.

Results from Parents identified–

- they feel welcome when visiting the school
- they can easily speak to their child's teacher about matters of concern
- teachers show a high level of interest in their child's learning.

The school plans to participate in the 'Tell Them From Me' online survey again in 2016 so that responses can

be compared and tracked.

## Policy requirements

### Aboriginal education

The Aboriginal Education and Training Policy, the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 and the Partnership Agreement between the Department of Education and Communities and the Aboriginal Education Consultative Group (AECG) Incorporated underpin the structure of Aboriginal education within the school.

Staff representatives took an active role in attending the AECG meetings. The AECG endorsed Aboriginal education initiatives and directed funding within the school. Progress reports were made to the AECG on a regular basis. Information presented and discussed at the AECG meetings was brought back to the school to be shared with all staff members.

There were 83 Aboriginal students enrolled at the school. All students had a Personalised Learning Plan (PLP) which was written at the beginning of the year by teachers in consultation with families and the support of our Aboriginal Teacher, Cherie Collins. Aboriginal students were also provided with in-class support.

Brooke Avenue Public School received Aboriginal background funding in 2015. Our plan included:

- an Aboriginal Teacher employed to support Aboriginal education through the Engagement Team to provide homework and learning support.
- dedicated week of learning experiences and celebration for NAIDOC
- continued tutoring in L3 and TEN initiatives.
- cultural, Dance and Didgeridoo lessons weekly.
- Dare to Lead snapshot which has provided guidelines for improving Aboriginal Education at BAPS.

Aboriginal perspectives are embedded in all curriculum areas and in greater depth in the Learning Area of Human Society and Its Environment. All students participate in these

programs to build their knowledge and understanding of Aboriginal Australia including traditional and contemporary culture and events.

### Multicultural and anti-racism education

Brooke Avenue Public School's implementation of the Multicultural Education and Anti-racism Policies have included:

- classrooms that promote intercultural,



- understanding and respect for diversity
- teachers that provide a differentiated curriculum to support students from diverse backgrounds
- English as an Additional Language or Dialect student support provided across the school
- a whole school commitment to Supported Students, Successful Students and the Wellbeing Framework
- initiatives which enhance communication with parents including interpreting services, translation services, a community liaison officer, bilingual staff and regular parent forums
- trained Anti Racism Contact Officer available to all
- range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds.

The school places an emphasis in ensuring that students understand the multicultural diversity of Australian society. Teaching programs promote cross-cultural understandings and skills. Significant national festivals are celebrated in class programs.