

Broulee Public School

Annual Report



2016



4612

Introduction

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

Sue Lowe

Principal

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School background

School vision statement

School Vision:

To create a passion for lifelong learning with a commitment to innovative, flexible and creative thinking

School Mission Statement:

We are a school that is:

- Teaching 21st Century Skills
- Learning in an exciting, engaging environment
- Valuing individuality and creativity
- Developing confidence, excellence and leadership skills

Core Values:

- **Fair** – To make decisions based on equity and social justice.
- **Inclusive** – To value difference, to learn with and from each other.
- **Safe** – To promote and support risk taking within a safe learning environment
- **Honest** – To play, grow and learn with integrity and ethics

School context

Walawaani Njindiwan – Welcome

Our school is a leading centre for education innovation for students from Kindergarten to Yr. 6. It is student focused and students will always be our first priority. We have high expectations for all of them in becoming "students who are masters with content not just masters of content".

We use a range of digital technologies as tools to assist in delivering an engaging and challenging curriculum that also includes the skills of: leadership, flexible thinking, creativity, imagination, cooperation and communication.

We are inclusive and respect and celebrate diversity and difference. Special features of our programs include: public speaking, environmental activities, and a wide range of sporting electives and "Gifted & Talented" programs.

During recent years we have won a number of regional and state awards for Leadership Innovation, Academic Excellence and Parent Partnerships. The school has also recently been recognised in a number of national and international publications (The Australian Educational Leader, Australian College of Educators).

We believe strongly in collaborative schooling where we acknowledge children learn every minute they are awake, 24/7/365. We aim to integrate the efforts of the home and the school and together we foster the concept that learning is "life long".

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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>

The results of this process indicated that the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

The school also consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations.

There is also a positive teaching and learning environment where students take responsibility for their ongoing learning.

Strategic Direction 1

Teaching

Purpose

Purpose:

To design and promote excellence in teaching that is embedded within current pedagogical practices that embrace and nurture the talents of every student.

Overall summary of progress

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff are using evidence based data to monitor progress and inform practices (internal and external data).	Specific analysis of Synthetic Phonics Spelling results to monitor across stages consistency of teacher assessment and judgement.	
Teachers are using data from PLAN and the Continuums to individualise content, assessment and reporting.	All staff participate in transparent discussions of student placement on the continuums regarding consistency of teacher judgement.	
Teachers are using John Hattie's research to achieve clarity in teaching. <ul style="list-style-type: none">• Develop improved teacher clarity.• Whole school focus on vocabulary programs and the explicit teaching of inferential comprehension.	Teachers participated in survey and analysis of assessment data relating to teacher clarity when delivering vocabulary and inferential comprehension lessons.	
All staff have normalised the use of digital technology to support curriculum implementation	Class blogs, Edmodo and Student's Google Apps are used as a tool to monitor on an ongoing basis student's work and progress.	\$30,000 from P&C IT Coordinator

Next Steps

The school has identified that processes need to be put in place to provide formal peer feedback, mentoring or coaching support to improve teaching and leadership practice. Teachers will also need to provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Staff will focus on "Quality Teaching Rounds" for Professional Development in this area.

Strategic Direction 2

Learning and Engagement

Purpose

Purpose:

To design learning partnerships that excel in student achievement, engagement and wellbeing in a 24/7/365 world.

Overall summary of progress

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

The school actively collects and uses information to support students' successful transitions. There are systematic policies, programs and processes to identify and address student learning needs.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth.

Parents are updated on the progress of their children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All K–2 will show consistent improvement in testing and work samples within the Synthetic Phonics Program, specifically in the areas of spelling, handwriting, reading and comprehension.	Full School review of Synthetics Phonics resulted in the following: Improvement seen in Handwriting, Spelling and sounding out strategies. Synthetic Phonics will continue in all K–2 classes in 2017 Synthetic Phonics used for remedial groups Years 3–6. Some modification of the program will occur to suit the needs of individual classes.	LaST and RAM allocation \$50,000
Mindfulness practices introduced to students in the classroom.	All students in Years 5–6 have completed .B Mindfulness program. Students in Year 2 are trialling the "Early Years Mindfulness Program"	QTSS position
All students in Year 5 demonstrate value adding as measured by NAPLAN data.	NAPLAN results for 2016 are encouraging – previous downtrends have strongly reversed. Of note, fewer students are in lower bands and more students are in higher bands. Data reflects consistency and improvement especially in student growth from Year 3 to 5.	\$40,000

Next Steps

The school is working towards *value adding* as evidenced in external assessments including NAPLAN.

As part of this process teachers need to provide explicit, specific and timely formative feedback to students on how to improve.

Strategic Direction 3

Distributed Leadership and School Culture

Purpose

Purpose:

To promote and inspire leadership that is shared and distributed at all levels and builds the capacity for excellence and innovation

<http://http://teacher.acer.edu.au/article/distributed-leadership?>

Overall summary of progress

Staff have purposeful leadership roles based on professional expertise. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

The three-year school plan has annual iterations focused on achieving identified improvements. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Longer-term financial planning is integrated with school planning and implementation processes.

Practices and processes are responsive to school community feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff capacity is built through focused professional learning <ul style="list-style-type: none">• Each staff meeting to contain a research session (change management, effective practice, professional readings)	Relevant research presentations made each fortnight (adobe connect, google, guest speaker etc, professional readings)	Staff meetings and after school sessions
All staff to have a Professional Development Plan (PDP) by the end of Term 1 2016.	All staff have consulted, developed, implemented and reviewed their full PDP. This includes participating in peer reviews and having a final 1:1 meeting with the principal.	QTSS position
Teachers will be transparent in their communication with parents to enhance student learning opportunities, evidenced through class notes, websites and parent/teacher interviews.	Teachers use 3-way interviews, written reports, class notes (placed on blogs), articles in Scoop, follow up interviews and reporting to Learning Support Team to communicate to parents on a 1:1 basis about student's learning and progression.	

Next Steps

To make the best use of school facilities so that they are optimised within the local community to best meet the needs of students and the local community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Whole class, small group and one-on-one phonics programs are essential if most of our students from Aboriginal backgrounds are to reach the targets set out in the <i>Closing the Gap</i> report. The school's programs (Synthetic Phonics) have increased both student literacy levels and engagement in schooling. The specific one-on-one and small group programs are especially enjoyed due to both the extra attention and the rapport created with their tutors. Numeracy is also targeted through the SLSOs being employed in many classrooms for targeted intervention.	Funding combined with other Key Initiatives Funding used to employ SLSOs to support classroom literacy program (Synthetic Phonics). • Aboriginal background loading (\$15 000.00)
Low level adjustment for disability	Students with a low level of disability are overseen by the school's Learning and Support Team collaboratively with their classroom teacher. Students with a diagnosed disability have an <i>Individual Education Plan</i> (IEPs) written in consultation with their parents and carers. IEPs cater for the numeracy, literacy, behavioural, social and emotional needs of students. Behaviour plans and risk assessments are written and implemented when necessary. There are various programs throughout the school to support students with a low level of disability which include MiniLit, MultiLit, synthetic phonics, small group numeracy programs as well as Mindfulness, Bounce Back and RAP for social and emotional learning.	Funding combined with other Key Initiatives Funding used to employ SLSOs to support classroom literacy program (Minilit, Multilit and Synthetic Phonics) • Low level adjustment for disability (\$92 436.00)
Quality Teaching, Successful Students (QTSS)	1.6 staffing was allocated under this program. This time was used to assist the school in the implementation of two major programs. The Performance and Development Framework and our new Mindfulness program. In 2016 the school continued formal lesson observations as part of the process listed in the Performance and Development Plans (PDP). These were reported against the Professional Standards for Teachers. Time was allocated for teachers to network, debrief and plan for further quality lessons. The school also invested significant effort in implementing Mindfulness programs for both students and staff. The QTSS position has been used to support this program as an identified initiative from both the educational community and staff. Verbal feedback from both parents and staff is pleasing to date.	1.6 Staffing allocation
Socio-economic background	Literacy and numeracy of students from low socio-economic backgrounds have been targeted through Learning and Support programs. Evidence shows that phonics programs are particularly important for students from low socio-economic backgrounds if they are to learn to read at the same level as their more advantaged peers. Staff have been trained in various	• Socio-economic background (\$20 013.00)

Socio-economic background	<p>phonics programs including MiniLit, MultLit and synthetic phonics reading programs. These programs have been implemented one-on-one and in small groups from kindergarten to year 6. SLSO staff assist in all classes in small group rotations. Regular assessments are taken to ensure student success and concerns are referred to the Learning and Support Team for further assessment and support.</p>	<ul style="list-style-type: none"> • Socio-economic background (\$20 013.00)
Support for beginning teachers	<p>Additional time was provided to beginning teachers to conduct assessments, complete reports and to have small groups working within the classroom. Specific mentoring was also part of the support provided, especially managing contentious issues and student behaviour</p>	<p>\$16,595</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$16 595.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	163	163	163	177
Girls	117	135	145	163

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	92.5	94.4	93.1
1	94.1	93.3	91.9	93.1
2	93.7	93.1	94.2	94.5
3	95.4	94.6	92.8	94.7
4	95.8	95.2	94.5	93.4
5	94.7	94.6	93.5	94
6	94.6	93.1	94.4	93
All Years	95	93.8	93.7	93.7
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
KW	17
KD	19
KB	19
1E	20
1J	19
1G	19
2F	22
2C	23
3L	30
3/4M	29
4H	30
4/5D	30
5/6C	31
6R	32

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	2.87
Other Positions	0.12

*Full Time Equivalent

This year the school does not have anyone of Aboriginal and/or Torres Strait Islander background employed in a permanent capacity.

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	5

Professional learning and teacher accreditation

During 2016 the school had three staff gain their accreditation, while one staff member was successful in maintaining his proficiency level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	280 545.25
Global funds	228 554.37
Tied funds	186 195.06
School & community sources	121 188.60
Interest	6 459.33
Trust receipts	5 385.00
Canteen	0.00
Total income	828 327.61
Expenditure	
Teaching & learning	
Key learning areas	55 520.57
Excursions	51 958.58
Extracurricular dissections	18 621.21
Library	2 200.17
Training & development	136.35
Tied funds	213 191.98
Short term relief	98 143.72
Administration & office	49 037.60
School-operated canteen	0.00
Utilities	31 391.24
Maintenance	16 886.56
Trust accounts	5 002.38
Capital programs	0.00
Total expenditure	542 090.36
Balance carried forward	286 237.25

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" then select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal education

Each year our whole school engages in a variety of activities to celebrate NAIDOC Week. These result in whole school assemblies and presentations.

Aboriginal student leadership across the school is also widely supported and celebrated.

Engagement with the Aboriginal community is targeted through multiple school days to welcome parents and encourage them to come into the school. This includes morning teas and pizza days. These days have been well received.

Multicultural and anti-racism education

Broulee Public School promotes the concept of respect and belonging for all students. Multiculturalism is celebrated across the curriculum, recognising and appreciating the diversity of cultures and languages within Australia and overseas. All students are active, fully participating members of our school community: diversity is the norm, supporting our core value of inclusivity. Broulee Public School ensures access to and participation in quality education for all students by providing meaningful curriculum, effective teaching and necessary support for each student.

Broulee Public School embraces Harmony Day as a day of awareness and celebration. Harmony Day is held in March each year and aims to engage people to participate in their community, respect cultural and religious diversity and foster a sense of belonging for everyone. Harmony day coincides with the United Nations International Day for the Elimination of Racial Discrimination. It highlights inclusiveness, respect and a sense of belonging for everyone.

All teachers incorporate appropriate activities and discussion into their curriculum leading into the week of Harmony Day, culminating in a whole school assembly. Students wear something orange, that they have made, to the assembly. Traditionally, orange signifies social communication and meaningful conversations. It also relates to the freedom of ideas and encouragement of mutual respect. Students from K–6 join together at the assembly to sing a Harmony Day song and share other presentations with our school community.

Racism, in any form, is not tolerated within our school. Allegations of racism are addressed immediately and are investigated fully by our Anti Racism Contact Officer, Mrs Clare Dunn who can be contacted at the school via the front office.

Other school programs

Digital Technology

Broulee Public School has sufficient technology – desktop, laptop and iPads, supplemented by BYOT to create a Digitally Normalised Environment for 21st Century learning.

Classrooms are equipped with IWBs or Interactive LCD screens. All areas of the school access stable wireless network connectivity. iPads are extensively used across all classrooms. These tools have become an essential integrated component of our teaching practice.

The iCentre is equipped with a lab of 32 iMacs and classrooms are equipped depending on needs with iMacs, Windows Desktops, Chromebooks or MacBooks/MacBookPros. Staff are equipped with a personal MacBookPro and iPad to support digital innovation in their daily practice.

Cloud tools and web sites such as GSuite, Weebly, IXL English and Maths, Ideal Resources, Brainpop, Scratch and Edmodo are harnessed to provide students with 24/7/365 learning opportunities, as well as provide home accessible tools for parents and caregivers to share in their child's learning journey.

School App communication with parents has been successfully implemented with further plans well under way to establish a Parent Communication Portal using SENTRAL software. Our rich school website features

class blogs.

Sport

In 2016 all 14 classes participated in the Premier's Sporting Challenge (PSC), with 11 classes achieving gold certificates and three classes silver.

To achieve their goals, students had to undertake physical activity for a specific number of minutes each day. The funds received as a result of participating in PSC were used to purchase new sporting equipment including new netball bibs, scooter boards, rhythmic gymnastic ribbons, multipurpose balls, reaction balls, vortexes and braids.

The school also successfully applied for grants through the Sporting Schools Program for all four terms. The funds enabled the school to employ a skilled coach, with approval to deliver the selected sports to students in Years K to 6. Throughout the year, students participated in developing their skills for softball, touch footy and gymnastics.

During recess and lunch breaks both Teachers and Year 6 students coordinated activities for students to participate in. Activities such as the Basketball, Skipping, Dancing, Elastics and Netball all proved popular. The PSC, Sporting Schools Program, Weekly Skills Development Program and Daily Fitness activities enabled all students to achieve the mandatory 150 minutes of moderate to high physical activity per student per week as stipulated in the updated Sport and Physical Activity Policy. The school continued to have success on the sporting arena, one student representing the South Coast at the State Rugby carnival, two at the State Cross Country carnival, one at the State Netball carnival, one at the State Athletics carnival and strong representation in all district sporting teams. We had school teams participating in the State Knockouts for Netball, AFL, Soccer and Touch Footy. All Year 2 students as well as 15 students from Years 3–6 participated in the intensive two week Special Swimming Scheme.

Our thanks to Mrs Elliott for coordinating the Eurobodalla PSSA District Swimming carnival and Mr Enright for coaching and managing the Eurobodalla PSSA AFL team.

Developing a life-long enjoyment of and regular participation in physical activity will be a continuing focus for the school's sport and physical activity programs.