

# Broulee Public School

## Annual Report



2017



4612

## Introduction

The Annual Report for 2017 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

### School contact details

Broulee Public School

Cambridge Cresc

Broulee, 2537

[www.broulee-p.schools.nsw.edu.au](http://www.broulee-p.schools.nsw.edu.au)

[broulee-p.School@det.nsw.edu.au](mailto:broulee-p.School@det.nsw.edu.au)

4471 6120

## 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.

The results of this process indicated that the school is

### **1. Learning Culture – Excelling**

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

### **2. Teaching – Sustaining and Growing**

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.

### **3. Leading – Excelling**

Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. 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. 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Teaching

#### 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

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers work together to improve teaching and learning in their year groups, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher reports to parents reflect NESA and departmental requirements	<ul style="list-style-type: none"><li>• Support for beginning teachers (\$3000.00)</li><li>• Quality Teaching, Successful Students (QTSS)</li></ul>	Staff have a strong skill set in analysing data from SMART and working with trend data. Concern re the school's data on "value adding". Identified as a focus for 2018
All staff use the Continuums (PLAN)	<ul style="list-style-type: none"><li>• Support for beginning teachers (\$3000.00)</li><li>• Quality Teaching, Successful Students (QTSS)</li><li>• Low level adjustment for disability</li></ul>	All staff participate in transparent discussions of student placement on the continuums regarding consistency of teacher judgement.
Specific data (NAPLAN) reflects value added growth for  1. Stage level understanding of fractions  2. Solving single and Multi word problems.	<ul style="list-style-type: none"><li>• Support for beginning teachers (\$3000.00)</li><li>• Quality Teaching, Successful Students (QTSS)</li></ul>	Teachers participated in survey and analysis of assessment data relating to teacher clarity when teaching fractions and inferential comprehension lessons.  Staff participated in program observation and feedback sessions from their colleagues. The information shared was professional and led to constructive development of teaching strategies.

#### Next Steps

The program focus was successful but due to the high turnover of staff for 2018 it is recommended that the program continue to be a focus throughout the coming year with specific instructional programs implemented in numeracy and literacy.



## Strategic Direction 2

### Learning and Engagement

#### 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.

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.

The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children and students are at or above national minimum standards on external performance measures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Quality Teaching, Successful Students (QTSS)	Conduct staff reviews of Synthetic Phonics program. Map student data, trends, etc The individual 1:1 and small group programs supported key literacy programs that led to success. This impacted positively on behaviour and student self esteem and confidence in our most vulnerable student groups.
All students in Year 5 demonstrate value adding as measured by NAPLAN data.	Quality Teaching, Successful Students	Staff have analysed data both from internal and external assessments. While the gap has narrowed there is still concern regarding processes to add value between Years 3 and 5.
Mindfulness is introduced across K–4	Quality Teaching, Successful Students	This is a very positive program that has been implemented under the Well being Framework. Positive feedback from students, staff and parents.

#### Next Steps

The school is working towards *value adding* as evidenced in external assessments including NAPLAN. There should be a clear expectation that students are showing expected growth on internal and external school performances. 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

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

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

#### Overall summary of progress

Staff have purposeful leadership roles based on professional expertise. 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. 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.

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. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff capacity is built through focused professional learning and research led discussions. <ul style="list-style-type: none"><li>• Staff encouraged to take leadership roles that embrace the vision of the school.</li></ul>	Staff release Staff Mentoring	Executive lead these discussions on a rotational basis.
Sentral software is used as a formal recording/tracking system for all student well being and academic matters	Employment of external professional re Sentral process. <ul style="list-style-type: none"><li>• (\$4000.00)</li></ul>	All formal reports to be completed online in accordance with the departments Assessment and Reporting Policy. Need to check legal requirements – need for paper copy to be kept on file?
Teachers will be transparent in their communication with parents to enhance student learning opportunities, evidenced through class notes, websites and parent/teacher interviews.	Held in place of regular staff meeting.	Data collection shows the school and class blogs are being "visited" on a regular basis. This varies from class to class and fluctuates throughout the year.  Survey results showed clear support for the school website and the continuation of the class blogs.  All classes had between 95–100% attendance at the school 3–way interviews held at the end of term 1.

#### Next Steps

Monitor and track community involvement in the school and encourage wider participation resulting in increased social benefits and sharing of joint resources.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funding combined with other Key Initiatives Funding Programs is used to employ SLSOs to support classroom literacy and numeracy programs.	The school has invested significant effort in implementing Mindfulness programs for students. Other school programs include Harmony Day, which promotes inclusiveness, respect and belonging of all students and The National Day of Action Against Bullying and Violence which encourages students to take a stand against bullying and teaches anti-bullying strategies. Also the school has several programs to teach social and emotional skills. These include the Bounce Back and RAP (Resourceful Adolescent Program) programs which will give the school resources to target social and emotional learning across the school community. Detentions, suspensions for our Aboriginal students are minimal and students are stepping into leadership positions (School Captain and House Captains).
<b>Low level adjustment for disability</b>	Funding combined with other Key Initiatives Funding Programs is used to employ SLSOs to support classroom literacy program (Minilit, Multilit and Synthetic Phonics) and implement PLPS and behaviour plans	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 Individual Education Plan (IEPs) written in consultation with their parents and carers. IEPs cater for the numeracy, literacy, behaviour, social and emotion 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. Improved literacy outcomes are achieved through implementation of Synthetic Phonics program and appropriate adjustments within the classroom activities as required by NDIS Focus on vocabulary and comprehension.
<b>Quality Teaching, Successful Students (QTSS)</b>	TPL budget • Quality Teaching, Successful Students (QTSS) (\$0.00)	The school was allocated 1.6 staffing under this program. The nominated staff member assisted in the implementation of two major programs : – The Performance and Development Framework – Mindfulness program.
<b>Socio-economic background</b>	The total RAM allocation was combined to provide funds to employ SLSOs to support the implementation of specialist programs, including IEPs, PLPs across the K–6 classrooms. • Aboriginal background loading (\$30 000.00) • Low level adjustment for disability (\$0.00) • Low level adjustment for disability (\$0.00) • Socio-economic	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 phonics programs including MiniLit, MultiLit 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

<b>Socio-economic background</b>	background (\$0.00)	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.
<b>Support for beginning teachers</b>	TPL budget  LaST  • Support for beginning teachers (\$0.00)	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. Extra time was also provided to allow identified staff to have additional release to gather and prepare their accreditation paperwork. This was provided throughout the year as the need was requested.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	163	163	177	193
Girls	135	145	163	169

The school enrolment trend data shows an upward growth pattern. The school is now at its largest since it opened and there is mounting pressure on the physical resources and amenities.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.5	94.4	93.1	95.2
1	93.3	91.9	93.1	95.6
2	93.1	94.2	94.5	92.9
3	94.6	92.8	94.7	92.6
4	95.2	94.5	93.4	94.8
5	94.6	93.5	94	94.1
6	93.1	94.4	93	94.6
All Years	93.8	93.7	93.7	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The detrimental effect that poor attendance patterns have on individual students and their learning is well documented. The school has high expectations regarding attendance and has developed clear processes to monitor and support high attendance rates.

Students who have been identified by the Learning

Support Team as having "attendance issues" are closely followed up by staff and then if there is no improvement, by the executive. This includes phone calls home and eventually a referral to the *Home School Liaison Officer* (HSLO).

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.49
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

\*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	25

### Professional learning and teacher accreditation

During 2017 the school had a further four staff gain their accreditation, while two were successful in maintaining their proficiency level.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>286,237</b>
Global funds	143,010
Tied funds	96,355
School & community sources	29,577
Interest	2,247
Trust receipts	0
Canteen	0
<b>Total Receipts</b>	<b>271,188</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	24,691
Excursions	1,966
Extracurricular dissections	5,661
Library	1,732
Training & Development	570
Tied Funds Payments	73,254
Short Term Relief	50,445
Administration & Office	10,893
Canteen Payments	0
Utilities	16,123
Maintenance	10,794
Trust Payments	634
Capital Programs	0
<b>Total Payments</b>	<b>196,763</b>
<b>Balance carried forward</b>	<b>360,662</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>734,267</b>
Appropriation	657,489
Sale of Goods and Services	55
Grants and Contributions	75,585
Gain and Loss	0
Other Revenue	0
Investment Income	1,138
<b>Expenses</b>	<b>-439,884</b>
Recurrent Expenses	-439,884
Employee Related	-220,203
Operating Expenses	-219,680
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>294,383</b>
<b>Balance Carried Forward</b>	<b>294,383</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- Recent audits by the department have confirmed that the school's financial management processes and governance structures meet financial policy requirements.
- Some funds have been marked for minor capital works including the construction of a shed for storage purposes as well as increased funds for staff professional learning.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,442,997
Base Per Capita	51,961
Base Location	8,163
Other Base	2,382,873
<b>Equity Total</b>	166,395
Equity Aboriginal	20,254
Equity Socio economic	52,140
Equity Language	1,233
Equity Disability	92,768
<b>Targeted Total</b>	55,220
<b>Other Total</b>	71,028
<b>Grand Total</b>	2,735,640

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. 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. Go to <http://www.myschool.edu.au> to access the school data.>

## Parent/caregiver, student, teacher satisfaction

## Policy requirements

### Aboriginal education

Engagement of Aboriginal families and the wider Aboriginal community is both encouraged and targeted at a classroom and whole school level at Broulee Public School. Aboriginal students are invited and encouraged to participate in special indigenous events run by the local Aboriginal community. Advice from the Aboriginal community is actively sought to clarify appropriate and respectful protocols.

Aboriginal student leadership is also encouraged, supported and celebrated and during 2017 a number of our students held leadership positions including House Captains and one of the coveted School Captain positions (girls).

The inclusion of Aboriginal perspectives is also a part of normal classroom practice in all classes, Kindergarten to Year 6.

NAIDOC week is the culmination of Indigenous learning activities throughout the school, celebrating Indigenous achievements and culture. Aboriginal community members are invited to share their culture, to participate in the learning activities in the classrooms, and to attend the whole school NAIDOC assembly and presentations.

### 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. Our school core value of inclusivity encourages all students to be active, fully

participating members of our school community. Diversity is the norm and we endeavour to ensure access and participation for all students by providing meaningful curriculum, effective teaching and necessary support.

Multicultural perspectives are highlighted in classroom activities throughout the year. Harmony Day is embraced by Broulee Public School as a day to promote awareness and to celebrate the diversity of cultures and languages in Australia. We celebrate Harmony Day in March each year to show respect for cultural and religious diversity and to foster a sense of belonging for all.

Our Harmony Day assembly is the culmination of a week of multicultural activities, stories and discussions in the classroom. Students create something orange to wear to the assembly as this traditionally signifies social communication and meaningful conversations. It relates to the freedom of ideas and the encouragement of mutual respect. At the Harmony Day assembly students share their work, thoughts and ideas demonstrating their understanding and appreciation of cultural diversity.

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