

Brooke Avenue Public School

Annual Report



2018



4566

Introduction

The Annual Report for **2018** is provided to the community of Brooke Avenue 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.

Owen Dalkeith

Principal

School contact details

Brooke Avenue Public School

Brooke Ave

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School background

School vision statement

Brooke Avenue Public School aims to empower reflective teachers that differentiate, engage and provide feedback to all students.

Students are provided with the opportunity to engage with a differentiated challenging curriculum to develop their individual potential with the knowledge, skills and values to become creative problems–solvers, decision–makers and proud, successful global citizens.

We endeavour to build positive educational partnerships with families and the wider community to support teaching and learning within the school.

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, 78 Aboriginal or Torres Strait Islander students. A total of approx. 55 staff are led by a Principal (P3), two Deputy Principals (Instructional Leader) and four Assistant Principals. Funding through the School Based Allocation Resource (SBAR) 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).

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 three tiers of intervention support for students in K–2. This included quality literacy and numeracy teaching and learning with a focus on differentiation, point of need feedback and student engagement.

A culture of on–going 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 supportive P&C

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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

Quality Teaching

Purpose

To empower reflective teachers to create flexible and dynamic classrooms, that differentiate, engage and provide feedback to all students.

Overall summary of progress

Our goal to create flexible and dynamic classrooms, that differentiate, engage and provide feedback to all students has been a strong focus of ongoing Professional Learning led by our two Deputy Principal, Instructional Leaders. Staff have actively engaged in and reflected on current teaching practices around writing, reading, numeracy, formative assessment, timely feedback and differentiation. This professional learning has assisted teachers to develop a deeper understanding of effective pedagogy and evidence based teaching practices to refine their practices.

Teachers K–6 engage in one to one coaching and mentoring sessions, followed up with in class support with Deputy Principal, Instructional Leaders to support continued growth, reflection and to plan for improvements in the learning environment.

Formative and summative assessment techniques are supporting the identification of students requiring intervention. Interventionists and School Learning Support Officers are employed to work with identified Tier 2 and Tier 3 students at point of need to ensure engagement and continued student growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase students in Years 5 and 7 to equal or exceed expected growth by 10% in NAPLAN Writing and Numeracy. (Baseline data rolling average 15,16,17) Year 5 Writing 55.05%, Numeracy 46.16%, Year 7 Numeracy 57.9%, Writing 44.35%	\$120 000 Socio economic background funding	In Writing 38% of Year 5 students were at or above expected growth. In Numeracy 47% of Year 5 students were at or above expected growth
Continue to exceed Government Norm in the data set Learning Culture from the Tell Them From Me survey in Teacher Survey– Focus on Learning. (Baseline data 2017– BAPS 8.4, Govt Norm 8.0)	\$15 000 Socio economic background funding	Based on school survey data 94.32% of teachers agree or strongly agree that the school has a positive learning culture.
Increase school mean to equal or exceed NSW Govt Norm in the data set Inclusive School from the Tell Them From Me survey in Parent survey – Partners in Learning. (Baseline Data 2017 BAPS 6.4, Govt Norm 6.7)	\$7 000 Socio economic background funding	Based on school survey data 45.8% of parents agree or strongly agree that the school is inclusive supports student learning and behaviour.

Next Steps

- Refining teaching and learning programs to ensure differentiation, feedback and engagement.
- All staff continue engaging in PDP processes to sustain their professional goals

- Further Professional Learning around embedding formative assessment into teaching and learning cycle
- Provide Quality Literacy PL for staff K–2
- Provide tiered interventions for identified students K–6
- Instructional Leaders to provide coaching and mentoring to teaching/support staff K–6
- Professional Learning for SLSO's to support implementation of Tier 3 interventions
- Implement an assessment and reporting schedule K–6 involving ongoing data collection

Strategic Direction 2

Quality Learning

Purpose

To engage every child with a differentiated and challenging curriculum, focused on innovation and measureable growth.

Overall summary of progress

Our objective to engage every child with a differentiated and challenging curriculum is being driven by quality teaching and learning practices across the school. Staff participate in ongoing professional learning to build their capacity to differentiate quality Literacy and Numeracy experiences. Targeted professional learning is complemented with instructional coaching and mentoring sessions, data talks and in class support.

Differentiation is evident in classes K–6 with learning intentions and success criteria for each student established at the beginning of a lesson. Students are provided with timely feedback on their achievement based on their progress across learning progressions, assessments and syllabus outcomes.

Class Teachers are refining skills during professional learning and data talk sessions to analyse student data to identify targeted areas in Literacy and Numeracy to improve student successes and determine future teaching and learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the proportion of NSW students in the top two NAPLAN bands in Reading and Numeracy by ten per cent by 2020</p> <p>(Baseline data rolling average 15, 16, 17)</p> <p>Year3 Reading 32%, Numeracy 21%</p> <p>Year5 Reading 15%, Numeracy 7%</p> <p>Year7 Reading, 11% Numeracy 8%</p>	<p>\$220 000</p> <p>Socio economic background funding</p>	<p>27.6% of Year 3 students in top two bands Reading.</p> <p>22.4% of Year 3 students in top two bands in Numeracy</p> <p>18.5% of Year 5 students in top two bands in Reading, an an increase of 5.3% from 2017.</p> <p>18.8% of Year 5 students in top two bands in Numeracy, an increase of 12.2% from 2017.</p>
<p>Increase the proportion of Aboriginal students in the top two NAPLAN bands in Reading and Numeracy by thirty five per cent by 2020</p> <p>(Baseline data rolling average 15, 16, 17)</p> <p>Year3 Reading 17.1%, Numeracy 17.1%</p> <p>Year5 Reading 11.4%, Numeracy 2.4%</p> <p>Year7 Reading, 2.8% Numeracy 0%</p>	<p>\$90 000</p> <p>Aboriginal RAM funding</p>	<p>20% of Aboriginal students in Year 3 were in the top two bands in Reading, an increase of 3.3% from 2017.</p> <p>22.2% of Aboriginal students in Year 3 were in the top two bands in Numeracy, an increase of 5.5% from 2017.</p> <p>25% of Aboriginal students in Year 5 were in the top two bands in Reading, an increase of 25% from 2017.</p> <p>12.5% of Aboriginal students in Year 5 were in the top two bands in Numeracy, an increase of 12.5%</p>

Next Steps

- Collaborate with parents, students, Aboriginal Liasion Officer and Class Teachers to create Personalised Learning Pathways that are authentic and achievable.
- Continued implementation of quality PL focusing on the writing process, spelling and numeracy
- Opportunities for collaboration and analysis of writing practices using CTJ and Literacy Progressions

Strategic Direction 3

Quality Connections

Purpose

To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

Overall summary of progress

Our focus to build positive educational partnerships with families and support agencies to maximise learning opportunities for the whole child has been strengthened with opportunities offered for all students, parents and community partners to participate in a wide variety of activities that promote learning, engagement and wellbeing.

Our transition from Pre-school to Kindergarten included visits by the Early Stage One Assistant Principal and the Deputy Principal, Instructional Leader to local pre-schools to effectively support the transition needs of all students beginning Kindergarten in 2019. Coming Up to Big School (CUBS) has been a successful playgroup based session that occurs weekly throughout Terms 2 and 3. Parents and their children come along and network with other community members with the guidance of an SLSO and Teacher. Kindy Start has proven an effective transition to school program with a continued increase in weekly attendance. Students attend a half day session once per week in Term 4 to familiarise them with the staff, students and BAPS community as well as the classrooms and playground areas.

Transition from Year 6 Brooke Avenue to Year 7 Tuggerah Lakes Secondary College ensures that students have smooth and successful beginning to their high school journey. Students engage in high school based activities including Tumbi Tasters – a day of activities to familiarise themselves with the school, a sports day that includes all primary feeder schools from the Tuggerah Lakes Learning Community and identified students participate in weekly experiences.

To enhance communication avenues the 'Seesaw app' and electronic newsletter was introduced. The continued use of Facebook and the Skoolbag app has proven successful with 773 Facebook followers and 2,133 Skoolbag app downloads.

The Community Partnership Worker plays a vital role in connecting families with outside agencies and supporting the social, emotional and wellbeing needs of all students.

The Aboriginal Liaison Officer plays a key role in connecting Aboriginal families with outside agencies and supporting the social, emotional and wellbeing needs of students.

The role of the Welfare Chaplain has continued to provide a listening ear and caring presence in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% or greater of our families will access and find useful social media communication to share samples of their children's work including SeeSaw and Facebook. (Baseline data TTFM 45% Social Media from useful communication types at school)	\$2 000 Socio economic background funding	100% of parents surveyed reports that social media communication is useful or very useful.
An increase in the measured growth of community engagement in classrooms for the purpose of supporting teaching and learning programs. (Baseline data 2017 volunteers 0.6 per classroom)	\$2 500 Socio economic background funding	An increase of classroom volunteers to 1.1 per classroom to support teaching and learning programs.
Increase school mean to exceed NSW Govt Norm in the data set	\$15 00	54.2% of parents surveyed agreed and strongly agreed that parents are informed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents are Informed from the Tell Them From Me survey Parent survey –Partners in Learning.(Baseline Data 2017 BAPS 6.6, GovtNorm 6.6)	Socio economic background funding	54.2% of parents surveyed agreed and strongly agreed that parents are informed.

Next Steps

- Expanding the role of Aboriginal Support staff to further support Aboriginal families in our community
- Continue implementation of CUBS program to support Kindergarten students in a smooth transition
- Expanding the role of the Welfare Chaplain to further support identified students
- Continue the use of digital communication platforms–n Seesaw, Facebook, app, newsletter, webpage
- Community 'meet and greet' an opportunity for staff and parents to build relationships

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total \$90 000 Aboriginal Liaison Officer Teacher relief Professional Learning In class support (tutor) Gulangfest	All students have Personal Learning Pathway (PLP) and are making progress in Literacy and Numeracy. An increasing number of parents were involved in the development and monitoring of PLP's Aboriginal Staff were involved in Aboriginal Professional Learning through 'Connecting to Country' and school experiences coordinated by AECG members.
Low level adjustment for disability	Total \$72 000 SLSO support Review Meetings	All students requiring adjustments and learning support are catered for within class programs and whole school strategies. All identified students have an Individual Education Plan (IEP) and SLSO support in classrooms.
Quality Teaching, Successful Students (QTSS)	Total \$83 707 Teacher Relief	Instructional Leadership implemented across all K–6 teaching teams through modelling of explicit teaching and learning, mentoring and supporting teachers in classroom.
Socio–economic background	Total \$420 020	Community Partnership Worker employed to align families with support services. School Chaplain employed to support emotional and wellbeing of students K–6. SLSO support in classrooms. Additional Instructional Leaders to build capacity of staff
Support for beginning teachers	Total \$25 000	Additional release from face to face for instructional coaching and curriculum development.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	233	240	240	217
Girls	218	224	222	232

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	93.3	94.3	91.4
1	92.8	92.1	91.2	93
2	93.7	91.8	89.6	92.5
3	93.5	90.9	91.4	91.6
4	92.5	92.3	91.5	92.4
5	92.7	91.8	91.3	94.2
6	93.1	90.6	91.5	92.2
All Years	93.1	91.8	91.5	92.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Classroom teachers mark attendance each day on Sentral by 9am. If technology issues prevent the marking of an electronic roll, a class list must be marked with the date showing student absences.

After the collection of rolls an SMS is sent to parents and carers of students absent from school. The Skoolbag app also allows parents to submit an absence note. Students are given an absence note to have signed by their parents if they do not bring in a signed note for their absences upon their return.

Should a child have a partial absence a slip is issued by the front office to document reasons for the late or early arrival to or from school.

Attendance is monitored daily by class teachers and Aboriginal Liaison Officer and non attendance on the third day is investigated with communication to parents and or emergency contacts.

Twice per term attendance is monitored by Deputy Principal's. If students have not maintained an acceptable attendance pattern then extensive communication with parents to resolve non attendance is initiated. This includes but is not limited to, letters, phone calls, interviews and family support.

Students with continued non attendance patterns are referred to Learning Support Team and or Home School Liaison Officer, Aboriginal School Liaison Officer to discuss possible strategies for improved attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.22
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Administration and Support Staff	3.52

*Full Time Equivalent

Our school employs Four staff with Aboriginal Heritage. Three Classroom Teachers and one Aboriginal Liaison Officer.

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

All teachers had the opportunity to participate in a variety of professional learning ranging from school

based activities to external professional learning including:

- L3 training K–2
- Formative Assessment
- Differentiation
- Positive behaviour for Learning]
- Mathematics curriculum implementation
- Connecting to Country
- Aboriginal Education
- STEM
- Data Talks
- Literacy and Numeracy progressions
- Mandatory Training– CPR, Child protection, Anaphylaxis

All staff participate in regular professional learning experiences that focus on improving student outcomes. In addition to professional learning opportunities such as whole school PL, stage meetings teachers are given the opportunity to develop the quality of their teaching through demonstration lessons, team teaching, coaching sessions and their implementation of professional learning plans.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	426,980
Revenue	4,789,820
Appropriation	4,635,659
Sale of Goods and Services	56,567
Grants and Contributions	94,623
Gain and Loss	0
Other Revenue	0
Investment Income	2,972
Expenses	-4,668,528
Recurrent Expenses	-4,709,178
Employee Related	-4,169,786
Operating Expenses	-539,391
Capital Expenses	40,650
Employee Related	0
Operating Expenses	40,650
SURPLUS / DEFICIT FOR THE YEAR	121,293
Balance Carried Forward	548,273

Brooke Avenue Public School finance committee meets each term to ensure accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken to further develop a sound understanding of the integrated administration system provided by the LMBR, focussing on the HR budget tool and Electronic Financial Planning Tool.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,920,464
Base Per Capita	89,337
Base Location	0
Other Base	2,831,127
Equity Total	747,640
Equity Aboriginal	90,261
Equity Socio economic	420,020
Equity Language	8,399
Equity Disability	228,960
Targeted Total	111,429
Other Total	504,706
Grand Total	4,284,239

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

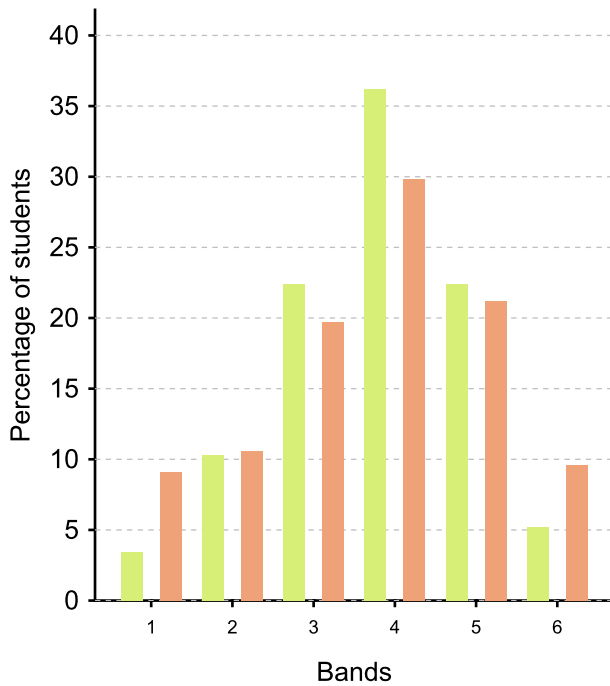
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

At Brooke Avenue Public School, in Year 3 22.4% of students were in the top two bands for Spelling, 17.2% in Writing, 25.8% in Grammar and Punctuation and 27.6% in Reading. In Year 5, 56% of students exceeded expected growth in Spelling, 43% in Grammar and Punctuation and 54% in Reading.

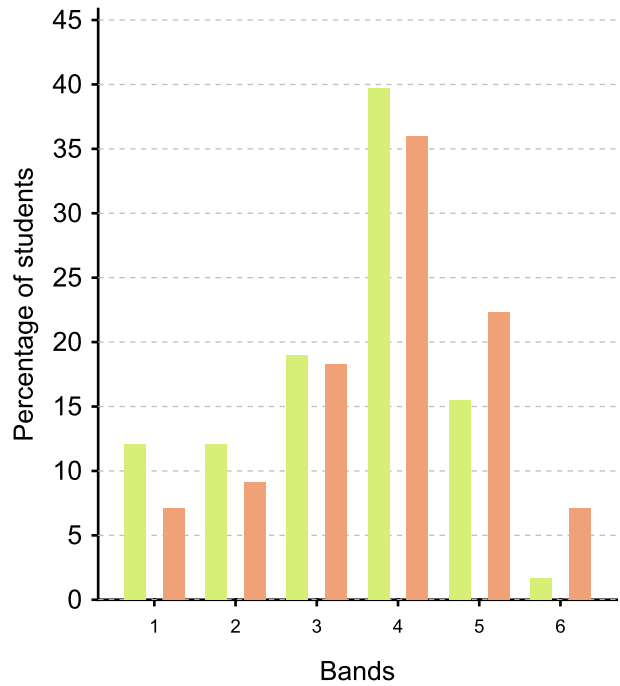
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.4	10.3	22.4	36.2	22.4	5.2
School avg 2016-2018	9.1	10.6	19.7	29.8	21.2	9.6

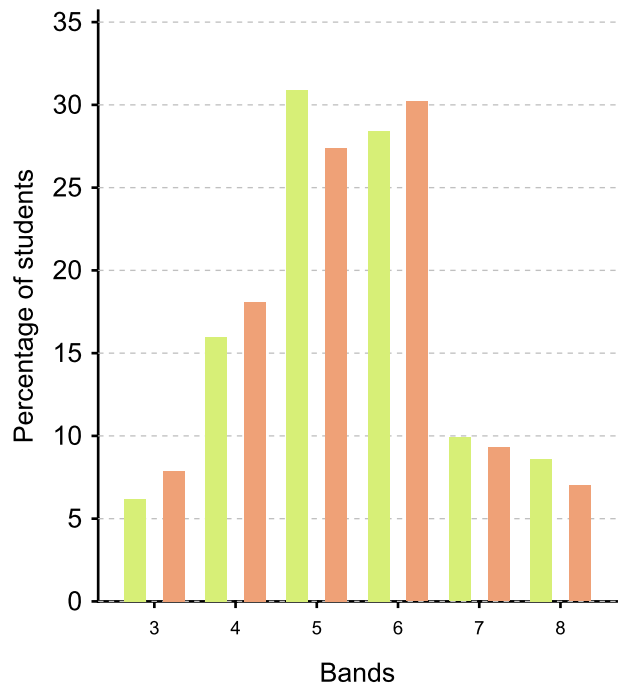
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	12.1	12.1	19.0	39.7	15.5	1.7
School avg 2016-2018	7.1	9.1	18.3	36	22.3	7.1

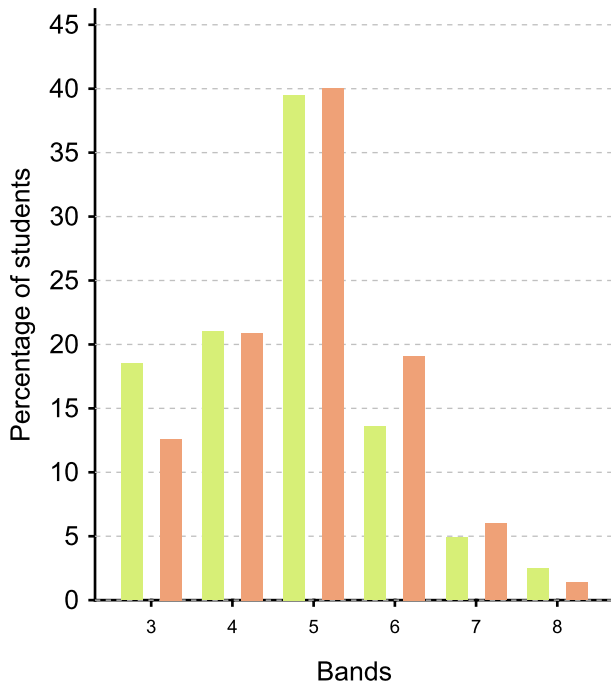
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.2	16.0	30.9	28.4	9.9	8.6
School avg 2016-2018	7.9	18.1	27.4	30.2	9.3	7

Percentage in bands:
Year 5 Writing

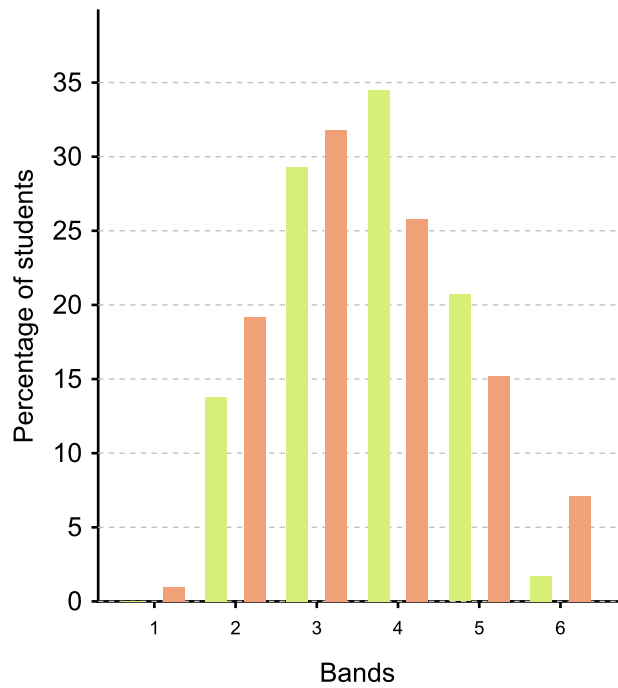


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	18.5	21.0	39.5	13.6	4.9	2.5
School avg 2016-2018	12.6	20.9	40	19.1	6	1.4

At Brooke Avenue Public School, in Year 3 22.4% of students were in the top two bands for Numeracy. In Year 5, 47% of students exceeded expected growth for Numeracy

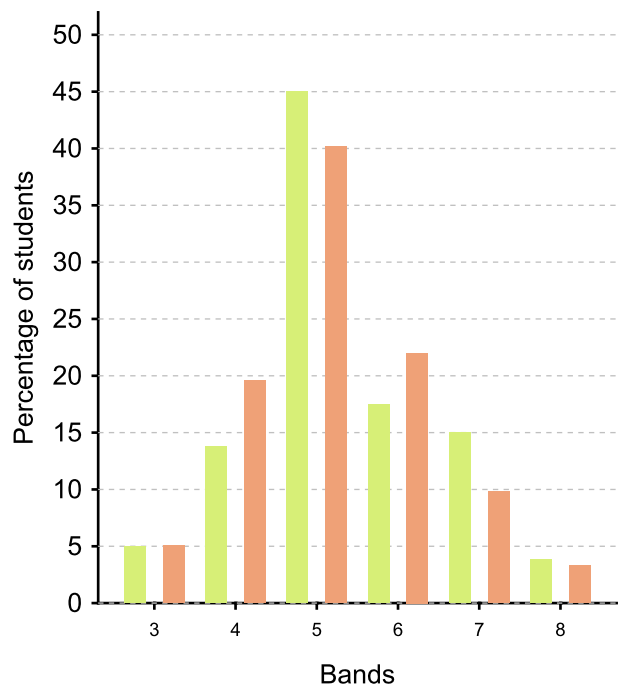
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	13.8	29.3	34.5	20.7	1.7
School avg 2016-2018	1	19.2	31.8	25.8	15.2	7.1

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.0	13.8	45.0	17.5	15.0	3.8
School avg 2016-2018	5.1	19.6	40.2	22	9.8	3.3

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.

In 2018, in accordance with the Premier's priorities improving education results, schools are required to report on the student performance for the top two bands in Reading and Numeracy and Aboriginal education outcomes for students in the top two bands.

At Brooke Avenue Public School, in Year 3 22.4% (22% Aboriginal) of students were in the top two bands for Numeracy. For Reading, in Year 3 29.2% (20% Aboriginal) of students were in the top two bands for Reading. For Numeracy, in Year 5 19.5% (12.5% Aboriginal) of students were in the top two bands. For Reading, in Year 5 17.8% (25% Aboriginal) of students were in the top two bands.

Parent/caregiver, student, teacher satisfaction

Each school year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses from school survey results are presented below:

- 100% of parents surveyed agreed that formal and informal interviews with teachers are useful or very useful when discussing their child within the school environment.
- 88% of students surveyed believed that they were supported by teachers to improve their academic success with 82% stating that teachers had high expectations of them.
- 100% of staff surveyed identified that school leaders had helped them create new learning opportunities for students.

Policy requirements

Aboriginal education

Brooke Avenue Park Public School is committed to the continual improvement of the educational outcome and well being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. Brooke Avenue Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- The employment of Aboriginal Liaison officer to support all Aboriginal students.
- Staff participation in 'Connecting to Country'

- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school.
- Regular consultation with Kuriwa AECG
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first people.

Multicultural and anti-racism education

Our school has culturally inclusive practices embedded across the school. All stages have implemented teaching and learning programs that foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural and democratic society. Our students participated in Harmony Day celebrations this year.

We have teachers accredited as ARCO contact officers.

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school expectations of showing respect, being a learner and being safe help support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.