

# Broulee Public School

## Annual Report

2018



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## Introduction

The Annual Report for **2018** 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.

Matthew Rose

Principal

## School contact details

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## Message from the Principal

2018 has been seen several changes to Broulee Public School. At the end of term 1, Mr Peter Cameron retired and Mrs Sue Lowe took up a position as Director Educational Leadership in the Riverina.

I would like to thank both Mrs Lowe and Mr Cameron for their leadership and care of Broulee Public School. Their dedication to the students, staff and community has contributed to the high standards students and staff set for themselves and has been greatly appreciated. We wish Mr Cameron a joyful, well deserved retirement and Mrs Lowe all the best in her future endeavours.

The departure of Mrs Lowe gave me the opportunity to join the Broulee Public School team. This team is made up of professional staff; inquisitive, talented students; and a hard working, supportive community.

Our school had many achievements throughout the year, across all areas of the school.

- The P&C held a very successful fete for the students of our school was a highlight of term 1
- Nine students were invited to join Aurora College's pilot Opportunity Class. Aurora College is the Department of Education's virtual selective high school, and our students make up 20% of this state wide class. A big achievement for a small country school!
- We delivered many cultural opportunities for the students– From public speaking and debating, to writing and artistic competitions.
- Sporting achievements saw our students competed in a variety of PSSA knockouts and carnivals.
- The students rallied around our Australia's farmers, raising a significant amount to support the drought relief fund.
- Parent, grandparents and community members come in, on a regular basis, to assist in our classrooms and across the school. Some of these volunteers have no current student connection to the school and some have never had a connection. This is a testament to the culture of the school and community.

The students at Broulee Public School are always at the forefront of every decision and action the staff make and I feel very privileged to be a part of this team.

Mr Matthew Rose

Principal

## 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 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.

#### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, Broulee Public School is positioned at Sustaining and Growing overall.

There is demonstrated commitment to high expectations, within the whole school community, that all students make learning progress. Strong partnerships between parents, students and the community that inform and support continuity of learning for all students.

There is a strong recognised link between wellbeing and student learning and Broulee students are supported with planned well-developed and evidence-based approaches to wellbeing and engagement, to improve learning. Every student can identify a staff member to whom they have a positive, respectful relationships with and can confidently turn for advice and assistance.

The strengthening and implementation of assessment policy has increased the use of formative and summative assessment to inform teaching and meet learning needs of students. This in turn is used to report individual student learning progress and achievement, and preview plans for meeting future learning goals to parents and the students.

## **Teaching**

The results of this process indicated that in the School Excellence Framework domain of Teaching, Broulee Public School is positioned at Sustaining and Growing overall.

A range of evidence and data sources, including learning progressions and assessment rubrics, are used by teachers to inform the development of programs and teaching and learning activities. An increased level collaboration occurs between teachers across and between stages to share data and other information about student progress. This has allowed teachers to evaluate and modify their own practice and support improved student learning. A variety of structures for explicit student feedback on their learning has enabled students to have a clear understanding of how to improve their learning.

Teachers have had ongoing training in how to use data to evaluate student learning. They use a variety of tools to effectively evaluate student learning such as learning progression reports, SCOUT data and class assessment data. There is a coordinated approach to identify areas for improvement in student learning. Student learning data is used to allocate resources across the school to equitably support learning accommodations and adjustments for students.

Strategic links exist between teacher identified goals, school professional learning activities and school plan priorities. A consistent approach to professional learning has been embedded across the school and teachers are reporting on the success of their improved practice. Teachers are actively using the Australian Professional Standards to identify their areas for growth, this has led to an improvement in teacher practice.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading, Broulee Public School is positioned at Sustaining and Growing.

Broulee Public School staff have purposeful leadership roles based on professional expertise. Strategic financial management is used to maximise resources in implementing the school plan. The ongoing refinement of the SBAR and LMBR systems has provided more resources to support the school plan. We created in our workforce planning to additional teacher and SLSO staff to support teaching and learning.

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 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 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

### Excellence in Teaching

#### Purpose

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

#### Overall summary of progress

Staff have utilised Google docs to share programming, assessment and student data. This has created greater understanding of consistent teacher judgement and commonalities in programming.

Staff undertook training in learning progressions and are developing a greater understanding of their scope and ability to use in monitoring and catering for students academic achievement.

Common assessments were developed across stages in line with the whole school assessment policy, which was reviewed and updated during term 2. Teachers professional dialogue around student learning, comparing assessments and where to next has been influenced positively from this.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Use PLAN 2 and Learning Progressions to track student performance and analyse data and student growth.	\$6500 RAM Professional learning	School executive trained in learning progressions. Staff training at Staff Development Days and professional learning meetings.
Increased use of evidence-informed pedagogy by all teachers	\$1600 RAM professional learning	Training in Best Start and EDI for kindergarten teachers.
All staff use formative assessment to guide future direction for individual students and school		Staff used Staff Development Days and professional learning meetings to design, and compare student response to stage based common assessments.

#### Next Steps

Monitoring student progress through the use of Learning Progressions and using these to set targets and where to next for individual students will require further training and time to register students on the progressions.

Continued development of a range of common assessments and opportunities to compare student responses will improve teacher quality and skills in catering for their students.

Training in formative and summative assessments, visible learning and inquiry learning will increase staff capacity to assess student outcomes and develop learning activities to target next steps.

## 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

Monitoring of student learning has been enhanced by the development of a whole school assessment scope and continuum and allocation staff time to jointly mark and compare assessments between classes.

Staff have undertaken training in SCOUT NAPLAN data and have a greater understanding of the potential for examining individual student assessment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students will achieve their year appropriate expected growth in Literacy and Numeracy – 1 year of school = 1 year of growth.	\$1800 RAM funds	Executive released to examine and monitor school based and external assessments.
Increased number of Year 5 students demonstrating value adding as measured by NAPLAN data.	\$2000 RAM funds	Resourcing the implementation of MAat (Maths in Art) strategy across year 4 to 6.  Stage 3 team reviewed NAPLAN data during Stage meetings.

#### Next Steps

Further training for the development of staff capacity to design implement and unpack student and class assessments.

Broadening of the suit of tests, assessments and methods to identify student learning outcomes. This in turn leads to greater teacher capacity to address student learning needs.

### Strategic Direction 3

#### Leadership and School Culture

#### Purpose

To promote and inspire leadership that builds the capacity for excellence and innovation and fosters a culture of high expectations and shared responsibility.

#### Overall summary of progress

Class BLOGS are maintained and updated regularly to engage parents in accessing digital technologies.

ATSI parents were invited in to discuss the use of digital technologies and how they could be used to further the education and cultural awareness of all students. Ideas around using QR codes to identify resource plants around the school and tell a story in the front garden of the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parents demonstrating understanding and use of digital technology to network and communicate with staff and community.  Increased numbers of staff take responsibility for projects, cross stage activities and portfolio programs as measured through PDPs and Lead and HAT accreditation.	\$600 RAM funds  \$200 RAM Funds	Classes host a BLOG that parents can access to view teaching and learning happening with their students. Parents can communicate with their child's teacher via the BLOG.  ATSI meeting catering.

#### Next Steps

Technology committee to develop a plan for future directions in technology use in the school. Once we have devised the directions, plan and execute parental learning sessions on the targeted technologies.

Expansion of the use of ways teachers and classes communicate with families. This could include greater use of SENTRAL and web based aps.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$19,155 assigned to SLSO support for ATSI students.</p> <p>\$2350 assigned to teacher release to develop and review IEPs with families.</p>	<p>SLSO worked with classroom teachers to support improved outcomes in Literacy and Numeracy .</p> <p>Greater engagement from families in their ATSI student's learning .</p>
<b>Low level adjustment for disability</b>	<p>\$33,186 for SLSOs employed across the school each morning to provide small group and 1:1 support for targeted literacy interventions.</p>	<p>Targeted student intervention with Multilit and Phonemic awareness programs saw an increase in English outcomes for students.</p> <p>IEP's developed for students were implemented on a regular basis addressing specific needs of students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>0.629 FTE staffing allocation was topped up by 0.071 FTE RAM Funds to support early literacy development.</p>	<p>Targeted small group tuition took place due to an extra teacher being available to work in kinder to year 2 classrooms.</p> <p>Staff mentored in synthetic phonics program and other KLAs through releasing teachers to observe lessons and team teach.</p>
<b>Socio-economic background</b>	<p>\$56, 067 utilised to employ SLSOs across the school each morning to provide small group and 1:1 support for targeted literacy interventions.</p>	<p>Targeted student intervention with Multilit and Phonemic awareness programs saw an increase in English outcomes for students.</p> <p>IEP's developed for students were implemented on a regular basis addressing specific needs of students.</p>
<b>Support for beginning teachers</b>	<p>\$3,800 teacher release for beginning teachers to be mentored, supervised and attend professional learning.</p>	<p>Beginning teachers were supported through working with mentor teachers and supervisors to improve pedagogy, design and interpret assessments and develop quality teaching programs.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	163	177	193	204
Girls	145	163	169	167

The school enrolment trend data continues to show an upward growth pattern. The school is now at its largest since it opened with 15 classes and there is mounting pressure on the physical resources and amenities.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	93.1	95.2	93.7
1	91.9	93.1	95.6	93.5
2	94.2	94.5	92.9	93.1
3	92.8	94.7	92.6	93.6
4	94.5	93.4	94.8	92.3
5	93.5	94	94.1	93.6
6	94.4	93	94.6	94
All Years	93.7	93.7	94.2	93.4
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

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 concerns are closely followed up by staff and then if there is no improvement, by the executive. This includes phone calls home, meetings and eventually a referral to the Home School Liaison Officer (HSLO).

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.87

\*Full Time Equivalent

In 2018 the school has a mixture of experienced and new scheme teachers, with two teachers being identified as beginning teachers. This year we do 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 2018 the school had four staff gain their accreditation at proficiency level.

All staff participated in Berry Street Trauma training to increase their understanding and capacity to academically support students in their classroom experiencing social and emotional issues. Staff also trained in the use of the new learning progressions and mapped students in their class in areas of literacy.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	294,383
<b>Revenue</b>	3,265,530
Appropriation	3,141,201
Sale of Goods and Services	1,726
Grants and Contributions	119,233
Gain and Loss	0
Other Revenue	0
Investment Income	3,370
<b>Expenses</b>	-3,095,213
Recurrent Expenses	-3,095,213
Employee Related	-2,864,091
Operating Expenses	-231,122
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	170,318
<b>Balance Carried Forward</b>	464,701

Our school is still currently adjusting to the new financial system as part of the LMBR program and the Principal and the new SAM are currently attending training opportunities to become more familiar with it's working. Funds expended on supporting student learning and equipment ensured extra teacher and SLSO support for students in the classroom.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,552,058
Base Per Capita	70,000
Base Location	8,978
Other Base	2,473,080
<b>Equity Total</b>	185,919
Equity Aboriginal	21,505
Equity Socio economic	56,067
Equity Language	2,283
Equity Disability	106,065
<b>Targeted Total</b>	116,623
<b>Other Total</b>	111,434
<b>Grand Total</b>	2,966,034

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

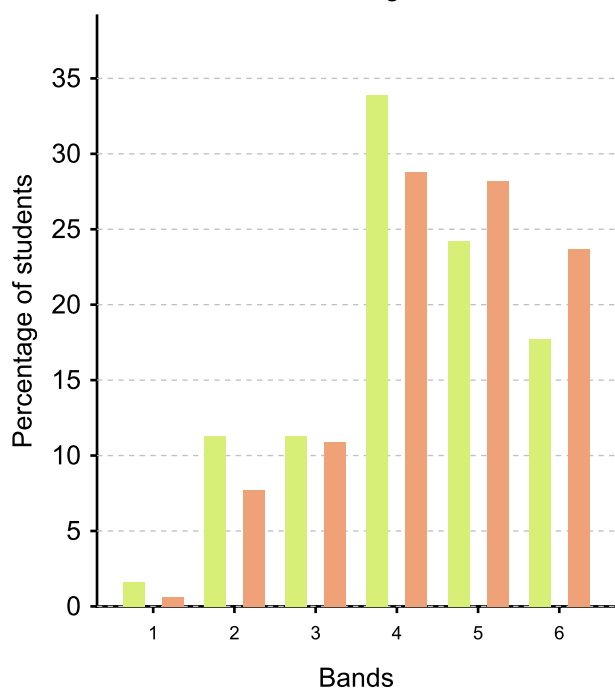
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

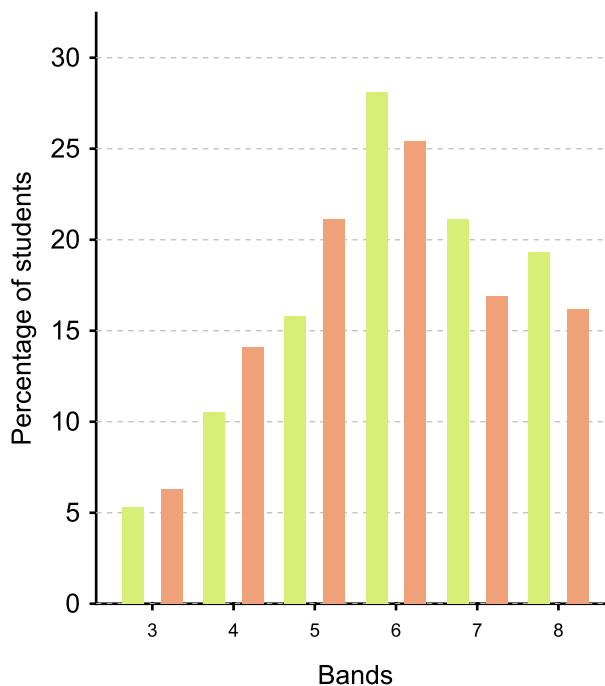
Literacy continues to be a focus at Broulee Public School, with a whole school approach towards literacy as life long learners. Significant investment in the Synthetic Phonics program in our junior years form the basis of our good results. Our year 5 results continue to demonstrate an upward trend in all literacy areas. Spelling and reading area a strength in both year 3 and year 5.

**Percentage in bands:**  
Year 3 Reading



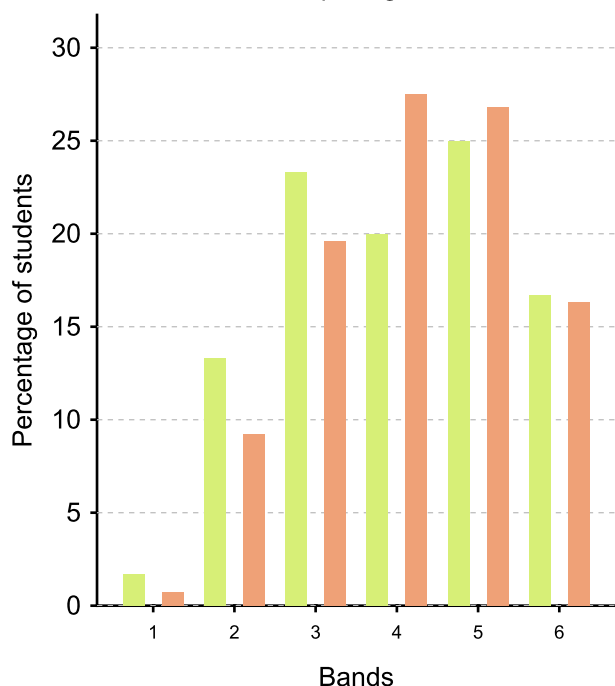
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



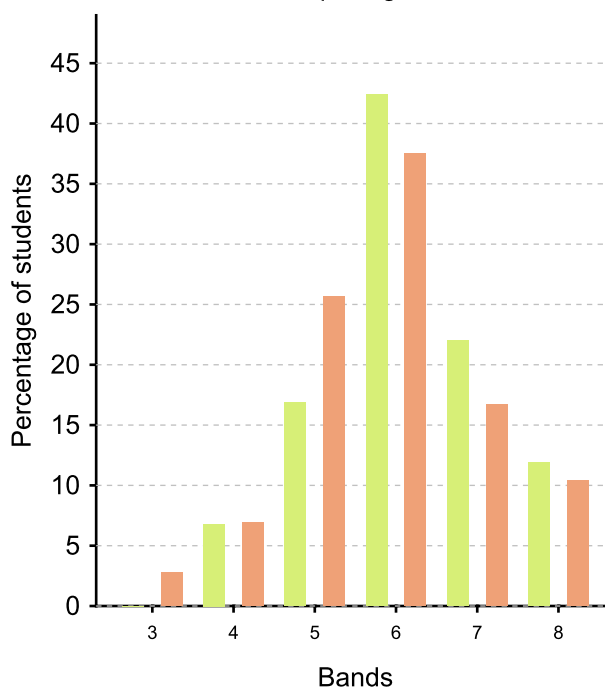
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

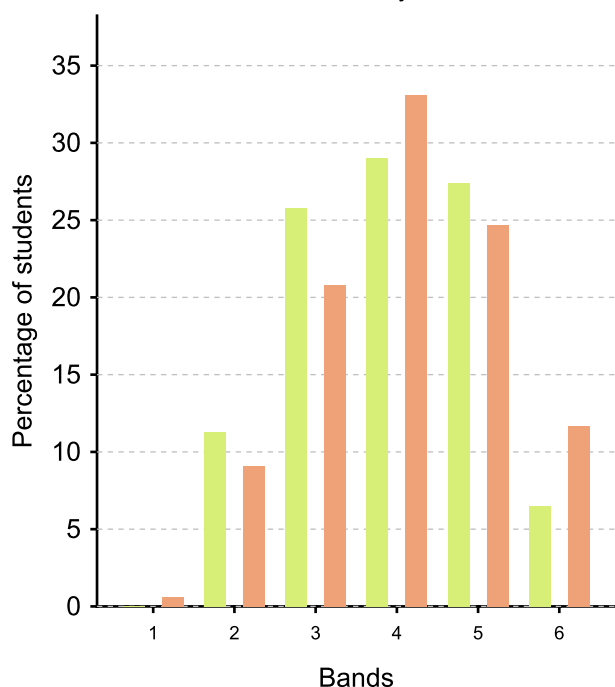
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

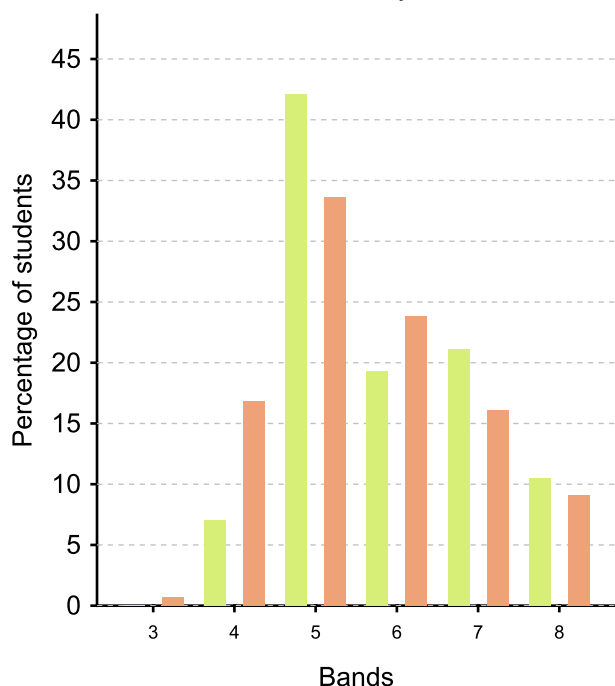
Our focus of increasing the percentage of students achieving in higher bands has resulted in increased growth between year 3 to year 5. Broulee Public School experienced an 11% increase in students achieving at or above expected growth. Programs such as movement in Maths and Maths in Art (MArt) have been implemented to help drive this increase.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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.>

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Broulee Public School continues to strive to attain high standards for all students. with over 40% of our year 5 students being placed in the top 2 bands and a third of our year 3 students achieving the same. We continue to support our ATSI students to continue their growth and skill development with no change to the number of ATSI students achieving in the top 2 bands.

## Parent/caregiver, student, teacher satisfaction

In 2018, Broulee Public undertook the Excellence In School Service Survey. This survey recognises all children deserve to be educated in a school that delivers positive experiences – one where good customer service facilitates high-quality teaching and learning. Research around the world demonstrates that effective schools have high levels of parental and community engagement. Guided by this knowledge, schools are making customer service a priority.

Surveys were made available to parents, community and staff, focussing on the four key areas– does the school:

- Communicate effectively;
- Commit to customer service;
- Work collaboratively; and
- Have consistency and vision in planning.

In all areas the school performed well, identifying key strengths in:

- Ethical behaviour – I see administrative staff performing their duties in a manner that is respectful, honest and ethical.
- Inclusivity – Administrative staff are respectful of and sensitive to all cultural backgrounds in their interactions.
- Customer service – Administrative staff respond professionally and with sensitivity to customers.

A summary of the school results indicate a need to better communicate the school vision and plan to staff and community.

Cluster / Competencies	Avg. Total Others Rating	Level of Performance	Always
<b>Communicate effectively</b>			
Information - Quality and ease of use	2.9		
Engagement with others	2.7		
Values	2.7		
<b>Commit to customer service</b>			
Inclusivity	3.0		
Customer service	3.0		
Community partnerships	2.6		
Empathy	3.0		
<b>Work collaboratively</b>			
Teamwork	2.8		
Collaboration is valued and recognised	2.8		
Process collaboration	2.6		
<b>Consistency and vision in planning</b>			
Ethical behaviour	3.0		
School vision	2.2		

## 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 with some students holding leadership positions including House Captains.

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 multicultural activities held across the whole school and within stages. 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.