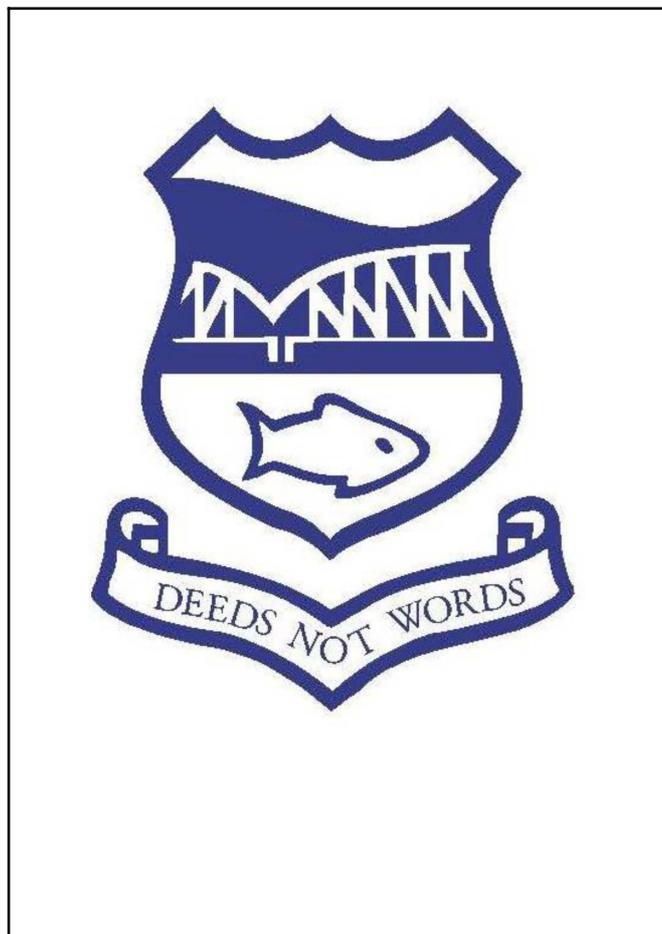


Brooklyn Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Brooklyn 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.

School contact details

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Message from the principal

This report has been completed on behalf of the previous Principal and, to the best of my knowledge and understanding from information available, is a clear and accurate representation.

It has been an absolute pleasure joining the wonderful Brooklyn community as the new Principal in 2020 and I look forward to working with the students, parents and staff on our journey towards excellence.

Kelly Cartwright

Principal

Brooklyn Public School

School background

School vision statement

At Brooklyn Public School we believe that our students will be prepared for the exciting challenges they face in the future as they realise their potential within a caring and nurturing learning environment.

Innovative learners develop in a collaborative environment, where educators, students and the community work together. Student learning and success is the collective responsibility of the school community. A considered and planned approach is adopted to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

School context

Brooklyn Public School is situated on the banks of the Hawkesbury River. Students come from the local communities of Brooklyn, Dangar Island, Mooney Mooney, Bar Point and other boat access only points in the river. These unique locations mean that many of the students travel to school by ferry and bus.

The school provides an extensive, well-balanced curriculum. There is a high level of expertise amongst educators at Brooklyn Public School and a strong focus on all key learning areas.

The students have access to extra-curricular activities both in and out of school hours. Interested students have the opportunity to join the school band and there are many visiting tutors who provide tuition for a range of instruments. Brooklyn Public School celebrates student achievements through a broad range of school and community events, festivals and performances.

The school is well equipped with the latest technology that allows teachers and students to access information and manipulate computer programs that enhance teaching and learning. Students have the opportunity to enjoy flexible learning spaces within classrooms that allow them options for maximising their engagement with each other and the curriculum.

The school community is committed to ensuring that students are aware of their connection to and responsibility for the local environment. Learning about the positive impact we can have on the world around us is considered to be an important aspect of an holistic education.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality teaching, sound educational practices.

Purpose

Quality teachers know their students well and are committed to partnering with them to achieve their potential. They engage students in meaningful learning experiences leading to deep understandings. Quality teachers participate in focused professional learning that engages them in evidence-based teaching practices and strengthens their confidence to use their professional judgements. Sound educational practices reflect current trends in education that are known to engage students and positively impact student achievement and wellbeing.

Improvement Measures

Regular analysis of teaching programs show all teachers are using explicit teaching strategies designed to increase the percentage of students achieving top two bands in NAPLAN.

Classroom observations of teaching strategies show evidence of evidenced-based educational practices.

20% increase in parent feedback affirming the school's strategic direction in relation to the delivery of quality teaching experiences.

Progress towards achieving improvement measures

Process 1: Teachers know students well and understand their academic, social, emotional, physical and spiritual needs. Teachers use language related to the promotion of a growth mindset.

Teachers deliver high quality explicit teaching and learning experiences. Teachers engage in professional learning and professional discussion to increase their capacity to use data to inform their programming.

Evaluation	Funds Expended (Resources)
<p>Teaching staff have participated in professional learning opportunities with specialist Departmental officers to ensure all teaching and learning plans meet the Australian Professional Standards for Teachers. The focus of these sessions have been to review and enhance quality lesson design. Subject specialists have worked with staff to bring a stronger collective understanding of quality teaching and build their capacity to deliver high quality teaching and learning experiences.</p> <p>Our future work will involve staff establishing consistent whole school assessment processes to address the learning needs of individual students. This will ensure lesson design targets student outcomes in the context of multi stage classes. Literacy will continue to be a large focus for developing quality lesson design and improving student outcomes.</p>	<p>Equity: \$5000 for quality literature and library books</p> <p>Professional learning: \$714</p> <p>Equity: approximately \$5000 for casual relief and course fees</p>

Strategic Direction 2

Lifelong learners who connect, thrive and succeed.

Purpose

Lifelong learners take a shared responsibility for their own learning. They are confident and creative and understand the capabilities important for 21st century learning. They identify, explore and clarify information; generate innovative ideas and possibilities, reflect on their thinking processes and evaluate information. They confidently apply their skills and understandings to new problem solving situations.

Emotionally intelligent learners reflect on their own learning, have a desire to reach their potential, know their value in the world, continue to discover and experience the joy of learning and develop healthy relationships.

Improvement Measures

The number of students to achieve top 2 band results in NAPLAN to increase by 15%.

Students report achievement of learning goals as evidenced in personal learning diaries and collected work samples.

Progress towards achieving improvement measures

Process 1: Students are supported to produce quality outcomes. Students learn to engage with differentiated learning experiences that support them to achieve their potential. Students regularly revisit school expectations. The language of these expectations is used by the school community to build a culture of excellence in character and behaviour. Students develop an understanding of the need for high levels of emotional intelligence through explicit teaching and building a common language for students to use.

Evaluation	Funds Expended (Resources)
<p>In 2019, the 'School Parliament' initiative was strengthened and enhanced. The purpose of this initiative was to empower students to have a voice in school decision making and build a cohesive, collective responsibility for school improvement. Underpinning this initiative was a solution oriented, growth mindset approach and all students were encouraged to suggest improvements for the school. This initiative to date has been very successful and will be expanded to ensure a more active student voice in the classroom.</p> <p>Staff continue to analyse the information from this assessment to identify key aspects for improvement. Only a small cohort of students sat the NAPLAN measures in 2019. Progress was made in their achievements, especially in Year 3 reading and numeracy with 100% of students achieving in the top 2 bands in reading. Overall our growth in the percentage of students in the top two bands has increased by over 10%.</p> <p>Our focus on developing explicit assessment strategies was not completed in 2019, given the priority for professional learning around the English syllabus. Significant work will take place in 2020 and beyond in our journey towards implementing rigorous teaching and assessment practices. This will include formative assessment that drives curriculum delivery at the point of every students' instructional need.</p>	<p>Integration Funding: \$26965 for SLSO support</p> <p>Equity: \$5000</p>

Strategic Direction 3

Informed school community, shared responsibility.

Purpose

An informed school community holds high expectations for student self-belief, develops clear understandings about 21st century learners and ways they can support students' education and continues to be updated about school systems, policies and strategies for implementation of NSW syllabus documents.

Shared responsibility positively impacts student achievement and promotes a holistic approach to the education of successful citizens who demonstrate the dispositions to flourish and thrive now and in the future.

Improvement Measures

Increase in attendance at P&C meetings, parent information evenings and community meetings inform parents regarding trends in education and how to support student achievement.

Progress towards achieving improvement measures

Process 1: Students engage in decision making with staff and parent body concerning visions and directions for school programs. Parents share their work skills to inspire and motivate students to be hopeful about the contribution they can make to society. Engage parents in opportunities to further their understanding of the educational process.

Evaluation	Funds Expended (Resources)
<p>In 2019, the school revised the newsletter design based on feedback from parents. Skool loop was also introduced to support positive steps toward greater and more immediate communications between home and school.</p> <p>In 2020, the school will undertake a range of measures to canvas parental feedback on curriculum topics and different school matters to ensure relevant and informative home-school forums are established that meet the community's needs. The school will also participate in the Tell Them From Me parent, staff and student surveys which will provide the school with additional information to help guide improvement initiatives.</p> <p>Participation at P&C meetings and support for P&C activities continue to be a priority as we better engagement with our valued parent community. As we move forward into 2020, the school is committed to ensuring that every student is known, valued and cared for as we strengthen our connection with the whole school community.</p>	No funds expended.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Funding \$2443	One staff member from Brooklyn attended the Caring For Country course run at Mugomurra. That staff member up-skilled the staff at Brooklyn on Aboriginal practices and land use. It enabled teachers to integrate Aboriginal Education into the school's History and Geography curriculum. Staff attended a canoe session on the Hawkesbury River learning about important Aboriginal sites and practises. Teachers attended the Network for Environment and Sustainability Teaching (NEST) meetings throughout the year sharing Aboriginal Education resources. A local Aboriginal Educator from the AECG held a Professional Learning session with all staff on Aboriginal practices and resources. He shared local experiences and tools to enable teachers to teach Aboriginal Education.
Quality Teaching, Successful Students (QTSS)	QTSS funding: \$14548	Team teaching opportunities were explored, where teachers could engage in professional feedback on their practice.
Socio-economic background	Socio Economic funding: \$41365	Refer to SD1 and SD2.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	44	43	48	40
Girls	40	38	34	35

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	90.6	94.5	89.4
1	93.1	92.7	88.7	91.5
2	94.4	93.5	92.5	89.3
3	95.3	93.7	94.2	96.3
4	91.8	93.7	95.4	92.3
5	95.2	92.7	95.2	93
6	95.3	95	90.5	90.9
All Years	94.2	93.3	93.3	91.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	143,868
Revenue	929,844
Appropriation	878,136
Grants and contributions	50,122
Investment income	1,587
Expenses	-909,340
Employee related	-777,611
Operating expenses	-131,729
Surplus / deficit for the year	20,504

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	11,525
Equity Total	35,870
Equity - Aboriginal	0
Equity - Socio-economic	2,518
Equity - Language	2,537
Equity - Disability	30,816
Base Total	786,058
Base - Per Capita	19,240
Base - Location	3,315
Base - Other	763,502
Other Total	41,583
Grand Total	875,037

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.

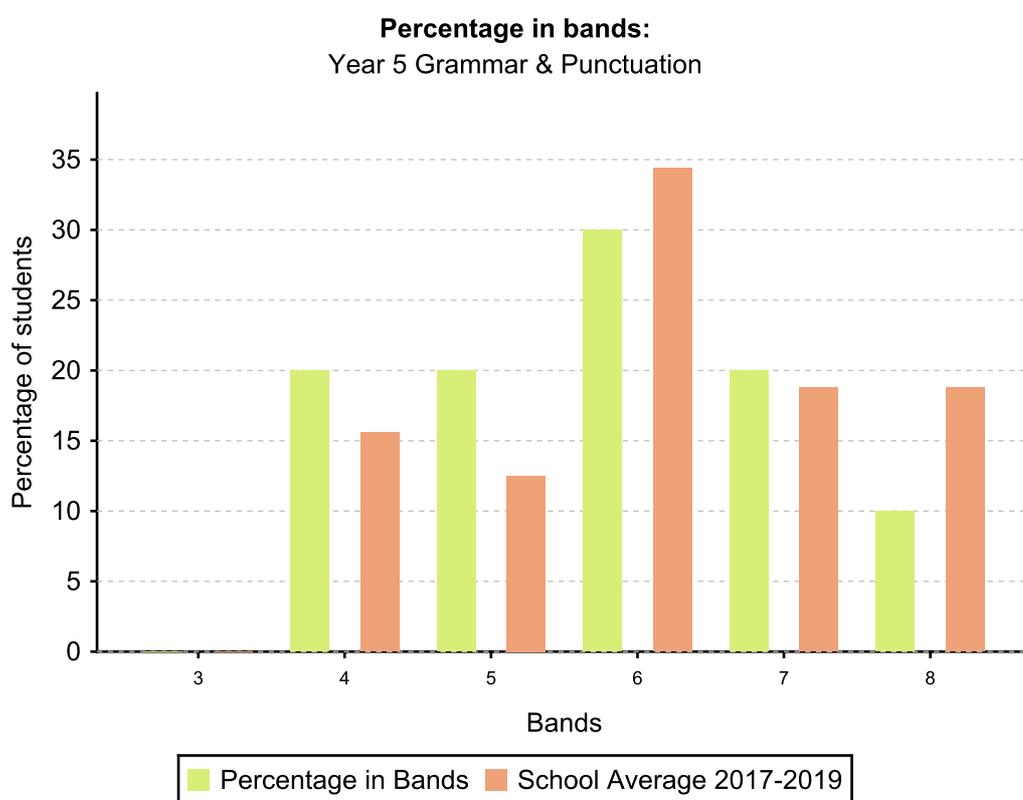
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

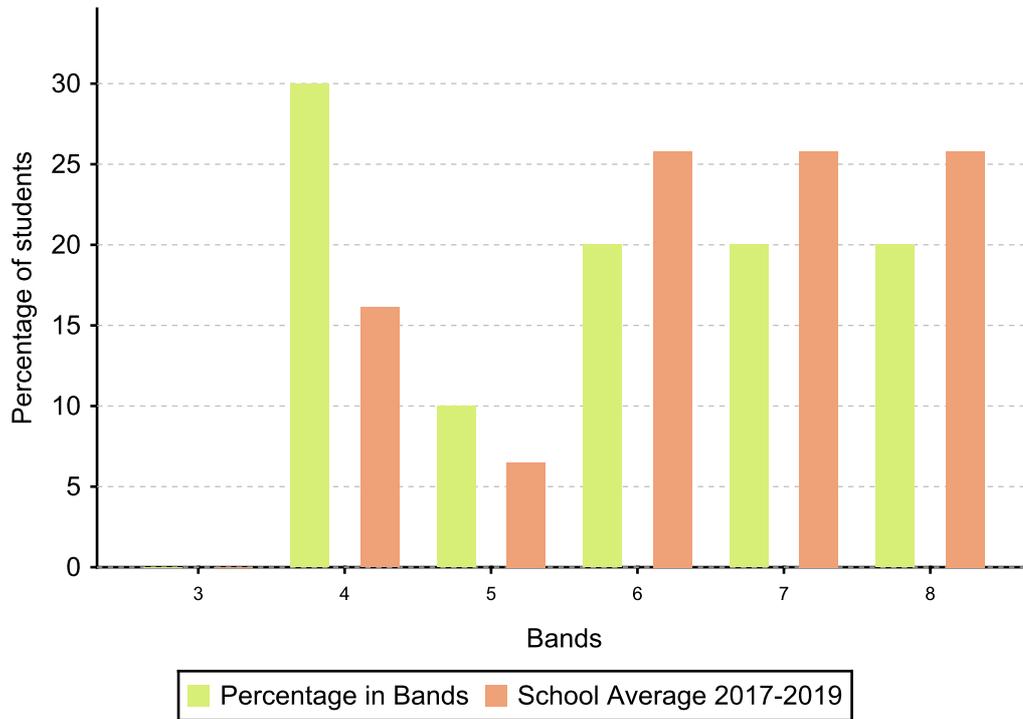
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



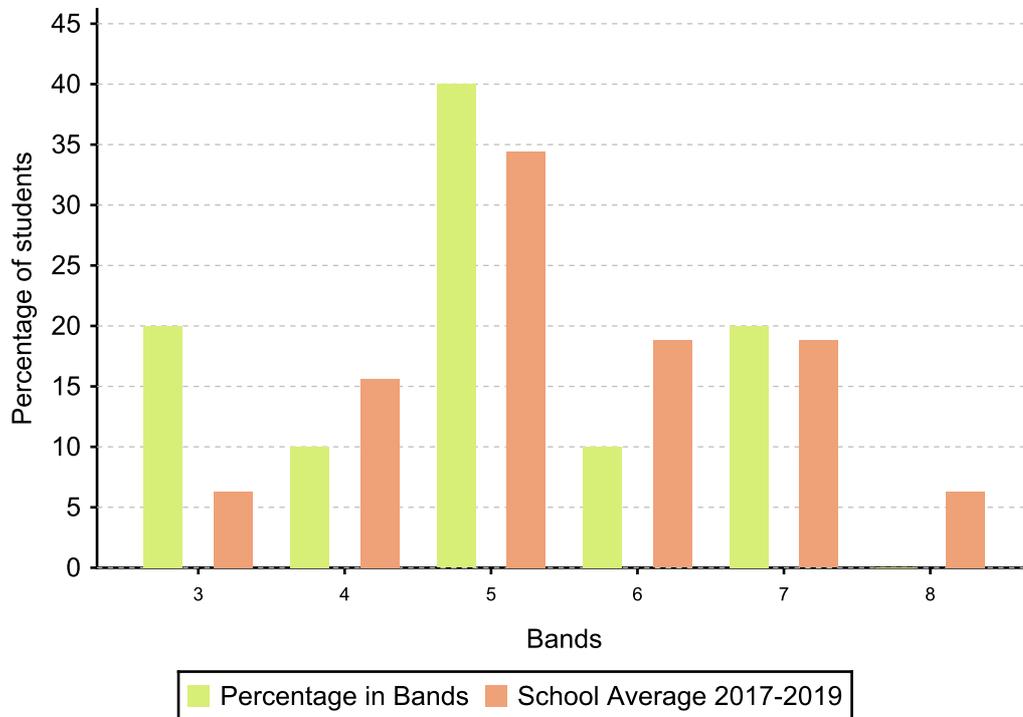
Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	20.0	30.0	20.0	10.0
School avg 2017-2019	0	15.6	12.5	34.4	18.8	18.8

Percentage in bands:
Year 5 Reading



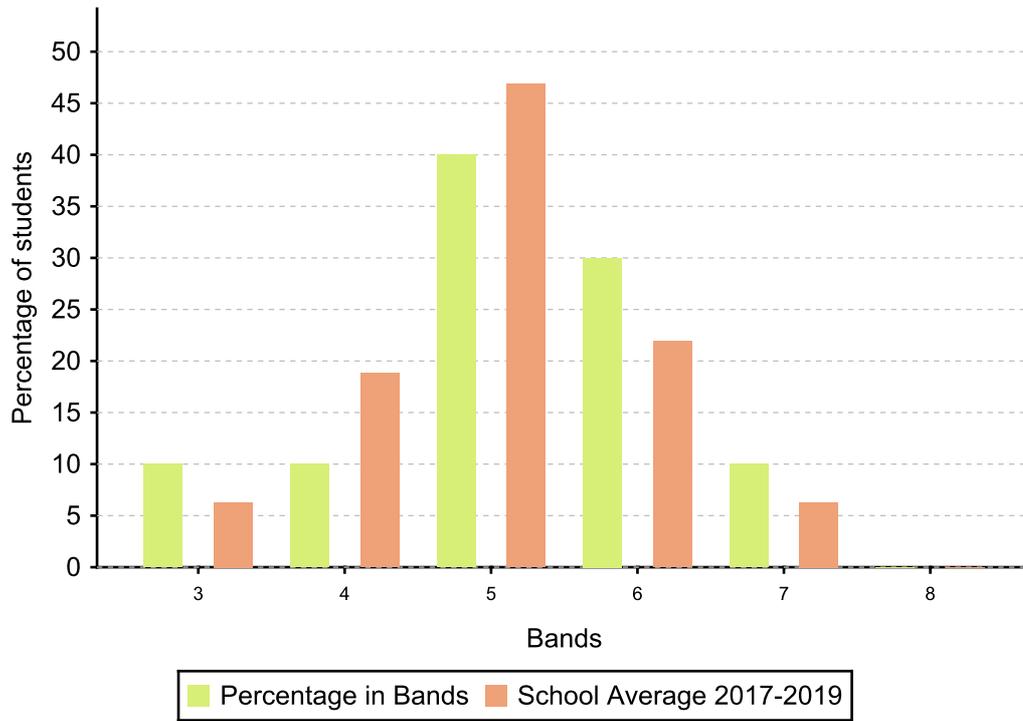
Band	3	4	5	6	7	8
Percentage of students	0.0	30.0	10.0	20.0	20.0	20.0
School avg 2017-2019	0	16.1	6.5	25.8	25.8	25.8

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	20.0	10.0	40.0	10.0	20.0	0.0
School avg 2017-2019	6.3	15.6	34.4	18.8	18.8	6.3

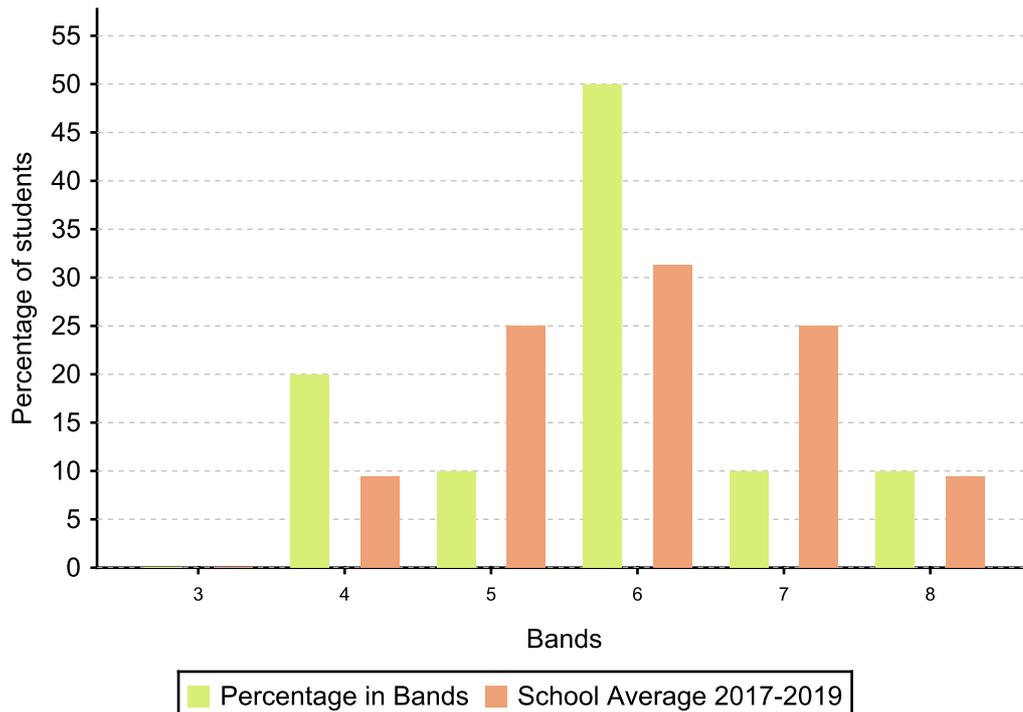
Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	40.0	30.0	10.0	0.0
School avg 2017-2019	6.3	18.8	46.9	21.9	6.3	0

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	10.0	50.0	10.0	10.0
School avg 2017-2019	0	9.4	25	31.3	25	9.4

Parent/caregiver, student, teacher satisfaction

Unfortunately, feedback from our students, staff and parent community in 2019 is not available. Student, staff and parent surveys and forums are planned for 2020 to provide valuable feedback to the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.