

# Brisbania Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Brisbania 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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# School background

## School vision statement

Brisbania Public School nurtures students to become successful, confident, creative, lifelong, resilient, contemporary learners who reach their full potential as they strive to *Believe, Persevere* and *Succeed*.

## School context

Brisbania Public School is a community focused school located at Saratoga on the Brisbane Water Peninsula of the Central Coast. Brisbane Public School is on the traditional land of the Guringai and Darkinjung people.

Brisbania PS is held in high regard by the community. Students come from a variety of backgrounds.

The school has 445 students in 17 classes with a strong academic, sporting and creative focus for our actively engaged and respectful students. We receive funding for our following programs: Literacy and Numeracy, Aboriginal, Equity, Low Level Adjustment for Disability Funding, Integration Funding and support for beginning teachers– Great Teachers Inspired Learning (GTIL)

Our dedicated and professional staff work in partnership with very strong, supportive parents and community to ensure that every student reaches their full potential in a friendly and safe environment. In 2015, Language, Learning and Literacy (L3) was implemented in Kindergarten. In 2016, Focus on Reading was implemented and Inquiry based learning was a focus K–6.

In late 2016, Brisbania PS commenced participation in the "Bump It Up" initiative. This initiative is focused on increasing the percentage of students achieving in the top 2 bands of NAPLAN Reading and Numeracy. This focus will continue in 2020 with our High Expectations Strategic Direction for a 2022 goal of 48.8% in Reading and 38.9% in Numeracy.

We are a member of the Erina Learning Community (ELC) with strong links to Erina High School, our partner primary schools and Tjudibaring Local AECG.

Parent and community participation is highly valued at Brisbania PS. Our very active P&C contributes positively to our school community. They work tirelessly to provide much needed funds to assist in the purchase of additional resources. Volunteers assist in classrooms, coaching and transporting students to events and in the canteen.

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

## Strategic Direction 1

### Critical and Creative Thinking

#### Purpose

To prepare every student to work collaboratively and think critically and creatively through contemporary, innovative, quality teaching and learning practices.

Major SEFV2 links (not limited to this SD)

Learning – Learning Culture, Curriculum, Assessment, Reporting

Teaching – Learning and Development, Effective Classroom Practice

Leading – School Planning, Implementation and Reporting, School Resources, Management Practices and Possesses

#### Improvement Measures

The Technology aspect of the Eight Drivers of Student Learning increases to meet or exceed the NSW Government Norm (Baseline 5.8 compared to 6.7 for the State in the 2017 TTFM teacher survey).

Survey Monkey will also be used to survey students' use of technology and future directions.

In the element of social and emotional outcomes "students are interested and motivated in their learning" the school score will increase from 70% to meet or exceed the NSW Government norm (Baseline 78% in 2017)

Survey Monkey will also be used to survey students on their engagement, motivation and interest.

#### Progress towards achieving improvement measures

**Process 1:** Implement and embed a whole school approach to contemporary learning.

Evaluation	Funds Expended (Resources)
Use of STEM has increased across the school this year with the use of borrowed STEM kits and incorporation of technology commented on in end of year reports.  The introduction of weekly technologies sessions across all Stages to develop coding skills with students. Staff still require training to be upskilled in this area in 2020.	Student report comments  Food for showcase  Resources for STEM projects.  <b>Funding Sources:</b> • SBAR– Technology (\$4000.00)

**Process 2:** Implement and embed a whole school approach to critical and creative thinking.

Evaluation	Funds Expended (Resources)
High potential students identified and passed on to 2020 teacher via transition sheets and discussion.          2020 will see a bigger focus on High Potential students, differentiated programming and critical and creative thinking across KLAs.	Programs  Daily lessons across KLAs

## Strategic Direction 2

### Wellbeing and Equity

#### Purpose

To develop, connect and support students, staff and community empowered with understanding, knowledge and skills to manage health, wellbeing and equity.

Major SEFV2 links (not limited to this SD)

Learning– Wellbeing, Curriculum, Reporting, Learning Culture

Teaching– Effective Classroom Practice

Leading – Educational Leadership, School Resources, Management Practices and Processes

#### Improvement Measures

Advocacy at School–school score exceeds NSW Norm (Baseline 7.6 school to 7.7 State 2017). Positive Teacher–Student the school score exceeds NSW Govt (Baseline 8.5 for school compared to 8.4 for State 2017).

75% of students achieved greater than or equal to expected growth in Reading with 61.7% in Numeracy (2017). Trend data for Year 3 will continue to be above NSW DoE– Reading–440.7 and DoE in Numeracy– 410.9 compared to 409.7 and will aim to reach state 416.1. Year 5 will continue to be above DoE–Reading– 508.0 and aim to reach or better state 500.65 and aim to match or better state in Numeracy–489.4 compared to 499.6 state.

The percentage of Year 3, 5 and 7 students in the top two bands in Reading and Numeracy increases from 29% 2016 to 35.6% 2017 to 42% 2019 –value add of sustaining and growing.

#### Progress towards achieving improvement measures

**Process 1:** Implement and embed a whole school approach to equity.

Evaluation	Funds Expended (Resources)
Students who have received extra support from LaST, ESL teacher, SLSO or SWO have support reflected in General comment on Semester Two report.  Transition to partner high school for all Year 6 students attending, transition program also in place for vulnerable students.  Early Stage One transition to school – completed. Extra support offered to those students who have additional learning needs.  Access requests submitted to support students.  Whole school transition for students moving from one stage to another.  Liaison with school's infrastructure to support physical modifications to Brisbania Public School to accommodate student needs.	

**Process 2:** Implement and embed research–based wellbeing initiatives.

Evaluation	Funds Expended (Resources)
SWO extremely effective in role supporting students through flexible timetable, following LAST team directives.  You Can Do It (YCDI) continues to develop and student's success is celebrated through barbeque and colour run.	

### Strategic Direction 3

#### High Expectations

#### Purpose

To continue to build teacher's capacity in delivering contemporary, quality, differentiated teaching and learning programs with clear learning intentions for all students.

Major SEFV2 links (not limited to this SD)

Learning– Curriculum, Assessment, Reporting, Student Performance Measures, Learning Culture

Teaching– Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Resources

#### Improvement Measures

90% of students K–2 will be reading at or above the following levels: Kinder – 8, Year 1 – 18 and Year 2 – 26 (Based on Plan Continuum)

90% of students meet or exceed SENA benchmarks.

Aboriginal Students 30% in top two bands (where data is significant) or each student reaches expected growth.

#### Progress towards achieving improvement measures

**Process 1:** Implement and embed a whole school approach for high expectations in Literacy for all students.

Evaluation	Funds Expended (Resources)
<p>Google forms completed for K–6 Language conventions assessments for 2020.</p> <p>Reading levels entered for 2019 to assist 2020 teachers.</p> <p>Semester Two reports accurately reflect student progress and areas for further development.</p> <p>Having the Higher Expectations Mentor on class two days a week and having to step up to Principal role for 4 weeks in Term 2 has made the intervention less effective than in 2018. In 2020, the High Expectations Mentor role will return to 5 days a week to increase Literacy and Numeracy support across the school.</p>	

**Process 2:** Implement and embed a whole school approach for high expectations in Numeracy for all students.

Evaluation	Funds Expended (Resources)
<p>Learning progressions trialled by stages.</p> <p>Google forms completed for K–6 Maths and Language conventions assessments for 2020.</p> <p>Semester Two reports accurately reflect student achievement and areas for development.</p> <p>Classes using SENA , record results.</p> <p>High Expectations mentor role to return to 5 days a week in 2020 to support Numeracy improvement focus, as not effective at 3 days this year.</p>	<p>Casuals</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• SBAR–PL (\$3000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		<p>Aboriginal students' PLPs used to report on goals.</p> <p>A better follow up on PLP goals is needed in 2020. The History and Geography committee to review PLP proforma and timeline.</p> <p>Extra money in 2020 needs to be expended on student support and cultural activities.</p> <p>Aboriginal Committee to have a stronger presence within the school setting with commitment and focus throughout the year on student needs, staff professional learning and community involvement to enhance and appreciate Aboriginal Culture.</p> <p>Appreciate and utilise the skills and expertise of our Aboriginal staff, Aboriginal Team at School Services and our local AECG Tjudibaring.</p>
<b>English language proficiency</b>		<p>Comments for students receiving EALD support added to report.</p> <p>A review of program effectiveness showed that a similar approach in 2020 will be followed with the same teacher supporting students.</p>
<b>Low level adjustment for disability</b>		<p>Reports state that students have received extra support via SLSO intervention.</p> <p>Flexibility being the key to supporting all students.</p> <p>Continuation of SLSO support in class and playground in 2020 to give optimum support to students on Integration Funding and their teachers</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>Staffing of Executive in 2020 will determine the support given to staff. 0.2 of Literacy and Numeracy support will be married with QTSS to form a 1.0 position for "HEM" or EXEC support. Effective Stage and Bump it Up support has been implemented throughout the year in literacy and numeracy.</p>
<b>Socio-economic background</b>		<p>Limited support from School Services at Tuggerah office, has not aided our BIU goal. at all this year</p> <p>ES1 and S1 support has been praised by Exec and staff for supporting students.</p> <p>A review of how S2 and S3 support has increased student outcomes, will determine method of support in 2020.</p> <p>The need for continued small group support will be included in planning for 2020 on RFF/ Library/Literacy and Numeracy/ timetable.</p> <p>Flexible SLSO support will continue to be</p>

<b>Socio-economic background</b>		used as in 2019 to support students and their teachers.
<b>Support for beginning teachers</b>		Funds will roll over to 2020 to support teachers in Term One on new classes, to continue their accreditation journey and to assist with their development of K–6 teachers at Brisbania PS.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	229	228	233	219
Girls	229	242	242	226

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	93.7	93	93.6
1	93.1	93.4	93.3	92.3
2	93.3	94.1	92.8	92.6
3	94.1	93.8	93.9	93.1
4	93.5	93.3	93.5	92.9
5	93.2	94.1	92.5	92.2
6	93.9	93	91.7	90.1
All Years	93.6	93.6	93	92.4
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
Assistant Principal(s)	4
Classroom Teacher(s)	16.34
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.48

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	687,333
<b>Revenue</b>	4,035,413
Appropriation	3,772,111
Sale of Goods and Services	22,387
Grants and contributions	220,096
Investment income	5,095
Other revenue	15,724
<b>Expenses</b>	-4,159,557
Employee related	-3,716,174
Operating expenses	-443,384
<b>Surplus / deficit for the year</b>	-124,145

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	123,652
<b>Equity Total</b>	187,397
Equity - Aboriginal	14,943
Equity - Socio-economic	39,780
Equity - Language	4,809
Equity - Disability	127,865
<b>Base Total</b>	3,089,487
Base - Per Capita	111,453
Base - Location	0
Base - Other	2,978,034
<b>Other Total</b>	233,082
<b>Grand Total</b>	3,633,618

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

In March, students were surveyed using the Tell Them From Me Survey (TTFM). 164 students in Years 4 to 6 undertook the TTFM survey. This was 90% of the student cohort.

### Social– Emotional outcomes

73% of students compared to 83% state wide had a high rate of participation in sports. Increased participation from 2018.

Brisbania PS had 7% lower for girls and 9% lower for boys than NSW Government norms. This was a decrease from 2018.

In Extracurricular activities we were 17% lower than the norm.

Brisbania PS data showed that the students were higher than the norm for positive behaviour at school.

Brisbania PS was 32% lower for positive homework behaviours than the norm. This was much lower than in 2018.

Brisbania PS were 9% lower than state norm for a positive sense of belonging and 5% lower for valuing schooling outcomes.

Students were 16% lower than the norm on interested and motivated and 4% lower on effort and value schooling outcomes.

Brisbania PS had 45% of students with high skills and high challenge in English and Maths. 26% found English and Maths challenging and were not confident of their skills.

### Drivers of Student Outcomes

Brisbania PS was 0.5% lower for Relevance, 0.6% lower for Positive teacher–student relations, 0.7% lower for Rigour, 0.6 % lower for effective learning time and 0.7% lower for advocacy at school and 0.9% for positive learning climate.

Brisbania PS data shows 4% lower for Victims of bullying and 1% lower for expectations for success.

### Demographic factors

95% of students were born in Australia and 8% are Aboriginal. This is not accurate from school data.

### Aboriginal students (not accurate)– 8%

### University– When I finish High school, I expect to go to university

35%– Strongly agree 31%– Agree 23%– Neither agree or disagree 4%– Disagree 7%– Strongly disagree

### Student perseverance

49% of girls compared to 35% of boys have high perseverance levels to pursue their goals to completion, even when faced with obstacles.

Brisbania did not complete the second student survey due to our musical and the staff being aware that some of the data is inaccurate.

In 2019, parent satisfaction was measured via the P&C meetings general business section each month, general conversations with parents, emails and teacher feedback from parent meetings. Issues were addressed as soon as possible after being raised. As a result, in 2020, focus groups will be run to ascertain how we can improve communication, parent engagement, parent participation in all events, Support with Literacy and Numeracy at home and strategies to deal with anxiety and resilience. The Parent TTFM survey and a Survey Monkey school initiated survey will also be used again for data collection.

As a follow up to staff feedback via The People Matter Survey, staff were given a school initiated survey that was addressed by Executive as well as a box being placed in the staffroom for Executive to read staff issues, compliments, suggestions on a regular basis. Teachers will complete the TTFM survey again in 2020 and there will again be follow up after The People Matter survey.

In 2020, more Aboriginal Community engagement will also be a focus.

# 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.