

Brooke Avenue Public School

2019 Annual Report



4566

Introduction

The Annual Report for 2019 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.

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 460students, 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 2015the school became a part of *Early Action for Success* to provide three tiers of intervention support for students inK–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 theother 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

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>

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.

Improvement Measures

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%

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)

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)

Overall summary of progress

Our aim to create flexible and engaging classrooms, that differentiate and provide feedback to all students has been a strong focus of ongoing Professional Learning led by our two Deputy Principal, Instructional Leaders. 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 teaching and learning.

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.

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 in Literacy and Numeracy. Formative and summative assessment techniques are supporting the identification of students requiring intervention.

Progress towards achieving improvement measures

Process 1: Embed enquiry based learning and differentiation into teaching practice to ensure student engagement

Evaluation	Funds Expended (Resources)
Leadership Survey Classroom Observations IC notes	Funding Sources: • Socio-economic background (\$27000.00)

Process 2: Implement processes and systems to identify and support students requiring extra intervention.

Evaluation	Funds Expended (Resources)
Student success measured through data analysis and growth Survey results from whole school	Funding Sources: • Socio-economic background (\$3000.00)

Process 3: Establish consistent, high standard practices in learning support, curriculum, professional learning, performance development and student success

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
What interventions has the student previously received? Data, Teacher observations, LST minutes Are staff using new knowledge in their teaching? PL surveys, Teaching and Learning programs	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$7000.00)

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-6
- Continue providing tiered interventions for identified students K-6
- Instructional Leaders to continue providing coaching and mentoring to teaching/support staff K-6
- Continue Professional Learning for SLSO's to support implementation of Tier 3 interventions
- Continue implementing 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.

Improvement Measures

Increase the proportion of NSW students in the top two NAPLAN bands in Reading and Numeracy by ten per cent by 2020

(Baseline data rolling average 15, 16, 17)

Year3 Reading 32%, Numeracy 21%

Year5 Reading 15%, Numeracy 7%

Year7 Reading, 11% Numeracy 8%

Increase the proportion of Aboriginal students in the top two NAPLAN bands in Reading and Numeracy by thirty five per cent by 2020

(Baseline data rolling average 15, 16, 17)

Year3 Reading 17.1%, Numeracy 17.1%

Year5 Reading 11.4%, Numeracy 2.4%

Year7 Reading, 2.8% Numeracy 0%

Overall summary of progress

Our goal to engage every child with a differentiated and challenging curriculum is being driven by quality teaching and learning practices across the school. 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.

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.

Progress towards achieving improvement measures

Process 1: Embed quality research informed Literacy practices

Evaluation	Funds Expended (Resources)
What does writing look like K–6? Data, Instructional Coaching, Writing samples mapped against Learning Progressions	Funding Sources: • Socio-economic background (\$60000.00)

Progress towards achieving improvement measures

Evaluation through staff surveys

Process 2: Embed quality research informed Numeracy practices

Evaluation	Funds Expended (Resources)
What PL has been sourced? Term 2 PL Schedule How is assessment being used to drive teaching? Is there a PL Maths plan? PL Maths plan, intervention groups	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$32000.00)• Support for beginning teachers (\$25000.00)

Process 3: Embed quality teaching practices with a focus on differentiation, feedback and student engagement.

Evaluation	Funds Expended (Resources)
Are students engaged in classroom lessons? What elements of differentiation are teachers using to differentiate? Leadership survey, classroom observations, IC notes Is quality differentiation being used in the classroom? Do teachers understand the elements of differentiation? PL Survey, Class Observations, IC notes	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$240000.00)

Next Steps

- Collaborate with parents, students, Aboriginal Liaison 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
- Continue providing 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.

Improvement Measures

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)

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)

Increase school mean to exceed NSW Govt Norm in the data set Parents are Informed from the Tell Them From Mesurvey Parent survey –Partners in Learning.(Baseline Data 2017 BAPS 6.6, Govt Norm 6.6)

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.

Transition from Year 6 Brooke Avenue to Year 7 Tuggerah Lakes Secondary College ensures that students have a 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.

Transition into Kindergarten began with Coming Up to Big School (CUBS) which has been a successful playgroup based session that occurs weekly throughout Terms 3 and 4. 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. 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 2020.

To enhance communication avenues the 'Seesaw app' and electronic newsletter have continued to be utilised. Facebook and the Skoolbag app have proven successful with 957 Facebook followers and 2,440 Skoolbag app downloads.

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

Progress towards achieving improvement measures

Process 1: Build strong partnerships with learning partnerships, local community and interagencies support students and their families.

Evaluation	Funds Expended (Resources)
<p>How have families been supported by these workers?</p> <p>PLP meeting engagement, Parenting workshop interest, School Chaplin referrals</p> <p>How have local educational settings been engaged with BAPS?</p> <p>AVID Team minutes, preschool visits, BAELC visits to school activities</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7000.00) • Socio-economic background (\$12000.00) • (\$0.00)

Process 2: Embed effective practices to ensure two way communication with parents, learning community and wider community partners.

Evaluation	Funds Expended (Resources)
<p>How effective are the communication tools?</p> <p>Numbers accessing social media platforms</p>	

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 afternoon tea— an opportunity for staff and parents to build relationships

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Liaison Officer Teacher Relief Professional Learning Gulangfest Cultural groups Jarjums on Country	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 Staff were involved in Aboriginal Professional Learning through 'Connecting to Country' and school experiences coordinated by AECG members.
Low level adjustment for disability	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), SLSO support in classrooms and access intervention.
Quality Teaching, Successful Students (QTSS)	Teacher Relief	Instructional Leadership implemented across all K–6 teaching teams through modelling of explicit teaching and learning, coaching and supporting teachers in classroom.
Socio–economic background	Additional staff employed	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	Teacher Relief	Additional release from face to face for instructional coaching and curriculum development.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	240	240	217	229
Girls	224	222	232	215

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.3	94.3	91.4	90.4
1	92.1	91.2	93	89.9
2	91.8	89.6	92.5	90.7
3	90.9	91.4	91.6	90.2
4	92.3	91.5	92.4	88.5
5	91.8	91.3	94.2	88.5
6	90.6	91.5	92.2	89
All Years	91.8	91.5	92.5	89.6
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)	19.47
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	5.68

*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	548,273
Revenue	5,250,645
Appropriation	5,134,350
Sale of Goods and Services	336
Grants and contributions	113,968
Investment income	1,990
Expenses	-5,161,196
Employee related	-4,743,836
Operating expenses	-417,360
Surplus / deficit for the year	89,449

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	576,405
Equity Total	724,090
Equity - Aboriginal	90,206
Equity - Socio-economic	391,385
Equity - Language	9,628
Equity - Disability	232,871
Base Total	3,105,520
Base - Per Capita	105,353
Base - Location	0
Base - Other	3,000,168
Other Total	633,896
Grand Total	5,039,911

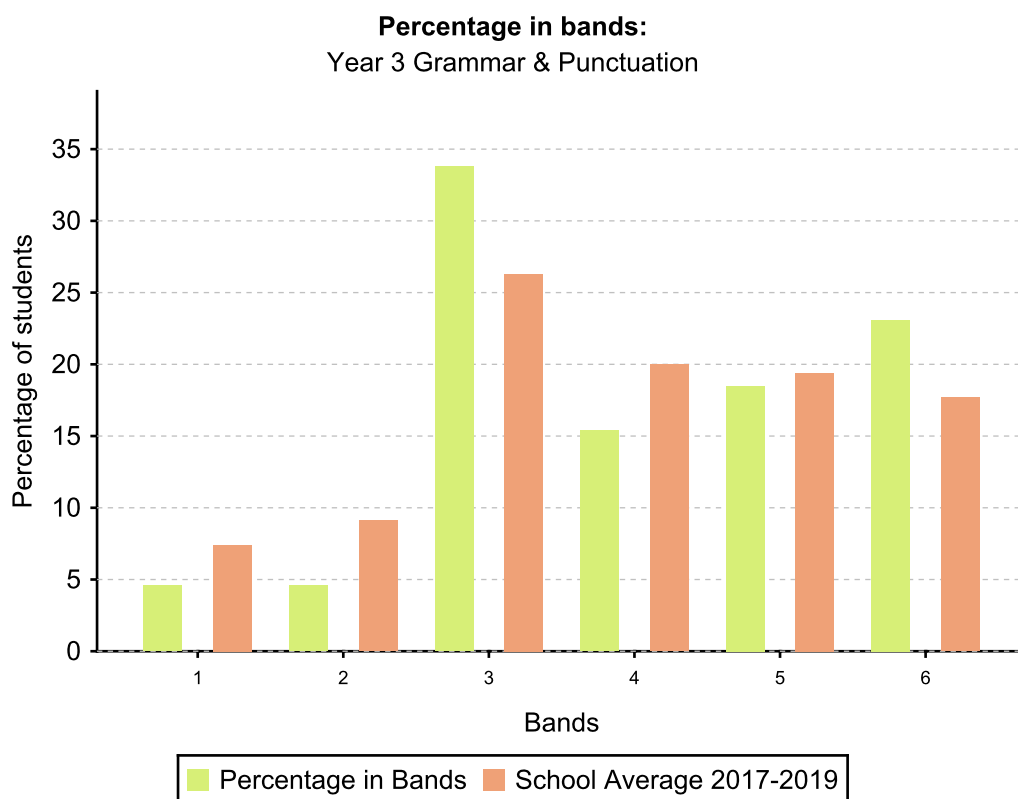
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

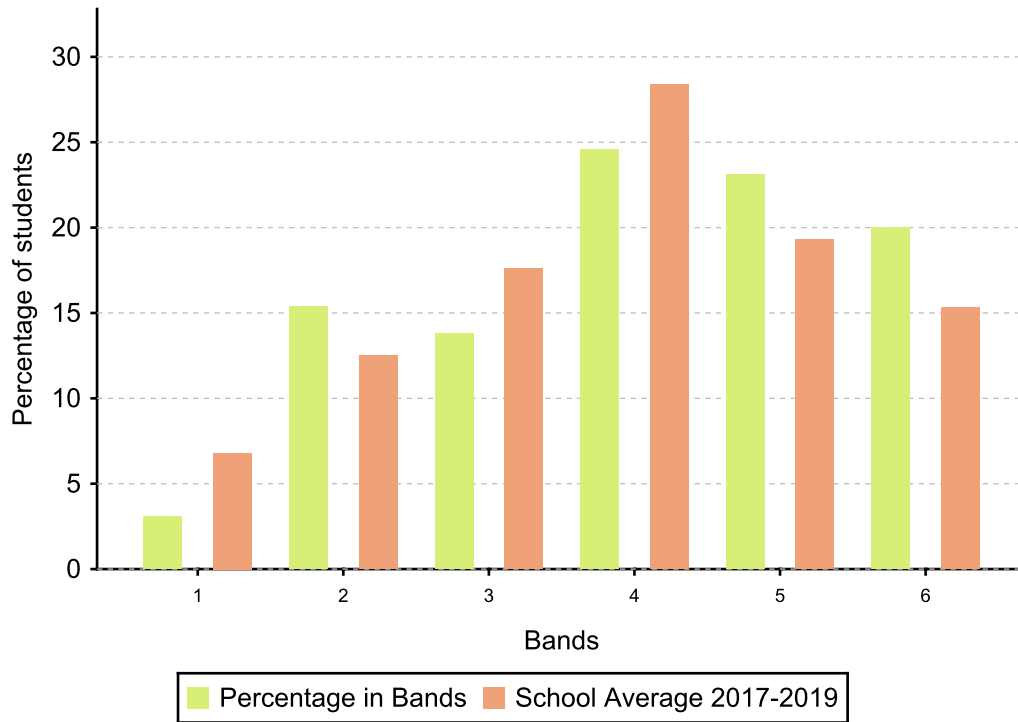
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



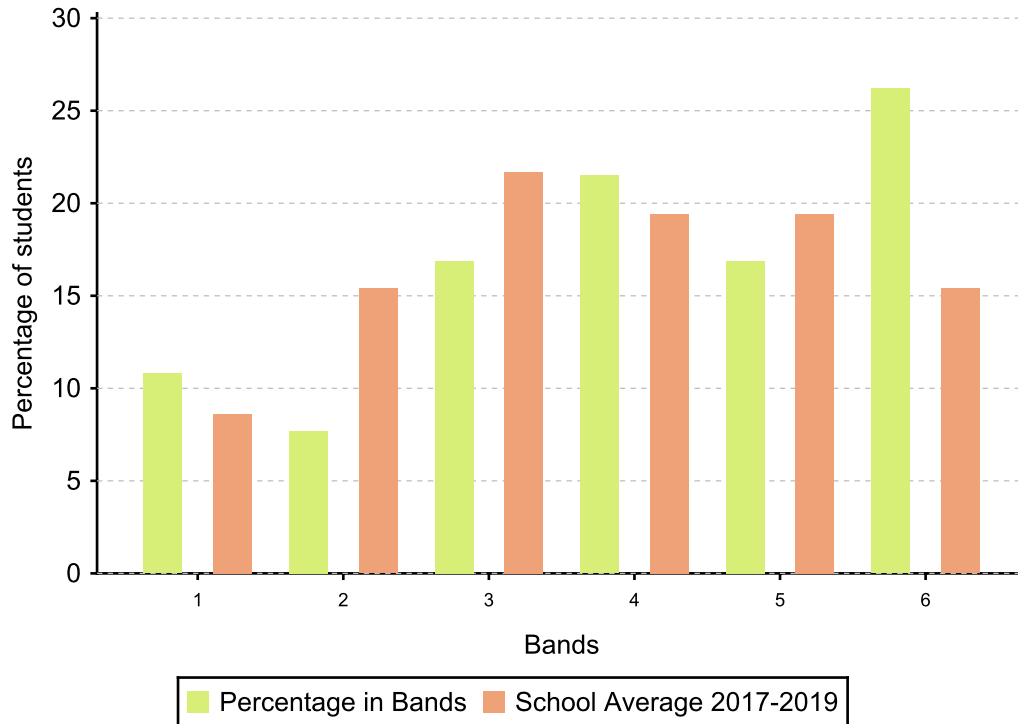
Band	1	2	3	4	5	6
Percentage of students	4.6	4.6	33.8	15.4	18.5	23.1
School avg 2017-2019	7.4	9.1	26.3	20	19.4	17.7

Percentage in bands:
Year 3 Reading



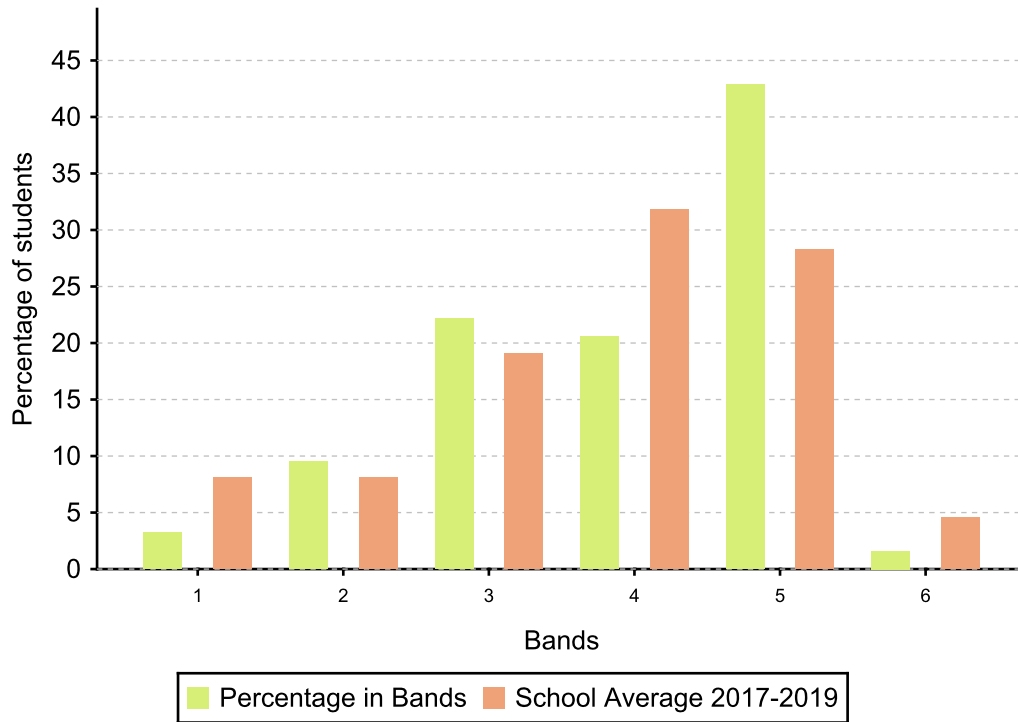
Band	1	2	3	4	5	6
Percentage of students	3.1	15.4	13.8	24.6	23.1	20.0
School avg 2017-2019	6.8	12.5	17.6	28.4	19.3	15.3

Percentage in bands:
Year 3 Spelling



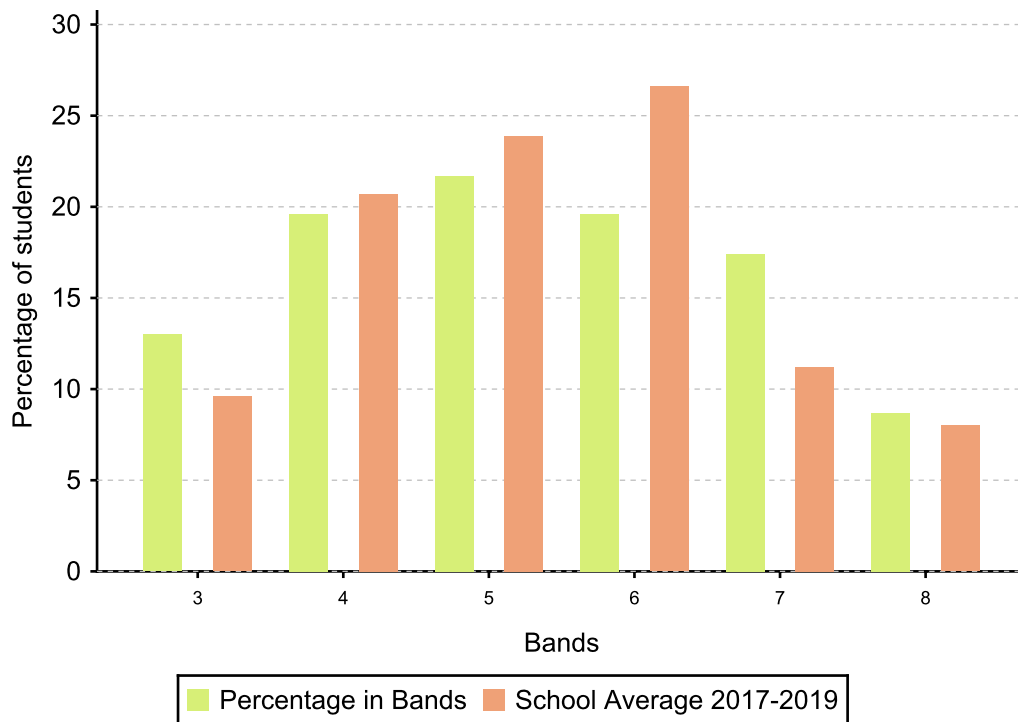
Band	1	2	3	4	5	6
Percentage of students	10.8	7.7	16.9	21.5	16.9	26.2
School avg 2017-2019	8.6	15.4	21.7	19.4	19.4	15.4

Percentage in bands:
Year 3 Writing



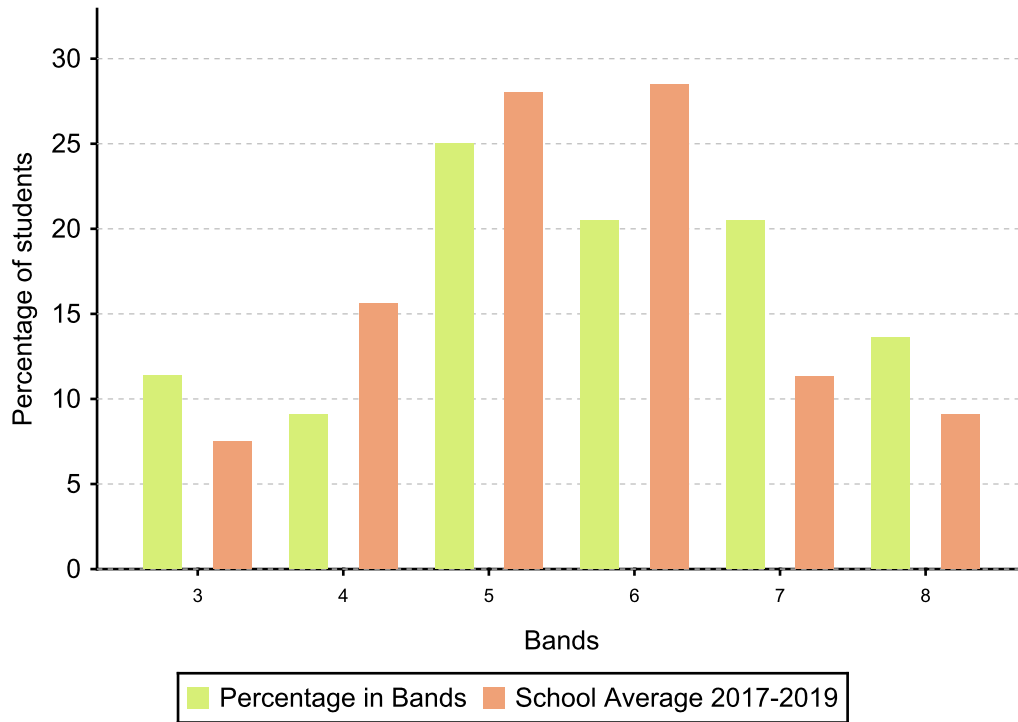
Band	1	2	3	4	5	6
Percentage of students	3.2	9.5	22.2	20.6	42.9	1.6
School avg 2017-2019	8.1	8.1	19.1	31.8	28.3	4.6

Percentage in bands:
Year 5 Grammar & Punctuation



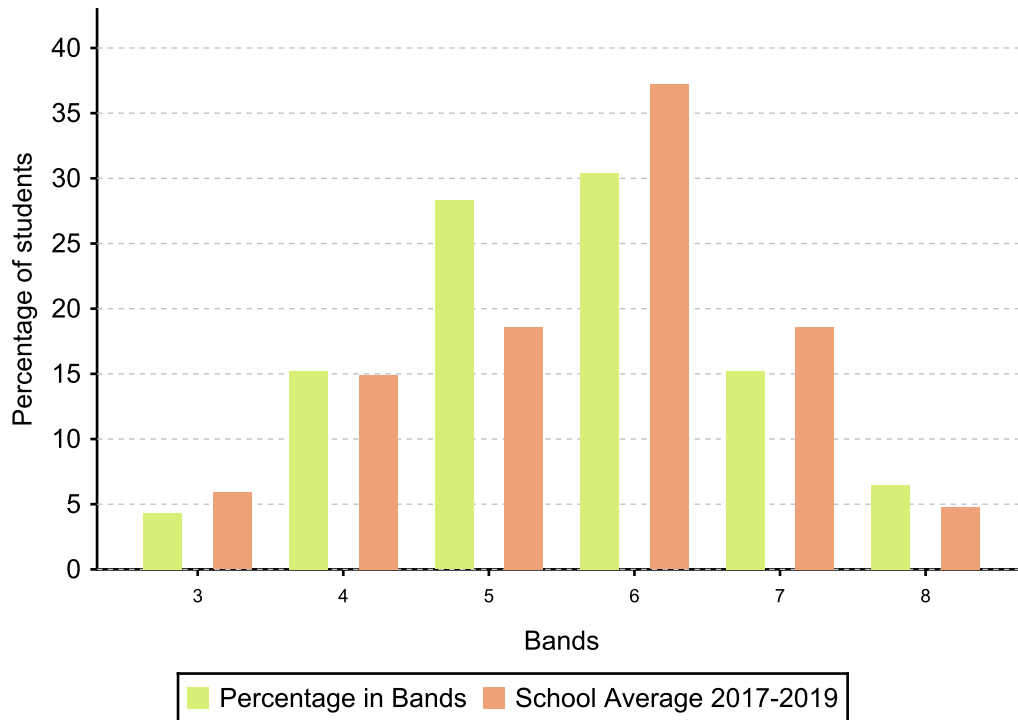
Band	3	4	5	6	7	8
Percentage of students	13.0	19.6	21.7	19.6	17.4	8.7
School avg 2017-2019	9.6	20.7	23.9	26.6	11.2	8

**Percentage in bands:
Year 5 Reading**



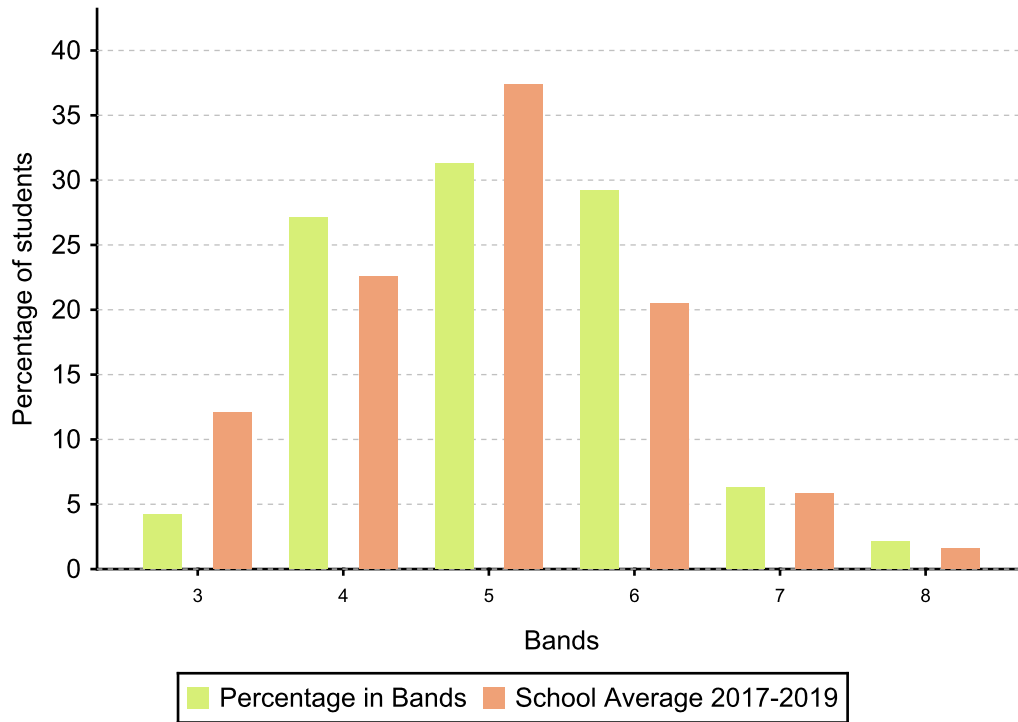
Band	3	4	5	6	7	8
Percentage of students	11.4	9.1	25.0	20.5	20.5	13.6
School avg 2017-2019	7.5	15.6	28	28.5	11.3	9.1

**Percentage in bands:
Year 5 Spelling**



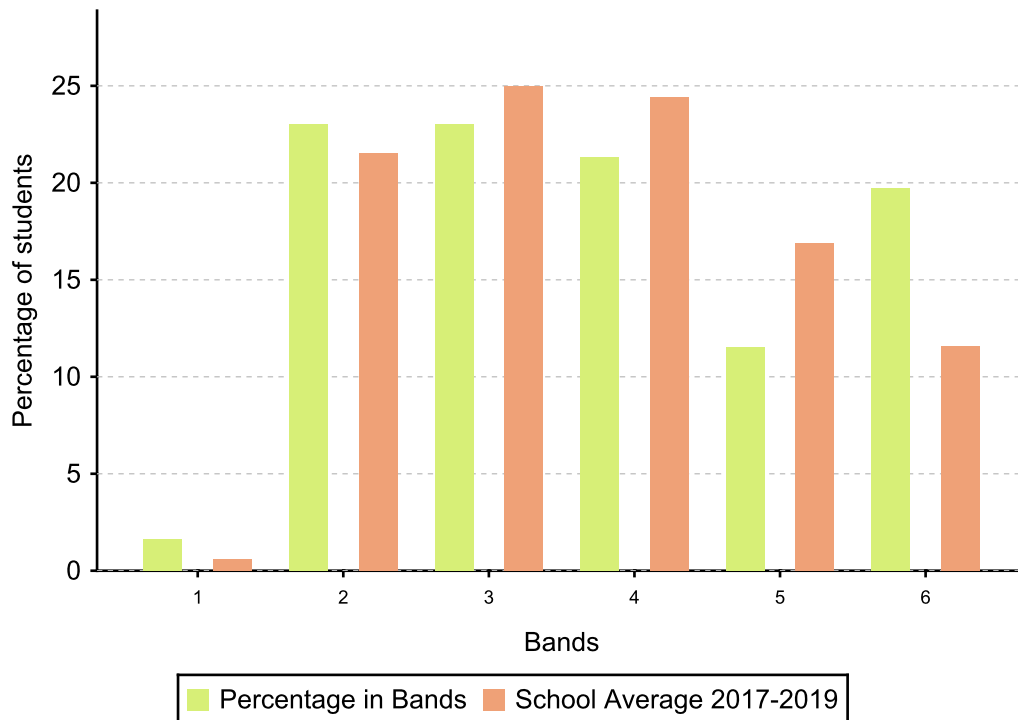
Band	3	4	5	6	7	8
Percentage of students	4.3	15.2	28.3	30.4	15.2	6.5
School avg 2017-2019	5.9	14.9	18.6	37.2	18.6	4.8

Percentage in bands:
Year 5 Writing



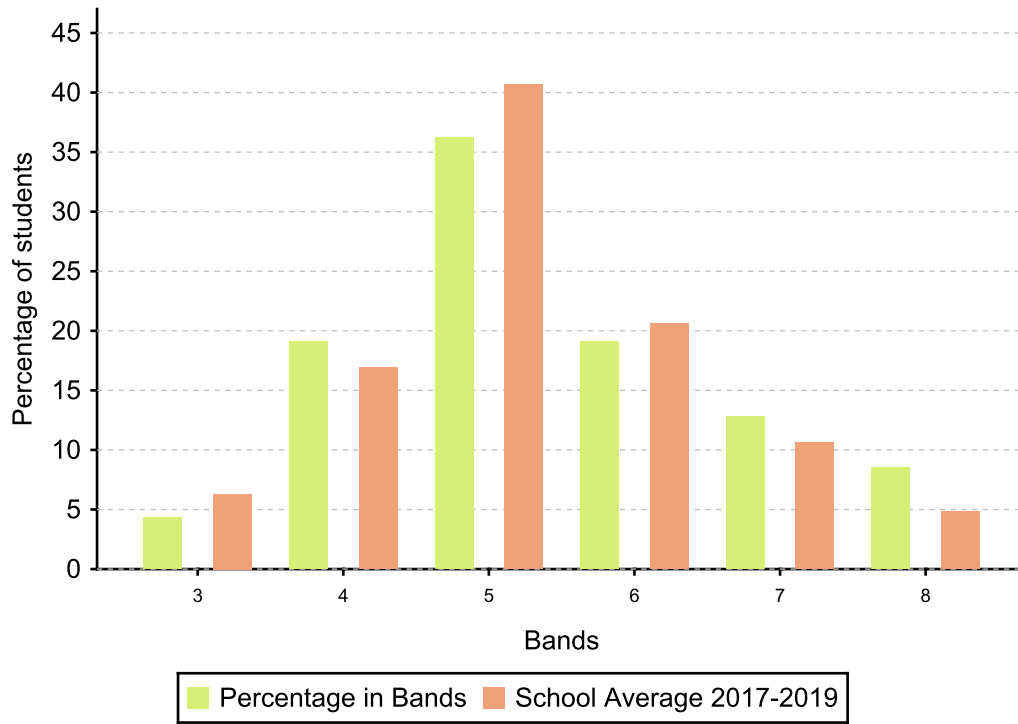
Band	3	4	5	6	7	8
Percentage of students	4.2	27.1	31.3	29.2	6.3	2.1
School avg 2017-2019	12.1	22.6	37.4	20.5	5.8	1.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.6	23.0	23.0	21.3	11.5	19.7
School avg 2017-2019	0.6	21.5	25	24.4	16.9	11.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.3	19.1	36.2	19.1	12.8	8.5
School avg 2017-2019	6.3	16.9	40.7	20.6	10.6	4.8



Parent/caregiver, student, teacher satisfaction

Annually, schools seek the feedback of parents, students and teachers about the school. Some responses from the Tell them from Me Survey are presented below:

- 100% of parent agreed or strongly agreed that they would recommend our school.
- 92% of staff surveyed reported that school leaders had helped to establish challenging and visible learning goals for students.
- 92% of students surveyed valued school and believe it is useful and will have a strong bearing on their future.









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.

