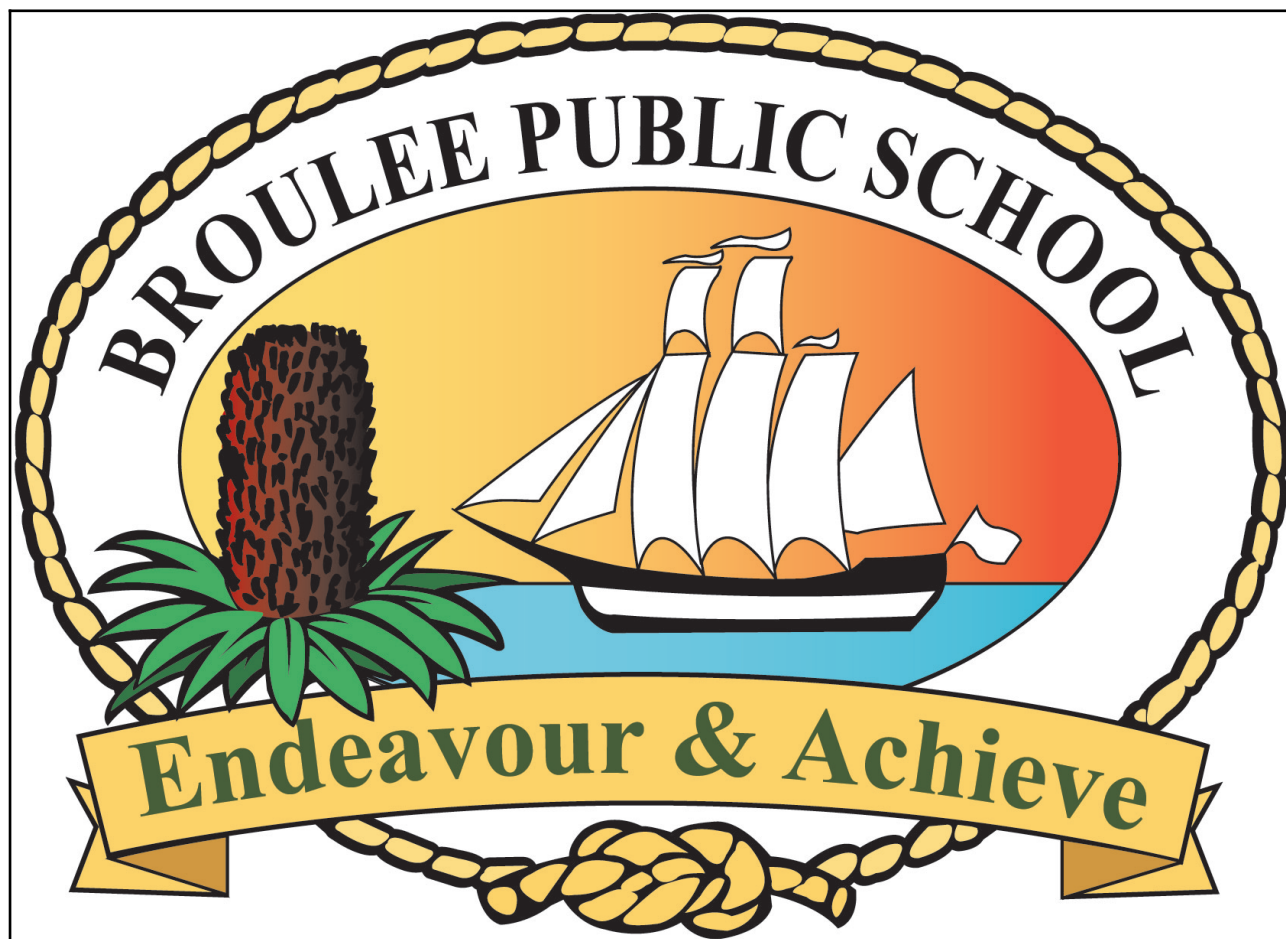


Broulee Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Use PLAN 2 and Learning Progressions to track student performance and analyse data and student growth.

Increased use of evidence-informed pedagogy by all teachers

All staff use formative assessment to guide future direction for individual students and school

Overall summary of progress

During 2019 Broulee Public School was invited to participate in a two significant research based projects to improve teacher pedagogy and assessment skills.

The Feedback Pilot developing staff capabilities in obtaining feedback from students about their learning and to provide students with timely, explicit feedback. A team of teachers were selected to participated in the training, returning to conducted professional learning for to the rest of the staff. Development of staff skills to activate learning and elicit quality feedback from the students about their learning has taken place.

Staff also undertook professional learning on formative assessment, conducted under a Student Services Support agreement with he Department and team collaboration time was built into the term calendar to strengthen consistent teacher judgement and programming.

To aid in tracking student progress ACEL Progressive Achievement Tests have been purchased for staff to uses as verification of student progress and an implementation scope and sequence has been developed.

Progress towards achieving improvement measures

Process 1: Teacher Quality

Embed innovative, quality teaching practices based on current research and collaborative professional dialogue.

Evaluation	Funds Expended (Resources)
From engaging in the Feedback Pilot and Formative Assessment learning, staff worked collaboratively to develop activated learning activities and ways to assess and gain timely student feedback on their learning. Collaboration embedded learning for staff and promoted professional dialogue, reflection and refinement of practice.	Professional Learning funds.

Process 2: Assessment

Strengthen assessment and analysis of student data to identify student progress in order to reflect on teacher effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
Staff understanding and implementation of formative assessment processes, eliciting feedback from students increased the quality of feedback and direction forward for students. Students are developing a greater understanding of the use of the feedback they receive and this is an area that will be a focus for 2020.	Professional Learning funds

Next Steps

- Further professional development in designing teaching and learning activities activities that utilise effective methods for formative assessment and feedback practices.
- Increasing opportunities for like grade staff to collaborate on programming and assessment practices.
- Increase opportunities for stage supervisors to mentor staff through the strategic use of QTSS funds.
- Access staff professional learning in evaluation PAT results.

Strategic Direction 2

Learning and Engagement

Purpose

Student will take responsibility for their learning, know why they are learning, what they are learning and when they have been successful learners.

A culture of high expectations will be embedded in a challenging and for all learners to learn to their full potential.

Improvement Measures

80% of students will achieve their year appropriate expected growth in Literacy and Numeracy – 1 year of school = 1 year of growth.

Increased number of Year 5 students demonstrating value adding as measured by NAPLAN data.

Overall summary of progress

The focus on improving teacher pedagogy through the Feedback Pilot and Professional learning on Formative Assessment has increased student's ability to critically reflect on their learning. Students now have success criteria to measure their learning on and work out where to next in their development.

Students were surveyed on their use of feedback and found that while they valued verbal feedback, did not utilise written feedback or think about how it could direct them to improve into the future. These results have shaped the professional conversations, collaboration practices and programming among staff to ensure feedback provides both positive aspects of the students learning and next steps for achievement of outcomes.

Progress towards achieving improvement measures

Process 1: Learning Culture

Ensure aspirational expectations of learning progress and achievement for all students is developed through the implementation of a growth mindset culture.

Evaluation	Funds Expended (Resources)
Utilisation of feedback techniques to ascertain student understanding of what they have learnt and drawing student attention to the feedback provided, has increased student understand of why they are learning concepts and how to improve their skills. Staff co-designing success criteria with students is anticipated as the next step in building the intrinsic motivation of students to become self directed, reflective learners.	PTT staffing allocation. Professional Learning Funds

Process 2: Curriculum and Assessment

Implement an integrated approach to quality teaching, curriculum planning and delivery and formative assessment where feedback is responsive to the learning needs of all students so students learn what is taught.

Evaluation	Funds Expended (Resources)
Teaching and learning programs have developed in their depth of use of formative assessment and feedback techniques to inform student learning. Staff are providing more explicit feedback to students but the uptake of the feedback requires further development with the students. Staff are being trained in creating activated learning activities which provides more consistent feedback to the teachers regarding student understanding.	Professional Learning funds

Next Steps

- Professional learning for staff on developing effective success criteria leading to co–construction with students.
- Stage teams given the opportunity to develop success criteria to use in common assessment and as a guide in co–construction with their class.
- Students receiving explicit instruction on recognising and using feedback provided to help guide their development.

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 in order to develop students as life long learners who are positive contributors to society.

Improvement Measures

Increased number of parents and community members engaging with the school.

Increased numbers of staff take responsibility for innovative practices and seeking accreditation at lead and HAT levels.

Overall summary of progress

During 2019 Assistant Principals were allocated administration release from face to face to work within their stage to lead improvement in teaching and learning. Through reviewing of school programs and data they worked with their staff on developing authentic Performance and Development Plans (PDP), class structures and supports and initiating modifications and new programs to address needs in their group. Assistant Principals collaborated within their stage to develop common success criteria and assessment tasks, fostering consistency in content delivery and teacher judgement.

Community support through classroom volunteers has always been prevalent at Broulee Public School. In 2019 this program was enhanced with parental engagement in or Special Interest Groups, music program and whole school performance. Parent with skills in specific areas assisted in lessons in clay work, teaching instruments, dance, environmental education and edible gardens.

As part of our school improvement plan, in 2019 our school commenced our journey with Curiosity and Powerful Learning. A school improvement team participated in training in term 4 and have identified Harnessing Learning Intentions, Narrative and Pace as our initial focus for whole school development.

An audit of technology devices and use was conducted in term 3 to ascertain future equipment needs. As a result the school acquired 40 Chromebooks and iPads to boost and replace aging devices. Software to manage iPads across the school was purchased and staff trained in its use. The review saw a redistribution of iPad technology towards the early years of the school. We commenced a process of replacing the aging MacBooks utilised in stages two and three with Chromebooks. We anticipate this process will take several years.

Progress towards achieving improvement measures

Process 1: Leadership

School structures support a focus on distributed instructional leadership to promote continuous improvement of teaching, learning and leading.

Evaluation	Funds Expended (Resources)
Allocation of administrative release from face to face teaching for Assistant Principals formalised the school process for PDP development with teachers, creating a more authentic document that was responsive to needs within the stage and the teachers professional development.	QTSS funds
Modifications were made to the synthetic phonics program across the infants to address reading and writing concerns. MathsBurst was implemented in stages two and three, leading to an improvement in spatial awareness and numeration outcomes across the stages.	

Process 2: Partnership

Progress towards achieving improvement measures

Process 2: School structures promote opportunities for staff, students and community to work in collaborative partnerships and have shared responsibility which develop life long learning habits.

Evaluation	Funds Expended (Resources)
<p>Integrating parental skills into curriculum delivery through the Special Interest Groups program increased engagement of both students and community. P&C funding for resources allowed the program to be extended into further terms and was a gauge of the support for it.</p> <p>School engagement in Curiosity and Powerful Learning has set the scene for future directions in professional learning and school improvement. Through the thorough questioning and self reflection process, staff have been able to identify an area of focus which complements existing focuses for our school. Opportunities for the School Improvement Team to take on leadership roles have been embraced through the early delivery of the program, leading the staff through the creation of the school narrative.</p>	<p>Professional Learning funds.</p> <p>P&C support of Special Interest Groups</p>

Process 3: Technology

School will review and evaluate policies and procedures in relation to the provision of current technology to support learning and classroom practice.

Evaluation	Funds Expended (Resources)
<p>School use of technology has transformed over time, with stages two and 3 moving into more computer based technologies and away from tablet style learning. The purchase of additional Chromebooks has allowed classes to explore a greater variety of presentation options learning, coding and inquiry based activities.</p> <p>Purchase of JAMF Pro management software has allowed for easier maintenance of iPad technologies across the school by creating a common stage image and app list. Teachers are now able to spend less time managing individual iPad issues, enabling greater time focus on student learning..</p>	<p>Operational Funds</p> <p>P&C Donation</p> <p>T4L rollout</p>

Next Steps

- Continue to expand parental engagement in Special Interest Groups program, building a focus on school grounds improvement and displays.
- Increase opportunities for staff to collaborate with like grade teachers around programming, assessing and reporting.
- Fund time for Assistant Principals to work as instructional leaders with their staff to improve pedagogy, data analysis skills and target student learning outcomes.
- Continue the replacement of aging technology devices working towards all primary classes having at least 15 Chromebooks per class.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20 817 (Flexible Funding)	<p>Greater engagement from families in their ATSI student's learning .</p> <p>SLSO worked with classroom teachers to support improved outcomes in Literacy and Numeracy</p>
Low level adjustment for disability	\$74 701 (Staffing) \$35 241 (Flexible Funding)	<p>Targeted student intervention with Multilit, Phonemic awareness programs resulted in an increase in reading levels and outcomes for students. IEP's developed for students were implemented on a regular basis addressing specific needs of students.</p> <p>Targeted small groups for reading and Mathematics received explicit instruction and parental support and understand of how to support there targeted student was delivered.</p>
Quality Teaching, Successful Students (QTSS)	\$67 338 (staffing)	<p>Targeted small group tuition took place due to an extra teacher being available to work in kinder to year 2 classrooms.</p> <p>Movement in Mathematics group rotations implemented in Stage 1 classes resulted in improved basic fact recall. Primary implemented Spatial Awareness program (MathsBurst) increasing 2D and 3D understanding as well as numeration skills.</p>
Socio-economic background	\$59 517 (Flexible Funding)	<p>Targeted student intervention with Multilit and Phonemic awareness programs saw an increase in English outcomes for students. IEP's developed for students were implemented on a regular basis addressing specific needs of students.</p>
Support for beginning teachers	\$14 130	<p>Beginning teacher was supported through with supervisor to develop programs, implement and evaluate assessments and working with and observe quality teaching on other classrooms and with their class.</p> <p>Beginning teachers participated in professional learning targeted at early career teacher development. Extra release from face to face teaching allocated after professional learning to develop and continue study from the course.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	177	193	204	203
Girls	163	169	167	166

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	95.2	93.7	92.9
1	93.1	95.6	93.5	92.1
2	94.5	92.9	93.1	93.5
3	94.7	92.6	93.6	92.8
4	93.4	94.8	92.3	91.7
5	94	94.1	93.6	90.9
6	93	94.6	94	91.7
All Years	93.7	94.2	93.4	92.2
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)	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

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	464,701
Revenue	3,339,666
Appropriation	3,184,950
Sale of Goods and Services	1,042
Grants and contributions	151,628
Investment income	2,045
Expenses	-3,305,184
Employee related	-3,011,106
Operating expenses	-294,078
Surplus / deficit for the year	34,482

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	126,973
Equity Total	191,227
Equity - Aboriginal	20,817
Equity - Socio-economic	59,517
Equity - Language	951
Equity - Disability	109,942
Base Total	2,578,680
Base - Per Capita	87,051
Base - Location	9,334
Base - Other	2,482,295
Other Total	196,104
Grand Total	3,092,983

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 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 website.

Parent/caregiver, student, teacher satisfaction

In 2019, 92 students from years 4 to 6 were surveyed using the Tell then From Me Surveys. Overwhelmingly they were proud to be students of Broulee Public School and enjoyed attending school. Some of the key positive from the results were:

- 91% of students indicated they have friends at school they can trust and who encourage them to make positive choices.
- 89% of students try hard to succeed in their learning.
- 85% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour.
- The percentage of students who had a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee was 23% above the state average.
- Students feel teachers are responsive to their needs and encourage independence scoring the school 8.5 on a 10 point scale
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice, scoring the school 7.8 on a 10–point scale.

Two areas that scored slightly lower than state averages were around motivation, with results being 5% below state average and in home learning participation and attitude, which was 27% below state average.

Staff are aware of this and with our involvement in Curiosity and Powerful Learning and other programs in 2020, we are hoping to see a shift with this perception.

Parents provided feedback to the school around school programs and their engagement with learning. They valued the range of learning opportunities for the students, highlighting the Creative and Practical Arts and special interest programs. Overwhelmingly, parents appreciated the whole school production "Broulee on the Box", recognising the effort of the students and staff. The majority of parents felt they were able to approach their child's teacher around the learning and were welcome to become parent helpers. There was some interest indicated in staff holding information sessions for parents to support their child's learning at home, especially around reading, mathematics concepts and digital technologies.

During the year Broulee Public School underwent scheduled fire mitigation works, conducted by the Department of Education. Some of the school community felt these works were not in line with the ethos of the school and that the communication given in the newsletter and to the P&C meetings prior to the mitigation commencing could have been more extensive than .

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.

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. 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.

This year, two staff attended specialised professional learning prior to the coordination of whole school activities to celebrate NAIDOC week. Our celebration included across stage activities where Aboriginal community members were invited in to share their culture, lead and participate in the learning activities in the classrooms. Our NAIDOC celebrations concluded with a special whole school NAIDOC assembly where learning from the classroom activities was highlighted and displayed..

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.

Racism, in any form, is not tolerated within our school. Allegations of racism are addressed immediately and investigated fully by our Anti Racism Contact Officers, (ARCO), Mrs Clare Dunn or Mr Graham Enright, who can be contacted at the school via the school office.

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.

Broulee Public School consistently promotes respect and belonging for all students through our FISH values of Fair, Inclusive, Safe and Honest 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.

