

Annual Report 2020

Brisbania Public School



1498

Introduction

The Annual Report for 2020 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.

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Message from the principal

Brisbania is a wonderful school with outstanding, supportive, caring teachers who give their best each and every day. They are led by an outstanding Executive team- Mrs Duruz, Mrs Carey, Ms Howarth, Mrs Self and Miss Chapman who have all coordinated their stages, been flexible and supportive and have the students' academic, emotional, physical and social growth forefront in all decisions. Their leadership, flexibility, guidance, care and support is unquestionable.

Without our support staff, our General Assistants, Office ladies, School Learning and Support Officers and Student Wellbeing Officer who are essential to our school, the grounds, office and students would not look or function as efficiently as they do. We thank them for all they do.

This year we have had our security fence installed which has substantially minimized the number of break ins. We have had our lift installed and we have our playground markings upgraded. We have upgraded the technology in the hall.

We have worked hard on beautifying the High St and Shaw St entry to the school and pruning the internal gardens.

It was a privilege to work with the 2020 Student Leadership Team- Harry, Heidi, Daniel, Charlee, Tyson and Keira. Their pride in the school and the dignified fashion in which they carried out their role is a real tribute to you them.

The Student Representative Council was coordinated by Mrs Huisman and Miss Gamble allowing Years 2-6 to have a voice, share ideas and report back to their class. Well done on raising the funds, with P&C matching dollar for dollar for the two water fountain bubblers that will be installed in the COLA in 2021.

COVID-19 has undoubtedly turned our world upside down this year. It has been a year like no other at school. While we have faced challenges, constant changes to guidelines, staggered return to school in May, teachers working at both home and school, teachers updating their skills to support Learning from Home, we have adapted and excelled at continuing to provide the best possible year of learning. Thank you for your hard work students, parents and teachers during this Learning at Home period and COVID-19 year.

K-6 participated in Sport in Schools, increasing their ability in fundamental movement skills and gymnastics as well as Wellbeing sessions. We were able to fit in our Athletics and Swimming carnivals and modified our Cross Country which we held at school. Our Rugby League team got to play in November and were runners up in the grand final. A great effort boys! Brisbania PS's students always show sportsmanship, perseverance and enjoyment in all sport activities.

We participated in the Premier's Sporting and Reading challenges, ran Brisbania PS's Spelling bee and public speaking competitions. Debating was held between schools via zoom.

NAIDOC week was celebrated in November with our Aboriginal culture highlighted through focused activities provided for all students to engage and support pride in all students of our Aboriginal heritage.

Brisbania PS prides itself on the care we provide for our students and Wellbeing and Equity continues to be a strategic

direction in the next four year's improvement plan.

Our commitment to smooth transition programs continued to support all students whether coming to Kindy, moving through the grades at Brisbania PS or preparing students for high school.

You Can Do It helps build resilience as one of the 5 keys to successful learning in addition to getting along, confidence, organization and persistence which supports our school motto of Believe Persevere and Succeed. We held our Challenge2bfit as an extra reward for students last week that was enjoyed by all who participated, coupled with a You Did It Lunch and a visit from Santa to collect our annual Reverse Santa gifts.

We celebrated success and special dates- Sorry Day, Anzac Day, Reconciliation Day, Harmony Day, National Anti-Bullying Day, Day for Daniel, SRC fundraisers and Education Week. Our Filmpond film shoot by Stage 3 students was begun in Education Week and showcased what was happening at Brisbania PS in Terms 3 and 4.

Thank you to the P&C who continued to raise money throughout the year.

Thank you to all our volunteers especially our Uniform shop ladies, P&C volunteers and the Year 6 farewell committee. We hope to welcome back more volunteers next year as COVID-19 restrictions are lifted for schools.

Kindergarten decorated a Christmas tree supplied by Erina Fair at school this year. It was the fourth year in a row that Brisbania PS's tree has won the competition

Brisbania PS is a wonderful school that I am so proud to be the principal of. I have the best students and staff and a supportive community.

2020 has been a very busy and productive year. Well done to you all for your resilience, perseverance and learning. You should be very proud of yourselves.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	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	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.

Overall summary of progress

This Strategic Direction has been the least effective of our three. Changes in leadership and COVID-19 in 2020 has limited our success.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>COVID-19 has really impacted on this Strategic Direction.</p> <p>Stage One has introduced High Potential groups in Art this term with lovely artwork being produced in addition to extension activities in Maths and PE. One student in Year Two has been accelerated in Number to Stage 3.</p> <p>Stage 3 has been running Maths groups to tailor support from lowest to highest. The highest Maths group has been working at and achieving Stage 4 outcomes.</p> <p>Brisbania PS's transition sheets, allow for 2020 teachers to identify for 2021 teachers our High Potential students. Our goal in 2021 is to implement the High Potential Policy across all grades by identifying and supporting our High Potential students across all Key Learning Areas. Specific time has been timetabled for Stage 1-3 High Potential students as well as planned acceleration for our gifted mathematician. Stage 3 will continue to run flexible Maths Groups in Number. APs in collaboration with their teams will identify and plan targeted support to enrich and challenge students, which will change as the year progresses.</p> <p>Brisbania PS will also be involved in the exclusive, invitation only COSPAR-K Space STEM event to ignite our future space thinkers and leaders on the first</p>	

Progress towards achieving improvement measures

day back in 2021 in Sydney!COSPAR-K<<https://www.cospar2020.org/stem#cospark>> is an international event being held for the first time in the southern hemisphere and runs in partnership with the NSW Department of Education's STEM Industry School Partnerships (SISP) Program<<https://sispprogram.schools.nsw.gov.au/>> alongside the Scientific Assembly (COSPAR 2021). This dedicated STEM Park will feature an array of interactive experiences and activations specially designed for students, teachers and parents to get hands on and participate in. Industry and government partners will provide opportunities to discover the latest innovations and also provide fun through exploration.COSPAR-K Missions will:1. Inspire and engage with thousands of students from NSW with the hope that these students will:- Pursue STEM related school subjects from Primary School through to their Higher School Certificate- Influence their selection of STEM related courses in school and beyond into Tertiary Education- Possibly pursue a career in space research or another STEM profession2. Provide a forum for Australian STEM teachers to expand their knowledge of space science and to make connections with other STEM teachers.3. Generate wider interest in Australian space research to parents, volunteers and the general public.4. Profile industry and government initiatives being undertaken in the space science sector.

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

Evaluation	Funds Expended (Resources)
<p>STEM showcase in Science Week was outstanding with each stage creating to meet a set criteria.</p> <p>STEM activities continued to be a focus across Key Learning Areas.</p> <p>Staff training and mentoring occurred in Semester Two to support teaching.</p> <p>Our 2020 Dux was offered a position at Gosford HS, but declined the offer.</p> <p>Tournament of the minds had two teams begin and one complete the project.</p> <p>Due to COVID-19 the Central Coast Dance and Drama festivals were cancelled.</p> <p>University competitions were not entered in 2020.</p> <p>Technology resources were purchased and STEM Kits were used to extend Students' understanding and skills.</p> <p>Interactive whiteboards were upgraded in 10 classrooms.</p>	<p>Technology and KLA budgets</p>

Next Steps

As Our 2021-2024 School Improvement Plan is being written from a detailed Situational Analysis in Terms 3 and 4, in Strategic Direction One (SD1) Student Growth and Attainment, Critical and Creative Thinking as well as a continued focus on Contemporary Learning will feature strongly. STEM will be embedded across Key Learning Areas. The Strategic Direction will be lead by Leanne Howarth, who has a background in Gifted and Talented Education, a strong Technology background and strong understanding of Data to inform practice. Our Relieving Assistant Principal, Mitzi Self, will join the leadership of SD1 looking at the SEF domains of Data Skills and Use and Assessment for revision of Brisbane PS's assessment schedule.

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). TTFM Student

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.

Overall summary of progress

COVID-19 has limited the improvement measures as NAPLAN was cancelled in 2020. Brisbania PS did partake in the Check-in assessments for Years 3 and 5, using this data, that was received within two days of the assessment to flexibly group students for Maths and Reading. The majority of students preferred learning at school to learning at home during 2020. Technology strategies and platforms used across the school during COVID-19 will continue in 2021.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Semester Two student reports describe the support students received at school from SWO or SLSOs.</p> <p>Modified transition sessions were run in Week 10 for Kindy to Year 5. Students requiring extra support for transition were introduced to new rooms and teachers throughout the term.</p> <p>As we were unsure of DoE guidelines, we were proactive in sending a PowerPoint to our feeder preschools to promote the school and familiarise them with the 2021 Kindy teachers, school areas and classroom, prior to Headstart later in Term 4.</p> <p>Our annual Headstart program was run in Weeks 6-8 with different entry and exit procedures, shortened time frame both in weeks and hours, a USB given with social stories, information for parents, a tour of the school and a message from Year 4 buddies and with our 2020 Student Leadership Team assisting in classrooms. Feedback from parents and teachers will see a change in 2021 Headstart. We will revert to our five week program, but with shortened time, more structured entry and exit procedures and use our 2021 Student Leadership Team to assist in classrooms.</p>	

Progress towards achieving improvement measures

Monitoring of Planning Room data informed SWO support in addition to Executive, parent and teacher requests.

In 2021, the P&C will be financially supporting the school to fund our SWO to remain at Brisbania PS, following the cessation of the Chaplaincy program.

Process 2: Implement and embed research-based wellbeing initiatives.

Evaluation	Funds Expended (Resources)
<p>Our PD/H/PE scope and sequence is ready for implementation in 2021.</p> <p>Focus groups were run with teachers and Executive to better understand their knowledge of the document "What Works Best" as part of the LEED project.</p> <p>Surveys and intensive workshops were run with staff to direct our 2021-2024 school planning and Strategic Directions of Student Growth and Attainment, Community Engagement and Wellbeing and Equity.</p> <p>Our SWO has supported programs of teachers to build resilience and emotional intelligence. SLSOs have also assisted students in these areas.</p> <p>Surveys have been sent to parents on the effects of COVID and Learning at Home, Additive Strategies and students' enjoyment of Maths and also a specific survey to parents gain insight into where we need to head with our Community Engagement strategic direction, to plan improvement measures and initiatives.</p>	

Next Steps

Changes made due to COVID-19 will be continued in regard to Kindy 2022 transition-the entry and exit from High St, the Uniform Shop set up at High St entry and using the Student Leadership Team as helpers in the classroom in addition to sending a video to preschools to orientate students prior to arriving at Brisbania PS, made the sessions very streamlined.

Our SWO will continue to be employed for 3 days in 2021, paid with P&C, School and community funds. She will continue to run Rock and Water and Seasons for Growth programs, in addition to her regular student support.

Opinions will continue to be sought from students, teachers, parent and carers via TTFM and school based surveys.

2021-2024 School Improvement Planning will continue in Term 1, in addition to preparing evidence sets and Executive Summary for External Validation. Advice will be sought from PSL to assist Brisbania PS with School Excellence in Action.

LEED will continue to be attended by Executive to increase middle management skills.

PD/H/PE units written in 2020 will be used and modified as needed to ensure that content is covered K-6.

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.

Overall summary of progress

SENA testing has not been consistently used to benchmark students. NAPLAN was cancelled in 2020 due to COVID-19. Students in Kindergarten, Years 1 and 2 continued to make good progress, despite the Learning at Home period.

Due to the COVID-19 disruption in 2020, it was decided to change the role of the HEM. From Term 3, 'mini groups' were established for Years 2-6 with a focus on Reading, Writing and Number. These groups were flexible and supportive of students' needs.

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>As stated previously, due to COVID-19 and the needs of the students following the Learning at Home period, our HEM role changed focus for Semester Two. Mini groups for Years 2-6 were initiated targeting the middle students in Reading, Writing and Number.</p> <p>Check-in Assessment was completed by Year 3 and 5. Data from the assessment gave clear direction on areas for focus in Reading and Mathematics for the school. As a result, Mini groups will not only focus on Number in 2021.</p> <p>Data from Kindergarten in Reading and Writing gave clear guidance for Year One teachers in 2021. The results were not dissimilar to previous years.</p> <p>Learning progressions have not been used for Years 3-6, but has been in K-2.</p> <p>School assessments have continued to be used and analysed to inform future directions.</p> <p>All Brisbania PS staff have been trained in Focus on Reading Phases One and Two to ensure continuity of reading strategies across grades and KLAS</p>	

Progress towards achieving improvement measures

to increase comprehension.

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

Evaluation	Funds Expended (Resources)
<p>As stated previously, due to COVID-19 and the needs of the students following the Learning at Home period, our HEM role changed focus for Semester Two. Mini groups for Years 2-6 were initiated targeting the middle students in Reading, Writing and Number.</p> <p>Check-in Assessment was completed by Year 3 and 5. Data from the assessment gave clear direction on areas for focus in Reading and Mathematics for the school. As a result, Mini groups will not only focus on Number in 2021.</p> <p>Learning progressions have not been used for Years 3-6, but has been in K-2.</p> <p>School assessments have continued to be used and analysed to inform future directions.</p> <p>All staff were inserviced on Additive Strategies earlier in the year. Our expert teacher, has surveyed parents in K-2 in the last two weeks of term to get parents' feedback on the Additive Strategies initiative, teaching and impact on students both at home and school. Results will inform further workshops in 2021 for both parents and teachers.</p> <p>TEN strategies have been effective in K-2. Data will inform 2021 directions.</p> <p>Maths scope and sequence has been updated ready for 2021.</p>	

Next Steps

Continue "mini groups" in 2021 with Mrs Self, Reliving AP with a focus on Reading, Writing and Number.

Aspiring Leader, Tom Stott to revise the use of Additive Strategies and organise workshops for parents.

Inservicing on K-2 English and Mathematics new syllabi when available.

Continue using Learning progressions and extend into 3-6.

Continue Check-in assessments for Years 2, 4 and 6 when offered and analyse data to inform planning and teaching.

NAPLAN online for Years 3 and 5 in May and analyse data to inform planning and teaching..

Complete Best Start and Year One Phonics screener, utilising results to inform planning and teaching.

Continue to resource explicit, flexible Literacy and Numeracy support or extension K-6 with staffing from RFF teachers, EAL/D teacher, LaST teachers and COVID intensive support teachers. Support will focus on low, middle and high achievers.

Review Scope and Sequences and assessment schedule as needed.

Continue Focus On Reading across Key Learning Areas.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background- \$23 640	<p>COVID-19 has had a dramatic effect on our school overall this year, however, we were able to celebrate Harmony Day, Reconciliation Day and NAIDOC week. Staff watched the AECG partnership agreement being signed in October between the DoE and the state AECG. PLP goals were reflected on in Semester Two reports. More students took up the privilege of delivering the Acknowledgement of Country and we now have more Aboriginal students at Brisbania PS than ever before.</p> <p>A grant was submitted for a Bush Tucker garden and biodiversity to begin in 2021. Our curriculum committee for Geography and History planned our annual NAIDOC week celebrations. We celebrated in November with culturally appropriate activities to engage and enhance all students' understanding and reflection on our Aboriginal heritage. NAIDOC week activities and art work were showcased in the newsletter, office foyer and classrooms.</p> <p>In 2021, we plan to start the Bush Tucker garden, improve our PLP monitoring throughout the year, work with all Aboriginal students to write their own Acknowledgement of Country, continue to use the 8 Aboriginal Ways of Learning across all Key Learning Areas, incorporate Aboriginal Education across all Key Learning Areas and promote our celebrations within our community using community members to increase partnerships.</p>
English language proficiency	\$9 895 English Language Proficiency Funding for 2020	<p>Reports for targeted EAL/D students were written by teacher showing progress for all students. EAL/D reports were included in class reports. During Learning from Home, students and parents were called to ensure they were able to access our learning packs and understood what was required of them.</p> <p>Our EAL/D teacher continues to attend online professional learning to support best practice.</p>
Low level adjustment for disability	<p>SLSOs</p> <p>SBAR Low Level Adjustment for Disability \$43298 for 2020.</p>	<p>Our 5 SLSOs continued to work flexibly to meet the needs at point of time of all students. Semester Two reports mentioned SLSO support for targeted students. In 2021, structured playground games will be part of the SLSO timetable. 5 SLSOs will continue to be employed to support our most needy students via a flexible timetable. Mentoring for our newest SLSO will continue. Due to COVID-19, SLSOs were able to engage in a variety of professional learning, including Smiling Minds and Disability Standards.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS \$83 460 all year</p> <p>Extra 0.2 from school staffing from staff on leave all year</p>	<p>Although the Higher Expectations Mentoring role was changed due to COVID-19, data shows successful intervention for middle students in Reading, Writing and Number from Years 2-6. Brisbania PS has trained all</p>

Quality Teaching, Successful Students (QTSS)	<p>Extra 0.037 from SBAR all year</p>	<p>teachers in Focus on Reading Phase One and Two. Our HEM has continued to support school needs in Literacy and Numeracy. She has also been involved in online professional learning in Mental Health, a Central Coast Health initiated 10 week Master Class and other learning across a range of DoE online learning including School Improvement in Action and Leading, Evaluation, Evidence and Data (LEED). There will be no HEM as such, but the position to run mini groups by an off class AP will remain. She will coordinate with other support teachers to ensure the learning cycle is followed and data informs teaching. Brisbania PS has preempted the DoE's COVID INTENSIVE SUPPORT initiative for 2021. The Executive have utilised support for students K-6 by using a number of teachers. Over the week, six teachers will be supporting the lowest, middle and high potential students. The "mini groups" our AP will take on 3-6 Learning and Support 5 days a week and our Learning and Support teacher will oversee K-2 support four days a week, our literacy and numeracy support in morning sessions five days and our COVID INTENSIVE SUPPORT allocation filled by two teachers across the five days. Assistant Principals in consultation with their teams will utilise the allocated support and personnel to maximum potential across the week. Finding rooms for teachers to work in has been difficult, however, all staff are very excited by the amount of support available and have accommodated additional staff.</p>
Socio-economic background		<p>SLSOs continue to be used to meet student needs as they arise. Our fifth SLSO is being mentored by our more experienced SLSOs. Students work well and have good relationships with our SLSOs.</p> <p>Training for teachers in Focus On Reading Phase was able to be completed this term. All teachers are now trained in both Phase One and Two.</p>
Support for beginning teachers		<p>Brisbania PS is committed to our beginning teachers. We have mentored them with experienced APs and excellent role models.</p> <p>In 2021, we will employ one of our 2020 practicum teachers full time to mentor her on class.</p> <p>All other beginning teachers at Brisbania PS have attained Proficient Teacher status and continue to work on maintaining evidence against their accreditation.</p> <p>All beginning teachers employed in 2020, will be employed again in a temporary capacity in 2021, as we continue to mentor and support them to achieve DoE, school and personal goals.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	228	233	219	222
Girls	242	242	226	215

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.7	93	93.6	94
1	93.4	93.3	92.3	94.4
2	94.1	92.8	92.6	93.6
3	93.8	93.9	93.1	94.8
4	93.3	93.5	92.9	93.7
5	94.1	92.5	92.2	92.1
6	93	91.7	90.1	95.3
All Years	93.6	93	92.4	94
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Brisbania PS had notification of unexpected students enrolling at local private schools, late in December. There is a trend for students to start their education at Brisbania PS then leave for local private schools.

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)	16.32
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.32

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	563,188
Revenue	3,979,878
Appropriation	3,856,296
Sale of Goods and Services	19,437
Grants and contributions	86,867
Investment income	1,778
Other revenue	15,500
Expenses	-4,014,921
Employee related	-3,599,808
Operating expenses	-415,113
Surplus / deficit for the year	-35,043
Closing Balance	528,145

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.

Use of closing balance funds will assist Brisbania PS to increase staffing for specific programs to support Literacy, Numeracy and STEM, Key Learning Area budgets, support the continuing upgrade of technology across the school and upgrade school grounds and facilities to meet the needs of all students.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	149,964
Equity Total	213,159
Equity - Aboriginal	23,640
Equity - Socio-economic	48,818
Equity - Language	9,895
Equity - Disability	130,805
Base Total	3,148,033
Base - Per Capita	107,024
Base - Location	0
Base - Other	3,041,008
Other Total	212,337
Grand Total	3,723,492

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

TTFM survey results MARCH-JUNE 2020

In March to June, due to COVID-19, 151 students in Years 4 to 6 under took the TTFM survey. This was 87% of the student cohort.

Social- Emotional outcomes

Brisbania PS data showed that the students were 2% lower than the norm for positive behaviour at school.

Brisbania PS were 8% lower than state norm for a positive sense of belonging.

Students were 21% lower than the norm on interested and motivated.

Drivers of Student Outcomes

Brisbania PS data shows 18% lower than state norm for **Victims of bullying**- moderate to severe physical, social or verbal bullying, or are bullied over the internet.

Brisbania's school mean is 77% compared to 82% NSW Govt Norm for **effective learning time**.- important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

For **advocacy at school**, students 68% compared to 77% feel they have someone at school who consistently provides encouragement and can be turned to for advice.

For **expectations for success**, where school staff emphasise academic skills and hold high expectations for all students to succeed, 78% compared to 84% NSW Govt Norm. Girls were 83%, Boys 74%

Demographic factors

93% of students were born in Australia and 11% are Aboriginal. This is not accurate from school data.

Student perseverance

42% of students- 49% of girls compared to 36% of boys have high perseverance levels to pursue their goals to completion, even when faced with obstacles. Medium and High= 66%, 44% girls, 45% boys.

Yr 4 = 87%, Yr 5 = 80% and Yr 6= 93%

School Pride

74% of students agreed or strongly agreed that they felt proud of the school

Student Classrooms

Extent to which students agree that their classroom has the following

Agree or strongly agree- Everything works- 61%, Clean/well looked after- 61%, Can fit everyone- 70%

Facilities are clean and well looked after

Agree or strongly agree- Toilets- 18%, playground- 70%, Library- 85% and Canteen- 81%

Shaded/ covered areas if hot or wet- Agree/Disagree- 56%

Students know where to seek help if bullied- 64%

In September 168 students in Years 4 to 6 under took the Shortened Student TTFM survey.

Social- Emotional outcomes

65% of students had a positive sense of belonging, 16% less than the NSW Govt norm

Brisbania PS a higher % of positive behaviour at school than the NSW norm.

Drivers of Student Outcomes

Brisbania PS was 9% lower than the norm for Effective Learning Time.

We are 8% lower, in a positive manner, for students who are victims of bullying.

Advocacy for the school was 70% compared to 77% and expectations for success 77% compared to 87%.

Demographic factors

92% of students were born in Australia and 11% are Aboriginal. This is not accurate from school data.

In regard to students' perceptions of their classroom:-

- 58% agreed or strongly agreed that everything works
- 60% agreed or strongly agreed that it is clean and looked after
- 75% agreed or strongly agreed that it can fit everyone

Quality of their experiences when learning from home:-

- Student learning 24% strongly disagreed or disagreed
- Resources only 19% strongly disagreed or disagreed
- Receive Feedback 23% strongly disagreed or disagreed
- Feel connected 32% strongly disagreed or disagreed
- Clear Instructions 15% strongly disagreed or disagreed

Facilities are clean and well looked after

- Toilets 69% strongly disagreed or disagreed
- Playground 8% strongly disagreed or disagreed
- Library 4% strongly disagreed or disagreed
- Canteen 9% strongly disagreed or disagreed

There are enough covered areas to go to when it gets hot or it rains

- 15% strongly disagreed or disagreed

76% of students know where students are bullied or see someone else being bullied, they know where they can go for help.

The 2020 parent survey in August and September only had 17 respondents.

Two way communication was below state norm. 63% of parents report that they can easily speak with their child's teacher.

64% of parents reported that reports on their child's progress are written in terms they understand.

77% of parents had spoken to the teacher two or more times.

83% had attended meetings once or more.

11% attended P&C

Parents supporting learning at home was higher than NSW Govt norm with the highest being "Praise your child for doing well at school" and "Talk with your child about feelings towards other children at school." This was closely followed by "Encourage your child to do well at school".

In school supports learning, it was disappointing considering the focus on differentiation, to have parents respond under the NSW norm, especially with "Teachers take account of my child's needs, abilities and interests." As was parents perception on Safety at school especially "Behaviour issues are dealt with in a timely manner"

61% of parents found formal interviews very useful, while Social media and the newsletter were considered very useful.

89% of parents expect their child to complete Year 12, 61% to attend TAFE and 39% to attend university.

In regard to perception of school, 61% of parents agree that the school is well maintained, 56% agreed that the physical environment is welcoming and 11% agreed Brisbania PS had easy access/ move around the school. Our topography is

on a slope, difficult for parking and bounded by a security fence.

Only 83% responded that "My child enrolled at my first choice of public school". This was surprising. We are surrounded by numerous private schools. This is an area we will focus on in the next School Improvement Plan.

73% agreed or strongly agreed that enough resources are provided and 62% that the school helps students with disability or special needs to feel welcome. Another area of improvement that will be in the new plan, is raising the profile of the school in the parents' recommendation to other parents.

Results of the TTFM survey have been used to create initiatives in the 2021-2024 School Improvement Plan's Strategic Direction 3 Community Engagement.

A survey was also sent to students, teachers and parent/carers regarding our experiences with **Learning from Home** in July.

The following responses were obtained. Should a Learning at Home phase occur in 2021, responses will be taken into account when planning. The following responses are as they were typed.

The booklet was rubbish and basic. My child was bored. Brisbania covid19 learning pack unstructured. Not much better when kids attended school very little learning was achieved during covid

working from home is boring

Mabye all the learning in one place

* Maybe more response to work handed in - makes the child feel teacher is checking their work. * Some questions sent in google classroom were not responded to. Maybe a streamlined approach or instruction to all kids/parents is all that's required, as to where to send messsages for teacher to reply. It happened a bit, but I think it was just everyone getting used to everything? Starting off was really confusing but Overall school and teachers did a fabulous job getting it all organised considering the immediate and unusual situation

COVID-19 was really scary but i got through it

COVID19 sucks

we could have done zoom call

It was handled well given the circumstances- workload seemed a little. Higher than expected but did what we could

Very confusing survey... closed questions with answers that don't match our circumstances. Also I have 2 children & had different experiences with each teacher My children would have benefited with some group classes on zoom... they both craved seeing their teacher.

i feel like we did more work at home than school.

Better teacher communication, term 2 timetable was helpful

It was hard to figure what work was required via Google classroom. A zoom call to go over what is required would have been helpful

yeet

A weekly list of tasks for parents to know what children need to complete would be great

i think we should have done more zoom meetings :)

Yes, COVID-19 is life changing and changing the world by the minute. I personally believe that if working from home the teachers need to keep guide of what the students are doing. I was finishing the work really fast, and felt that their was alot more work normally you would have at school. But i have improved.

no go away

I didn't learn much from working at home

I have 3 students across different key stages and a preschooler. I found there was an information over load on multiple formats throughout each day as additional work was added or new ideas sent through from each class teacher. The

messages of encouragement were nice and supportive though. The booklets prepared for term 2 for K & Y1 were great and helpful. The Yr 2 pack was disjointed and often printed back to back on sheets in an unhelpful way, however google classroom worked well. I would be happy to see any future packs streamlined into an essential Numeracy & Literacy pack (with supervised learning X3 in these two areas we had little time for anything else) and then a second pack with other curriculum areas for those with extra capacity.

it wasn't fun

:(

sultana

we need more contact and easier way to get to our work.

From the circumstances that where taking place. The transition to home learning and support and upkeep was as good if not better than expected. Many thanks.

its carona time!

Home readers need to come home , it's very difficult for a 6 year old to read from a lap top while her 3 year old brother is trying to be involved , it's just a nightmare.

Yes, COVID-19 affected my daily routine from the time i woke up, if you were me i woke up around 10am which delayed my work schedule and i found that i could finish the work a lot quicker at home the school still producing high quality work, and at home it was a lot harder to concentrate having two brothers annoying me.

Would be good if instruction's were sent daily Via email to parents stating what's needing to be done. Also this would be good for when the kids are in school for there homework.

A bit more lockdown

I DONT LIKE COVID 19

Such a hard position to be in. As a teacher I felt I could support my daughter ok but would be harder if I wasn't structured and organised for her.

Communication from school leadership was lacking and the limited newsletter contact was condescending in tone. Students saw no videos from school staff to connect during this period. The school was not a leader in what was a very hard time for the whole community. Communication from some teachers during the 6-7 week lockdown period was zero, while others did better. One of my children had no contact. My other child had a teacher who did much better. Not good enough. There needs to be a consistent rule amongst staff eg. One phone call to speak to each child per week/fortnight, or video chat. Teachers need to make regular phone calls to students or video chat through a platform. For Kindergarten students to have zero video/phone call contact for 7 weeks was very disappointing and had negative effects for my child. Dojo worked well for younger students, while Google classroom was good for older.

A little bit more work instead of the booklet would be nice

MORE SPACE APART

Thank you for asking for feedback, however the questions in this survey were not clearly written so it was difficult to answer most of the questions. (Please consider re-wording the questions so you can get the information you need - a quick sense check from a couple of other people might help). Overall the lockdown period was very difficult for everyone, including teachers. I'm grateful for the support that was given by the teachers however it was very hard to teach my two kids using the resources given as well as working full time from home myself. A lot of the content required one-on-one teaching and I was not able to provide this for two children alongside working. Some more self-directed work would be helpful. Also I couldn't leave my kids on computers unsupervised so I preferred using the hard copy worksheets over Google classroom. I think a quick Zoom check-in or pre-recorded teacher video each morning outlining the work for the day would be helpful, followed by easy to follow worksheets. I think keeping it very simple and clear with a maximum of two hours worth of essential school work a day would be ideal, and have some additional optional resources available if needed. Also if possible, it would be so much easier if only one or two technology platforms were used for communication, rather than communicating across so many platforms (e.g. SkoolBag, dojo, google classrooms etc.). It was hard to keep up with all the communication and work being distributed. Thanks for asking for feedback.

if we could zoom the whole class for the whole day so we could actually see each other.

bruh

Some activities were out of reach to complete at home. Having carbon paper etc at home isn't always an option

We got maths videos later on during lockdown which were much better than just "do prodigy Or Sumdog for 15 min". I felt like the kids were learning new concepts with those videos rather than just revision of easy concepts using the apps. Some maths worksheets to go along with the videos would have been better. We had many literacy work sheets but not really any for maths. The Home learning workbook for weeks 1-5 term 2 were good. There was lots to do - and even though that was tricky fitting it all in while I was trying to work from home as well as look after 2 other preschool kids - I thought it was better than the end of term 1 work booklets. I think that a few google classrooms/ zoom meetings etc a couple of times a week may have been good for the kids - some interaction online with their teachers and/or other classmates would have been beneficial not just academically but also socially/mentally. It was obviously very isolating not having any school. Any feedback we got from her teacher for work she submitted was lapped up by my daughter. She LOVED any feedback/recognition for the work she was doing at home.

Clear support for children and must go to school when others are at home. Hand soap available in bathrooms at all time.

Do computer work all day!

thank you for teaching us through this rard time

i dont want to do it AGAIN (IT WAS BOARING AND I COULDNT SEE MY FRIENDS) COVID 19 is HORRIBLE

NOOOOOO

i felt i learned better at home cause i did not have distractions

As a parent working full time it was extremely difficult managing school work from home. Parents need to be better supported to do this as we are not teachers. Zoom / virtual lessons with class teacher would be good so the children get the most out their learning. I think teacher face to face learning is imperative for better learning outcomes. Most children would be able to access a virtual classroom as they are required to access other sites.

Brisbania's Principle and teachers were brilliant throughout the home learning time. So supportive to students and parents. Thank you

nooo

nope

we could've don whole class ZOOM

i never want to work from home again.

We really feel you need to address the school pick up problems at high street especially. Currently it takes longer to pick up my child than it did before, and even with social distancing practiced, I have to come into close contact (by passing by on the ramp and stairs) other parents and students much more than before too. In my opinion I am at more risk of getting sick than before the restrictions were brought in due to the school pick up situation, it's creating more anxiety at school pick up time. We suggest that the gates be opened 5-10 minutes before the bell to allow parents to separate and achieve appropriate social distancing rather than being made to line up next to each other waiting to go in.

i think during lock down i was fine and thanks for helping stop the spread

thank you for your support

we could have done zoom calls

Congratulations Brisbania for the quick turn around and wonderful support from the teachers, especially Mrs Howe.

NOPE

NO

A 10 minute Zoom meeting for the kids in the class and the teacher every morning would have been nice, so they could see their class and still feel a part of something. Regular video contact would have allowed them to keep to what felt like a routine and sustain their relationships with teachers.

not so meany folders

I was very pleased with my teacher

No :)

please no more covid 19

Our family felt very supported by our children's classroom teachers. Although homeschooling felt very overwhelming in the first 2 weeks, we quickly fell into a good learning routine and found the workbooks a huge benefit to keeping on track and wasting less time trying to print out our own resources. We are very, very thankful to our children's class teachers for all their positive support during homeschooling. It was a special and positive learning experience for our children and for us as parents. (being able to see where our children excel and need extra help.) I would however like to take this opportunity to voice my opinion on the Matharoo worksheets that are being completed in class rooms at the moment and during homeschooling. (for maths) My son is in year 3 and we decided to stop completing these worksheets at home and find other maths activities for him to complete. I realise that this company promotes learning maths and current affairs in the one lesson plan, however, I feel that the children are far too young to have (scary and inappropriate) COVID 19 questions constantly being placed before them. Many of the questions related to COVID illness, COVID deaths, COVID related money issues amongst families and the world and very depressing COVID situations that are not emotionally appropriate for children 7 yrs and up to be answering!! I feel that class lessons such as BTN news covered the COVID 19 questions responsibly in a child focused manner, that kept young children up to date in a child appropriate way. However the Matharoo maths sheets were scary, inappropriate and would cause unnecessary anxiety amongst many of the young students attempting to answer these questions. I know the worksheets are not created by any of the schools teachers, however I feel that School Principal's need to quickly review these worksheets and ban them from being used within our schools.(especially amongst the younger years, yr 3 and yr4.)

My son in year 3 had access to both google classroom and booklets which was great. My son in year 1 didn't have access to google classroom and I wish he did have access to google classroom to allow for him to communicate with peers and teachers.

PLEASE no more COVID-19 PLEASE

I am in awe and will be forever grateful of the way Brisbania teaching team- especially Oscar teacher and stage team who stepped up to the challenge of COVID. At first at first like it was for everyone, it was difficult (especially as our children were home alone as we worked) and manage Oscar's Zoom therapy appointments- but when we found our groove it was great. The reason it worked well was Oscar's teacher and stage had set it up so he was so so well supported to work from home- to suit every individual. As well as continuously checking in- we all felt completely supported to learn from home for as long as needed. I love the quote about always look for the helpers in times of struggle- hats of to the educators who have supported the children in NSW with the go-get-em attitude we are strong & we will recover through this pandemic that has the potential to shape their futures. Well done BPS. The only suggestion I would make was Zoom- Oscar's therapy sessions on zoom have been going so well that if there is every a next time I highly suggest this platform for making the learning even more accessible.

I feel really lucky to have been so well supported by Lisa Babbage & Margaret Farncomb. I couldn't be happier how our family was treated. I feel they went above and beyond for my children in such circumstances. I did hear negative feedback about other teachers not communicating, delivery or supporting families. It really did sound like there wasn't conformity provided by all teachers.

hi

NO.

I wish you had more zooms with the class

i dont like this COVID-19 it sucks

you shod just go to school 3 days a week

We are so grateful for all of the hard work that was put in to supporting our children during the learning at home period, especially given teachers were also delivering face to face learning. If we lock down again, from our perspective, we are happy with literacy and numeracy activities (no other areas).

Brisbania PS reacted to COVID19 extremely well to ensure continued learning for all students whether they were attending school or learning from home. Everyone did their best in these unusual times.

I had a great learning experience during the lockdown period.

Too much communication from different people. It was way too confusing, especially with two students from different grades at home. Teacher interaction needs to be different with actual virtual classrooms set up with work being completed in real time. As a parent working full time, the expectations placed on us to act as the teacher was unrealistic. My older son missed all of his extension maths work, we didn't know about it and then when he returned to face to face learning was behind.

it was a hard and stressful time but i enjoyed it and my teacher contacted daily

yes

covid 69 is scary

i dont want to go back to learning from home

I love being back at school

I didn't understand the booklets so maybe google classroom would be better so the teacher could talk to the students all together and then we could help if they need a little extra help,

its corona time

Lizzy and I love you guys at BPS

I was sent to many emails

yes I was very happy how my teacher sent things through home learning.

i love school

it was very boring and hard time but enjoyed staying at home.

why did we go back at school corona is still here tell me why

I thought that Annette did a fantastic job looking after staff well being and keeping us calm. After some initial disorganisation, I felt that once we had a clear direction-it was actually very productive doing our programming collaboratively. I had wished that this would continue even when things went back to normal as it was so effective.

Comments (NOT complaints): A. Because each Stage had planned their students' work differently, this led to some difficulty to confidently swap between various classes. B. Students were asked to bring their booklets to school, but most did not.... Having different teachers on various classes, made preparation for some sessions slow/inefficient.

At first there was some issues that had to be worked through, which was done. Given the lack of direction and communication by the DOE schools were really left to sort themselves out. I think that once we got our groove on we did exceptionally well. Our students were well catered for at home and school (I did hate the no teaching students at school). I have to say that the way the DoE and NSW Government treated teachers during that time was absolutely demoralizing and did nothing to help teachers and executive mental health.

Regarding last question, more time provided by the Department to prepare for remote learning.

Setting up Google Classroom and working through it daily was a steep learning curve for all involved, teachers, students and parents. Sharing the work load of some programming going into Term 2 alleviated the stress of creating online learning. I was really appreciative of my collegial support and happy to reciprocate this to Stage 2 and Stage 3 staff. After a couple of weeks of teaching completely online it became smoother and easier to manage. Stage 3 was the only stage using Google Classroom fully and I must say I was envious of the rest of the school who sent home comprehensive work booklets which allowed them to supervise learning from home and in some cases carry out Professional Learning in their spare time. We had no such time. We were each planning and creating work daily to upload and then viewing work submitted and writing feedback to students. A whole school approach to learning or expectation of work load across all staff would be preferable if there's a next time. Keeping track of which students were present/online and learning was quite demanding and time consuming. Perhaps we should create whole school clear guidelines for student/parents and their responsibilities in case/ready for a 2nd wave. Marking rolls, handing in work etc? As teachers I felt we took on more of a counselling role at times. Being aware and supportive of students/parents and their families was heightened during this period. Keeping in contact with parents daily/weekly by personal Dojo messaging and phone calls was time consuming on top of teaching online. Whilst I understand it was necessary during such an unprecedented time, we could perhaps review this process if learning from home returns again in their near future. The obvious positive that Stage 3 teachers and students can take away from the COVID-19 Learning from home period is that we are confident in using Google classroom and are now utilising it more frequently in our everyday teaching in the classroom.

I felt that we did a good job at BPS when we were thrown into the unknown. We accommodated students' learning needs, teachers expertise and varying degrees of anxiety in teachers, students and parents really well. Of course there will always be people who were unhappy and want to be negative. Great team work BPS. We reflect , make changes and move on.

In reference to the previous question, teaching online provided, in my opinion, the highest possible quality of delivery. The demand on teachers using these platforms was high with the need to be available to their students constantly within school hours. This would have been better managed if teachers without that demand (i.e. teachers with students working from booklets or non-class teachers) took additional responsibility for the students who were physically present at school. Feedback from parents indicated that they were pleased with the online delivery of lessons and those with multiple children across different stages reflected on the higher quality of lessons as a result of the online/video platforms.

I liked the way each stage worked as a team and supported each other

Enjoyed working from home, however, it was very overwhelming having to answer questions from students working from school and home. Was very busy - parents were contacted and they were struggling with the amount of work that students were given. Supported where needed. Relief Teachers at school not following program that was devised - daily structure. No consistency. Students very anxious at school and working from home. Many different teachers on classes - no consistency. Decisions being made as a stage with not all staff present. Felt isolated working from home. Staff members utilising Google Classroom without parental permission. Departmental decisions made without much notice - developed anxiety.

Thanks

Have a realistic time frame for the teachers to prepare the home learning work for the children. At least a week is needed. Everything was a massive rush to get 10 weeks worth of lessons done. We could have done the first 5 weeks and sent that home, and then worked on weeks 6 to 10. Children could be given a list of activities for the first week at home while the teachers prepare the the first 5 weeks eg Epic, Reading eggspress, prodigy and study ladder; keep a daily dairy; daily spelling grid activity etc. The expectation to phone parents at least once a week was unrealistic. Having to block your mobile number and call, meant many didn't answer. You then had to Dojo them numerous times saying it was you calling and you would phone in 10 minutes etc. A waste of time! The Dojo actually worked well for communication both ways. Perhaps not a full days work as many parents had more than one child to supervise and didn't have enough technical devices. However, we did stress that not all activities had to be completed and we wrote the units so that the children could do them themselves, without supervision, which many did. The stage 2 team produced an engaging unit for the children to attempt and I received only positive feedback from the children and parents. It was great to come back to school and have the next unit ready for all stage 2 to teach.

Without having my own class I felt very supported and everyone was so well organised.

Support on ground level was amazing and supportive on all fronts, but the expectations of the Dept were unreasonable for anyone who had high risk family members. (they still are) kids can easily pass on the virus and we as teachers put our families at greater risk and I feel the Depts duty of care to its staff was poor. Right now with numbers rising again some parents have become complacent with risks and kids are coming to school with illnesses. I truely appreciated the opportunity to work from home when I did but I was nervous to return. At a school level I felt assured that all risks were minimised but I did not have faith that the dept was putting my safety or any teachers safety before the needs or wants of complaining parents and community pressures (ie they had enough of being home with their kids)

Considering this was all new to us, I think we handled it in the best way we could with no real direction. My communication with my team was great and everyone worked together, parents were supportive and students were helped as best we could under the conditions. We can always do better. I think a bit more consistency across whole school would be beneficial to the community. With families that have more than one child in the school and on different stages, we could probably use a checklist of some sort as what is required by ALL teachers and in saying that I don't mean minimal effect or support. For example video messages and daily messages were a benefit to students keeping in touch with their teachers. Parents and students responded well to google classroom and especially to teacher support. Big learning curve and definitely one which I feel both students and teachers can take a big positive out of. I do have concerns about professional learning during this time, did people do for the sake of doing and will it benefit them in their teaching and learning? Some people didn't have time for PL but have gained a lot of insight to a new way of creative learning. Checking in with team daily was a must for our wellbeing, a big task for team to take on especially with their own families but they should be very proud of themselves and I was proud to lead them through this. Big support from Annette but not so much from DoE, they seem to come up with ideas after the schools had already moved forward. Annette was concerned with the wellbeing of all of us and stayed at school to lead the ship. Overall well done BPS!

Now we have lived through it, I would only get staff to plan for 5 weeks at a time. Now that we have time to train up the kids, Google classroom for Stage 2 may be better than a booklet. I think the staff adapted exceptionally well to the ever changing expectations during the Learning at Home period. I found the daily reflection useful for me to gauge the

wellbeing and productivity of the teachers.

Community Engagement Survey December 2020

The staff at Brisbania Public School collated responses and used the information received to plan for our Strategic Direction of Community Engagement in the 2021-2024 Brisbania Public School School Improvement Plan.

65 responses to this survey

What is your impression of Brisbania Public School? Ratings were messaged in % for Excellent Very Good Good Needs improvement

% for Excellent Very Good Good Needs improvement

School 26.2 44.6 16.9 12.3

Classroom teachers 50.8 30.8 13.8 4.6

Teaching staff 39.1 45.3 12.5 3.1

Learning and wellbeing staff working with students in classroom or playground areas

32.8 40.6 18.8 7.8

Students 26.2 49.2 23.1 1.5

Administration staff 35.4 35.4 21.5 7.7

Executive staff 33.3 38.1 17.5 11.1

Parents 23 47.5 29.5 0

Brisbania PS P&C 35.4 35.4 23.1 6.1

Canteen 45.3 34.4 15.6 4.7

Wellbeing and Behaviour support

21.9 40.6 18.8 18.7

Communication 20 32.4 29.2 18.4

Reporting 25 37.5 31.3 6.2

Support for individual learning needs

16.9 38.5 26.2 18.4

Transition programs- Preschool to Brisbania PS, Year 6 to high school, individual needs

33.3 34.9 28.6 3.2

School grounds 21.5 36.9 20 21.6

School resources 7.8 48.4 29.7 14.1

Website/ social media

17.5 28.6 39.7 14.2

Extra Curricula 9.4 29.9 35.9 25

Comments

This survey did not provide enough areas for response or a clear explanation of the question. Current school pick up processes are not Covid safe as 30-40 parents cram in the front of school waiting for children and then all have to file up

and back shoulder to shoulder!

The teachers are wonderful, our children feel safe and valued in their classrooms. Some ideas - our child would like more homework as she said she completes her homework in spare during class. Maybe start a community garden where the students can grow, harvest and sell herbs/veggies to families? Possibly provide a loose-parts play space for the children to use in the outdoor environment?

It's hard to rate the classroom teachers. Most of my children's teachers have been amazing, however there have been some that I would rate as needing improvement. I have given an overall rating of very good but I don't think that's true reflection of all teachers.

I feel the last few months could have been dealt with differently at school. I know plenty of schools on the coast that have allow parents to go school for presentations and special events with limited guests. Also allowing the kids to go to the canteen to purchase goods

I would like to see a stronger focus on wellbeing as a whole school approach. In the classrooms my children are well cared for and feel valued. Perhaps more whole school focus programs.

School website quite dated. Social media could be utilised more to communicate with parents.

Take the shipping container out of the cricket nets so the kids can used it as it was originally intended.

It is hard to access the parents, students and teachers this year. I feel with COVID restrictions distanced from the school. Not sure why the canteen wasn't opened in term 4 and volunteers allowed on site. I believe this was at principal discretion. Teachers did a great job during home schooling but felt like the kids haven't done much extra- curricular activities in the last couple of terms.

The improvements to the school grounds are looking great but please bring back the buddy chairs into the playground and put another one in the COLA! There's not heaps of communication via social media and different teachers utilise ClassDojo in varying degrees. Just little reminders about notes or special days/activities etc on social media would be great! More home readers! We kept getting the same ones as there were not any others. The canteen is pretty good but perhaps some special order days might be nice - sushi, stir fry, spaghetti etc

Everyone did the best they could do this difficult year. Thank you

Keep things consistent understand this year has been very difficult but rules seem to be so different amongst stages which disadvantages some students and parents.

I don't have much good to say. We're accepting that we have little choice in schooling and we'll just have to pay for tutoring later when our children's lack of skills becomes apparent in high school. We feel extremely "locked out" both physically & metaphorically. What was once a small friendly community school now feels entirely different. I don't believe the teachers have any idea what my children's strengths, weaknesses or talents are, they just push them through to the next year. The principal cares only about herself with no regard at all for the neighbours or community, or the reason people move to this unique area. Traffic to/ from the school is unacceptable & there is no encouragement for children to walk or use public transport, it's very much grow the numbers, grow the car traffic & stuff the community kind of attitude.

There are a few grey areas that cause concern in literacy for home readers, homework and library.

I'm sorry but I didnt know who the principal was for the first year of my child's schooling. Teachers have been wonderful.

I think this year in particular out since has lost his interest and passion for learning. I can't understand at such a young age how an individual can destroy the appetite of a child at such an early age. My child had such enthusiasm for learning and in one year he is a different child. I think that really needs to be address and more focus placed on the fact that learning is fun and enjoyable as well as necessary throughout life.

The High street entrance to the school presents as untidy and in need of maintenance. The kid's toilets need to be cleaned more regularly. The canteen has an extremely limited selection which is appropriate for children. The canteen menu needs more diversity and a much better selection of healthy food choices that kids enjoy eating. Parent and guest parking is inadequate.

How can Brisbania Public School improve its local community profile?

Competitive sport/creative arts event for students to enter

They do a good job now

By engaging more with the community of parents

Take the fences down and let the community back in. Get the buzzer system originally proposed for the Shaw St and High St gates for access to the Before and After School Centre. Organise the drop off from High St to make it safer for everyone.

Be welcoming to the community. Bring in elders from the community to talk about the past and what has changed in the area. Bring in indigenous elders who can talk about the land we live on and give a talk on this nations first people.

More showcasing of great achievements in the community to counteract the perception that public education is not adequate.

I feel that Brisbania has a strong and positive community profile. I would love to have seen more security and open grounds out of hours for use by community rather than security fencing.

Promote school improvements and events! There are local newsletters and local papers, community Facebook groups etc where you could share things like playground improvements, test results, extra curricular activities, excursions etc

What community profile? The school has no community engagement and does little to support the small community feel of our villages. The school sees itself as a separate entity focused only on numbers. It's a big school mentality without any of the benefits received at an actual big school.

School displays at the Saratoga shopping centre.

Looking forward to 2021 with opportunities to engage the community through on site activities. This year has proved its challenges. A greater effort on home readers for students reading at higher levels.

Hard to say conduct more activities given the year of COVID that we have had but yes that's what I would say in order to engage the community.

Would be great to offer a lot more school sport participation including providing opportunities to represent and participate in all sports.

More local community based fund raisers. More events held at the school to encourage community and parent involvement. Higher quality one on one music and creative arts lessons made available to the students even if at parent cost. Optional additional one on one, in school learning support for students needing it in numeracy and literacy. For example a tutoring service in school hours at parent expense. Additional sporting programs made available that utilize the Active Kids Vouchers and other government funding.

Our 5 areas of focus-communication, community collaboration, partnerships, school culture and decision making- under the Strategic Direction Community Engagement will incorporate reflections from each survey listed above..

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.