2020 Annual Report

Brooke Avenue Public School

4566

Introduction

The Annual Report for 2020 is provided to the community of Brooke Avenue Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Brooke Avenue Public School
Brooke Ave
KILLARNEY VALE, 2261
www.brookeave-p.schools.nsw.edu.au
brookeave-p.school@det.nsw.edu.au
4333 1022

School vision

Brooke Avenue Public School aims to empower reflective teachers that differentiate, engage and provide feedback to all students.

Students are provided with the opportunity to engage with a differentiated challenging curriculum to develop their individual potential with the knowledge, skills and values to become creative problems-solvers, decision-makers and proud,successful global citizens.

We endeavour to build positive educational partnerships with families and the wider community to support teaching and learning within the school.

School context

Brooke Avenue Public School is located on the Central Coast of NSW, serving a diverse population within a low socio-economic context. There are currently over 460students, representing 21 different nationalities, 78 Aboriginal or Torres Strait Islander students. A total of approx. 55 staff are led by a Principal (P3), two Deputy Principals (Instructional Leader) and four Assistant Principals. Funding through the School Based Allocation Resource (SBAR) has allowed us to increase our staffing with extra School Learning Support Officers (SLSOs), School Administrative Officers (SAOs) and extra time for our General Assistant (GA).

The school receives a high level of funding for students with disabilities. In 2015the school became a part of *Early Action for Success* to provide three tiers of intervention support for students inK-2. This included quality literacy and numeracy teaching and learning with a focus on differentiation, point of need feedback and student engagement.

A culture of on-going improvement and an explicit focus on quality professional learning in differentiation, analysing and responding to data, enrichment and extended learning, fluid and flexible groupings and technology will ensure the application of best practice to every student learning experience.

Our students are involved in a variety of extra-curricula activities including dance, didj playing, public speaking, chess, choir, art, gardening, cooking and many sports.

The school enjoys a strong partnership with theother schools in the Tuggerah Lakes Learning Community, the local Kuriwa AECG,our local preschools and our active and supportive P&C

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Strategic Direction 1

Quality Teaching

Purpose

To empower reflective teachers to create flexible and dynamic classrooms, that differentiate, engage and provide feedback to all students.

Improvement Measures

Increase students in Years 5 and 7to equal or exceed expected growth by 10% in NAPLAN Writing and Numeracy. (Baseline data rolling average15,16,17)

Year 5 Writing 55.05%, Numeracy46.16%,

Year 7 Numeracy 57.9%, Writing 44.35%

Continue to exceed Government Norm in the data set Learning Culture from the Tell Them From Me survey in Teacher Survey- Focus on Learning. (Baseline data 2017- BAPS 8.4, Govt Norm 8.0)

Increase school mean to equal or exceed NSW Govt Norm in the data set Inclusive School from the Tell Them From Me survey in Parent survey - Partners in Learning. (Baseline Data 2017 BAPS 6.4,Govt Norm 6.7)

Overall summary of progress

Unable to report on 2020 NAPLAN due to the test being abandoned because of COVID-19

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Leadership Survey Classroom Observations IC notes	

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

Evaluation	Funds Expended (Resources)
Student success measured through data analysis and growth Survey results from whole school	

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

Evaluation	Funds Expended (Resources)
What interventions has the student previously received? Data, Teacher observations, LST minutes Are staff using new knowledge in their teaching? PL surveys, Teaching and Learning programs	

Next Steps

Increase number of Interventionist teachers to broaden support.

Source and engage with more professional learning on writing.

Continue to upskill SLSOs

Strategic Direction 2

Quality Learning

Purpose

To engage every child with a differentiated and challenging curriculum, focused on innovation and measureable growth.

Improvement Measures

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

(Baseline data rolling average 15, 16, 17)

Year3 Reading 32%, Numeracy 21%

Year5 Reading 15%, Numeracy 7%

Year7 Reading, 11% Numeracy 8%

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

(Baseline data rolling average 15, 16, 17)

Year3 Reading 17.1%, Numeracy 17.1%

Year5 Reading 11.4%, Numeracy 2.4%

Year7 Reading, 2.8% Numeracy 0%

Overall summary of progress

Unable to report on 2020 NAPLAN due to the test being abandoned because of COVID-19

Progress towards achieving improvement measures

Process 1:   Embed quality research informed Literacy practices

Evaluation	Funds Expended (Resources)
What does writing look like K-6? Data, Instructional Coaching, Writing samples mapped against Learning Progressions Evaluation through staff surveys	

Process 2:   Embed quality research informed Numeracy practices

Evaluation	Funds Expended (Resources)
What PL has been sourced? Term 2 PL Schedule How is assessment being used to drive teaching? Is there a PL Maths plan? PL Maths plan, intervention groups	

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Are students engaged in classroom lessons? What elements of differentiation are teachers using to differentiate? Leadership survey, classroom observations, IC notes Is quality differentiation being used in the classroom? Do teachers understand the elements of differentiation? PL Survey, Class Observations, IC notes	

Next Steps

Data informed Instructional Coaching,

Continue to map writing against Learning Progressions and develop programming based on point of need.

Strategic Direction 3

Quality Connections

Purpose

To build positive educationalpartnerships with families and support agencies so that the strength of thecollective ensures the best learning opportunities for the whole child.

Improvement Measures

75% or greater of our families will access and find useful social media communication to share samples of their children's work including SeeSaw and Facebook. (Baseline data TTFM 45% Social Media from useful communication types at school)

An increase in the measured growth of community engagement in classrooms for the purpose of supporting teaching and learning programs. (Baseline data 2017 volunteers 0.6 per classroom)

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
TTFM Community Survey Results.	

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

Evaluation	Funds Expended (Resources)
Data from connection through school communication strategies/methos.	

Next Steps

Respond to end of year parent and student TTFM survey results by making adjustments.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal SLSO employed **Funding Sources:** • Aboriginal background loading ($96.00)	Aboriginal students showing increased attendance and academic growth.
Low level adjustment for disability	SLSO employment **Funding Sources:** • Low level adjustment for disability ($230.00)	Academic results for Tier 3 students showing growth.
Quality Teaching, Successful Students (QTSS)	TCH Release **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($85.00)	Classroom Observations, PL survey feedback, IC notes
Socio-economic background	TCH,SLSO employment TCH cover **Funding Sources:** • Socio-economic background ($453.00)	The practices of differentiation, quality feedback and engagement are embedded and evident in all classrooms. Teachers show a collective understanding of the importance of differentiation, feedback and engagement and use these consistently to frame directed teaching, programming and assessment practices. Evaluated through teaching programs, teacher feedback and students academic results.
Support for beginning teachers	TCH release **Funding Sources:** • Support for beginning teachers ($47 818.00)	EAFS survey showed 100% of all beginning teachers felt supported and professionally developed.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	240	217	229	243
Girls	222	232	215	234

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94.3	91.4	90.4	92.3
1	91.2	93	89.9	88.9
2	89.6	92.5	90.7	90.1
3	91.4	91.6	90.2	91.9
4	91.5	92.4	88.5	89.9
5	91.3	94.2	88.5	89.8
6	91.5	92.2	89	92.4
All Years	91.5	92.5	89.6	90.7
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.

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)	5
Classroom Teacher(s)	19.63
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	6.68

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	637,722
Revenue	5,574,877
Appropriation	5,523,742
Sale of Goods and Services	3,630
Grants and contributions	47,003
Investment income	502
Expenses	-5,575,693
Employee related	-5,102,790
Operating expenses	-472,903
Surplus / deficit for the year	-816
Closing Balance	636,906

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.

	2020 **Approved SBA** ($)
Targeted Total	226,206
Equity Total	714,553
Equity - Aboriginal	96,578
Equity - Socio-economic	376,594
Equity - Language	10,545
Equity - Disability	230,836
Base Total	3,798,072
Base - Per Capita	109,059
Base - Location	0
Base - Other	3,689,013
Other Total	624,813
Grand Total	5,363,644

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

Each school year, schools are required to seek the opinions of parents, students, and teachers about the school. Their responses from school survey results are presented below:

*100% of parents surveyed agreed that formal and informal interviews with teachers are useful or very useful when discussing their child within the school environment.

*91% of students surveyed believed that they were supported by teachers to improve their academic success with 85% stating that teachers had high expectations of them.

*100% of staff surveyed identified that school leaders had helped them create new learning opportunities for students.

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.