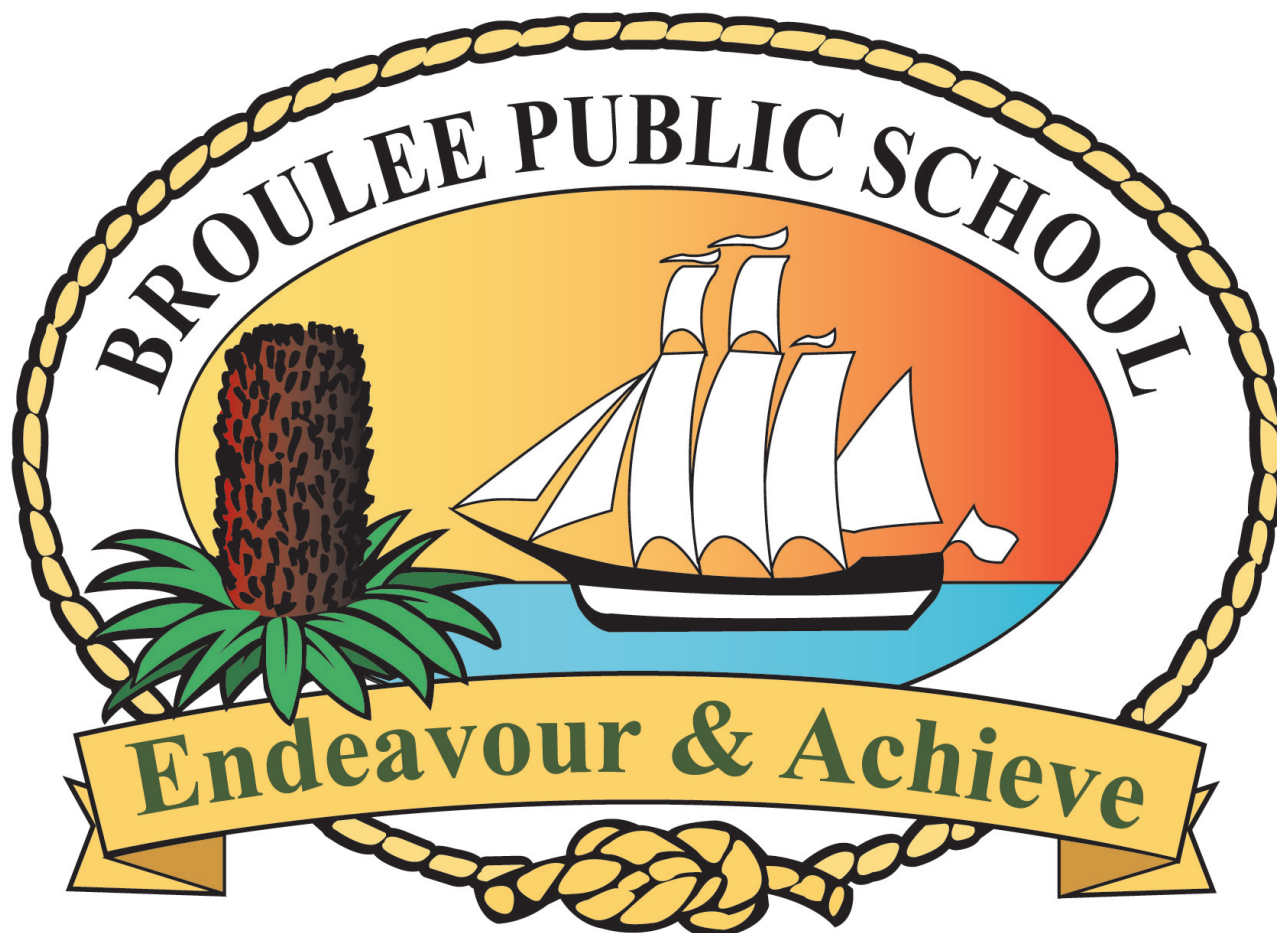


2020 Annual Report

Broulee Public School



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Introduction

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

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

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School vision

School Vision:

To create a passion for lifelong learning with a commitment to innovative, flexible and creative thinking

School Mission Statement:

We are a school that is:

- Teaching 21st Century Skills
- Learning in an exciting, engaging environment
- Valuing individuality and creativity
- Developing confidence, excellence and leadership skills

Core Values:

- **Fair** - To make decisions based on equity and social justice.
- **Inclusive** - To value difference, to learn with and from each other.
- **Safe** - To promote and support risk taking within a safe learning environment
- **Honest** - To play, grow and learn with integrity and ethics

School context

Walawaani Njindiwan - Welcome

Our school is a leading centre for education innovation for students from Kindergarten to Yr. 6. It is student focused and students will always be our first priority. We have high expectations for all of them in becoming "students who are masters with content not just masters of content".

We use a range of digital technologies as tools to assist in delivering an engaging and challenging curriculum that also includes the skills of: leadership, flexible thinking, creativity, imagination, cooperation and communication.

We are inclusive and respect and celebrate diversity and difference. Special features of our programs include: public speaking, environmental activities, and a wide range of sporting electives and "Gifted & Talented" programs.

During recent years we have won a number of regional and state awards for Leadership Innovation, Academic Excellence and Parent Partnerships. The school has also recently been recognised in a number of national and international publications (The Australian Educational Leader, Australian College of Educators).

We believe strongly in collaborative schooling where we acknowledge children learn every minute they are awake, 24/7/365. We aim to integrate the efforts of the home and the school and together we foster the concept that learning is "life long".

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

Elements	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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

Excellence in Teaching

Purpose

To design and promote excellence in teaching that is embedded within current pedagogical practices that embraces and nurtures the talents of every student.

Improvement Measures

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

Increased use of evidence-informed pedagogy by all teachers

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

Progress towards achieving improvement measures

Process 1: Teacher Quality

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

Evaluation	Funds Expended (Resources)
The collaborative practice of staff was enhanced in 2020 through structuring the Release from Face to Face roster so that across stage and year based classes were allocated time together. Class based tasks were co-designed and allowing for greater understanding of the content and utilisation of resources. Staff continue to develop their knowledge and understanding of creating effective learning intentions and success criteria. Professional learning for this area did not take place to the extent planned due to restrictions placed around COVID-19.	\$4860 teacher casual relief.

Process 2: Assessment

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

Evaluation	Funds Expended (Resources)
Tightening of the assessment schedule and what summative assessments were to be used took place at the start of 2020. A schedule was finalised and initial testing took place using PAT testing of English and mathematics skills. Professional discussions structured around the learning needs of groups of and individual students was facilitated through planning days and allocated time. This gave a greater consistency to assessment of student learning and staff were able to maximise learning supports for targeted students.	\$2580 PAT assessments \$24,300 QTSS funds

Strategic Direction 2

Learning and Engagement

Purpose

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

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

Improvement Measures

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

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

Progress towards achieving improvement measures

Process 1: Learning Culture

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

Evaluation	Funds Expended (Resources)
All classrooms were provided with a common poster reinforcing the language staff have adopted around feedback. Students are directed to this poster when "stuck" in their learning during conferences and teachers direct a discussion with them around what achievements they have made and where to next to continue to improve skills and knowledge. Students have a greater understanding of the process of continual learning and are developing a greater resilience to challenging themselves to improve.	\$7,776 Professional Learning (Feedback Pilot)

Process 2: Curriculum and Assessment

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

Evaluation	Funds Expended (Resources)
A focus on quality feedback was emphasised in 2020 with the movement to learning from home and staged return to school due to COVID-19 restrictions. Teachers and SLSOs focussed their dialogue with students around their achievements in their learning and the next steps they need to take. Continued professional development for staff in creating quality learning intentions and success criteria in the form of rubrics will build on the ability of students to identify their "where to next" and guide their own learning.	SDD

Strategic Direction 3

Leadership and School Culture

Purpose

To promote and inspire leadership that builds the capacity for excellence and innovation and fosters a culture of high expectations and shared responsibility in order to develop students as life long learners who are positive contributors to society.

Improvement Measures

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

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

Progress towards achieving improvement measures

Process 1: Leadership

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

Evaluation	Funds Expended (Resources)
During 2020 the Curiosity and Powerful Learning team have led the school staff in reflecting on and developing the School Narrative. They became instructional leaders for their groups and stages in reflecting on practice, values and future directions for the school.	SDD
The formation of the instructional triad groups and classroom learning walks did not progress in 2020 due to COVID-19 restrictions.	\$3890 Professional Learning release days for C&PL

Process 2: Partnership

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

Evaluation	Funds Expended (Resources)
The movement to learning from home placed our partnerships with parents and carers at the front of processes in the early half of 2020. Formal structures were put in place to ensure parents and carers were informed and supported in their endeavours to continue their children's education. Communication through a variety of forms were used to ensure minimal disruption to learning which continued as routine practice as restrictions were eased.	Time afforded through the casual employment program.

Process 3: Technology

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

Evaluation	Funds Expended (Resources)
Throughout 2020 the reliance of technology to deliver learning from home became a crucial tool in learning. Our teachers quickly transitioned all learning to the google classroom platform and upskilled themselves to deliver online learning lessons that targeted the needs of the group and individual. Many of the techniques and delivery methods utilised during learning from home and staged return to school were adapted to continue the delivery of	

Progress towards achieving improvement measures

learning in the regular classroom upon the students returning to school.

The need for devices so that students to access the curriculum was highlighted and in 2021 the school will budget to increase Chromebook access for primary students to one per two students in stage 2 and one to one in stage 3.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,266- SLSO support	Support programs developed by teachers as part of Aboriginal student's PLP process were delivered by SLSO staff. Overall parental engagement with the school via targeted cultural activities will be a target for 2021.
Low level adjustment for disability	\$38,742- SLSO support 0.7 FTE- Learning and Support Teacher	Targeted student intervention with Multilit and Phonemic awareness programs resulted in an increase in reading levels and outcomes for students. IEP's developed for students were implemented on a regular basis addressing specific needs of students. Targeted small groups for Reading and Mathematics received explicit instruction, Parental education and engagement through the Learning and Support Teacher on how to support there targeted student was delivered.
Quality Teaching, Successful Students (QTSS)	\$70,115	Instructional leadership was enhanced through the release of Assistant Principal and the staff they supervise to work together on programming, units of learning, student assessment data and general classroom and student learning and management issues. Lesson observations of exemplar practice were facilitated so that new staff could learn from experienced or specialised staff.
Socio-economic background	\$52,140- SLSO support	SLSOs employ across the school to provide small group and 1:1 support for targeted literacy and numeracy interventions. Targeted student intervention with Multilit and Phonemic awareness programs saw an increase in English outcomes for students. Movement in Maths activities enhanced numeracy recall and understanding. IEP's developed for students were implemented on a regular basis addressing specific needs of students.
Support for beginning teachers	\$4,375 \$19,608 (Funds carried forward)	Through additional release from face to face teaching the beginning teachers had the opportunity to work closely with their supervisors, who mentored them in programming for a range of students, making reasonable adjustments for learning and behaviour management strategies.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	193	204	203	197
Girls	169	167	166	161

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	93.7	92.9	94.9
1	95.6	93.5	92.1	94.8
2	92.9	93.1	93.5	93
3	92.6	93.6	92.8	95.5
4	94.8	92.3	91.7	94
5	94.1	93.6	90.9	93.9
6	94.6	94	91.7	92.7
All Years	94.2	93.4	92.2	94.1
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)	3
Classroom Teacher(s)	13.87
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	499,182
Revenue	3,335,374
Appropriation	3,276,011
Sale of Goods and Services	1,544
Grants and contributions	57,145
Investment income	674
Expenses	-3,474,150
Employee related	-3,145,456
Operating expenses	-328,694
Surplus / deficit for the year	-138,777
Closing Balance	360,406

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	122,670
Equity Total	191,119
Equity - Aboriginal	20,266
Equity - Socio-economic	52,140
Equity - Language	3,402
Equity - Disability	115,311
Base Total	2,652,789
Base - Per Capita	88,746
Base - Location	9,520
Base - Other	2,554,523
Other Total	182,097
Grand Total	3,148,675

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

Broulee Public School used parent forums, parent and staff focus groups, staff responses to surveys and the student Tell Them From Me Survey (TTFM) with students inclusive of Years 4-6.

TTFM data over the survey periods shows that our students had a lower advocacy at school compared to past years. This downward trend was reflected in several areas of the TTFM survey at the across the year, scoring below the state mean in all areas.

Analysis of the data tells us that the school engagement factors (Quality Instruction 7; Positive teacher student relationships 7.6; Positive learning climate 5.7, Expectations for success 8.0) are around 1 point lower than the NSW state norms.

The data also showed that students sense of belonging was significantly less than the NSW Govt norm, however students with positive relationships was same as the NSW Govt norm at 85%.

Data collected from parents through the different forms showed that:

- the school response to learning from home during COVID-19 was outstanding;
- information about the school's programs and activities is regularly communicated to parents/carers;
- Broulee Public School has competent teachers who set high standards of achievement;
- information about student progress/learning is communicated satisfactorily;
- class activities are interesting and engage students in learning;
- it is easy to contact the school to discuss concerns relating to their child;
- Broulee Public School is seen as having a fair and supportive discipline system;
- executive staff are accessible;
- positive relationships exist between the school and its community;
- students are engaged by their classroom environments;
- Broulee Public School is well organised and runs smoothly; and
- the school office responds to enquiries and requests in a friendly and prompt manner.

When comparing the student responses to parent responses, there are beliefs which do not align and this will be an area for investigation in 2021.

Data collected from staff throughout the showed that:

- they felt valued and supported by the school executive during COVID -19 learning from home implementation;
- they had positive relationships with the parents of the children they teach;
- there is a high level of trust, collegiality and mutual respect amongst staff;
- school leaders commit themselves to school improvement; and
- collaboration between teachers has continued to improved.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Engagement of Aboriginal families and the wider Aboriginal community is both encouraged and targeted across the whole school and at a classroom level at Broulee Public School. Advice from the Aboriginal community is actively sought to clarify appropriate and respectful protocols. Aboriginal student leadership is also encouraged, supported and celebrated with some students holding leadership positions including House Captains. The inclusion of Aboriginal perspectives is also a part of normal classroom practice in all classes, Kindergarten to Year 6.

This year, our NAIDOC week celebration included activities within stages. Due to COVID-19 we were unable to engage Aboriginal community members to share their culture and lead learning activities.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Broulee Public School consistently promotes respect and belonging for all students through our FISH values of Fair, Inclusive, Safe and Honest students. Multiculturalism is celebrated across the curriculum, recognising and appreciating the diversity of cultures and languages within Australia and overseas. Our school core value of inclusivity encourages all students to be active, fully participating members of our school community. Diversity is the norm and we endeavour to ensure access and participation for all students by providing meaningful curriculum, effective teaching and necessary support. Multicultural perspectives are highlighted in classroom activities throughout the year.