

# 2021 Annual Report

## Brisbania Public School



1498

# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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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, Mrs Lukins and Miss Chapman who have all coordinated their stages, with Mrs Self in Semester One, been flexible and supportive and have the students' academic, emotional, physical and social growth forefront in all decisions.

A sincere thank you to the Executive for all your leadership, flexibility, guidance, care and support. Our aspiring leaders, Mrs Self, Mr Ingram, Mrs Bacigalupo, Mr Stott, Mrs Dawson and Ms Simpson have all coordinated grades, under the leadership of our Executive, thank you for all your work this year to support the Brisbania PS community.

COVID-19 has undoubtedly turned our world upside down again this year. It has been a year of long lockdowns. While we have faced challenges, constant changes to guidelines, 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. The quality of Learning from Home units continued to become better and better, with teachers running Zoom sessions in addition to the unit. Thank you for your hard work students, parents and teachers during our Learning from Home period.

It was wonderful to zoom in on sessions K-6 and see the units of work in action both at home and school.

Thank you to the P&C for organizing weekly competitions to engage students.

Unfortunately, COVID-19 restrictions saw the cancellation of many activities that we had planned for Term Three and Four.

Our musical has been moved to September next year and we look forward to celebrating the end of our 80th year through the decades with music and dance.

Without our support staff, our General Assistant, 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. Much work goes into the standard of upkeep in the school, the support we give to our students and the efficient running of the school.

Our Bush Tucker garden, a long held dream project for many staff members has been established and made a huge difference to the outlook of the school from the bottom playground and Brisbania Close entry. Special thanks to the committee- led by Mrs Bacigalupo with Ms Simpson, Mr Ingram, Mrs V and Tracey our Aboriginal SLSO working cooperatively with myself and following guidelines from a Sustainability grant.

We have two trees planted in memory of our beautiful colleague, Mrs Huisman, one in the Bush Tucker garden and one in the garden in front of the Admin building. Mrs Huisman was extremely popular with staff and students. We miss her every day but she will not be forgotten.

It has been a privilege to work with the 2021 Student Leadership Team- William, Sahara, Heidi, Marli, Tom and Casey. Your pride in the school and the dignified fashion in which you have carried out your role is a real tribute to you. Thanks for your flexibility and willingness to assist with any task asked of you. Thank you and all the best in your future schooling.

The Student Representative Council was coordinated by Mrs V and Mrs Strickland allowing Years 2-6 to have a voice, share ideas and report back to their class. Well done on raising funds towards a buddy bench in the playground and for our Pirate Day in Term 2 raising funds for Childhood cancer research and Water Safety Day raising funds for local surf life saving.

We participated in the Premier's Sporting, Reading and Spelling challenges in 2021.

NAIDOC week was celebrated in June with our Aboriginal culture highlighted through focused activities provided for all students to engage and support pride in all students of our Aboriginal heritage. Invited guests were very impressed by the activities, organisation and student engagement throughout the day.

Brisbania PS prides itself on the care we provide for our students and Wellbeing continues to be a strategic direction in our School Improvement plan coupled with Community Engagement and Student growth and attainment.

In May, Brisbania PS completed External Validation, the committee of Mrs Dawson, Mrs Norris, Mr Stott, Mrs Self, Mrs Lukins, Mrs Carey, Mrs Duruz and myself, worked exceptionally hard to create evidence that showed a true picture of our school against The School's Excellence Framework. We were validated at Sustaining and Growing, moving to Excelling in all domains. It has been a planned journey of growth over the past five years and all staff need to be congratulated on their willingness to give their all to Brisbania PS each and every day.

Our commitment to smooth transition programs continued to support all students whether coming to Kindy, moving through the grades at Brisbania 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.

A visit from Santa to collect our Reverse Santa gifts and draw the P&C's Christmas raffle was a highlight of the term for many students.

We celebrated success and special dates- Sorry Day, Anzac Day, Reconciliation Day, Harmony Day, National Anti-Bullying Day, Day for Daniel and National Water Safety Day.

Our canteen got a refurbishment over the summer holidays Thank you to the P&C who continued to raise money throughout the year, in very trying times and for the donation towards the canteen. The P&C also got a grant to assist in payment of shade cloth over the play equipment and boat.

Thank you to all our volunteers especially our Uniform shop ladies, P&C volunteers and the Year 6 farewell committee.

I am so proud to be the principal of Brisbania PS. I have amazing students and staff and a supportive community and we have excelled during 2021.

2021 was a very busy, productive and tough year. Well done to all the community for your resilience, perseverance and learning. You should be very proud of yourselves.

Annette Parrey

### Message from the school community

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What a very different year we have experienced these past two years but it made us think in a more creative way on how we can best support our beautiful school, students and community. Our school headed up by our amazing Principal, Miss Annette Parrey, and all staff at Brisbania PS have been a tower of strength throughout another pandemic year. For being flexible and for being there for each of the students. For personal experience, we have felt very supported each step of the way.

Throughout this year, we have managed to still run: Easter Raffles; Hot Cross Bun Fundraiser; Mother and Fathers day gift bag; Lockdown Competition; Crazy Camel and a Christmas Raffle.

We had success in Community Grants and offered Rebel Sporting gifts to the school. Money from COVID grants allowed part payment of an upgrade to our canteen.

What a year and I am thankful for everyone who played a part to support our school.

Lindsay Ivins

P&C President

Brisbania PS



## School vision

At Brisbane Public School, students, teachers and parents work in partnership to prepare young people for rewarding lives as engaged members of society by being challenged to learn in a positive, respectful, collaborative, inclusive and high expectation environment. We support the development of students with a focus on wellbeing, academic growth and social success as confident, resilient, self-directed and successful learners who are known, valued and cared for.

## School context

Brisbane Public School is a primary school located on the Central Coast with a student enrolment of 415. Our attendance rate is 93.1%. Currently 68.1% of students attend >90% of the time. The school culture is one of inclusion, wellbeing and doing your best. We are located in a comfortable socio-economic area which attracts minimal government funding. The school is a focal point of the community. Brisbane Public School has a FOEI of 73. There are 9% of students identify as Aboriginal or Torres Strait Islander and 3.7% from an English as an Additional Language/Dialect background. Extra curricula opportunities in Sport, STEM, Critical and Creative thinking and Creative and Performing Arts enable our students to excel through a range of different experiences.

Through our detailed situational analysis, three areas of focus for this Strategic Improvement Plan have been identified. The previous school planning cycle will continue to be built on, coupled with our community engagement Strategic Direction. External Validation in May 2021 and gathering of evidence sets will continue to support improvement against The School Excellence Framework.

**Wellbeing and equity-** A priority will be to continue catering for all students while providing wellbeing and equity for all, via our wellbeing policy, wellbeing programs, special focus days, personalised support and differentiated teaching and learning programs across the school. All students will continue to be known, valued and cared for. TTFM data indicates areas for development with students- a positive sense of belonging, advocacy for school and expectations for success, being interested and motivated- that will be incorporated into progress and improvement measures.

**Student growth and attainment-** will be targeted in Reading, Writing and Numeracy. A continued focus on individual learning needs, with increased targeted support groups in Writing, Reading and Numeracy, high potential focus, critical and creative thinking, differentiated programs and improved data analysis. A focus on more effective feedback between staff, peers, parents and students, with an increase in students' own feedback reflection. Strengthening and differentiating PL sessions to increase motivation of staff and teacher capacity in explicit goal setting for lessons, with feedback only on that goal for both teacher and student effective feedback to be planned, taught and effectively used. Peer observations and sharing with structured observations via a strong plan and culture within the school will be planned for and promoted. Collaborative planning will be a focus across the school in stage, committee and Executive meetings to foster and initiate shared responsibility for evidence-based decision making.

**Community engagement-** Areas of focus will be drawn from a parent survey in Term Four 2020 in addition to previous school based and TTFM survey responses, indicating a focus on increased opportunities for parents to visit classrooms, volunteer in classrooms and engage with the school implemented across stages to promote positive relationships. Planned and increased opportunities for communication and collaboration for staff and parents to increase parents' perception, knowledge and promotion of the school, teachers and Executive, culture and morale.

*What Works Best: 2020 update* will underpin the development and sustenance of whole school processes for collecting and analysing data to inform differentiated teaching and learning programs, effective feedback and collaboration.

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 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

In May 2021, Brisbane PS had its External Validation. During External Validation, the school was validated at Sustaining and Growing across all elements, with many elements moving towards Excelling. Our goal for our next External Validation is to be Excelling across all elements. The staff, especially the External Validation committee, were very pleased with the extremely positive feedback received and the growth Brisbane PS has demonstrated over the past five years.

As a Cohort A school, Brisbane PS were required to update our Situational Analysis and School Improvement Plan for the 2022-2025, planning cycle.

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student outcomes in Reading, Writing and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

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**QTSS release:** \$83,416.00

**Low level adjustment for disability:** \$89,694.00

**Literacy and numeracy intervention:** \$47,090.00

**Literacy and numeracy:** \$20,104.00

### Summary of progress

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Student growth and attainment has been the hardest Strategic Direction to achieve and reflect on in 2021.

The Learning from Home period interrupted plans and activities, although the staff did an amazing job planning units of work, zooming with students and using resources to assist student achievement.

Our targeted groups and allocation for support has been extremely effective and continued at various levels of support during Learning from Home, via zoom sessions and Google Classroom. Support packs were put together for students during Learning from Home.

Intensive Learning and Support groups were run by two COVID ILSP Teachers and the K-2 Learning and Support Teacher. The focus of the Kindergarten program was identification of ES1 students needing Phonemic Awareness support (Term 1) and Year One Literacy Support (Term 2, 3, 4)- Oral Language activities, Phonological Awareness, Print Conventions and Handwriting. Stage Two Maths Support in small withdrawal groups, followed the Stage 2 program. Support included a focus on number sense, additive strategies, multiplicative strategies and number patterns. Each session utilises a number talk, explicit teaching and consolidation of a focus strategy and word problem skills. Stage Two literacy intervention was based on the Structured Literacy instructional program B by Rosemary Ruthven. These programs led to an increase in confidence and application, increased reading levels, improvement using phoneme correspondences when reading and creating texts, increased legible handwriting, identification of oral and phonic knowledge challenges and support packages created weekly for students during Learning from Home.

The "Mini groups" for Years 2-6 were focused for our middle students who have the capacity to move into the top two bands of NAPLAN in Reading, Writing and Numeracy. The teacher has worked with 30 students from each year group for Reading, Writing and Mathematics, from Years 2 - 4 and 40 students for each area for Years 5 and 6.

Reading Mini Groups have developed reading comprehension strategies, along with vocabulary knowledge, using a variety of informative and narrative texts, including subject-based and multi-modal.

Writing Mini Groups have applied punctuation knowledge through editing and used engaging vocabulary and more complex sentences to add detail and variety in writing.

Maths Mini Groups have furthered their sense of number to use a range of strategies involving the four operations to solve simple to multi step problems within other concepts of Maths.

The students have notably enjoyed learning within these small groups and have improvement in both confidence and attainment. 53% of students supported in Semester One writing achieved the top two bands in the Year 3 NAPLAN and 43% achieved in the Upper group band 7 and 8 for the Year 4 Reading Check In assessment.

HPGE groups were run across KLAs for Stages 1-3, in the afternoon session. Students were able to increase skills in STEM/ coding, Visual Arts, Drama, Writing, Public Speaking, Tournament of the Minds, Journalism, Literacy, Numeracy, Critical and Creative thinking, Problem solving and Aboriginal Cultural groups.

Critical and Creative Thinking through STEM has been a focus, with units of work written in collaborative groups overseen by the central coast STEM Academy of Excellence STEM liaison officer.

Leanne Lukins produced a K-6 Digital Technologies scope and sequence which has been shared with the Brisbane PS staff. She also produced the Critical and Creative Thinking Scope and Sequence aligned with the STEM design process and shared with the STEM Academy of Excellence.

3 teachers attended an ELC organised STEM in Mathematics course, then presented to staff.

An Effective Feedback workshop by Tuggerah Office in Term 1 was not effective, so teachers researched and implemented timely, effective feedback.

NAPLAN, Check In Assessment, Best Start, Phonics Screener and school based assessments have been triangulated to assess student growth. Use of PLAN 2 has informed future programming.

6 teachers were timetabled to support students in Literacy and Numeracy. 224 students, working across 24 groups throughout the year, have had the opportunity to have intensive support in Literacy and Numeracy. This support has included basic phonics skills, comprehension skills, vocab and sentence structure, Reading Recovery style one on one support, phonemic awareness and Mathematics need based work, 53% of the students have had small group or individual assistance in 2021.

Check In Assessment data in Reading shows the cohort is above SSSG and state for number of questions correct in Reading at 68.4% and in Numeracy at 67.6%.

### Future Directions

The creative use of resources- Literacy and Numeracy intervention, QTSS release, LaST allocation and RFF teachers timetables coupled with COVID ILSP funding- allowed for students at all levels of ability to be catered for. This Literacy and Numeracy Support model will be used again in 2022.

The establishment of the Erina Learning Community Writing network to improve Writing across all schools will promote deep data analysis of SCOUT, school and ELC data, leadership and collaboration with LANSAs and PSL to support school growth.

Stem Sprints in Maths will be written to support Critical and Creative thinking.

Brisbane PS's whole school assessment schedule will be revised in 2022 to ensure a whole school approach to data collection and analysis via an electronic tracking sheet to look for patterns in achievement or gaps in learning, for a whole school focus.

HPGE register will be established and maintained. HPGE groups will be run to cater for cohort needs.

Brisbane PS Digital Technologies Scope and Sequence will be followed and evaluated.

Critical and Creative Thinking Scope and Sequence will be aligned with the STEM design process.

All staff will utilise PLAN 2 to plot achievement and plan for future differentiated learning activities throughout the year.

Emphasis will be placed on NAPLAN data areas for improvement in Reading, Writing and Numeracy.

Brisbane PS will be working towards Excelling across all domains of the School Excellence Framework.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achievement of 2022 system - negotiated targets: <ul style="list-style-type: none"><li>• A minimum uplift of 5% of students in the Top 2 bands NAPLAN reading to reach the lower bound target of 48.8%.</li><li>• A minimum uplift of 5% of students in</li></ul>	<p>In 2021, NAPLAN data 43.7% of students achieved in the top two bands for Reading, although this was an increase from 2019, at 29%, we still need an uplift of 5.1% to reach the lower band target.</p> <p>In Numeracy, 30.5% of students achieved in the top two bands. This is an increase from 2019 data, 18%, however, a 8.4% increase is still needed to</p>

Top 2 bands NAPLAN numeracy to reach the lower bound target of 38.9%.	reach the lower band target of 38.9% in 2022.
70% of students Years 1-6 improve in vocabulary, sentence structure and paragraphing through CTJ writing samples.	During 2021, Brisbania PS did not collect beginning and end data for CTJ on writing samples. Through the Erina Learning Community Writing Network in 2021, via initial survey, and meetings in 2022. A clear guideline will be set for data collection and analysis for 2022.
At least 79% of Early Stage 1 students will achieve a writing vocabulary level of 40 words by the end of the first year of schooling.	Students in Early Stage One achieved 73% in writing vocabulary of 40 words by the end of 2021. With the interruption of Learning from Home this is a pleasing result.
At least 84% of students completing Year 3 will have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions.	Students in Year 3 achieved 86% within the sub element of additive strategies on PLAN 2 ADS6 and 50% on ADS7 and ADS8.
Brisbania PS validated at Sustaining and Growing on the School Excellence Framework in the elements of Curriculum, Assessment, Reporting, Data Skills and Use and Learning and Development at External Validation.	In May 2021, Brisbania PS was validated at Sustaining and Growing during External Validation. The comment was made that Brisbania PS is moving towards Excelling. Our goal is to be validated at Excelling in 2025 at our next External Validation on all elements of the School Excellence Framework.
<ul style="list-style-type: none"> <li>• A minimum uplift of 2% of students achieving at or above expected growth in NAPLAN reading to reach the lower bound target of 69.3%.</li> <li>• A minimum uplift of 2% of students achieving at or above expected growth in NAPLAN numeracy to reach the lower bound target of 61.9%</li> </ul>	<p>65.45% of students achieved expected growth, leaving a further 3.85% to reach our lower bound target of 69.3%.</p> <p>53.7% of students achieved expected growth, leaving a further 8.2% to reach our lower bound target of 61.9%.</p>

## Strategic Direction 2: Wellbeing and equity

### Purpose

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In order to maximise student outcomes and build strong, positive foundations for success, we will further develop and refine strategic and planned approaches to develop whole school wellbeing and equity practices that support all students to connect, succeed and thrive.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Increasing Brisbane Public School's positive, supportive wellbeing practices.
- Increasing Brisbane Public School's equity practices supporting all students.

### Resources allocated to this strategic direction

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**Brisbane PS's P&C- Student Wellbeing Officer:** \$25,000.00

**Professional learning:** \$26,318.00

**Aboriginal background:** \$28,916.00

### Summary of progress

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Working around the Learning from Home period of 2021, the Student Wellbeing Officer has conducted Seasons for Growth for Stage 2, supported targeted students on a flexible timetable, greeted students at the Shaw St gate of a morning, supported Rock and Water sessions, attended the Canberra overnight excursion and assisted with in school activities.

Attendance has been monitored at LaST, Exec, Stage and class levels. HSLO support has been engaged for a targeted student. Engagement with Learning from Home has assisted school data in 2021.

Got It was planned for Term Three, all the preliminary paperwork was able to be completed in Term Two. Unfortunately, Learning from Home interrupted plans to implement the program in Term Three. It is now due to be implemented with the same cohort in Term Two 2022.

Again, due to Learning from Home only one stage benefited from Seasons for Growth and PAX training was completed but not implemented as was due to be implemented in Semester Two. K-2 will now implement in 2022.

The You Can Do It scope and sequence and activities were revised due to be introduced in Semester Two, this has been put off until 2022.

In Term One, staff had the opportunity to discuss what constitutes an effective Learning and Support Team. Role statements were written for K-2 Learning and Support Teacher, 3-6 Learning and Support Teacher, Learning Support Team, Learning and Support Coordinator and Learning and Support Caseworker. Weekly meetings were held up until Learning from Home. On return to school in Term 4, Learning and Support meetings have been moved to 3:10pm on Mondays prior to Exec meeting, due to extra duties with the cohort model in place.

Some Aboriginal Education activities were able to proceed around restrictions. In Term 4, a virtual Tjudibaring Local AECG award ceremony was held, with actual awards being handed out in our Bush Tucker Garden. The garden was planned and prepared prior to Semester Two. In Term 3, the garden took shape. The employment of our Aboriginal SLSO following an EOI process allowed for the garden to be established and also a native herb garden. The SLSO also supported targeted Aboriginal students both in class, educating students about the garden and cultural heritage.

The musical item will be a part of the postponed musical in September 2022, with students filmed on Country performing an item and Acknowledgement. Our Staff Development Day has been moved to Term 3, 2022. at Gibberagong EEC. PLPs were written in Term 1. In 2022, a review of the PLP process will be held with support from the Tuggerah Office Aboriginal Education Team.

Our Aboriginal teacher, Deanne Simpson is the local delegate for Regional AECG. She attended meetings throughout the year and passed on relevant information to staff. She and two other teachers attended Connecting to Country in Term 4.

Whether learning at school or from home, Brisbane PS, celebrated dates of community and national importance. PDPs were written and reviewed. Attendance at PL has mainly been via a virtual platform. Staff working from home, utilised



their time to upskill in areas of need or interest. This style of learning and the time available was especially useful for school support staff, when minimal staff were allowed on site.

## Future Directions

The 2022-2025 SIP will have Wellbeing and Equity as Strategic Direction Two.

**Aboriginal Education-** The Bush Tucker Garden will have ongoing costs to maintain to 2021 standards. The employment, via EOI with an AECG panel member, of an Aboriginal SLSO will support both our Bush Tucker garden and targeted Aboriginal students for behaviour in the classroom and playground and all students with cultural knowledge. Planned PL by the Tuggeragh Office Aboriginal Education Team in Semester One for all school staff on an effective PLP process, the Aboriginal Education Policy and turning the policy into action will invigorate Aboriginal Education as a focus at Brisbane PS. Aboriginal teachers at Brisbane PS will continue to host PLP meetings with parents/carers in Term One. In 2022, cultural activities will be run by Deanne Simpson, an Aboriginal Teacher, three afternoons a week in stage groups. The postponed musical will have our Aboriginal students filmed doing the Acknowledgement on country and an item on country. All staff will participate in an excursion on the last day of Term 3 as a SDD, visiting Gibberagong EEC to promote local knowledge and plan future excursions for students. Connecting to Country will be offered to interested staff from Term One, following staff enthusiasm attending in 2021. Special dates on the calendar will be remembered and promoted throughout the year.

**Brisbane PS's Student Wellbeing Officer-** A new Student Wellbeing Officer (SWO), Helen Borthwick, one of Brisbane PS's SLSOs will be employed from 2022, following the cessation of DoE funding for the position. School funds will be used to fund the position. A flexible timetable around other SLSO duties will allow for at need support for targetted students, in addition to running Seasons for Growth for most needy cohorts and assisting classes with Rock and Water.

Attendance will continue to be monitored at LaST, Stage and Exec level, accessing HSLO support as needed. Staff will continue to greet students at Shaw St gates of a morning for our most anxious students.

NSW Health will run the delayed Got It program for 5 Year One students in Term Two to support parenting and student needs, with a Brisbane teacher, Wendy Norris, supporting students.

A school wide refresher on You Can Do It, with the scope and sequence written in 2021, coupled with K-2 PAX game will be a focus from Term One.

The Learning and Support Team will have the same coordinator, Allyson Carey, with the same K-2 LaST teacher assisting the new 3-6, school funded LaST teacher, Deanne Simpson, as required with access requests and NCCD collection. Training for LaST coordinator and teachers will be prioritised to support roles.

Staff will continue to use the School Excellence Framework to move towards Excelling across all areas, in all domains and elements.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Tell Them From Me Survey (Student) - data base from Semester Two 2020</b>  An uplift of 2.5% of students reporting Expectations of Success, Advocacy and a Sense of Belonging to reach the lower bound target of 88.7% by 2022.	On the 2021 second TTFM Student survey, completed by 154 students during the Learning from Home period, averaged results showed individually on each of the areas- Advocacy at School 78%, up 5% from 2020, Expectations for Success 93%, up 7% from 2020, and Sense of belonging 69%, same as 2020. The aggregate is 79.67%, so an uplift of 9.03 is needed to meet the lower bound target in 2022.
An uplift of 3% of students attending 90% of the time from a baseline of 77.8% to reach the lower bound target of 83.7% by 2022.	In 2021, Brisbane PS has exceeded the lower bound target, with 86.7% of students attending 90% or more of the time. An uplift of 2% is needed to meet the upper bound target of 88.7% in 2022.
Brisbane PS achieves Sustaining and Growing on the School Excellence Framework in the elements of Learning Culture, Curriculum, Effective Classroom Practice and Wellbeing,	In May 2021, Brisbane PS was validated at Sustaining and Growing during External Validation. The comment was made that Brisbane PS is moving towards Excelling. Our goal is to be validated at Excelling in 2025 at our next External Validation on all elements of the School Excellence Framework.



following External Validation.

## Strategic Direction 3: Community Engagement

### Purpose

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In order to maximise student outcomes and build strong, positive relationships, we will further develop and refine practices that support and embed a culture of high expectations and community engagement resulting in an informed, cohesive, responsive and excellent educational community.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Increasing Brisbane PS's communication and collaboration with the community
- Increasing Brisbane PS's culture and profile in the community

### Resources allocated to this strategic direction

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**School support allocation (principal support):** \$24,467.00

### Summary of progress

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Prior to the Learning from Home Period, the Community Engagement committee was proactive in meeting their **Communication** focus. The newsletter was reformatted with a structured timetable of weekly content from across the school showcased. The website was updated, clear Dojo guidelines were written and followed by teachers and parents/carers. Use of Dojo was invaluable during the Learning from Home period as it was the most efficient way of communicating with parents/carers. With the revised use of Dojo and the introduction of the NSW Parent App, it was decided to use both forms of communication, rather than Skoolbag, due to yearly cost increase. Posting pictures of class based activities on Dojo has been warmly welcomed by parents/carers. The NSW Parent App is linked to the website and is easy to access as needed. The community noticeboards have been kept up to date at Saratoga shops and the Retirement Village. The school sign continues to be updated weekly or more frequently as needed, giving the most up to date information. It was also used during the Learning from Home period to praise and support students, staff and community, with positive messages. Each month Brisbane PS has continued to submit an article to the 3 Villages newsletter. It was found that the article needed to be written around generic events as by the time it was published, it could be two months out of date, eg Easter activities. The annual TTFM parent survey was promoted heavily during the Learning from Home period via Dojo, newsletter and school sign. 2021 was the highest response year to date with 45 responses. Facebook is used for positive communication with the community, additionally during Learning from Home, the Executive used the platform to update parents/carers and Facebook followers on DoE updates regarding Learning from Home and guidelines.

The employment of extra School Administrative Officer (SAO) time has assisted in having 2 SAOs, in the office each day, except when restricted during Learning from Home.

The **Partnership** focus began the year well with the TTFM student survey being completed and analysed, class information and parent/teacher/student sessions being attended well from K-6. The Welcome BBQ for Aboriginal students and their families held at the pirate park at Davistown waterfront was well attended by students, parents/carers and staff.

What we have learnt from 2021, is that we need to keep data on attendance at events to accurately report on achievements, for future years.

**Community collaboration** to increase Brisbane PS's culture and profile in the community has been achieved by running transition programs for Year 6 to 7, Preschool to Kindergarten and 2021 to 2022 teacher for targeted students. Staff have attended Local Tjudibaring AECG meetings both in person and via zoom. PLP meetings were held at school with our 4 Aboriginal teachers running sessions in Term One. An Aboriginal SLSO was employed in Term Two to establish our Bush Tucker Garden, work with Aboriginal students and support cultural activities.

Our P&C meetings were held in person and via zoom.

Our P&C run canteen has been approved for a renewal in the 2021/2022 summer holidays. Our canteen supervisors have continued to provide for the Brisbane PS students when able to open. The P&C and canteen supervisors have had input into the new canteen design. The P&C were successful in gaining a community grant of \$16 900 to go towards the cost of shade cloth in the playground over the equipment. Installation of the shade cloth was completed in December.

Our planned 80th anniversary themed musical has been put on hold until September 2022. Snippets from different

decades was published in the newsletter after Learning From Home and restrictions did not allow for community to enter school grounds as was planned. The P&C has been proactive throughout the year organising, competitions during the Learning from Home period and raffles. NDIS providers have worked on site and via zoom throughout the year. Our annual display at Erina Fair during Education Week and Erina Learning Community concert were unable to proceed this year. The Christmas tree decorating also did not proceed. Our partnership with Davistown RSL continued with the annual ANZAC service represented by staff, community members and 2021 Student Leadership Team. Unfortunately, DoE guidelines prohibited us from attending their Remembrance Day ceremony.

Planned workshops for parents/carers have not been able to proceed, due to DoE guidelines.

### Future Directions

Events held in 2022 onwards will have number of attendees recorded to show growth in attendance, for future years.

Activities that were put on hold due to DoE restrictions will be offered in the 2022-2025 SIP.

Parents/carers and volunteers will be welcomed back to Brisbania PS to assist in classrooms.

Workshops on different Key Learning Areas will be held for parent/carers.

Kindergarten parents will be invited to a delayed Orientation talk within the first two weeks of school, attendance will be promoted for new families.

Communication with parents/carers will again be a focus, with clear guidelines given for teachers and parents/carers on correct protocols to follow.

Collaboration with the P&C and Tudibaring AECG will continue to be a focus to encourage community engagement and partnerships.

Our musical will be held on 8 September, with music through the decades (80) as a theme.

Staff will endeavour to reach Excelling on the School Excellence Framework across all domains.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Tell Them From Me Survey (Parent) - data base from Semester Two 2020</b>  Increase number of respondents to 40.  <b>NSW DoE Custom Measure</b>  Increase percentage of parents who would recommend Brisbania PS to 65% or more.  <b>Tell Them From Me Survey (Teacher) - data base from Semester Two 2020</b>  Eight Drivers of Student Learning  <b>Leadership-</b> maintain above NSW Govt Norm each year  <b>Collaboration-</b> meet or exceed NSW Govt Norm each year.  <b>Learning Culture-</b> meet or exceed NSW Govt Norm each year.  <b>Parent Involvement-</b> maintain above	The 2021 TTFM Parent Survey had 45 respondents up from 17 in 2020. We increased the percentage of parents who would recommend Brisbania PS to 63%, with another 20% neither agreeing or disagreeing. Only 18% responded with strongly disagree or disagree. This will continue to be a target in the 2022-2025 school plan. Being surrounded by private schools, motivates Brisbania PS to continue to work on school profile. In 2021, only half the Year 6 cohort will be transitioning to our local high school.  In the 2021 TTFM Teacher survey, Brisbania PS exceeded all NSW Govt Norms in Leadership, Collaboration, Learning Culture and Parent Involvement. Our goal will be to continue to exceed NSW Govt Norms.  In the 2022 TTFM Parent and Teacher surveys our target will be to increase parent responses and recommendation of Brisbania PS and to continue to exceed NSW Govt Norms.

NSW Govt Norm each year	
<p>Brisbania PS validated at Sustaining and Growing on the School Excellence Framework in the elements of Learning Culture, Educational Leadership, Management Practices and Processes and School resources following External Validation.</p>	<p>In May 2021, Brisbania PS was validated at Sustaining and Growing during External Validation. The comment was made that Brisbania PS is moving towards Excelling. Our goal is to be validated at Excelling in 2025 at our next External Validation on all elements of the School Excellence Framework.</p>
<p>Within our Strategic Direction's five focus areas of communication, community collaboration, partnerships, school culture and decision making, by the end of 2021 the following will be achieved in:-</p> <p><b>Communication via-</b></p> <ul style="list-style-type: none"> <li>• Brisbania PS's refreshed newsletter format and student focus that clearly celebrates weekly events</li> <li>• regularly revised website that provides up to date information, current notes and photos of 2021 student events.</li> <li>• clear guidelines for all staff on use of Dojo to showcase content across Key Learning Areas each week</li> <li>• revised use of Skoolbag for quick alerts only</li> <li>• revised use of Facebook for more detailed parent/ carer information from the school.</li> <li>• community engagement committee working as a team on their areas of focus to achieve all planned activities</li> <li>• Parent/ carer survey results stating that they have seen and approved of the explicit focus on communication and increased community collaboration in 2021</li> </ul> <p><b>Community collaboration via-</b></p> <ul style="list-style-type: none"> <li>• Monthly article showcasing what is new and what is happening at Brisbania PS</li> <li>• School sign is updated weekly to ensure that messages reflect current events</li> <li>• A get together BBQ in Week 9 Term 1 for Aboriginal families at the Pirate Park at Davistown to encourage involvement at school and the newly revived Local Tjudibaring AECG</li> <li>• Education Week display at Erina Fair as part of Erina Learning Community showcasing programs at Brisbania PS throughout the year</li> </ul>	<p>Within the limitations of 2021, overall the Community Engagement Strategic Direction has been effective in:-</p> <p>Implementing a new format for the newsletter using new branding, promoting school events and achievements;</p> <p>Regularly updating the website with current information, photos and accessing the NSW Parent App;</p> <p>Setting and adhering to clear guidelines for effective Dojo use K-6;</p> <p>Moving from Skoolbag to NSW Parent App and using Dojo more productively to communicate with parents K-6;</p> <p>Working collaboratively as a committee to ensure success of Community Engagement committee to achieve goals and</p> <p>Surveying of parents to ascertain effectiveness of Brisbania PS's Learning from Home resources and support and gain insight into parental needs to improve resources and support for Learning from Home, as this was a 2021 necessity.</p> <p>P&amp;C has commented positively on the changes to school branding on newsletter and letterhead implemented in Term One.</p> <p>A monthly article in the 3 villages newsletter has been a positive community collaboration, with different staff writing articles to meet a monthly deadline. We have learnt that keeping the article generic as far as time related events is optimal.</p> <p>The weekly update of the school's electronic sign allows the Brisbania PS community to have the most up to date information, as well as positive affirmations.</p> <p>In 2021, our collaboration with Erina Fair had to be put on hold due to COVID -19 restrictions.</p> <p>Aboriginal students, families and staff enjoyed an afternoon BBQ to establish relationships and support for school and Local Tjudibaring AECG interest and attendance. At our Annual NAIDOC celebration at the end of Term Two, Aboriginal families, The Aboriginal Education Team at Tuggerah Office and DEL were invited to attend and enjoy the range of cultural activities.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$184,125.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brisbania Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff and students being supported by SLSOs on a flexible timetable throughout the year. Targeted students and those unfunded requiring extra support have benefitted from support in class, on the playground and being greeted of a morning at Shaw St gate to assist with anxiety. During Learning from Home, the SLSOs were proactive in upskilling themselves to support their role with PL on autism, behaviour strategies in the classroom, dyslexia, socio-emotional intelligence programs, ADHD, ODD, language disorders, EAL/D learners and Second Steps. SLSOs also covered home readers and made numerous resources for teachers for their 2021 and 2022 classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ SLSOs to support school programs and add school funds to meet the needs of all students throughout the year. Timetables need to remain flexible to meet point of time needs of staff and students. In 2022, SLSOs will run structured activities in the playground at recess and lunch times, including The Tunnel, quiet area at Lunch 2.</p>
<p>Literacy and numeracy</p> <p>\$20,104.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brisbania Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>K-6 resources enhanced to support literacy and numeracy. K-2 got new home readers and guided readers and hands on Maths resources were purchased to increase hands on resource availability.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to use the Literacy and Numeracy allocation for English and Maths KLA budgets for KLA committees in 2022, to increase resources for STEM in Maths and further top up of guided and home readers across the school.</p>

<p>Professional learning</p> <p>\$26,318.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Brisbania Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increasing Brisbania Public School's equity practices supporting all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning guided by PDP goals- stage, school and personal.</li> <li>• The majority of Professional Learning was online in 2021, however STEM in Maths, Connecting to Country and Path 2 Leadership was face to face, for some sessions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All staff have benefited from online PL this year, often at no cost to support their roles.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use PDP and Strategic Directions to guide PL for all staff. to meet personal, stage and whole school goals to improve student outcomes and personal growth as a support staff member, teacher or leader.</p>
<p>Socio-economic background</p> <p>\$51,546.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brisbania Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement in class and playground programs to support identified students with additional needs by using SLSOs and additional teacher in Term 4 for Year One students when returning from Learning from Home, to boost literacy and numeracy skills.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 5 SLSOs being employed throughout the year to support students with additional needs from K-6, used flexibly as needs arise. All classrooms having a set of laptops to share with class next door.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ 5 SLSOs to meet student needs. Increase technology across the school by purchasing more laptops for a set per class for Year 6, then Year 5, down the grades to Kindergarten.</p>
<p>Aboriginal background</p> <p>\$28,916.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brisbania Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increasing Brisbania Public School's equity practices supporting all students.</li> </ul>

<p>Aboriginal background</p> <p>\$28,916.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of an Aboriginal SLSO to establish our bush tucker garden, the establishment of the bush tucker garden, PLP writing, NAIDOC Day celebration activities and community engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to use funding in 2022 to establish weekly cultural groups run by Deanne Simpson, an Aboriginal teacher at the school, maintain the Bush tucker garden, PL in Aboriginal Education, cultural on country visits for students, and revised PLP process with our Aboriginal teachers leading the conversation with class teachers, students and parents/carers.</p>
<p>English language proficiency</p> <p>\$14,588.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brisbania Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> our EAL/D teacher supporting students in Years K-5 with stage specific language for HSIE and Science and Technology as well as daily conversational English skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> supported in the same way by the same teacher in 2022, meeting individual and stage needs.</p>
<p>Low level adjustment for disability</p> <p>\$132,992.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Brisbania Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in:</b> SLSOs supporting teachers with students' learning, speech, OT and</p>



<p>Low level adjustment for disability</p> <p>\$132,992.00</p>	<p>behaviour needs in the classroom and playground.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to use a combination of integration and low level adjustment for disability funding to meet the needs of all students identified as needing support of a SLSO at Brisbane PS, on a flexible at point of time need.</p>
<p>School support allocation (principal support)</p> <p>\$24,467.00</p>	<p>School support allocation funding is provided to support the principal at Brisbane Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increasing Brisbane PS's communication and collaboration with the community</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• SAO, Loida Anorga, made FTE to support the administration staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> having two FTE SAOs in the office each day to support the day to day running of the school, improved communication and teamwork.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to have Loida Anorga, FTE SAO, as our regular face in the office to build community confidence and continuity in Brisbane PS administration team.</p>
<p>QTSS release</p> <p>\$83,416.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brisbane Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives in Literacy and Numeracy and to cater for HPGE students across KLAs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Middle groups, small group tuition, for Years 2 to 6 in Reading, Writing and Numeracy support, to bump up students who have the potential to achieve the top two bands in NAPLAN.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue using a combination of allocation QTSS, Literacy and Numeracy, LaST and COVID ILSP and creative timetabling to support K-6 Literacy and Numeracy to provide intensive support for K-6 in Literacy and Numeracy and opportunities for HPGE students to be challenged across KLAs.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Brisbane Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Literacy and Numeracy support to identified students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> K-6 Literacy and Numeracy support with a two day a week teacher, timetabled across the week to support students on intensive Literacy and Numeracy support timetable, guided by the stage teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Literacy and Numeracy allocation will be married with QTSS, LaST and COVID ILSP and creative timetabling to support K-6 Literacy and Numeracy.</p>
<p>Brisbania PS's P&amp;C- Student Wellbeing Officer</p> <p>\$25,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Brisbane Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increasing Brisbane Public School's positive, supportive wellbeing practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Throughought Face to Face learning, Student Wellbeing Officer employed to support students requiring extra support for emotional and social wellbeing.</li> <li>• additional staffing to implement Wellbeing programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students from K-6 being supported in class, on excursions and in the playground according to needs and time restraints as a group and/or individually, after referral from Executive, parents/carers and teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To replace our current Student Wellbeing Officer with a new Student Wellbeing Officer, Helen Borthwick, as DoE funding and funding support from EV church has ceased. In 2022, one of our School Learning Support Officers, who is studying Psychology will fill the role, bringing new insight, ideas and passion.</p>
<p>COVID ILSP</p> <p>\$117,508.10</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> <li>• providing intensive small group tuition for identified students who were identified by Stage teachers as requiring extra support.</li> <li>• during the Learning from Home period, writing support units for Stage Two and extra support activities for Stage One and Two targeted students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>COVID ILSP</p> <p>\$117,508.10</p>	<p>31 students supported by our 2 COVID ILSP teachers (FTE 1.0) in Reading and Maths.</p> <p>Students have shown progress in self confidence and skills.</p> <p>Individual and small group lessons in person and via zoom throughout the year.</p> <p>Literacy- Stage 2 phonics based program. During Learning from Home sessions continued. Growth from 6 to 32%. Average Year 4 growth 10.6% and Year 3 9.5%. 13 out of 15 students demonstrated reading level growth, with an average of three terms growth over two terms. 2 students moved from intensive intervention to the middle group support groups. Numeracy support for the bottom performing students. During Learning from Home, sessions continued and alternate Maths resources were given to students to consolidate number sense and additive strategies. Assessment on students' return to school has provided gaps to be bridged for individual students. Explicit teaching in word problem solving and using concrete materials to facilitate problem solving, as well as additive strategies, will continue in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to increase funding from school funds to support allocation of 0.818 FTE to 1.4 with the same two teachers running the program in 2022. COVID ILSP will be married with QTSS, LaST and Literacy and Numeracy allocation and creative timetabling to support K-6 Literacy and Numeracy.</p> <p>Explicit teaching in word problem solving and using concrete materials to facilitate problem solving, as well as additive strategies, will continue in 2022.</p> <p>Explicit teaching of phonics will continue in 2022.</p> <p>Assessments will guide group formation and focus throughout the year.</p> <p>Teachers will work in partnership with class and other Literacy and Numeracy Support teachers to plan programs to meet all students' needs.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	233	219	222	212
Girls	242	226	215	210

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	93.6	94	93.4
1	93.3	92.3	94.4	91.6
2	92.8	92.6	93.6	92.9
3	93.9	93.1	94.8	92.8
4	93.5	92.9	93.7	92.2
5	92.5	92.2	92.1	91.7
6	91.7	90.1	95.3	91.5
All Years	93	92.4	94	92.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

2021 has been the most transient for students enrolling and leaving in the past 7 years. It is anticipated that in 2022, Brisbania will have 16 classes with a student population of 400.

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during

Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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)	15.16
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	528,145
<b>Revenue</b>	4,056,490
Appropriation	3,903,611
Sale of Goods and Services	21,866
Grants and contributions	130,172
Investment income	841
<b>Expenses</b>	-4,118,980
Employee related	-3,725,481
Operating expenses	-393,499
<b>Surplus / deficit for the year</b>	-62,490
<b>Closing Balance</b>	465,655

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.

Money in our closing balance will be used to pay for:- an extra Literacy and Numeracy support teacher; walkways from our disabled car space to the existing walkway; a walkway from D block to the canteen to increase our undercover access; shade sails over the handball court and extending shade sails over the shop in the bottom play area; shade covering for the backfield at the back gate end of High St; upkeep of the bush tucker garden and a shade covering for the area; extra subscriptions for teachers and tree removal and upkeep as per audit guidelines.



## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	184,125
<b>Equity Total</b>	228,043
Equity - Aboriginal	28,916
Equity - Socio-economic	51,546
Equity - Language	14,588
Equity - Disability	132,992
<b>Base Total</b>	3,035,682
Base - Per Capita	107,728
Base - Location	0
Base - Other	2,927,954
<b>Other Total</b>	247,674
<b>Grand Total</b>	3,695,524

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](https://myschool.edu.au) to access the school data.

Please refer to Strategic Direction One.

## TTFM survey results Semester Two 2021

### Student Survey

In August/ September, 154 students in Years 4 to 6 completed the TTFM survey. This was 80% of the student cohort. The survey was done during the Learning from Home period.

### Social- Emotional outcomes

Brisbania PS data showed that the students were 10% higher than the norm for positive behaviour at school. This was a 6% increase from Semester One results.

Brisbania PS were 2% lower than state norm for a positive sense of belonging, this was a pleasing decrease by 9% from Semester One results.

Students were 15% lower than the norm on interested and motivated, again a positive decrease than Semester One results.

### Drivers of Student Outcomes

Brisbania PS data shows 20% lower than state norm for **Victims of bullying**- moderate to severe physical, social or verbal bullying, or are bullied over the internet, which is pleasing and continues our trend.

Brisbania's school mean is 81% 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, this has increased in Semester Two.

For **advocacy at school**, students 80% compared to 77% feel they have someone at school who consistently provides encouragement and can be turned to for advice, again this is an increase.

For **expectations for success**, where school staff emphasise academic skills and hold high expectations for all students to succeed, we again increased to 82% compared to 87% NSW Govt Norm. Girls were 83%, Boys 80%.

### Demographic factors

96% of students were born in Australia and 9% are Aboriginal.

### Student perseverance

Increases are again evident from Semester One with 52% of students - 62% of girls compared to 41% of boys have high perseverance levels to pursue their goals to completion, even when faced with obstacles. Medium and High= 94%, 93% girls, 90% boys.

Yr 4 = 89%, Yr 5 = 92% and Yr 6= 94%

### School Pride

81% of students agreed or strongly agreed that they felt proud of the school, increase by 6%.

### Student Classrooms

Extent to which students agree that their classroom has the following also increased

Agree or strongly agree- Everything works- 73%, Clean/well looked after- 77%, Can fit everyone- 81%

### Facilities are clean and well looked after

Increases were Agree or strongly agree- Toilets- 15%, playground- 86%, Library- 90% and Canteen- 80%

**Shaded/ covered areas if hot or wet- Agree/Strongly agree- up to 64%**

**Students know where to seek help if bullied- decreased from 74% to 71%**

## Parent Survey

The 2021 parent survey in August and September had 45 respondents compared to 17 in 2020.

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

75% compared to 64% (2020) of parents reported that reports on their child's progress are written in terms they understand.

54% compared to 77% of parents had spoken to the teacher two or more times, 39% once and 7%, not at all.

87% compared to 83% (2020) had attended meetings once or more.

17% compared to 11% (2020) 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 "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".

43% 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, 35% to attend TAFE and 46% to attend university.

In regard to *perception of school*, 72% of parents agree that the school is well maintained, 65% agreed that the *physical environment* is welcoming and 42% agreed Brisbania PS had easy access/ move around the school.

96% compared to 83% responded that "My child enrolled at my first choice of public school", which is very pleasing. We are surrounded by numerous private schools. This is an area we have and will continue to focus on in the 2022-2025 School Improvement Plan.

61% agreed or strongly agreed that *enough resources are provided* and 56% 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 2022-2025 School Improvement Plan's Strategic Direction 3 Community Engagement.

## Teacher Survey

In August, 25 teachers responded to the annual TTFM teacher survey.

In regard to the Eight Drivers of Student Learning, Brisbania PS's staff responses were higher than the state norm in all areas.

## Leadership

86% of teachers responded that the school leaders have supported me during stressful times. 86% said they work with school leaders to create a safe and orderly school environment.

## Collaboration

88% of respondents discuss learning problems of particular students with other teachers. 85% talk with other teachers about strategies that increase student engagement and 83% discuss learning goals with other teachers.

## Learning culture

88% set high expectations for student learning, with 84% stating students find class lessons relevant to their own experiences and 84% of teachers are effective in working with students who have behavioural problems.

## Data Informs Practice

87% state that assessments help them to understand where students are having difficulty and 85% use results to give

students feedback on how to improve their performance on formal assessment tasks.

### **Teaching strategies**

88% of teachers try to link new concepts to previously mastered skills and knowledge and discuss with students ways of seeking help that will increase learning. 87% use two or more teaching strategies in most class periods.

### **Technology**

81% of teachers give students opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7% help students use computers or other interactive technology to undertake research.

### **Inclusive School**

91% strive to understand the learning needs of students with special learning needs. 89% make an effort to include students with special learning needs in class activities and establish clear expectations for classroom behaviour.

### **Parent Involvement**

86% of teachers work with parents to help solve problems interfering with their child's progress. 83% are in regular contact with the parents of students with special learning needs and 82% state parents understand the expectation for students in their class.

Within the Four Dimensions of Classroom and School Practices, again Brisbania PS staff exceed state norm.

### **Challenging and Visible goals**

89% of teachers establish clear expectations for classroom behaviour and 88% set high expectations for student learning.

### **Planned Learning Opportunities**

87% of teachers create opportunities for success for students who are learning at a slower pace. 82% state students become fully engaged in class activities.

### **Quality feedback**

88% make sure that students with special learning needs receive meaningful feedback on their work, with 86% giving feedback that brings them closer to achieving their goals and 85% giving feedback on how to improve their performance on formal assessment tasks.

### **Overcoming Obstacles of Learning**

88% discuss with students ways of seeking help that will increase learning and 82% can easily identify unproductive learning strategies.

56% of teachers have been teaching for 6 or more years at Brisbania PS. Overall 87% of teachers have been teaching for longer than 6 years. 38% are full time permanent, 31% part time permanent and the remaining are on temporary contracts. 96% are accredited at Proficient teacher.

92% replied that school leaders are leading improvement and change. 100% agree that school leaders clearly communicate the strategic vision and values of Brisbania PS.

84% say the school is well maintained, supports effective teaching practices and students focus on learning. 88% say there is a sense of belonging for students.

In regard to experiences of Learning from Home, 58% agree or strongly agree for student learning, 92% for school support, 80% for resources, 65% for feeling connected and 88% for feeling prepared.

76% of teachers are confident in their capacity to meet the needs of Aboriginal students, with 72% answering that they had the knowledge required to engage with students on Aboriginal culture and histories.

96% agree that the school is welcoming and culturally safe for all students.

92% agree or strongly agree that they have the skills and confidence to meet the needs of students with disability or special needs.

On all three Semester Two surveys, results have been more positive than in previous years.

## **Wellbeing**

With reference to the Brisbania Public School's School Improvement Plan 2021-2025, with students results in regard to *Advocacy at school* there was an increase from 2020 of 5% to 78%, *Expectations for success* an uplift of 8% to 93% and a 1% uplift on a *Sense of belonging*.

## **Community Engagement**

With reference to the Brisbania Public School's School Improvement Plan 2021-2025, with parents results there is an increase in respondees from 17 in 2020 to 45 in 2021.

Increase percentage of parents who would recommend Brisbania PS from 56% to ideally 100% by the end of 2024. In 2021, we increased to 63%.

## **Tell Them From Me Survey (Teacher) - data base from Semester Two 2020**

Eight Drivers of Student Learning

**Leadership**-maintain above NSW Govt Norm each year. In 2021, exceeded by 0.4 to 7.5 out of 10.

**Collaboration**- meet or exceed NSW Govt Norm each year. In 2021, exceeded by 0.2 to 8.0 out of 10.

**Learning Culture**- meet or exceed NSW Govt Norm each year. In 2021, exceeded by 0.2 to 8.2 out of 10.

**Parent Involvement**- maintain above NSW Govt Norm each year. In 2021, exceeded by 0.7 to 7.5 out of 10.

## **Learning from Home surveys**

Additionally, surveys were sent to parents in regard to Learning from Home in September. 84 responses were received, which is a massive increase for survey respondees.

Feedback was sought on how effective Learning from Home resources had been for each grade and how we could improve.

Responses were overwhelming positive and suggestions were incorporated in Term 4 Learning from Home units of work.

Parents loved our variety of Zoom lessons- Guided Writing, Guided Reading, Maths, History, Geography, social catch ups and extra Zoom support for targeted students from our Support teachers.

Words to describe teachers and Learning from Home packs were- FABULOUS, AMAZING, GREAT, EXCELLENT, BRISBANIA ROCKS, THANK YOU, AWESOME, EASY TO FOLLOW, ENGAGING

Ideas to assist Learning from Home

- Continue Zooms
- Right amount of work to too much work
- Marking of work needed
- Entire work at start of day so students work at own pace
- More feedback needed
- Work is not done at school!
- More zooms for Literacy, Maths, Geography.
- Link zooms to content
- Zooms for Year 3 esp for new concepts
- More interaction with other students
- Keep book reading links
- Block comments on chats
- Highlight must do activities
- Improve legibility of worksheets
- Have a Numeracy or Literacy day
- Make it easier for non tech smart parents
- Less screen time
- Get students to put cameras on, caught on Xbox
- More extension tasks
- Scaffolds provided for STEM activities
- Wellbeing sessions each day

- Include games
- Problem with more than one child needing to zoom at same time
- More reading support
- Stick to a topic
- Video on how to complete new tasks
- Use same platform K-6
- More personal communication with parents
- Communicate with parents at beginning of week
- Teachers to contact parents if concerned
- Ideas to keep students motivated and engaged
- Editable sheets for Google classroom
- Less colouring in
- Focus on one text type and master
- More zooms for Kindy



# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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Our Bush Tucker garden, employment of an Aboriginal SLSO to support the establishment of the garden, Professional learning, Personalised Learning Pathway meetings, Welcome BBQ and NAIDOC celebration day supported all staff and student understanding, knowledge and pride in Aboriginal Australia.

Teachers use 8 ways and incorporate Aboriginal perspectives across all KLAs. Our library has current Aboriginal resources for both students and staff. In 2022, a focus on the Aboriginal Education Policy, Best practice for PLPs and introduction of weekly Cultural groups will be a priority.

We are fortunate to have four teachers and one SLSO from an Aboriginal background at Brisbania PS who collectively support Aboriginal focus in programs.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Brisbania PS is very tolerant and has extremely minimal need for our ARCO to talk to students.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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Multicultural perspectives are included across KLAs. Students from backgrounds other than English are supported by weekly EAL/D lessons linked to need and class programs, as needed.