

# 2021 Annual Report

## Brooke Avenue Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Brooke Avenue Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Brooke Avenue Public School

Brooke Ave

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## School vision

At Brooke Avenue Public School, we believe that a child's wellbeing is critical to their success. Our core values of quality feedback, student engagement and effective differentiation are the key factors in supporting student success. Our teachers work in an environment where a culture of improvement is valued and supported and where high expectations and inclusiveness are paramount. Our vision is that students will become confident, resilient, reflective and lifelong learners.

## School context

Brooke Avenue Public School (BAPS) is situated on the NSW Central Coast. Our school has an enrolment of 504 students, 20% of whom are Aboriginal or Torres Strait Islander. The school also has three support classes, consisting of two Multi-categorical classes and one Emotional Disturbances class. The school is led by our Principal, two Deputy Principal/Instructional Leaders and five Assistant Principals.

The school attracts a Family Occupation and Education Index of 128, which allows for a significant amount of funding to be directed towards support for students. BAPS employs a School Chaplain, Community Partnerships Worker and Aboriginal Education Officer, who provide direct support in terms of student and family wellbeing.

BAPS will be in its 7th year of Early Action for Success in 2021, with two Instructional Leaders employed at 1.4, who provide instructional coaching around quality teaching and best practice. This model has seen significant gains in student performance, in particular in 2019 with 44% of students in Year 3 performing in the top two bands in writing. Our school's focus on differentiation, student engagement and effective feedback, informs teaching and learning, and point of need teaching is considered paramount.

Aboriginal Education has a strong focus at BAPS and the school attracts \$138,000 annually to support Aboriginal programs. This allows the school to employ Aboriginal staff as well as facilitate Aboriginal programs for all students. The school enjoys a strong partnership with the local Aboriginal Education Consultative Group and fully supports creating an environment where students feel culturally safe and staff, through understanding and effort, demonstrate a high level respect for culture, identity and Aboriginal heritage.

BAPS has an existing culture of inclusive and equitable education. This can be further enhanced through new wellbeing initiatives. The Situational Analysis and External validation process highlighted that we excel in this area. This analysis also demonstrated a need for continued improvement in Literacy and Numeracy.

Student Growth and Attainment in Literacy and Numeracy will be achieved through the development of teacher informed practices including consistent assessment, data collection and use, success criteria and learning intentions to deliver quality differentiated instruction. Naplan analysis, Check In Assessment results and internal data highlighted the need for improvement in Numeracy, Reading and Writing. Instructional leaders on each stage and professional learning around best practice in these domains will be used to upskill teachers and achieve system negotiated and school targets. The Literacy and Numeracy focus groups and External Validation collectively identified the need for consistent explicit teaching, collection and use of data and assessments across K-6.

BAPS receives \$448,449 in socio-economic funding and \$234,937 in low-level disability funding as well as Integration Funding Support, which all support students across the school for intervention programs and significant School Learning Support Officer support. The intervention program K-6 is extensive and complements the teaching and learning through strategic short, sharp activities that improve the skills of Tier 2 and 3 students in literacy and numeracy through Interventionists and School Learning Support Officers (SLSO) staff.

Students at BAPS have a wide variety of opportunities provided for extra-curricular activity. These include but are not limited to: Soccer, Netball, AFL, Rugby League, Tennis, Leadership Conferences, Jarjums on Country, Aboriginal Didjeridoo groups, Life Education, Choir, incursions, and excursions.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To engage every child and empower reflective teachers to provide a differentiated and challenging curriculum, focussed on measurable growth.

### Initiatives

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.

- Evidence-Informed Teaching of Literacy and Numeracy
- School-wide Assessment and Data Driven Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$192,000.00

**Low level adjustment for disability:** \$234,936.75

**Integration funding support:** \$255,835.00

**English language proficiency:** \$12,533.61

**Literacy and numeracy:** \$12,149.48

**Literacy and numeracy intervention:** \$94,179.12

**Professional learning:** \$34,351.32

**QTSS release:** \$92,048.88

**Per capita:** \$121,616.57

### Summary of progress

During Semester 2, 2021 we have regularly collected student Literacy and Numeracy data in the forms of Reading Levels, SENA/IFSR, PAT, NAPLAN, Check-in, phonics, Best Start to identify students achieving at varying levels to implement school wide intervention programs to support all students. Students have been grouped according to ability and have then engaged in small group, point of need instruction with an SLSO (Tier 3) or an Interventionist (Tier 2). With COVID interrupting the school year, we have identified more students requiring intervention and additional staff have been employed to support these students in achieving outcomes.

Having a school wide consistent approach to intervention has worked well because of the Professional Learning shared with targeted groups of educators to improve student outcomes as well as having budgeted sufficient amount to ensure employment of specialised staff.

On reflection, we need a more consistent approach to assessing student outcomes to better meet the needs of intervention groups. COVID has made assessing students challenging. During this process we identified data gaps and inconsistencies and will be implementing a school wide Assessment Scope and Sequence and regular collegial discussions around data and improving student outcomes.

Positive changes seen to date include targeted, point of need instruction in a smaller group setting with student outcomes improving. This is evidenced by growth in Interventionist data.

In moving forward in 2022, we will employ an additional interventionist, have regular data conversations that help to improve student outcomes, have a focus on shifting our 'top' students and have a K-6 consistent approach to data collection.

### 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
Increase students performing in the top two bands in the National Assessment Program - Literacy and Numeracy (NAPLAN) in Reading.	There has been a decrease from baseline 22.1% to 18.09%. This very likely can be attributed to the effects of the COVID in 2020.

Year 3 & 5 Reading Baseline 22.1 %	
Increase Aboriginal students performance in the top three bands in NAPLAN in Reading from 45.5% to 50.5%	<p>Baseline data for Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN Reading to increase by 5%</p> <p>Target: For students to improve by a minimum of 5%</p> <p>There has been an increase of 5%, meeting the target. This is likely due to Aboriginal Education Programs and relationships being fostered.</p>
Increase Aboriginal students performance in the top three bands in NAPLAN in Numeracy from 23.1% To 28.1%	<p>Baseline data for Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN Numeracy to increase by 5%</p> <p>Target: For students to improve by a minimum of 5%</p> <p>There has been an increase of 22.4%, meeting the target. This is likely due to Aboriginal Education Programs and relationships being fostered.</p>
<p>Year 3 Top Two Bands Writing to be at 12%</p> <p>Year 5 Top Two Bands Writing 38%</p>	<p>Year 3 Top Two Bands Writing 40%</p> <p>Year 5 Top Two Bands Writing 37%</p>
<p>Increase students performing in the top two bands in the National Assessment Program - Literacy and Numeracy (NAPLAN) in Numeracy.</p> <p>Year 3 &amp; 5 Numeracy - 19.3 %</p>	<p>Baseline data for Year 3 and 5 students achieving top two bands in NAPLAN Numeracy was a baseline of 19.3%</p> <p>Target: For students 19.3% to achieve in the top two bands.</p> <p>There has been a decrease from baseline 19.3% to 14.26%. This very likely can be attributed to the effects of the COVID in 2020.</p>

## Strategic Direction 2: Student Engagement and Wellbeing

### Purpose

To engage every child in the curriculum through supporting well-being with a focus on the whole child.

### Initiatives

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.

- Student Engagement and Connectedness
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$211,449.30

**Early Action for Success (EAFS):** \$240,118.16

### Summary of progress

**Target 1 (Student Engagement - attendance):** In Semester 2 2021, the Strategic Direction 2 team: collected and reviewed existing attendance processes, policies and resources. Gathered and analysed data to assess the effectiveness of the school wide attendance incentive (Friyay) and prepared a survey to be administered early in 2022 to ascertain's staffs' familiarity with the school and department's policies, procedures and resources and gather further ideas on how to improve attendance (with a focus on raising the attendance rate of students who are at approximately 80% attendance). It was hoped that the school-wide incentive (Friyay) would have had a positive impact on attendance rates by the conclusion of 2021. Through a deep analysis of data of attendance rates on Fridays, we were able to see that unfortunately, this has not occurred. Moving into 2022, the following actions will need to occur: complete the updating of the school's attendance policies and procedures; inform staff and distribute updated polices/documents and familiarise staff with the resources/information packages available through the DOE to support and improve attendance rates; administer a survey to assess staff's familiarity with current procedures and gather ideas for other ways to improve attendance and enact on one/some of these ideas.

**Target 2 (Wellbeing):**

In Semester 2 2021, the Strategic Direction 2 team: reviewed all wellbeing programs and resources, gathered and analysed negative incidents registered in Sentral, designed PBL lessons that targeted the improvement of these areas, surveyed staff, students and the community using the Tell Them From Me Survey (TTFM). It was hoped that negative classroom incidences would decrease by 5% using baseline Sentral data from 2019, at 3537. Through a deep analysis of Sentral data it shows 2064 Negative incidents Term 4, Week 10, 2021 (COVID). Moving into 2022, the following actions will need to occur: complete the updating of the school's wellbeing policies and procedures; inform staff and distribute updated polices/documents and familiarise staff with the resources/information packages available through the DOE.

**Target 3 (Connectedness):** This target will be acted upon in 2022

### 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
To increase attendance so that 75% of students have an attendance average of 85% or above.  Baseline Data- 2019 Sentral Attendance 62% of students at or above 90%	Baseline data for students attending at or above 90% is now showing as 53.7% on Scout, not 62% as recorded in SIP 2021 - 2024. Target may need to be adjusted.  Target: 75% or more of students will have an attendance rate at or above 85% (2019 - 73.9%, 2020 - 72.5%, 2021 - 61.3%).

<p>To increase attendance so that 75% of students have an attendance average of 85% or above.</p> <p>Baseline Data- 2019 Sentral Attendance 62% of students at or above 90%</p>	<p>There has been no improvement towards the target as yet. There has been a significant drop in the percentage of students attending school at or above 85% in 2021. This very likely can be attributed to the effects of the COVID Delta strain (13 weeks of learning from home and increase in students being kept home for health concerns and/or having cold or flu symptoms).</p>
<p>Decrease negative classroom incidences by 5%</p> <p>Baseline Data- 2019 Negative Sentral Incidences 3537</p>	<p>2021 Negative Sentral Incidences 2104</p>
<p>Increase School Mean from 92% to exceed Government norm in the data set Student Outcomes and School Climate, Students that value schooling outcomes, from the Tell Them From Me survey. (Baseline data 2019 - 92% BAPS, Government norm 96%)</p>	<p>This target will need to be acted upon in 2022.</p>



## Strategic Direction 3: Quality Connections

### Purpose

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

### Initiatives

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.

- Partnerships in Learning
- Continuity of Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$45,000.00

### Summary of progress

As a result of COVID lockdowns, most families have increased interaction on line through Seesaw and Zoom lessons with the school and their child's teacher. Families continue to access Facebook for up to date school information and to view the stage learning with examples of students work. The community message sent out on Facebook each Friday through video by the school Principal has proved very popular in the community. There are between 200 and 300 views each week, representing 58% to 88% of families. A message from our school captain 2021 sent out to the community when in lockdown received 342 views. This represents 74% of our school enrolment (461 chn) accessing the message.

In view of this data we are confident that BAPS will exceed the mean for 'Parents are Informed' in the Tell Them From Me' survey. (Currently awaiting the 2021 survey results to confirm this.)

With restrictions easing towards the end of 2021 we have successfully transitioned our 2022 cohort for Kindergarten. 85 - 90 percent of students attending Kinderstart twice each week over a 4 week period.

### 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
59.5% or greater of our families will access and find useful social media communication to share samples of their children's work including SeeSaw and Facebook. (Baseline data TTFM 2019 47% Social Media- useful communication types at school)	TTFM 2021 70% Social Media- useful communication types at school
Continue school mean to exceed NSW Govt Norm in the data set 'Parents are Informed' from the Tell Them From Me survey Parent survey -Partners in Learning.(Baseline Data 2019 BAPS 7.7, GovtNorm 6.6)	Parents are Informed' from the Tell Them From Me survey Parent survey - Partners in Learning. 2021- BAPS 7.6
Maintain numbers attending Kindergarten transition and CUBS programs to above 80%.	CUBS non operational due to COVID 19 lockdown and restrictions in 2021. 85 to 90 percent of our Kindergarten cohort for 2022 attended Kinderstart in 2021(transition).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$255,835.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brooke Avenue 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>• Evidence-Informed Teaching of Literacy and Numeracy</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>• Intervention staff and Instructional Leaders coordinate baseline data (Reading Levels, IFSR, Best Start, Teacher Formative Assessment) to identify students requiring Tiered Interventions.</li> <li>• Small group instruction occurs with Interventionist ES1, Stage 1, Stage 2, Stage 3, SLSO's and Aboriginal SLSO.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Additional staffing to assist students with additional learning needs.  Employment of staff to provide additional support for students who have high-level learning needs.  Intensive learning and behaviour support for funded students.  Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuing the current measures.</p>
<p>Socio-economic background</p> <p>\$448,449.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brooke Avenue 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>• Evidence-Informed Teaching of Literacy and Numeracy</li> <li>• Partnerships in Learning</li> <li>• Continuity of Learning</li> <li>• School-wide Assessment and Data Driven Practices</li> <li>• Student Engagement and Connectedness</li> <li>• Wellbeing</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>• Executive staff participate in 1-1 coaching sessions with external coach (Simon Popley).</li> <li>• Professional development of staff through differentiation, engagement and feedback to support student learning.</li> <li>• Employment of staff for review meetings.</li> <li>• Employment of Community Liaison Officer.</li> <li>• Employment of Well-being Chaplain.</li> <li>• Transition programs CUBS, Kindy Start and 6-7 transition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The purchase of resources including Seesaw, PM eReaders, Reading Eggs.  The employment of Interventionists and SLSO's to run small targeted groups of Literacy and Numeracy.  The employment of a leadership coach to build capacity in the executive team.  Employment of a casual teacher to analyse data and create a targeted and consistent assessment schedule.  Employment of CLO and Welling Chaplain to build connections and support</p>

<p>Socio-economic background</p> <p>\$448,449.30</p>	<p>community</p> <p>Successful transitions between Preschool and K and 6 to 7.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuation of current practices and the introduction of the new assessment schedule.</p>
<p>Aboriginal background</p> <p>\$138,906.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brooke Avenue 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>• 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>• Employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• Community consultation and engagement to support the development of cultural competency.</li> <li>• Employment of specialist additional staff (SLSO) to support Aboriginal students.</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• Employment of specialist additional staff (AEO) to support Aboriginal students.</li> <li>• Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of additional staff to support the learning and well-being needs of our Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuing the current measures with a focus on improving attendance.</p>
<p>English language proficiency</p> <p>\$12,533.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brooke Avenue 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>• Evidence-Informed Teaching of Literacy and Numeracy</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>• Employment of additional staff to support delivery of targeted initiatives.</li> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> <li>• Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.</li> <li>• Additional staffing intensive support for students identified in beginning and emerging phase.</li> <li>• Additional staffing to implement Individual Educational Plans for all EAL/D students.</li> <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>English language proficiency</p> <p>\$12,533.61</p>	<ul style="list-style-type: none"> <li>• Establish a core practice for supporting students learning English as an Additional Language or Dialect.</li> <li>• Provide EAL/D Progression leveling PL to staff.</li> <li>• Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of interventionists.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with current practices.</p>
<p>Low level adjustment for disability</p> <p>\$234,936.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Brooke Avenue 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>• Evidence-Informed Teaching of Literacy and Numeracy</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 LaST and interventionist teacher.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of SLSO and Interventionists to coordinate targeted Literacy and Numeracy support for identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of current practices with the trial of Interventionists working with a targeted group of Year 1 students achieving above expected levels in reading and phonics.</p>
<p>Literacy and numeracy</p> <p>\$12,149.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brooke Avenue 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>• Evidence-Informed Teaching of Literacy and Numeracy</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>• Online program subscriptions to support literacy and numeracy.</li> <li>• Literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> <li>• Resources to support the quality teaching of literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of Interventionists to coordinate small group learning for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of current practices.</p>
<p>Early Action for Success (EAfS)</p> <p>\$240,118.16</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Brooke Avenue Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p>

<p>Early Action for Success (EAfS)</p> <p>\$240,118.16</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>• Student Engagement and Connectedness</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>• Employment of Instructional Leader to support literacy and numeracy programs.</li> <li>• Employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy.</li> <li>• Employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> employment of IL to build capacity in staff to collect and analyse data and improve teaching practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of APC&amp;I</p>
<p>QTSS release</p> <p>\$92,048.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brooke Avenue 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>• Evidence-Informed Teaching of Literacy and Numeracy</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 staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• Assistant principals provided with additional release time to support classroom programs.</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of classroom teacher to release AP's from class 1 day per week to support high quality teaching and learning in the classrooms of their staff</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of current practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Brooke Avenue 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>• Evidence-Informed Teaching of Literacy and Numeracy</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>• Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices.</li> <li>• Implementation of literacy and numeracy strategies to support targeted</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</p> <ul style="list-style-type: none"> <li>• Employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students receiving small group instruction at their point of need. Employment of Interventionists</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing current practices.</p>
<p>COVID ILSP</p> <p>\$264,516.15</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/educators to deliver small group tuition.</li> <li>• Releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups].</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of Interventionists. Identified students participating in targeted small group instruction.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing current practices.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	217	229	243	254
Girls	232	215	234	234

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.4	90.4	92.3	93.6
1	93	89.9	88.9	90.2
2	92.5	90.7	90.1	87.7
3	91.6	90.2	91.9	88.8
4	92.4	88.5	89.9	89.6
5	94.2	88.5	89.8	86.8
6	92.2	89	92.4	86.8
All Years	92.5	89.6	90.7	89.2
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

## 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)	5
Classroom Teacher(s)	20.71
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	6.68

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 Actual (\$)
<b>Opening Balance</b>	636,906
<b>Revenue</b>	6,227,550
Appropriation	6,188,066
Sale of Goods and Services	2,265
Grants and contributions	36,961
Investment income	158
Other revenue	100
<b>Expenses</b>	-6,326,755
Employee related	-5,658,685
Operating expenses	-668,069
<b>Surplus / deficit for the year</b>	-99,205
<b>Closing Balance</b>	537,701

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

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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>	255,835
<b>Equity Total</b>	834,827
Equity - Aboriginal	138,907
Equity - Socio-economic	448,449
Equity - Language	12,534
Equity - Disability	234,937
<b>Base Total</b>	3,992,000
Base - Per Capita	121,617
Base - Location	0
Base - Other	3,870,383
<b>Other Total</b>	678,730
<b>Grand Total</b>	5,761,392

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.

## Parent/caregiver, student, teacher satisfaction

21 parents completed the survey.

Parents reported they feel welcome when they visit the school with an average score of 8.5. This is above the 7.4 NSW Government norm.

58% of parents/caregivers feel that they can speak easily with their child's teachers.

62% of parents/caregivers identified that their child feels safe at school and 53% of parents felt teachers support children in creating positive friendships at Brooke Avenue.

Parents/caregivers reported feeling secure in the knowledge that if there were potential concerns with their child's behaviour at school, the teachers would inform parents/caregivers immediately with a school score of 7.8 compared to the NSW Government norm of 6.6. 57% of parents/caregivers indicated that their child is clear about the rules and expectations of school behaviour with a focus on high expectations to support learning.

Staff are regularly provided with opportunities to feedback through surveys on leadership, communication and forums/meetings are held for direct feedback to the school leadership group.

Executive staff utilise weekly meetings to feedback on school direction.

Student feedback is sought and collected through the Student Representative Council.

# 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.

## 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.

## 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.