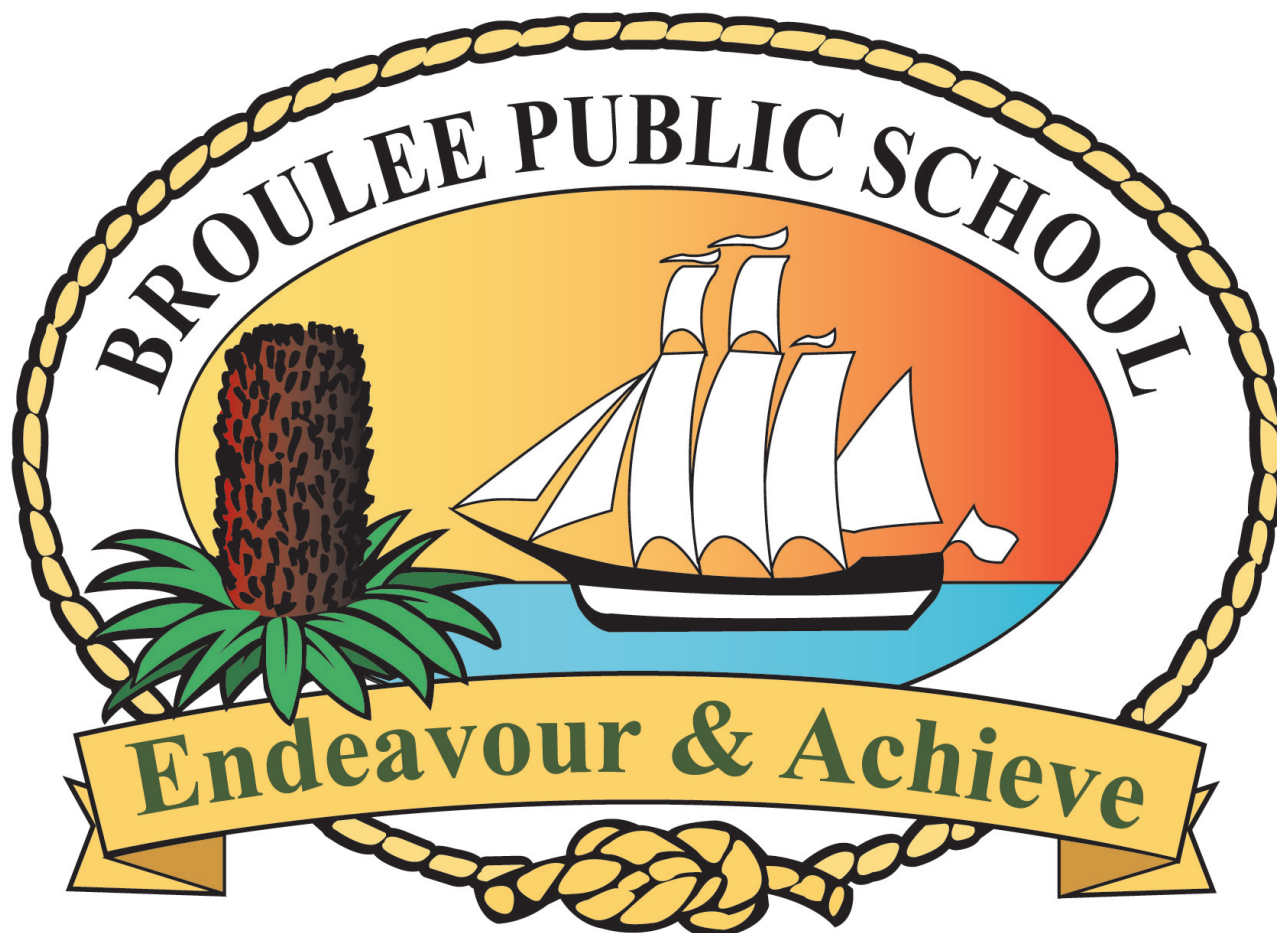


# 2021 Annual Report

## Broulee Public School



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# Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Congratulations to our entire school community for your individual and collective achievements throughout 2021, a year that continued to pose extraordinary challenges due to the COVID-19 Pandemic. We are all incredibly proud of our students for the efforts they made to continue learning and engaging throughout the year. They have shown amazing resilience, courage, flexibility and commitment to continue to learn under the circumstances.

2021 saw a the students and staff adjust as they continued to move between learning at school and from home. We have been appreciative of the cooperation, support and understanding of our school community in dealing with the ever evolving restrictions and changing school and community settings. We also wish to acknowledge the immense challenges parents and carers faced during the Learning From Home period. We thank you for every effort you made to work in partnership with our staff to support your children and provide continuity of learning during the year.

I would like to highlight the work and support of our P&C. Throughout 2021 they have supported wellbeing activities for our students and supplied funding for staff to enhance the learning programs in classrooms. Many of our regular community functions again placed on hold during the year and connection for P&C meetings was forced to online platforms. We are looking forward to a return to these events and and more personal interactions in the future.

Finally, the successes and development our school has undergone in 2021 could not have taken place without the deep engagement, commitment and professionalism of our teachers and support staff. Throughout the year they strived to support and cater for each student and family, ensuring they were known, valued and cared for.

We look forward to a more "normal" 2022 that will continue to build on our achievements.

Matthew Rose

## School vision

Broulee Public School exudes a culture of high expectations in an environment where teachers and the school community work in partnership to develop students who are critical thinkers, successful collaborators, effective communicators and creative individuals. Staff are committed to ongoing development of their teaching skills, providing challenging and inclusive learning opportunities.

We are mindful and demonstrate that learning is a lifelong process that is enhanced when all members of the school are known, valued and cared for.

## School context

Broulee Public School is a mid-sized school nestled on the south coast approximately 19km south of Batemans Bay and 12km north of Moruya. The school is a focal point of the community and caters for 363 students from Kindergarten to Year 6 with 15 mainstream classes. The school has a combination of experienced and early career teachers. Broulee Public School values its community, and is focused on maintaining and building strong partnerships with staff, parents and students. The wider community supports the school through the community tutors program.

Broulee Public School has a strong heritage of providing challenging educational programs which both engage the students and foster their individual skills and talents. A focus on integrating technology to build student capacity to learn and on environmental education has been a long standing highlight of our school. A strong emphasis is placed the well-being of the students, with targeted Mindfulness programs delivered by trained teachers across the school. Broulee Public School students reflect the school's FISH core values of Fair, Inclusive, Safe and Honest.

The whole school community, including students, staff and parents was consulted in a comprehensive situational analysis. As a result of the situational analysis the following areas were identified as areas for growth: *Student Academic Growth and Attainment, Pedagogy of High Exceptions and Effective Collaborative Practice for High Impact Student Learning.*

Through the analysis of school and external data sources in the situational analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices in addition to developing greater consistency of judgement within and across all areas of the school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

An avenue for our continued improvement will be deep engagement in the *Curiosity and Powerful Learning* school improvement pathway, which engenders collaboration and reflection on practice through instructional rounds and up-skilling our teachers.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

### 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success we will develop and sustain whole school processes for collecting and analysing data to inform teaching practice. This will ensure the implementation of appropriate curriculum provision aligns with student identified need. Evidence-informed strategies will be responsive to the learning needs of individual staff and students.

### 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.

- Consistent School-wide Assessment Practices
- Effective Teaching Practice

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$47,089.56

**QTSS release:** \$12,100.00

**Literacy and numeracy:** \$8,550.00

**Per capita:** \$56,711.20

**Professional learning:** \$21,234.74

**Beginning teacher support:** \$8,542.24

### Summary of progress

In 2021, the foundations for future progress in the Growth and Attainment strategic direction were established, with the teaching staff having whole-school reading focuses to improve comprehension skills., the school assessment schedule being updated to ensure consistency in whole-school summative assessments and a strategic focus on consistent teacher judgement through teacher collaboration in planning, lesson observation and feedback.

This was a credit to our staff in light of the context in which we were operating due to COVID-19 changes and restrictions. The successful movement into the Learning From Home environment in 2021 highlighted the extensive preparation, planning, and collaboration that supported students and parents during the Learning From Home period. Teachers continued to differentiate programs and provide extension activities for students.

From the initial analysis of assessment data in comprehension, the whole school focus around inferring, using the Super 6 comprehension strategies to solve questions was utilised in the primary years. The school assessment schedule was updated to ensure consistency across classes and grades and analysis of both formative and summative assessments.. Due to interruptions within the school year, we were unable to fully implement a trial of formative assessments for reading comprehension in all classrooms. A future focus will be looking to trial and implement these assessments.

A positive change is the way we are analysing assessment data to inform our teaching practice and professional learning focuses. Assessment analysis and specific reading comprehension focuses were evident in our school professional learning schedule. We have seen considerable uplift in students achieving in the top 2 bands of reading and numeracy and upward trends in growth, which will become a focus in 2022.

In 2022, we will also be looking to strengthen formative assessment tasks in reading comprehension through further professional learning in super 6 strategies and diving deeper into the external school data as a collective group. The appointment of the Assistant Principal Curriculum and Instruction will drive this initiative .

### 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 in the percentage of students achieving in the top 2 bands in NAPLAN Reading with an uplift of 3.4%	2021 NAPLAN results indicate 49.06% of students years 3 and 5 are achieving top 2 bands for reading. This is 5.96% above the 2021 progress measure and 2.56% above the 2022 lower bound target.

towards the school's lower bound target being achieved.	
Increase in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy with an uplift of 3.6% towards the school's lower bound target being achieved.	2021 NAPLAN results indicate 38.1% of students years 3 and 5 are achieving top 2 bands in numeracy. This is 2.7 % above the 2021 lower bound target.
Increase in the percentage of students achieving expected growth in NAPLAN Reading by an uplift of 5.1% towards the lower bound target.	2021 NAPLAN results indicate we have exceeded the lower bound uplift target by 2.1%
Increase in the percentage of students achieving expected growth in NAPLAN Numeracy by an uplift of 7.2% towards the lower bound target.	Percentage uplift did not reach the target amount, however is trending upward towards the target.

## Strategic Direction 2: A Learning Culture of High Expectations

### Purpose

To improve student learning outcomes through explicit teaching that challenges every student so they can connect, succeed, thrive and learn. There is a strategic and planned approach to develop whole school well-being processes that support the well-being of all students.

### 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.

- Explicit Teaching
- Positive Learning Culture

### Resources allocated to this strategic direction

**Professional learning:** \$5,773.20

**Per capita:** \$10,985.28

**Socio-economic background:** \$48,404.88

**Literacy and numeracy:** \$1,332.74

**Location:** \$3,200.00

**6101 Carried Forward funds:** \$1,601.67

### Summary of progress

Strong, positive movement towards our goals was achieved during 2021, in Strategic Direction 2, to build our learning culture of high expectations. Targeted professional learning and strategic use of resources we were able to build upon staff expertise and use of evidence based practices.

Through the school improvement program, Curiosity and Powerful Learning, the leadership team up-skilled staff in reflecting on their use of and implementing Learning Goals, Narrative and Pace in their lesson delivery. The implementation of instructional rounds saw staff observe and fed back to colleagues, observations of their lesson, classrooms and student response and understanding. Analysis of the rounds indicated an improvement in both student understanding of what they were learning and why. Moving forward with Curiosity and Powerful Learning initiative, professional learning on Connecting Data to Feedback will be an initial focus for 2022.

Targeting student attendance to raise student and community awareness of the impact absences can have was addressed through an attendance sprint. After a review of attendance data, the positive attendance "S.A.I.L" awards (Student Attendance Improves Learning) were introduced. Students who were at school on time, every day or supplied an explanation for their absence were placed in weekly stage level draws. After one term, the percentage of students in the draws had increased from 65% to 73% and by the end of the year to 83%.

The attendance team also identified the unexplained absences as an area for improvement. A text message system to report absences to parents and for them to reply with reasons for the non-attendance, was implemented. Results were a significant decrease in the number of unexplained and unjustified absences, from 31% in term 1 to 19% for the rest of the year.

### 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 the percentage of students attending school 90% of the time or more with an uplift of 3.2% to the school's lower bound target.	Attendance data is tracking above the progress goal with a 4.5% uplift towards the lower bound target. 79.2% of students attended 90% or greater in 2021. Our lower bound target is 81%.
In the element of <i>Effective Classroom Practice</i> , School Excellence Framework Self Assessment shows uplift towards	Our school has maintained the sustaining and growing status in this element of the Schools Excellence Framework. In the sub-element areas of Lesson Planning, Explicit Teaching and Feedback, there is evidence of

<i>Excelling.</i>	movement into the Excelling area through structure initiated in 2021.
In the element of <i>Learning Culture</i> School Excellence Framework Self Assessment shows uplift towards <i>Excelling</i> .	While maintaining our status in Sustaining and Growing for the Learning Culture element, learning partnerships have been enhanced parents and community to move the school closer to Excelling in the sub-element of High Expectations.
Increase the percentage of students responding positively in the <i>Tell Them From Me</i> student survey in all 3 areas from 2020 baseline data.	Upward trends appear in all 3 areas of the Tell Them For Me surveys. <ul style="list-style-type: none"> <li>• Advocacy at School increased from 72% to 86%.</li> <li>• Expectations for Success increased from 86% to 94%.</li> <li>• Sense of Belonging increased from 53% to 60%.</li> </ul>



## Strategic Direction 3: Effective Collaborative Practice

### Purpose

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The leadership team focuses on continuous improvement of teaching and learning.

### 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.

- Successful Collaboration through High Impact Professional Learning
- Educational Leadership

### Resources allocated to this strategic direction

QTSS release: \$55,395.04

### Summary of progress

Significant progress was made towards attainment of the school's goals in Effective Collaborative Practice. Utilisation of school resources increased collaboration across stage and grade teaching staff across 2021. opportunities to plan, program, set and review assessment tasks and compare student data increased professional dialogue and the quality of feedback to students. Collaboration was also enhanced through the Curiosity and Powerful Learning school improvement program, deepened staff skills and understanding of learning goals and explicit teaching techniques. Professional learning in implementing instructional rounds to observe and investigate school-wide implementation of the focus on learning goals, narrative and pace opened staff to feedback not only on their practice, but their students understanding.

The leadership team leading the implementation of the Curiosity and Powerful Learning program enhanced their capabilities through guiding the instructional rounds groups and acting as the instructional leaders in the rounds debriefing. This was reflected in their Professional Development Plans, referencing lead professional standards in their goals.

Learning Form Home placed an emphasis on the collaborative strategies across all staff which enhanced teaching and leadership capacity, resulting in improvements in the Leadership domain and the Data Informs Practice domains of the School Excellence Framework.

Focuses for 2022 will be to continue to expand the collaborative opportunities within our school and investigate building professional learning communities with other schools. Through staff Professional Development Plans, the school executive will utilise the teaching standards to aid in goal setting and encourage attainment of highly accomplished and lead standards.

### 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
Staff utilise professional learning communities to provide feedback, support and collaboration to implement C&PL and WWB.	Implementation of instructional rounds as part of the Curiosity and Powerful Learning school improvement program took place from term 2 and term 3. COVID restrictions impacted on the continuation of the program in the second half of 2021. Evaluation of initial rounds resulted in 100% of staff willingness to continue rounds into the future and 96% indicating they benefited from visiting other teachers classrooms and valued the feedback they received during observation debriefing.
In the People Matter Employee survey staff results for: <i>My performance is assessed against clear criteria</i> will see an increase from baseline data 2019 of	2021 survey results for <i>My performance is assessed against clear criteria</i> was 36%, which is 10.15% below the 2019 benchmark. It is however, up 3% from 2020 results which indicates an upward progression.

<p>46.15% towards 100%.</p> <p>Through collaborative practice, targeted professional learning, instructional rounds and effective feedback teachers recognise a clear alignment between professional standards and their own professional practice.</p>	<p>Staff Professional Development Plans demonstrate evidence of professional standards in their goals</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$144,520.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Broulee 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>• additional staffing to assist students with additional learning needs through the employing of five School Learning Support Officers.</li> <li>• staffing release for individual case conferences and development and review students Individual Education Plan (IEPs).</li> <li>• consultation with external providers for the implementation of speech, physio and social programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All eligible students demonstrating progress towards their personalised learning goals.  All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.  Allied Health providers' plans were integrated into the students program where appropriate.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The Learning and Support Team meeting agenda will schedule regular times to discuss integration funded students to review their IEPs and needs. Adjustments to the use of integration funding throughout the year in response to student IEP reviews, to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$48,404.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Broulee 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>• Explicit Teaching</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 targeted reading and numeracy and to support identified students with additional needs.</li> <li>• Supplementation of extra-curricular activities including excursions and Life Education Van.</li> <li>• Engage with external providers to support student engagement and retention.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Identified students in stage one accessed the MiniLit program, with 85% reaching school benchmark reading levels and progressing into grade range Synthetic Phonics level.  Movement in Maths activities promoting mental computational skills across stage 1 and 2 classes were supported by Learning Support Officers. Students were supported to attend in-school learning activities provided by external providers, resulting in all students attending the Life Education Van programs.</p>

<p>Socio-economic background</p> <p>\$48,404.88</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further professional learning to be conducted with SLSOs to increase the number of students that can access the MiniLit Program and expand into MultiLit for our senior students. Review the Movement in Maths program to gain greater data into it's impact with student mathematical recall.</p>
<p>Aboriginal background</p> <p>\$20,924.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Broulee 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 specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal partnerships being collaborative, inclusive and supportive for Aboriginal students. SLSO making targeted contact with ATSI families during Learning From Home, with added resources compiled to support the students learning. Intervention strategies undertaken showed improvement in student achievement with the school tracking above the state in ATSI student achieving the top 3 bands of NAPLAN in both Reading and Numeracy .</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Refine the implementation of our PLPs for ATSI students, with more authentic engagement with families during their development. Further evaluation of the effectiveness of support for Aboriginal students using the resource Turning Policy into Action.</p>
<p>English language proficiency</p> <p>\$3,118.09</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Broulee 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>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students receiving additional literacy and numeracy support at teacher identified times of need. LaST supporting students through implementing the EAL/D level testing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> LaST to implement EAL/D testing in early term 1 2022 to identify and support specific needs of students. Staff professional learning on the EAL/D levels to be conducted with resourcing to cater for diverse language needs in the school.</p>
<p>Low level adjustment for disability</p> <p>\$117,224.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Broulee Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$117,224.88</p>	<p>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>• 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>• targeted students are provided with an evidence-based intervention MiniLit, to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> LaST employed 8 days a fortnight resulted in : *all IEPs being regularly updated and supported with SLSO intervention. * student learning needs identified through use of assessments and analysis of data. Targeted learning interventions designed to address needs. *review of the processes for referring students to the Learning Support Team meetings. *Integration and EAL/D students needs assessed and support integrated into their classroom in consultation with parents.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the review and refinement of process to access support and identify students needing support. regularly review allocation of SLSO and LaST across the school to ensure student and staff support needs are targeted, timely and effective.</p>
<p>Location</p> <p>\$9,475.11</p>	<p>The location funding allocation is provided to Broulee Public School to address school needs associated with remoteness and/or isolation.</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>• Positive Learning Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student attendance data indicates improvements across all stage 2 and 3. Students identified by staff as at risk during Learning From Home times were allocated to an SLSO who established a relationship with the families and students, making regular phone contact and accessing resources to assist the family with learning implementation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the individual support for students and families identified at risk for academic outcomes.</p>
<p>Literacy and numeracy</p> <p>\$9,882.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Broulee 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>• Consistent School-wide Assessment Practices</li> </ul>

<p>Literacy and numeracy</p> <p>\$9,882.74</p>	<ul style="list-style-type: none"> <li>• Explicit Teaching</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 an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding used to support the implementation of additional Learning and Support Teacher time.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> See Low Level Adjustment for Disability review.</p>
<p>QTSS release</p> <p>\$67,495.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Broulee 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>• Consistent School-wide Assessment Practices</li> <li>• Successful Collaboration through High Impact Professional 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>• Assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</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> 100% of staff completed and received feedback into teaching practice through the PDP process and peer observations and release time to work with their supervisor. Instructional rounds were conducted across the school in support of the C&amp;PL school improvement program. Data from observations indicated greater understanding from students of what they were learning and why.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The additional time for assistant principals to work with their staff was appreciated by all involved and seen as a valuable program to continue into 2022. Additional, a more formalised time for Assistant Principals to work as instructional leaders and develop staff PDPs timelines.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Broulee 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>• Consistent School-wide Assessment Practices</li> <li>• Effective Teaching Practice</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> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiated teaching with targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>resulted in improved engagement in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Support for implementation of the new K-2 curriculum changes and intensive small group literacy and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$108,658.00</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 educational paraprofessionals to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy. Identified groups targeted both extension and remediation of learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of students were able to demonstrate a significant improvement in their reading fluency, accuracy and comprehension results Utilising the CILSP paraprofessionals to cater for extension groups saw increases in the upper levels in NAPLAN and Check-in Assessments. Students identified by the Learning Support Team or remediation intervention reached their learning goals. Students and families expressing a sense of achievement and gratitude from the support the CILSP was able to offer during Learning From Home.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional learning for the CILSP educators in the use of PLAN continuum.in 2022 to record student progress. Incorporating the CILSP intervention into students IEPs.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	204	203	197	204
Girls	167	166	161	153

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	92.9	94.9	93.3
1	93.5	92.1	94.8	92.9
2	93.1	93.5	93	92.9
3	93.6	92.8	95.5	92.7
4	92.3	91.7	94	93.5
5	93.6	90.9	93.9	91.9
6	94	91.7	92.7	88.8
All Years	93.4	92.2	94.1	92
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)	3
Classroom Teacher(s)	13.83
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.87

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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>	360,406
<b>Revenue</b>	3,622,165
Appropriation	3,525,669
Sale of Goods and Services	4,894
Grants and contributions	49,918
Investment income	258
Other revenue	41,424
<b>Expenses</b>	-3,694,536
Employee related	-3,229,181
Operating expenses	-465,355
<b>Surplus / deficit for the year</b>	-72,371
<b>Closing Balance</b>	288,034

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>	144,520
<b>Equity Total</b>	189,672
Equity - Aboriginal	20,924
Equity - Socio-economic	48,405
Equity - Language	3,118
Equity - Disability	117,225
<b>Base Total</b>	2,693,761
Base - Per Capita	88,253
Base - Location	9,475
Base - Other	2,596,033
<b>Other Total</b>	202,187
<b>Grand Total</b>	3,230,139

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

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

TTFM data over the survey periods shows that our students advocacy at school had improved compared to the previous year. Analysis of the April data tells us that in the areas that are the drivers of student outcomes, our school has improved in 7 of the 8 domains. (Effective Learning Time; Relevance; Explicit Teaching Practices and Feedback ; Advocacy at School; Positive Teacher-Student Relations; Positive Learning Climate; and Expectations for Success). We remain below NSW State norms in most of those areas however, the difference is diminishing. Interestingly, the November data sees a downward turn compared to April that is similar to 2020 data.

Encouragingly, 84% of our students feel their Advocacy at School and Expectations for Success are high which is 14 % above NSW averages . Likewise, 60% of students felt there was high Sense of Belonging and Expectation for Success which is equal to the NSW average.

Feedback from parents through the different forms showed that:

- the school response to Learning From Home continued to be well organised and supportive of the students;
- Broulee Public School has competent teachers who set high standards of achievement;
- information about student progress/learning is communicated satisfactorily, but feedback during Learning From Home for those who worked from booklets wasn't as prompt;
- opinions varied as to the flow of information and communication from individual classes . This is seen as an area we can make more consistent in 2022.
- class teachers were seen as placing student wellbeing as a priority in class activities;
- it is easy to contact the school to discuss concerns relating to their child;
- positive relationships exist between the school and its community;
- students are engaged by their classroom and school environments;
- the school office is seen as helpful, responding to enquiries and requests in a friendly and prompt manner.

Staff completed the People Matter Survey, which is conducted across the NSW Public Sector Employee. Overall, the survey areas of Job Satisfaction was rated at 93% (up 10% from 2020), Broulee Public School staff wellbeing was rated at 83% (up 16% from 2020) our total score for Inclusion and Diversity was 89% (up 11% from 2020). Other key findings were:

- 100% of staff felt their job gives them opportunities to use a variety of skills;
- 100% of staff felt their job gives them a feeling of personal accomplishment;
- 100% of staff felt people in our workgroup treat each other with respect;
- 86% of staff reported they get the support they need to do my job well (up 26% from 2020);
- the score for Senior Management promote collaboration between my organisation and other organisations we work with was 43%, which was down 21% from 2020: and
- only 36% of staff felt their performance is assessed against clear criteria. This is an area we will further develop in 2022 through staff PDPs.

# 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.