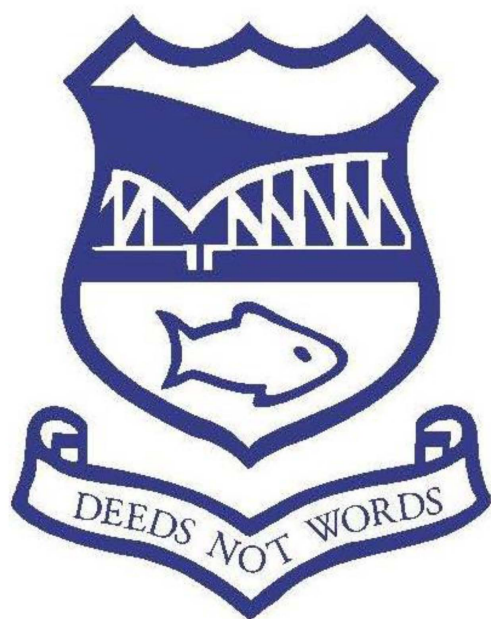


2022 Annual Report

Brooklyn Public School



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Introduction

The Annual Report for 2022 is provided to the community of Brooklyn 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

Brooklyn Public School

106 Brooklyn Rd

Brooklyn, 2083

<https://brooklyn-p.schools.nsw.gov.au>

brooklyn-p.school@det.nsw.edu.au

9985 7315

School vision

Brooklyn Public School's vision is to create a nurturing community of lifelong learners who strive successfully to achieve their academic, physical, emotional and social potential. As a student-centred school, our focus is to provide high quality, inclusive educational experiences that recognise and respond to the individual needs of each of our students and a diverse range of opportunities for improving student learning and wellbeing.

School context

Brooklyn Public School is situated in a unique bushland setting on the banks of the Hawkesbury River. Students come from the local communities of Brooklyn, Dangar Island, Mooney Mooney, Bar Point and other boat access only points on the river. These unique locations mean that many of the students travel to school by boat, ferry and bus. Currently the school has 66 students enrolled. Students come from a range of socio-economic backgrounds, 1.52% of students identify as having an Aboriginal background and 19.69% of student have English as an Additional Language of Dialect (EAL/D) background. Our Family Occupation Education Index (FOEI) is 38.

At Brooklyn Public School we believe in building a safe, inclusive and supportive learning environment in which children can develop a sense of belonging and well-being. The school has many unique whole school programs including a school garden program, water awareness swimming program, extensive music tuition program and a dynamic school band and choir, who take great pride when performing in the broader community. Students are central to all decision making and our staff are dedicated to educating the whole child and ensuring their educational, physical, social and emotional needs are met.

We have a very supportive parent community and encourage their participation in school activities and decision-making processes, providing a valuable partnership in school life. The Hawkesbury River Child Care Centre has been located on the school grounds for over 23 years and offers a before and after school care program in addition to vacation care.

The whole school community, including student, staff and parents and the local AECG, were consulted in the development of a thorough situational analysis and in the development of the Strategic Improvement Plan.

Through our situational analysis, we have identified the need for a continued focus on explicit teaching, differentiated instruction and using data to inform and make continual adjustments to teaching and learning practice. All aspects of Formative Assessment including learning intentions, success criteria and effective feedback, were identified as crucial to supporting effective classroom practice, leading to improved student outcomes.

Coaching, mentoring, instructional leadership and collaborative processes will support professional learning in classroom practice and consistency of teacher judgement, to build the capacity of all staff in the use of evidence-informed practices. Further refinement of whole school tracking processes will help to identify students needing specific targeted support.

The evidence is showing the need to develop a whole school approach to supporting the social and emotional wellbeing of all of our students. Key to this is providing the opportunity to build resilience, effectively resolve conflict and nurture positive relationships with others. Further work will need to be done in the explicit and consistent application of expectations and using respectful, fair and positive approaches to address inappropriate behaviour. Work will take place in implementing Restorative Practices in the school as well as learning around students and teachers engaging in solution focused conversations. The refinement of the Learning and Support Team procedures and processes will be a focus in order to best support students with additional needs.

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	2022 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	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Increase student achievement in Reading and Numeracy through explicit instruction and data use to inform teaching practice.

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 and Responsive Teaching

Resources allocated to this strategic direction

Low level adjustment for disability: \$31,476.70

Per capita: \$15,441.00

English language proficiency: \$2,400.00

Socio-economic background: \$3,186.13

Literacy and numeracy: \$9,401.24

6101: \$6,804.00

QTSS release: \$13,790.52

Professional learning: \$5,030.00

Summary of progress

During 2022, professional learning continued around deepening knowledge of the mathematics syllabus, multi-stage planning and effective instruction. An Instructional Leader was employed to support staff in Formative Assessment and differentiation in reading and numeracy. A targeted interventionist provided additional learning support in numeracy and literacy across the school, working within the classrooms as well as with small withdrawal groups. The Macqlit program was also implemented and targeted identified students requiring specific literacy intervention. Resources were purchased and staff trained in the Minilit Program in 2022, in order to support our younger students requiring literacy intervention. As an Accelerated Adopter School, Professional learning was also devoted to familiarising staff with the new curriculum.

Maths remained a focus throughout 2022 with continued professional learning, collaborative planning, lesson observations and feedback, strengthened through our relationship with a second small school where staff could work with teachers from Cowan Public School. Reflections between the two schools enabled staff to share quality practice, reflect on what worked, what didn't and what needed to be adjusted. The Instructional Leader went through a process of teacher observations with student feedback that targeted the identified areas for improvement. Macqlit, an evidenced based program, was implemented to cater specifically to the needs of individual students at the school. There was consistent delivery of the intervention which occurred four times a week. Quality professional learning in Formative Assessment practices was delivered by Curriculum advisers. Oral feedback, classroom observations and reflections between teachers within our small schools network, indicated that teachers came away with a good understanding of the evidence based practices and effective implementation of these practices in the classroom. As an Accelerator Adopter school, quality professional learning was also undertaken around the new curriculum. Teachers engaged with a mentor and met regularly to provide feedback and reflection on the new syllabus documents and units of work and their implementation in the classroom.

Although our achievements have been positive this year, particularly with reading results sitting well above expectation, as a small school we need to be mindful when using percentages to measure our success. Our priority is to look at achievement and growth at an individual student level and address areas of learning need. Maths will be a continued area of focus. The NAPLAN R&N Guided Data Package has identified the three most significant areas to target which include Measurement and Geometric Reasoning, Multiplicative Thinking & Additive Thinking. In the area of Reading, our focus will include comprehension, character, audience and purpose.

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 % of students achieving in the top two bands in numeracy to sit at or above 48.6% (lower bound system negotiated target)	<i>The percentage of students achieving in the Top 2 Bands for NAPLAN numeracy in 2022 was 33.33%, which is below our annual improvement measure.</i>
* Increase the % of students achieving in the top two bands in reading to sit at or above 54.6% (lower bound system negotiated target).	<i>The percentage of students achieving in the Top 2 Bands for NAPLAN reading in 2022 was 73.33%, which is well above our annual improvement measure.</i>
* Every student demonstrates growth in reading with 60% of students achieving at or above expected growth (baseline 55.56% 2019).	Due to COVID, students did not sit NAPLAN 2020, therefore there were no available measures of student growth.
* Every student demonstrates growth in numeracy with 70% of students achieving at or above expected growth (baseline 66.67% 2019)	Due to COVID, students did not sit NAPLAN 2020, therefore there were no available measures of student growth.
* SEF element 'Effective Classroom Practice' evaluated as moving from 'Delivering' to 'Sustaining & Growing'	<i>Self-assessment against the School Excellence Framework shows the school assessed at Sustaining and Growing in Effective Classroom Practice.</i>
*Maintain the percentage of students achieving at stanine 4 to 6 or above in reading based on PAT assessments (baseline 2021 stanine 4 to 6 is 52%, stanine 7 or above is 31%).	<i>The percentage of students achieving at stanine 4 to 6 or above in reading, based on PAT assessments is 78%, which sits just below our baseline data.</i>
*Maintain the percentage of students achieving at stanine 4 to 6 or above in numeracy based on PAT assessments (baseline 2021 stanine 4 to 6 is 55%, stanine 7 or above is 39%).	<i>The percentage of students achieving at stanine 4 to 6 or above in numeracy, based on PAT assessments, is 83% which sits just below our baseline data.</i>

Strategic Direction 2: Wellbeing

Purpose

Build a strategic and planned approach to Wellbeing practices to support the social and emotional learning of every student.

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.

- A planned approach to wellbeing

Resources allocated to this strategic direction

Professional learning: \$2,050.82

Per capita: \$1,235.88

Location: \$3,040.61

Summary of progress

The school's work in this strategic direction in 2022 focused on developing a deeper understanding of student behaviour to further strengthening our support at an individual student level. The staff participated in several professional learning opportunities that included trauma informed practice, restorative practices, supporting positive behaviour, Verbal Intervention Training and the importance of positive conversations. Staff also participated in professional learning on the Inclusive, Engaging and Respectful Schools policy. Staff actively engaged in all areas of professional learning and reported that they felt well-informed in regards to the underlying causes of inappropriate behaviour and the importance of building positive relationships with every student. The involvement in Trauma Informed Practice professional learning was particularly informative. Participants reported that they found it extremely helpful in providing background and understanding in student behaviour while providing strategies to assist them to effectively manage challenging behaviour at school. Also, staff felt they were better able to implement the requirements of the Restrictive Practices Framework and Policy through the work we did in this area. Staff were supported by the Support Behaviour Specialist to develop and implement strategies and design positive behaviour and emergency response practices and plans for those students needing additional support. Teachers checked-in with each student on a daily basis and those needing additional support were provided with individual plans and support networks. As a result, whole school responses and structures were identified and implemented.

Further professional learning on the department's Attendance Strategy took place and as a result, the school's attendance procedures and strategy were refined and strengthened. Staff gained a deeper understanding of the roles, responsibilities and practices required to improve attendance and identified strategies to support improvement. Each teacher then identified one strategy to trial in their classroom which resulted in significant improvement of attendance across the five weeks. Though our overall attendance is not where it needs to be, further strategies will be identified to build on the success of our trial in 2023.

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
In the wellbeing element, 'a planned approach to wellbeing' is showing aspects of excelling	<i>Self-assessment against the School Excellence Framework in the element of wellbeing - 'a planned approach to wellbeing' shows the school performing in one aspect of excelling with the implementation of evidence-based change in 2022.</i>
Increase proportion of students attending greater than 90% or the time at lower bound target.	<i>The number of students attending school 90% of the time or more has decreased and sits below our target.</i>
Increase the proportion of students reporting expectations of success, advocacy and sense of belonging to be	<i>Students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.</i>

above baseline and at lower bound target.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,186.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brooklyn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Responsive Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement the Targeted Interventionist Literacy and Numeracy to support identified students with additional needs. • the development of targeted learning programs, that included formative assessment, to track progress of individual student learning and plan for ongoing learning support. <p>The allocation of this funding has resulted in the following impact: 23 students receiving intervention in Literacy. Of these, 40% reached stage benchmarks and were transferred off the program. Classroom teachers monitored these students to ensure ongoing progress continued. Of the 23 students targeted, 43% of students consolidated over half the sub elements set for them. 14 students receiving targeted intervention in Numeracy. Of those students, 36% of those reached stage benchmarks and were transferred off the program. Classroom teachers monitored these students to ensure ongoing progress continued. Of the 14 students targeted, 36% of students consolidated over half the sub elements set for them.</p> <p>After evaluation, the next steps to support our students will be: Using available assessment data, individual students will continue to be identified for short, sharp, targeted support based on their learning needs. Staff professional learning needs will be evaluated to build professional practice in identified areas of student learning. This will include understanding of curriculum, using data, planning and quality teaching.</p>
<p>Aboriginal background</p> <p>\$1,625.42</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brooklyn 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff member was able to attend Caring for Country professional learning • school visit by local Aboriginal Elder Uncle Laurie <p>The allocation of this funding has resulted in the following impact: students and teachers learnt about and experienced the culture and traditional practices of the local Aboriginal people from local Aboriginal Elders and local AECG members. One classroom teacher engaged in on-Country activities including an introduction to the local Aboriginal people, their culture and land practices (including bush tucker) and visited important Aboriginal cultural engraving sites. Together they examined strategies for how this information could be incorporated into Geography and History inquiry-based frameworks for K-6 teachers. Wellbeing support was provided to identified student.</p>

<p>Aboriginal background</p> <p>\$1,625.42</p>	<p>After evaluation, the next steps to support our students will be: teachers will embed local Aboriginal knowledge, culture and traditional practices into Geography and History units of work</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brooklyn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Responsive Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact: literacy support for six identified students with English as an additional language. By the end of Term 2, five students remained at the school and of those five, 100% of student moved at least one progression. The remaining students will continue to receive intervention to support the development of their understanding and use of English.</p> <p>After evaluation, the next steps to support our students will be: ongoing assessment and monitoring of English acquisition. Targeted support will be provided based on individual need.</p>
<p>Low level adjustment for disability</p> <p>\$31,476.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Brooklyn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Responsive Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention program, Macqlit, to increase learning outcomes • purchased 'Essential Assessments' as a supplement to PLAN2 data, to assist teachers to implement pre and post assessments and plan future learning <p>The allocation of this funding has resulted in the following impact: the implementation of Macqlit, an evidence-based literacy intervention program. Seven students began the program at the beginning of 2022 and an additional two students joined the program in Term 3. All nine students made progress, with 6 students moving out of the bottom 25% of students for their age group in terms of reading fluency. Five of these six students have shown significant improvement and are now reading above the average for their year.</p> <p>After evaluation, the next steps to support our students will be: based on the significant impact on the learning of targeted students, Macqlit will continue to be used to support intervention in reading. Essential Assessment will continue to be embedded and linked to the progression markers, and used to assist in identifying ongoing learning needs. The school will also look into using Minilit to support intervention in reading for our younger students.</p>
<p>Location</p>	<p>The location funding allocation is provided to Brooklyn Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$3,040.61</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: additional time used to assess and identify students for targeted support. This funding was combined with other funding sources and resulted in a greater number of students identified for targeted support as part of the learning and support program.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide additional time to assess students for learning needs and design specific teaching strategies to target reading and numeracy.</p>
<p>Professional learning</p> <p>\$7,080.82</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Brooklyn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Responsive Teaching • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • PL on the design, review and updating of sequential, multistage, teaching and learning programs, for small schools. • PL on the teaching and implementation of Minilit and Macqlit to support student learning. • PL in wellbeing practices including trauma informed practice, restorative practice and verbal intervention training. • Instructional leader staffed to build teacher capacity in quality teaching, formative assessment and differentiation in Reading & Numeracy. • PL in Measurement and Geometric reasoning to address identified student learning needs and improve teacher knowledge and practice. • Staff training in the use of Essential Assessment. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy and the strengthening of teacher and whole school response to student wellbeing needs.</p> <p>After evaluation, the next steps to support our students will be: developing targeted professional learning and mentoring opportunities for identified areas in mathematics and student wellbeing.</p>
<p>Literacy and numeracy</p> <p>\$9,401.24</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brooklyn Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Responsive Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging additional staff to work with other specialist teachers, classroom teachers, parents and outside agencies to best support individual needs of students in literacy and numeracy.

<p>Literacy and numeracy</p> <p>\$9,401.24</p>	<ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention. • analysis of assessment data to assist teachers to develop personalised learning plans responsive to student need. <p>The allocation of this funding has resulted in the following impact: as shown in the Reading Check in assessment results in Term 4, Year 5 and 6 performed well above state in the percentage of questions answered correctly (Year 5 61.6% - state 51%, Year 6 73.5% - state 55%). Years 3 and 4 results sit just below state (Year 3 52.6% - state 53.5%, Year 4 51.9% - state 52.3%) In numeracy Year 6 performed well above state (Year 6 74% - state 60.8%), Year 5 above state (Year 5 59.8% - state 56.3%). Year 4 performed at state average (Year 4 63.4% - state 63.5%) and Year 3 slightly below (Year 3 53.3% - state 57.6%)</p> <p>After evaluation, the next steps to support our students will be: to provide individual support to students across all years. This will include one on one and small group intervention based on data. Year 4 and 5 in 2023 will be provided with additional in-class and small group support based on identified areas of focus and gap analysis. Learning sprints will be used for short, sharp focus on learning gaps or areas of need.</p>
<p>QTSS release</p> <p>\$13,790.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brooklyn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Responsive Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assisting teachers in the implementation and embedding of quality strategies in mathematics. • building the capacity of staff through lesson observation and quality feedback. • supporting teachers in the inclusion of formative assessment to drive future learning at a class and individual student level. • supporting the development of quality PDP goals that reflect the Strategic Improvement Plan. <p>The allocation of this funding has resulted in the following impact: all teachers being observed using Learning Intentions and Success Criteria as part of their classroom practice. The majority of students observed during these sessions, were actively engaged in the learning and could articulate the learning goal of the lesson, as well what they needed to demonstrate in order to meet the learning intention of that lesson. Teachers clearly articulated learning intentions and success criteria to their students and these were embedded into lesson planning and programs. Teachers were also observed using effective questioning to elicit student understanding.</p> <p>After evaluation, the next steps to support our students will be: the development of a structured process for professional observation and feedback to continually build the expertise of staff in identified areas of need. Further work on deepening our understanding on the use of formative assessment with a specific focus on quality feedback to and from students.</p>
<p>COVID ILSP</p> <p>\$13,373.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$13,373.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to identify and deliver small group tuition • releasing staff to analyse school and student data to monitor and measure progress of student groups • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: five students receiving intensive learning support each term from a specialist teacher. Of those students, the majority consolidated over 50% of the sub elements set for them, as measured on the learning progressions, relevant to their focus area in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to combine several funding sources to continue the employment of a specialist teacher to provide targeted intervention to every student needing additional one on one or small group support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	40	34	33	36
Girls	35	33	33	27

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.4	95.3	93.9	89.3
1	91.5	87.8	96.0	84.9
2	89.3	89.3	90.0	89.0
3	96.3	91.5	92.9	89.3
4	92.3	93.7	89.9	87.2
5	93.0	94.9	91.8	82.1
6	90.9	92.0	91.6	84.3
All Years	91.5	92.2	92.5	86.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	221,714
Revenue	937,262
Appropriation	825,376
Sale of Goods and Services	34
Grants and contributions	107,083
Investment income	2,613
Other revenue	2,157
Expenses	-866,277
Employee related	-744,807
Operating expenses	-121,470
Surplus / deficit for the year	70,986
Closing Balance	292,700

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	38,688
Equity - Aboriginal	1,625
Equity - Socio-economic	3,186
Equity - Language	2,400
Equity - Disability	31,477
Base Total	716,593
Base - Per Capita	16,677
Base - Location	3,041
Base - Other	696,875
Other Total	35,457
Grand Total	790,738

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022, at Brooklyn Public School, there were 6 responses to the parent survey. All parents acknowledged they felt welcome at the school and that their interactions were all positive. One parent did feel that some traditions that normally occurred at the school were no longer happening. The majority of parents felt their child was happy in the classroom and that their learning needs were being met, with two parents adding that they would like to see their children challenged further in class. One parent was concerned regarding the distraction that disruptive behaviour in a classroom might create. When asked if the parents felt our school was focused on always getting better, parents felt this was the case and comments made acknowledged the principal making positive changes and striving for improvement, connecting with other schools and providing strong communication with the community. Of the parents surveyed, only one experienced the need to follow up an incident that involved their child and they felt that it was really well handled, timely, fair and consistent. One parent suggested more opportunity for students to participate in bush play and risky play and felt there were too many end of year events, one parent felt the outdoors area could be extended and improved, one parent commented very positively about the positive reinforcement at the school and all parents thanked the school for the work, care and attention.

In 2022, 29 students completed the annual survey. When asked if they know what the teacher wants them to do when completing learning tasks, all students said yes. Some students included most of the time and when the instructions were clear. Some students clarified what those expectations were and included things such as listening, concentrating, trying their hardest, completing work and no inappropriate behaviour. When asked if they could identify a staff member that they can confidently go to for advice, all students said yes, with many listing both teachers and office staff. One student commented 'everyone' and said all teachers were very helpful if they had a question. All students surveyed knew what was expected of them in terms of behaviour, with mention of empathy, honesty, kindness, trying their best, listening, being responsible and respecting others. One child knew what was expected because 'the teachers always remind everyone'. While another acknowledged rules as important because they make sense 'most of the time'. Of those surveyed, all except two said they set learning goals with their teacher in a variety of subjects with the majority acknowledging that the teacher shared what they were looking for in assessment tasks. In regards to teachers providing feedback on how to improve, the majority of students said yes or sometimes with 6 saying that they do not get feedback on how to improve.

The teachers at Brooklyn PS were surveyed using the What Works Best survey. In the first section of the survey, teachers scored their current practice from 0 (low) to 5 (high), against 8 evidence-based themes that are known to improve student outcomes. The average scores were: High expectations = 3.75, Explicit Teaching = 3.75, Effective feedback = 3.25, Use of data to Inform Practice = 3.5, Assessment = 3.5, Classroom Management = 3.5, Wellbeing = 3.5 and Collaboration = 4.25.

The survey asked teachers to reflect on their current strategies and areas for growth relevant to each theme.

High Expectations: The areas of strength included focusing on individual learning needs, providing a strong scaffold for learning and using formative assessment to assess each student's strength and learning needs. Further areas of growth included identifying more opportunities for individual feedback, extending more capable students, providing challenge to all students and strengthen differentiation practices.

Explicit Teaching: Current practices included explicitly identifying learning intentions and success criteria, regularly checking and observing a student's understanding of a task, using effective questioning and providing students with visual exemplars and scaffolds of tasks to support their learning. Areas for further work included giving immediate and more frequent feedback to individual students and strengthening questioning techniques.

Effective feedback: Practices currently being incorporated into classroom practice include the use of timely feedback, creating peer feedback opportunities and providing opportunities for students to reflect on their own learning. The key areas moving forward will focus on providing opportunities for students to verbalise where they are going with their learning and developing personal learning goals from feedback that is given.

Use of data to Inform Practice: Formative and summative assessment is used to guide teaching and learning, the Literacy and Numeracy Learning Indicators are used to identify student progress and determine future learning, regular data collection occurs to identify student strengths and areas of development and collaboratively reviewing data to identify trends. Further work will include strengthening the use of the Literacy and Numeracy progressions, regularly reviewing essential assessment data to ensure students are working at point of need and streamlining data collection practices.

Assessment: Current assessment practices include using formative and summative assessment to identify current levels of learning and formulate goals for individual students, using rubrics to assess student understanding and incorporating challenging / open ended tasks to measure student understanding. The areas of focus moving forward include using greater transparency when explaining to students what success looks like and building in assessment tasks as part of the learning experience.

Classroom Management: Teachers currently use clear boundaries and expectations to manage behaviour to ensure students have a clear understanding of what is expected, they promote a positive learning environment where all students feel welcome, safe and confident to take risks with their learning, use restorative conversations, give positive feedback to students and use the school's positive reward system to recognise positive behaviour. Further work will be aimed at providing consistent routines and expectations and developing self-regulation skills.

Wellbeing: Practices across the classrooms include daily check-ins, promoting student voice, promoting a positive, supportive and tolerant learning environment and using the 'Smiling Minds' program and reflection journals. Further work in this area includes strengthening teacher / student relationships, increasing student involvement in decision making and modelling difficult conversations.

Collaboration: Areas of strength include collaborating with colleagues on programming and data collection and analysis and drawing on the collective expertise across the school and between schools. Ideas moving forward include having more time available to assist and support other teachers within and across schools and working with others to develop a deeper understanding of the new syllabus documents.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.