2022 Annual Report

Brookvale Public School

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Introduction

The Annual Report for 2022 is provided to the community of Brookvale 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.

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School vision

Brookvale Public School is an inclusive and vibrant school, fostering positive partnerships with students, teachers, leaders, parents and the wider school community to provide high levels of educational achievement and growth for all our students. We are committed to working together to prioritise student growth and attainment through a collaborative inquiry based approach to teacher professional learning in the areas of reading, numeracy and wellbeing so that each student's learning needs are the focus of our evidence-based teaching and learning programs. Our community grows together, demonstrating resilience and a shared commitment to the values of respect, responsibility and personal best.

School context

Brookvale Public School is a long established school of 338 students where staff design personalised learning to meet the needs of all students in a safe, happy and supportive environment. The school is situated in the heart of the Brookvale on Sydney's Northern Beaches, and is supported by a dedicated P&C. We engage in strong partnerships with our local primary schools as active members of the NBLA (Northern Beaches Learning Alliance). We remain committed to our collaborative relationship with the wider Aboriginal community and with our local AECG (Aboriginal Education Consultative Group).

Brookvale Public School has a strong and vibrant multi-cultural community and the diversity and richness that this adds to our school is greatly valued. Learning about Aboriginal Histories and Cultures is embedded across the curriculum building cultural connections and connection to Country. Our learning environment includes state of the art flexible learning spaces for our senior students, a modern multi-purpose hall, modern play spaces and oval, as well as two student designed playgrounds. Student learning is further enhanced by a well-resourced library and strategic use of emerging technologies.

Brookvale Public School is a *Positive Behaviour For Learning (PBL)* school and our values of respect, responsibility and personal best are embedded into every day learning. A variety of extension, enrichment and extra-curricular programs, including performing arts and sport, are tailored to the interests and abilities of our students, promoting the holistic development of each child. Our learning support team successfully implements targeted early intervention programs in reading and numeracy which cater for the individual support needs of students, including our high performing and gifted students.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. High impact professional learning will ensure teachers are provided with opportunities to collaborate, reflect on and share best practice to ensure students achieve expected growth and attainment in their learning. Students will engage in highly effective data informed and differentiated learning opportunities. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a more rigorous use of data to inform all processes and practices across the school.

Underpinning everything we do is a commitment to the core values of public education - excellence, equity, accountability, trust, integrity and service.

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

Strategic Direction 1: Student growth and attainment

Purpose

A sustained focus on high expectations, explicit research-informed practice and data-driven teaching and learning to ensure all students achieve or exceed their expected growth and increase the percentage of students in the top 2 bands for reading and numeracy.

Initiatives

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

- Student-centred learning
- Data-driven practices

Resources allocated to this strategic direction

Per capita: $88,691.00
Professional learning: $16,000.00
Literacy and numeracy: $11,948.00
Literacy and numeracy intervention: $36,200.12

Summary of progress

Brookvale Public School's focus for data-informed practice in 2022 has been on Formative Assessment (LISC, narrative and pace), sustaining practices that led to marked improvements in 2021 in Reading, and embedding the same practices in numeracy. The main initiative was the implementation of a collaborative learning cycle (CPL) in ten week cycles including:

- a cycle of co-collection and analysis of student data from NAPLAN, Check-in, PAT mathematics and PLAN2
- co-research into best practice in numeracy teaching, co-planning and pedagogy
- peer observations during dedicated planning time
- co-evaluations.

The implementation of data walls proved effective in clearly indicating which students achieved above or below expected growth, as measured using Hattie's Progress and Achievement tool. It is also clear who the outliers are which allows for student-centred conversations about teaching and learning and the further unpacking of data, including item analysis. The reading data wall has two axes and students can clearly be seen on a line from low reading level, and low PAT scaled score to high reading level and high PAT score. Outliers are immediately noticeable and addressed.

Data walls also inform who will be in our COVID ILSP groups (see separate evaluation) and which students should be tracked closely for HPGE.

Data walls clearly show that we have raised the bar this year in both Reading and numeracy; the incline on the reading data wall is steeper and the cluster of students is further along the horizontal axis for both reading and numeracy. Some students were given the opportunity to do off grade testing in PAT so teachers can clearly describe their growth and determine areas of need for differentiated teaching and learning programs.

The school exceeded the 2022 target for NAPLAN Reading (55.4%) with 62.26% of Year 3 & 5 students achieved the top 2 bands in reading. Students achieved slightly below the numeracy target (42.1%) for the top 2 bands, achieving 39.05%. However, a moderate increase in results was evident. Student growth was calculated from yearly PAT testing in numeracy and reading. In numeracy, the school exceeded its target of 57% of students achieving at least 0.4 growth with a percentage of 73.6%. In reading, the school achieved 66.8%.

All stage teachers actively engaged in the collaborative learning cycle and report that they found it extremely useful.

In 2023 the school will continue to embed CPL process and maintain the focus on numeracy while still maintaining the strong work on reading. Further work on our understanding of the Literacy and Numeracy Progressions V3 in required to inform planning. Further work implementing the new curriculum K-10 for English and mathematics is also required.

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
• 44.1% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (System-negotiated target).	2022 NAPLAN data showed 39.05% students in the top two bands for NAPLAN numeracy, indicating the school did not achieve the system negotiated target. Focus on this target has resulted in significant achievement and the school is on track to meet the 2023 target.
• 55.4% of Year 3 and 5 students achieve top two bands in NAPLAN Reading (System-negotiated target).	2022 NAPLAN data showed 62.26% students are in the top two skills bands for reading, indicating the school exceeded the system negotiated target.
• 68% of Year 5 students achieve expected growth in Numeracy.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
57% of Year 5 students achieve expected growth in NAPLAN Reading.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
At least 75% of students in Years K-3 achieve within the appropriate levels for the Additive Strategies element of the Progressions as indicated by the NSW syllabus. At least 75% of students in Years 4-6 achieve within the appropriate levels for the Multiplicative Strategies element of the Progressions as indicated by the NSW syllabus. At least 75% of students in Kindergarten achieve within the appropriate levels for phonological awareness elements of the Progressions. At least 75% of students in Years 1 and 2 achieve within the appropriate levels for phonic knowledge elements of the Progressions. At least 75% of students in Years Year 3-6 achieve within the appropriate levels of the Understanding Texts elements of the Progressions. Kindergarten - PhA3-PhA5 Stage 1 - PKW4-PKW6 Stage 2 - UnT5-UnT8 Stage 3 - UnT7-UnT9	**Reading** 98% of students in Kindergarten achieved within the appropriate levels for phonological awareness elements of the Learning Progressions. 100% of students in Years 1 and 2 achieved within the appropriate levels for phonic knowledge elements of the Learning Progressions with 88% achieving the upper bound target. 90% of students in Years Year 3-6 achieved within the appropriate levels of the Understanding Texts elements of the Learning Progressions. **Numeracy** 96% of students in Years K-3 achieved within the appropriate levels for the Additive Strategies element of the Learning Progressions as indicated by the NSW syllabus. 93% of students in Years 4-6 achieved within the appropriate levels for the Multiplicative Strategies element of the Learning Progressions as indicated by the NSW syllabus.
At least 57% of students in Year 2-6 will demonstrate a minimum 0.4 growth (calculated through effect size formula) when comparing annual scale scores in the Progressive Achievement Test (PAT) Numeracy.	In numeracy, the school exceeded our target of 57% of students achieving at least 0.4 growth with a percentage of 73.6%. In reading, the school achieved its target of 70%.

At least 70% of students in Year 2-6 will demonstrate a minimum 0.4 growth (calculated through effect size formula) when comparing annual scale scores in the Progressive Achievement Test (PAT) Reading.	
The School Excellence Framework Self Assessment indicates an improvement from the baseline of Delivering to S + G in Learning: Curriculum, and from Sustaining and Growing to Excelling in Learning: Assessment.	Self assessment against the School Excellence Framework indicates ongoing improvement in both Curriculum and Assessment and the school is Excelling in Curriculum and working towards Excelling in Assessment.

Strategic Direction 2: Reflective practice and collaboration

Purpose

To improve teaching and learning by fostering greater teacher collaboration through the implementation of an inquiry based approach.

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.

- Curiosity and Powerful Learning
- Learning Walks

Resources allocated to this strategic direction

Socio-economic background: $35,611.22
QTSS release: $67,574.00
Low level adjustment for disability: $31,319.00

Summary of progress

In 2022, teachers continued to embed a Stage-based high impact collaborative professional learning (CPL) cycle. The CPL cycle now also includes a Theory of Action focus from David Hopkin's Curiosity and Powerful Learning . This involved a cycle of co-inquiring, co-researching evidence-based practices, co-planning a series of lessons, co-implementing and co-evaluating through observations and data walks and talks. Stage leaders gave regular updates to the Executive Team and each Stage delivered a summative evaluation of impact, a celebration of success and a sharing of challenges and considerations of where to next to the teaching staff.

At the beginning of the year the school planned to have two CPL cycles of 5 weeks each term, but COVID had a huge impact on teacher and student attendance, making a termly cycle more realistic. Stage leaders still have the option of implementing 5 weekly learning sprints if feasible. Using feedback from Stage leaders and their teams, a document that clearly indicates a suggested schedule for each part of the CPL cycle, which terms each Stage will have Learning Walks and when Instructional Learning Rounds and PDP observations will take place. The Theory of Action rubric was incorporated into Performance Development Plan templates. Teachers self-assessed their ability to harness learning intentions, narrative and pace and used peer feedback to improve their practice.

Brookvale Public School established a Learning Walks Team and an Instructional Rounds Team. The Learning walks Team engaged with professional learning on Sharratt's Learning Walks and 5 questions for students and teachers. They participated in Learning walks at other schools in our network and organised Learning Walks here, inviting leadership teams from other schools to observe our practice and give feedback on our Challenge of Practice. Feedback was overwhelmingly positive. All Brookvale, teachers opened their classrooms to the visitors and reported that the experience was a positive one. The Instructional Learning Rounds Team invited Annette Udall, a trained facilitator in Instructional Learning Rounds to facilitate professional learning to support our staff in developing reflective observational cultures and improve teaching and learning outcomes through implementing Instructional Rounds. They also participated in Instructional Rounds at Chatswood Public School. In Term 3, the team organised Instructional Rounds, inviting teachers and senior executive from schools in our CPL network. The observations focused on Challenge to Practice. 100% of Brookvale Public School's staff participated in Instructional Learning Rounds, trusting observers to focus on the learning taking place in the classroom and recording observations that use specific objective descriptions in line with our challenge to practice - I saw, I heard, I observed rather than opinions or judgments. In 2022, there was a greater staff enthusiasm for opening their classrooms and participating in observations. A much greater degree of relational trust has been established within and across teams. This has supported our Strategic Direction 2, strengthening our reflective practice and collaboration.

In 2023 the school will continue with collaborative professional learning cycles, Learning walks and Instructional Learning Rounds. Staff will work on the formative feedback received from visiting teachers and leaders. The focus will be on Numeracy and implementation of the New Curriculum in for English and mathematics.

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
Reading and numeracy teaching and learning programs are collaboratively developed and demonstrate the four focus strategies: explicit teaching, formative assessment, differentiation and high expectations as expressed in *What Works Best:2020 Update.* Staff TTFM Data indicates growth of 10% from baseline of 75% in the area of teacher collaboration.	Staff TTFM Data indicates growth of 17% from baseline of 75% in the area of teacher collaboration to 88%, exceedingthe target.
SEF Self Assessment indicates growth from Delivering to Sustaining and Growing in Teaching Domain: Effective Classroom Practice and Learning and Development.	Self assessment against the School Excellence Framework indicates an improvement from Sustaining and Growing to Excelling in the Explicit Teaching element of Effective Classroom Practice. Self assessment against the School Excellence Framework indicates an improvement from Sustaining and Growing to Excelling in all themes of Learning and Development.

Strategic Direction 3: Wellbeing and connectedness

Purpose

To foster a greater sense of belonging by uniting our community in its efforts to maximise personal growth and wellbeing for the whole school community.

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.

- Wellbeing and Support
- Positive, inclusive and connected school culture

Resources allocated to this strategic direction

Low level adjustment for disability: $57,460.50
Professional learning: $7,567.00
English language proficiency: $61,799.00

Summary of progress

In 2022 a PBEL committee was established to investigate our ongoing PBEL data, including incident reports in Sentral and anecdotal reports from staff. The team meets fortnightly to interrogate the data and to develop lessons aligned to our core expectations. These lessons are taught each week by class teachers. As a result of data analysis the PBEL committee also decided it was time to review our whole school rewards system, with a particular goal to make the free and frequent awards less competitive and make achievement of awards more equitable. A subcommittee was formed to oversee the review and all stakeholders (students, teachers, admin staff, school leadership team and parents) were given opportunities to contribute to the review and design of our new system. The new Brookvale Awards System will be launched in Term 1 2023.

This year all staff engaged in professional learning on unpacking the HPGE Policy. Three staff completed the Mini COGE professional learning to support the delivery of curriculum for high potential and gifted students. A key contact and HPGE leader have been established and they are currently undertaking the HPGE leadership training to evaluate school procedures, programs, practices, and analyse student growth and achievement data. Teachers were encouraged to engage in the Bitesize Professional Learning aligned with the new HPGE policy. In line with our Curiosity and Powerful Learning, teachers have engaged with professional learning about research-based pedagogy that supports elevated levels of differentiation and is engaging for gifted and high potential learners. This has been embedded in our CPL cycle with a focus on having high expectations for all students in numeracy. In 2023 the HPGE leader will continue to turn policy into practice, using PAT data and off level testing to track and monitor our students' progress.

In Term 1 2022, the SRC surveyed students at Brookvale Public School on what extra-curricular opportunities would improve their sense of belonging and increase levels of student engagement. Based on the data, teachers created opportunities for students to be involved in activities they are passionate about. Student engagement in extra-curricular activities, identified from TTFM Student survey indicated a growth of 11% from 2021 (47%) to 2022 (58%). In Term 4 2021 there were 4 extra-curricular activities available. 2022 has seen an increase to 15 extracurricular activities available to students. In 2023 students will again be surveyed and the opportunities offered will be based on the results.

In 2023 members of our Indian Community have offered to liaise with school staff to plan a whole school event for Divali. Staff will also engage with other community groups to ensure our planning for curriculum and school events are inclusive of our entire school community and increase our students' sense of belonging.

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
A 15% increase to 80.5% from a baseline of 70% of students feeling a sense of belonging in Years 4-6 as recorded in the Tell Them From Me	65% of students report a positive sense of belonging in TTFM survey data. This data is impacted by 33% Year 5 students showing signs of early disengagement.

(TTFM) survey data.	
An increase from a baseline of 76.5% to 83% students achieving >90% attendance (system negotiated target).	The percentage of students achieving 90% or greater attendance in 2022 is 71.13% students. This is above our baseline and reflects the impact of COVID-19 on our school community. 98.28% demonstrated 90% attendance or explained absence.
An increase of 7.5% from a baseline of 71% in TTFM student engagement.	The school has slightly surpassed our target of 76.3% with 77% students reporting engagement. This is based on an average of the scores for motivation, effort and quality instruction.

Funding sources	Impact achieved this year
Refugee Student Support $4,126.08	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support • School support low income families to access school services **The allocation of this funding has resulted in the following impact:** Our Learning and Support Teacher has been able to spend additional time with students from refugee background while supporting them to participate in a broad range of activities that they may not be able to afford otherwise. **After evaluation, the next steps to support our students will be:** Continue to monitor students from refugee background and provide enhanced language support as well as financial assistance as required.
Integration funding support $82,976.00	Integration funding support (IFS) allocations support eligible students at Brookvale Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Students with high support needs have been supported to access the curriculum on the same basis as other students. Student Leaning and Support Officers have assisted the classroom teacher in providing differentiation and adjusting the curriculum to suit the needs of students receiving funding. **After evaluation, the next steps to support our students will be:** Student Learning and Support Teachers will continue to provide in class support for students with high support needs.
Socio-economic background $35,611.22	Socio-economic background equity loading is used to meet the additional learning needs of students at Brookvale Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curiosity and Powerful Learning **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through collaborative practice and inquiry to support student learning • employment of additional staff to support collaborative inquiry program

Socio-economic background $35,611.22	implementation. **The allocation of this funding has resulted in the following impact:** The release from class to participate in collaborative inquiry, incorporating theory of actions and Instructional Learning Rounds within the QDAI cycle has proved successful in setting up a learning and collaboration culture that has resulted in improved NAPLAN results, particularly in the focus are of reading. **After evaluation, the next steps to support our students will be:** The focus on data driven, collaborative inquiry will continue to be refined and applied to the new focus area of developing students in additive and multiplicative strategies in mathematics.
English language proficiency $61,799.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Brookvale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Support **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** The English as a Second Language teacher has been successful in developing students' ability to communicate and write in English to support their learning in the classroom. All students in the program have progressed on the EALD Continuum. **After evaluation, the next steps to support our students will be:** The English as a Second Language program will continue to support students to develop their understanding in English. We will continue to employ an EALD teacher next year using this funding.
Low level adjustment for disability $88,779.50	Low level adjustment for disability equity loading provides support for students at Brookvale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curiosity and Powerful Learning • Wellbeing and Support **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** The release from class to participate in collaborative inquiry, incorporating theory of actions and Instructional Learning Rounds within the QDAI cycle has proved successful in setting up a learning and collaboration culture that has resulted in improved NAPLAN results, particularly in the focus are of reading for students that need extra support in reading. **After evaluation, the next steps to support our students will be:** The focus on data driven, collaborative inquiry will continue to be refined and applied to the new focus area of developing students in additive and multiplicative strategies in mathematics. and this will continue to benefit students requiring extra targeted support in mathematics.

Professional learning $23,567.00	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 Brookvale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data-driven practices • Wellbeing and Support • Positive, inclusive and connected school culture **Overview of activities partially or fully funded with this initiative funding include:** • Teacher release for professional development in data driven practices, utilising PAT Reading and mathematics assessments, NAPLAN, Check In and PLAN 2 as part of QDAI collaborations. • Teacher release and course fees for professional learning in high impact strategies to support HPGE students. • Releasing teachers to conduct collaborative inquiries using QDAI analysis, incorporating instructional rounds and data informed practice. • Release teachers to engage in professional learning on the Inclusive, Engaging and Respectful Schools policy and Positive Behaviour Engaging Learning (PBL) initiative. **The allocation of this funding has resulted in the following impact:** All staff have worked to embed the QDAI collaborative inquiry method as a core collaborative practice. Staff have learned how to analyse data effectively and monitor and evaluate student results to identify the next step in student learning. Teachers have been released to engage in this work which has been crucial in developing enhanced teaching and learning sequences and evident inn improved student results in reading. A gifted and talented team has been established and trained and has used training to identify HPGE students in the academic domain. The learning and wellbeing committee has refined practices PBL and developed a greater understanding of how to support students across the school. **After evaluation, the next steps to support our students will be:** Teachers need to continue to develop understanding of David Hopkins ten theories of action to support the enhanced data practices and developed through collaborative inquiry this year. Collaborative inquiry method to now focus on developing numeracy outcomes for students. The HPGE committee will continue to support inquiry teams with identification and differentiation practices for HPGE students. The school will release the team to undertake the HPGE Implementation Survey and further develop links with other schools through professional learning networks. The Lanring and Wellbeing team will work on learning about and developing a new Behaviour Management Plan under the Inclusive, Engaging and respectful Schools policy.
Literacy and numeracy $11,948.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brookvale Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data-driven practices **Overview of activities partially or fully funded with this initiative funding include:** • Teacher release for professional development in data driven practices, utilising PAT Reading and mathematics assessments, NAPLAN, Check In and PLAN 2 as part of QDAI collaborations. • Releasing teachers to conduct collaborative inquiries using QDAI analysis, incorporating instructional rounds and data informed practice **The allocation of this funding has resulted in the following impact:**

Literacy and numeracy $11,948.00	All staff have worked to embed the QDAI collaborative inquiry method as a core collaborative practice. Staff have learned how to analyse data effectively and monitor and evaluate student results to identify the next step in student learning. Teachers have been released to engage in this work which has been crucial in developing enhanced teaching and learning sequences and evident inn improved student results in reading. **After evaluation, the next steps to support our students will be:** Staff will now refine their QDAI practices and apply to collaborations around the target area of mathematics. Teachers will continue to refine their data analysis skills and incorporate data walls and the use of PLAN 2 to enhance identifying what comes next in each student's learning.
QTSS release $67,574.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brookvale Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curiosity and Powerful Learning **Overview of activities partially or fully funded with this initiative funding include:** • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Staff have been released to to engage in instructional rounds and learning walks as well as data walkthroughs. Staff have also been released to engage in collaborations to embed Learning Intentions, Success Criteria, Narrative and Pace as the first theory of action that will lead to whole school improvement in student outcomes. **After evaluation, the next steps to support our students will be:** Executive staff and teaching staff to consider how to utilise learning walks and instructional as authentic means of gaining student voice and observing best practice. Learning Walks to be more closely linked to a refined data wall that is set up with the purpose of starting data walks at the data wall in mind. Data wall to be remodeled as a wall that shows growth on one axis and achievement on the other so that students can be placed in growth/achievement quadrants and targeted more effectively. This will mean that learning walks can be used to gain data on specific groups of students more readily.
Literacy and numeracy intervention $36,200.12	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Brookvale Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data-driven practices **Overview of activities partially or fully funded with this initiative funding include:** • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan **The allocation of this funding has resulted in the following impact:** Teaches have worked collaboratively to refine practices around using formative assessment to assist in the triangulation of data to identify student

Literacy and numeracy intervention $36,200.12	needs across a cohort. Teacher have familiarised themselves with the learning progressions and use the learning progressions to plan next step in the learning. **After evaluation, the next steps to support our students will be:** Kindergarten and Year 1 staff will use PLAN 2 to track an monitor students, utilising formative assessment pedagogy in small areas of focus. Years 2-6 staff will track and monitor smaller groups of students across the four quadrants on data wall and enter data into PLAN 2 to assist with QDAI collaborations based on student need.
COVID ILSP $77,880.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** A teacher was employed 3 days per week at an FTE of 0.6 to work closely with identified students to develop core additive and multiplicative skills to support success in the mathematics in the classroom. The teacher withdrew students in small, targeted groups based on identified areas of need. **After evaluation, the next steps to support our students will be:** The next steps to support our students with this funding will be to continue the implementation of numeracy small group tuition using the Interview for Student Reasoning (IfSR) to identify and target specific student need in number and place value to develop core skills that will allow students to have greater success in applying additive and multiplicative strategies.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	165	178	177	169
Girls	176	177	174	166

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	95.4	96.7	90.4
1	95.0	96.9	95.1	90.9
2	95.2	94.2	95.8	88.7
3	93.3	95.9	94.8	92.5
4	94.8	92.9	95.1	90.5
5	92.3	95.5	93.1	90.9
6	92.4	94.1	94.3	86.8
All Years	94.3	95.1	95.1	90.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.63
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	658,629
Revenue	3,620,518
Appropriation	3,246,506
Sale of Goods and Services	75,976
Grants and contributions	290,442
Investment income	7,394
Other revenue	200
Expenses	-3,594,057
Employee related	-3,148,688
Operating expenses	-445,369
Surplus / deficit for the year	26,462
Closing Balance	685,091

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	87,102
Equity Total	186,190
Equity - Aboriginal	0
Equity - Socio-economic	35,611
Equity - Language	61,799
Equity - Disability	88,780
Base Total	2,478,309
Base - Per Capita	88,691
Base - Location	0
Base - Other	2,389,618
Other Total	271,527
Grand Total	3,023,128

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

Tell Them From Me Survey survey data indicated that students recorded strong upward growth in their perception of positive relationships and student behaviour at school and showed increased levels of participation in sports and extra-curricular activities. Survey data showed that the school still has work to do to promote student effort and motivation with a small decline evident in these areas. Pleasingly, students overwhelmingly reported that they were being challenged more frequently in their learning. Data showed that while students feel that teachers provide explicit teaching and feedback, continued work on developing the learning culture where students have high expectations for success is required. 72 percent of students indicated that they felt a high degree of school pride.

One hundred percent of teachers agreed that the school was a welcoming and culturally safe place for all students. Teachers showed a high degree of satisfaction in their collaborative work, showing that they had worked hard to develop engaging, challenging lessons featuring new pedagogical practices. Teachers indicated that the school had improved in its use of data to inform practice and teachers had developed their capacity to provide quality feedback to students. Teachers were proud of the development of a strong learning culture.

Parents are increasingly feeling welcome at our school and Tell Them From Me Survey Data showed that parents believe the school supports positive behaviour and student learning. Parents reported being well supported to understand their child's progress with 79 percent of respondents having spoken with the class teacher two or more times throughout the year in regard to their child's progress. Parents indicated in the survey that they would like to be involved socially and engaged more fully in school life after the COVID 19 period. However, the vast majority of parents indicated that the school had provided high levels of support during the same period. Parents value communication through school newsletters, emails and parents interviews. Parents would like more support in the form of workshops from the school on supporting their child's mental health, cyber safety and assisting their child in mathematics. 77 percent of parents would recommend the school to others.

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.