

# 2022 Annual Report

## Brisbania Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Brisbania Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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It has been a privilege to be the principal of such an amazing school, in such a beautiful location with super students, excellent Executive and considerate and caring community in 2022.

I have been supported daily by my Assistant Principals- Mrs Duruz, Mrs Carey, Mrs Lukins and Miss Chapman who have all coordinated their stages to ensure that all students' academic, emotional, physical and social growth are forefront in all decisions.

Thank you for all your leadership, flexibility, guidance, care and support for staff and students and relations you build with parents/ carers and wider community. We were fortunate to have four aspiring leaders who assist the Exec and take on relieving roles and run programs as asked.

An essential support to the school community are our support staff, our General Assistant, 4 Office ladies, 5 School Learning and Support Officers who are essential to our school. The grounds, office and students would not have looked or function as efficiently as they did without our support staff. Much work went into the standard of upkeep in the school, the support we gave to our students and the efficient running of the school.

It was a privilege to work with the 2022 Student Leadership Team- Milly, Jacqueline, Ebony Charlie, Giselle and Cormac. Their pride in the school, eagerness, the dignified fashion in which they carried out their role was a real tribute to their leadership. Their flexibility and willingness to assist with any task asked of them was admirable. They worked with Rumbalara and Year 5 students to get our recycling program underway. They will be a hard act to follow.

The Student Representative Council was coordinated by Mrs V. The SRC allowed Years 2-6 to have a voice, with shared ideas and reported back to their classes. Well done on having raised funds towards Day for Daniel, our sister flood school- Wyrallah PS and Water Safety Day which raised funds for local surf life saving.

2022 saw the initiation of Cultural groups for our Aboriginal students, run by Ms Simpson and when absent, Mrs Dawson or Mr Ingram. Further development in 2023 will be extending cultural sessions into mainstream classrooms and having more on Country experiences.

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

Brisbania PS has once again been proud of the care provided to our students and Wellbeing will continue to be a strategic direction in our School Improvement Plan 2022-2026, coupled with Community Engagement and Student growth and attainment.

Our commitment to smooth transition programs continued to support all students whether coming to Kindy, moving

through the grades at Brisbania or preparing students for high school.

You Can Do It helped build resilience as one of the 5 keys to successful learning in addition to getting along, confidence, organization and persistence which supported our school motto of Believe Persevere and Succeed. Our Reverse Santa gifts for Care4Coast were greatly supported by the Brisbania community and very much appreciated by the community.

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

PSSA competitions returned with Ball games, soccer, basketball, netball, Oz tag, touch footy and rugby league.

In 2022, students participated in Tournament of the Minds, Gymnastics, Wellbeing sessions, K-2 Skipping, Life Education, Central Coast Public Speaking Competition, Debating, Discos, Fundraisers, Waste management with Rumbalara, Aboriginal Dance workshops, designing Aboriginal artworks and our biannual musical.

We participated in the Premier's Sporting, Reading and Spelling challenges. We also presented the inaugural Premier's Respect Award as a Special Stage 3 award at Presentation Day.

Thank you to all our volunteers especially our Uniform shop ladies, P&C volunteers and Executive and the Year 6 farewell committee who work for the betterment of our school. We hope to welcome more volunteers into various roles next year.

A heartfelt thank you to Paula and Rose who have maintained the canteen for 5 days a week. Their dedicated service is very much appreciated by staff and students. They have enjoyed working in their refurbished canteen in 2022, partly funded by the P&C and the remainder by Department of Education.

Around the school, walkways have been extended to the canteen from D Block and shade sails installed on the bottom playground. The garden next to the hall was fenced as part of our Environmental grant last year and the Bush Tucker garden continues to grow as does our veggie garden.

Throughout the year, staff participated in and then put into action professional learning. In 2022, there has been a strong focus on Aboriginal Education, Curriculum reform and data to inform practice.

Data from NAPLAN and CHECK IN coupled with internal data had and will continue to inform teaching and learning and the School Improvement Plan.

The first Christmas Markets were held in December. A massive thank you to Jo Hyland who worked with Karen Duruz, as leader of the Community Engagement Strategic Direction. The Fathering project was also adopted to strengthen our partnerships with Brisbania PS's fathers.

Technology was updated with more laptops purchased, new photocopiers and printers on renewed lease and the adoption of Compass, being used for internal staff use and reports. This platform will be extended to parents in 2023 to be used alongside Dojo for communication.

Staff at Brisbania PS were proud of their achievements and were dedicated to continue to provide the best education they could catering for the whole child for every student at Brisbania PS.

I was so proud to be the principal of Brisbania PS. I had amazing students and staff and a supportive community and we had all again given our best in 2022.

2022 had been very busy, productive, exhausting and an almost back to normal year. Well done to students and staff for your resilience, perseverance and learning.

Believe, Persevere and Succeed.

## School vision

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

## School context

Brisbania Public School is a primary school located on the Central Coast with a student enrolment of 418. Our attendance rate is 94.2%. Currently 86.7% of students attend >90% of the time. The school culture is one of inclusion, wellbeing and doing your best. We are located in a comfortable socio-economic area which attracts minimal government funding. The school is a focal point of the community. Brisbania Public School has a FOEI of 73. There are 38 students, 9%, who identify as Aboriginal or Torres Strait Islander and 10, 2.3%, from an English as an Additional Language/Dialect background. Extra curricula opportunities in Sport, STEM, Critical and Creative Thinking and Creative and Performing Arts enable our students to excel through a range of different experiences.

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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.

- Highly Effective Classroom Practice
- Use of Data to Inform Practice

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$135,235.00

**Literacy and numeracy intervention:** \$48,267.00

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

**QTSS release:** \$80,560.00

**Socio-economic background:** \$51,963.00

**Professional learning:** \$25,521.00

### Summary of progress

In 2022, we established specialised learning groups across the school including ILSP, LaST, Middle, Cultural and HPGE Groups. This allowed us to target students with specific learning needs at a variety of levels in order to provide appropriate and relevant instruction.

Internal and external professional learning opportunities were provided for staff to upskill in literacy, numeracy and STEM. Staff received professional learning opportunities on SCOUT data analysis, setting school targets, effective feedback and the STEM Design Process.

A writing network was established within the Erina Learning Community to develop a focus on sentence structure, punctuation and vocabulary due to these areas being identified as significant learning needs across the schools involved. Two of our Assistant Principals co-lead the Erina Learning Community writing initiative and organised meetings with other leaders to drive focus areas across the schools, resulting in student growth. Consistent assessment rubrics were developed to support staff in their teaching of targeted writing elements across the Erina Learning Community.

Assistant Principals participated in the LEED Project and developed an action research plan to systematically implement STEM sprints across the school. Resource kits were purchased for each classroom and a set of STEM Sprints were compiled for use across the school by the Science and Maths Committees. STEM Sprint demonstration lessons were implemented in some classrooms in Mathematics, and this will continue to be a focus in 2023. We successfully implemented support programs for students, resulting in significant student growth and engagement.

Students were provided opportunities to take part in a variety of competitions:

- A STEM Design Challenge was held for National Science Week and students were invited to attend an expo showcasing the designs.
- Two Year 4 teams of students entered the Tournament of Minds Competition (Language Literature and STEM) and the STEM team was awarded 'honours'.
- Internal and external opportunities for HPGE students to attend camps (GATS Camp, Drama Festival, Central Coast Dance Festival) were provided.
- ICAS competitions were offered to students in Reading, Writing, Mathematics and Digital Technologies.

In 2023, the establishment of the Assistant Principal, Curriculum and Instruction, (APCI) position will allow for extra support to move towards achievement of our progress measures, via: explicit targeted staff support, quality teaching and learning programs and strategies, the K-2 implementation and 3-6 familiarisation of the new English and Mathematics curriculum documents, an explicit teaching program focused on Sentence Structure, Vocabulary, Punctuation and Ideas.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Achievement of 2022 system - negotiated targets: • A minimum uplift of 5.1% of students in the Top 2 bands NAPLAN reading to reach the lower bound target of 48.8%.	NAPLAN data for Year 5 results showed 49% in bands 5 and 6 with a further 35% in Bands 7 and 8 demonstrating movement towards the lower bound target.
• A minimum uplift of 8.75% of students in Top 2 bands NAPLAN numeracy to reach the lower bound target of 38.9%.	NAPLAN data for Year 5 showed 14.75% in the top 2 bands demonstrating movement towards the lower bound target.
• No data to measure against due to COVID-19 in 2020.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• No data to measure against due to COVID-19 in 2020.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
In Year 3 Reading, at least 62.8% of students answer questions correctly in NAPLAN based on comprehension, connecting ideas, text structure and features.	NAPLAN data for Year 3 Reading - 54% in comprehension, 42% in connecting ideas, 45% in text structure and features. This is an average of 47% correct, demonstrating movement towards this school based measure.
In Year 3 Numeracy, at least 56.3% of students answer questions correctly in NAPLAN based on Measurement and Geometric Reasoning, Multiplicative Thinking, Fractions and Proportional Thinking and Additive Thinking.	NAPLAN data for Year 3 Numeracy- Measurement and Geometric Reasoning at 46% ; Multiplicative Thinking 53%; Fractions and Proportional Thinking 46% correct and Additive Thinking 48%. An average of 48.25% in correct responses across the four targeted focus areas of Mathematics, demonstrating movement towards this school based measure.
In Year 5 Reading, at least 58.3% of students answer questions correctly in NAPLAN based on comprehension, connecting ideas, evaluating sources and vocabulary.	NAPLAN data for Year 5 Reading - 60% in comprehension, 63% in connecting ideas and 36% in evaluating sources and 46%vocabulary. This is an average of 51.25% correct, demonstrating movement towards this school based measure.
Brisbania PS moving from Sustaining and Growing towards Excelling on the School Excellence Framework in the elements of Curriculum, Assessment, Reporting, Data Skills and Use and Learning and Development at External Validation.	Self-assessment against the School Excellence framework shows Brisbania PS is currently performing at sustaining and growing in the elements of Curriculum, Assessment, Reporting, Data Skills and Use and Learning and Development, while continuing to move towards Excelling.
In Year 5 Numeracy, at least 57.8% of students answer questions correctly in NAPLAN based on Measurement and Geometric Reasoning, Multiplicative Thinking and Fractions and Proportional Thinking.	NAPLAN data for Year 5 Numeracy - Measurement and Geometric Reasoning at 47%, the assessment contained 28% of questions in this area , Multiplicative Thinking 48%, the assessment contained 18% of questions in this area and Fractions and Proportional Thinking 45% correct, with 5% of the assessment in this area. An average of 46.67% in correct responses across the three targeted focus areas of Mathematics, demonstrating movement towards this school based measure.
In Year 3 Writing, at least 31.15% of students maintain or better a score of 3 or higher in NAPLAN based on Sentence Structure, Vocabulary, Punctuation and Ideas.	NAPLAN data for Year 3 Writing for a score of 3 or higher demonstrated Year 3 students scored 29.09% in Sentence Structure; 3.64% in Vocabulary, with 87.27% scoring 2; 17.72% in Punctuation and 23.64% in Ideas, with 67.27% with a score of 2. The average score is 18.52% demonstrating movement towards this school based measure.
In Year 5 Writing, at least 42.5% of students maintain or better a score of 3 or higher in NAPLAN based on Sentence Structure, Vocabulary and Punctuation.	NAPLAN data for Year 5 Writing for a score of 3 or more demonstrated Year 5 students scored 55.74% in Sentence Structure; 39.35% in Vocabulary, with 59.02% scoring 2; 18.03% in Punctuation, with 52.46% scoring 2. The average score is 37.71%.demonstrating movement towards this school based measure.



## Strategic Direction 2: Wellbeing and Equity

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$0.00

**Per capita:** \$106,631.00

**Aboriginal background:** \$40,244.00

**Professional learning:** \$0.00

**English language proficiency:** \$9,282.00

### Summary of progress

Our students were supported by the Learning and Support Team (LaST), which was responsible for the academic and social/emotional wellbeing of the students. Our LaST teachers provided support for the students in literacy and Mathematics and our School Learning Support Officers (SLSO) provided additional support both in the classroom and in the playground. In 2022, the staff and students had many opportunities to develop a greater understanding of themselves and others. The school provided extensive and varied programs to assist the students academically and with their social/emotional wellbeing. Throughout the year, a range of wellbeing programs for the students were provided. They participated in You Can Do It (YCDI) lessons and had the opportunity to take part in Second Steps, a social emotional program, and Seasons for Growth, a grief and loss program.

The school supported Aboriginal students and families through the introduction of Cultural Groups. During the year, we hosted two Yarn Ups for our Aboriginal families which were highly successful with most families attending at least one Yarn Up. We deepened our knowledge and understanding of Aboriginal Education practices which led to all students in our school community developing a greater awareness of Aboriginal perspectives in all Key Learning Areas. Our success in Aboriginal Education this year was evident by the teaching and learning programs offered to all students. The staff received extensive professional learning opportunities and were supported at the school and Regional North level to gain a deeper understanding of Aboriginal Education and its implications in the classroom.

The students had the opportunity to celebrate a range of focus days such as Harmony Day, NAIDOC Day, ANZAC Day, Remembrance Day, Day for Daniel and Red and Yellow Day. All these experiences provided an opportunity for students to broaden their knowledge and deepen their understanding of the world around them, giving them a more balanced and empathetic view of the world. Our students accessed support across many domains. The support offered to students led to growth in their autonomy and ability to self-reflect.

In 2023, we will be implementing the IER policy. The school's Wellbeing Policies will be revised and adapted to the new policy guidelines. All staff will be provided with regular and effective professional learning.

YCDI will be taught at a set time every week for all classrooms. The weekly focus will be discussed with the whole school in the Monday morning whole school assembly. Aboriginal Education and Cultural experiences will be continued with the ongoing support of the Aboriginal Education Committee.

Compass (Chronicle) will be used to monitor wellbeing in the school. The students will be provided with support academically and social/emotionally. This support will be monitored evaluated and modified as needs arise or change.

The Community Engagement and Wellbeing Strategic Directions committees, with support from all staff, will work collaboratively to implement strategies to support the continuing positive % of students indicating a positive sense of wellbeing on the Tell Them from Me survey.

Teachers will continue to use COMPASS to mark rolls and follow up on unexplained attendances.



## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Tell Them From Me Survey (Student) - data base from Semester Two 2020</b>  A minimum uplift of 4.5% of students reporting Expectations of Success, Advocacy at School and Sense of Belonging to reach the lower bound target of 88.7% from the actual 2021 of 79.67%.	86.11% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement towards this school-based progress measure.
A minimum uplift of 5.9% of students attending 90% of the time from a baseline of 77.8% to reach the lower bound target of 83.7%	The number of students attending greater than 90% of the time is on par with state data at 77.7% and above network and similar schools. Brisbania PS's overall attendance rate is again higher than state, network and similar schools at 93.5%, however this figure was significantly affected by COVID.
Brisbania PS maintains or moves from Sustaining and Growing towards Excelling on the School Excellence Framework in the elements of Learning Culture, Curriculum, Effective Classroom Practice and Wellbeing.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the elements of Learning Culture, Curriculum, Effective Classroom Practice and Wellbeing, while continuing to progress towards excelling.

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**School support allocation (principal support): \$23,588.00**

### Summary of progress

The Community Engagement committee were initiative-taking in meeting their **Community Partnerships** focus. In 2022, Brisbane PS began connecting with parents in Week 3 via zoom with 167 parents/carers logging into sessions. Although not ideal, teachers and parents appreciated being able to connect given DoE restrictions.

Attendance rates were high at events throughout the year including parades, open days, special celebration days, sporting events and carnivals. Education Week's Open Day saw 360 families visiting classrooms and the library, with over 200 staying to watch the Book Parade, K-2 Athletics Carnival at the Davistown Waterfront with over 200 family members in attendance and Dad's Day breakfast had 270 males in attendance. Choir and dance groups performed at local community events including local shops, retirement village and festivals throughout the year. Assemblies celebrated student achievements with families invited throughout the year including Assembly of Excellence Terms 1-3, Presentation Day 1-6 Term 4, Graduation for Kindergarten and Year 6 Term 4 and Deadly Awards for Aboriginal students Term 4.

The school musical, which had been in the making for two years, shared with families and community in Term 3, sold out matinee and evening performances. The event was received with extremely positive feedback from the community.

We formed a relationship with a sister flood school, Wyllarah PS and raised over \$1000 to support the school with ongoing psychologist support for the community.

The Aboriginal Community Yarn Ups were held in Terms 1 and Term 4. The second one was held on school grounds with 50 attendees and 10 staff attending this is due to an active Aboriginal Education committee, intensive staff PL and weekly cultural lessons for our Aboriginal students led by an experienced Aboriginal teacher.

Throughout the year, students, staff, and parents completed TTFM surveys which have been completed and analysed. 80% of students felt proud of the school, this is a 5% increase from 2021.

The 2022 Parent TTFM survey was heavily publicised in the newsletter and via Dojo. There were only 21 respondees, up by 4 from 2021.

Data showed an increase to 91%, from 83% in 2021, responded that "My child enrolled at my first choice of public school". This was pleasing, as we are surrounded by numerous private schools. Conversely with 30% disagreeing or strongly disagreeing and 22% neither agreeing or disagreeing, to the statement "I would recommend my child's school to other parents." Brisbane PS will continue to focus on increasing the number of parents who would recommend our school and have Brisbane PS as their first choice in our School Improvement Plan.

Teacher survey results represented 16 teachers, this was lower than in 2021.

In regard to Leadership, Brisbane PS was 1% lower than NSW Govt Norm, Collaboration and Learning Culture was 3% higher than NSW Govt Norm and Parent Involvement 6% higher than NSW Govt Norm.

Brisbane PS will continue to work tirelessly to increase response numbers and maintain or increase results across the Parent and Teacher Tell Them From Me survey areas.

The same open ended questions of "How can we make Brisbania PS an even better school?" and "What improvements have you seen in 2022?" were asked of parents and teachers. The responses were used by the Community Engagement committee and Executive to continue to increase standing, enjoyment, improvement, available programs and pride at Brisbania PS with targeted programs.

**Communication** focus grew in strength due to dedicated staff members continually engaging with the community this year. Connecting with families and community through the Dojo app, the 2021-2022 data summary shows 596 stories were posted, 10 689 messages sent home and 452 families were connected. The weekly newsletter and the school sign proved to be worthwhile giving the most up to date information to our community. Facebook was upgraded in Term 4 with an overall performing rate of 97% better to previous terms. In Term 2, we signed to a 12 month trial to COMPASS for fast communication with staff, streamlining the marking of class rolls on and off site and completing Semester Two reports which moved us closer to an online platform for tracking our students and communicating with staff and parents. All staff were trained and used for attendance, daily communication and semester reports. Reverse Santa had over 400 presents donated by students which were then donated to a local charity Care4Coast. Promotion of our school monthly in the local community 3Villages newsletter continued and allowed each class to participate in an art initiative to bring Christmas cheer to the local community.

**Community collaboration** increased Brisbania's PS's culture and attitude in the community through very strong Headstart programs transitioned from preschool to school in Terms 3 and 4 where teachers visited local preschools and students participated in a 5-week student program at Brisbania PS. Transition programs for Years 5 and 6 students with local high schools saw visits from Erina HS and students visited the high schools for orientation and taster days. Staff attended Tjudibaring Local AECG meetings throughout the year. An Aboriginal teaching role was created to engage in weekly lessons with our 42 Aboriginal students which connected them with land and culture. All staff participated in PL sessions throughout the year which strengthened their knowledge in Aboriginal Education. Our P&C meetings were held in person and via zoom. TTFM survey 2022 data indicated 21% attended P&C, up 10% from 2021. Parent volunteers at P&C events were overall extremely low. High numbers of parents attending events were recorded. A Christmas Market was held, and it was very successful in attendance but little profit for the P&C was made. The P&C continued to run the canteen and is looking into taking over the running of the Brisbania Before and After School Care in 2024. A new executive committee was elected in November. Our annual display at Erina Fair during Education Week and Erina Learning Community concert did not occur. The Christmas tree decorating also did not proceed. Our partnership with Davistown RSL continued with the annual ANZAC service and Remembrance Day ceremony represented by staff, community members and 2022 Student Leadership Team. The Year 6 Farewell was held at this venue and we received a grant of \$3000 for STEM resources.

### Future Directions

- Continue to trial COMPASS for Wellbeing, Reports and Attendance as we have signed up for a 12-month trial.
- Continue to connect with our community through Dojo, COMPASS, school newsletters, Facebook, school sign, local shop noticeboard, 3 Villages newsletter, special days and events in order to keep building a strong open-door policy.
- Work closely with the newly elected P&C to increase parent participation at monthly meetings, numbers of volunteers helping at events because in the TTFM survey 2022, 21% attended P&C, up 10% from 2021.
- Promote the Fathering Project and host an event each term as many dads have shown interest in the project.
- Continue to encourage parental and teacher completion of TTFM survey to give a more accurate picture of parent and staff responses that can be used to move Brisbania PS forward.
- Continue to focus on increasing the number of parents who would recommend our school and have Brisbania PS as their first choice in our School Improvement Plan. demonstrating movement towards this school-based progress measure.
- Continue with the Community Engagement committee and Executive to increase standing, enjoyment, improvement, available programs and pride at Brisbania PS.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Tell Them From Me Survey (Parent) - data base from Semester Two 2020</b>  Increase number of respondents to 100 or more from baseline of 17.	There were 21 parent responses, up by 4 from 2021. Teacher survey results represented 16 teachers, this was lower than in 2021.  Tell Them From Me parent data indicated an increase to 91%, from 83% in 2021, for "My child enrolled at my first choice of public school", conversely with 30% disagreeing or strongly disagreeing and 22% neither agreeing or

<p><b>NSW DoE Custom Measure</b></p> <p>Increase percentage of parents who would recommend Brisbania PS from 56% to ideally 100% by the end of 2024.</p> <p><b>Tell Them From Me Survey (Teacher) - data base from Semester Two 2020</b></p> <p>Eight Drivers of Student Learning</p> <p><b>Leadership-</b> maintain above NSW Govt Norm each year</p> <p><b>Collaboration-</b> meet or exceed NSW Govt Norm each year.</p> <p><b>Learning Culture-</b> meet or exceed NSW Govt Norm each year.</p> <p><b>Parent Involvement-</b> maintain above NSW Govt Norm each year.</p>	<p>disagreeing, to the statement "I would recommend my child's school to other parents.", demonstrating movement towards this school-based progress measure.</p> <p>Tell Them from Me teacher data was 1% lower than NSW Govt Norm, Collaboration and Learning Culture was 3% higher than NSW Govt Norm and Parent Involvement 6% higher than NSW Govt Norm, overall demonstrating movement towards this school-based progress measure. Leadership meet NSW Govt Norm.</p>
<p>Surveys of community members show that there is a 50% or more increased pride in the school (baseline data from 2020 community engagement survey) due to changes implemented across Brisbania PS's five focus areas of communication, community collaboration, partnerships, school culture and decision making.</p>	<p>The Community Engagement survey was not repeated in 2022. However, positive emails and letters, comments on Dojo and in person to staff members and responses on the Parent Tell them for Me (TTFM) survey and the minimal complaints received have seen that parents, on the whole, have appreciated all the work, effort and care that Brisbania PS's staff give to students, each other and parents/community members.</p>
<p>Brisbania PS moves towards Excelling on the School Excellence Framework in the elements of Learning Culture, Educational Leadership, Management Practices and Processes and School resources.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the elements of Learning Culture, Educational Leadership, Management Practices and Processes and School Resources, while moving closer to excelling.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$184,130.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brisbania Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who have been supported with Integration Funding Support have had 5 SLSOs working collaboratively to meet daily at Shaw St and High St entry, coordinate activities and support in the playground, classroom and garden.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Due to a decrease in funding in 2023, there will be 3 SLSOs. The staff and Exec have indicated the most effective, professional and personable attributes to maintain the 3 SLSOs for 2023.</p>
<p>Socio-economic background</p> <p>\$51,963.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brisbania Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through intensive learning opportunities to support student learning</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The additional funding in 2022 allowed for extra targeted and monitored support across the school K-6. Students were supported from low, middle and high at their level of need through differentiated programs, methods of support and extension.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our mini groups focus, moving the middle students will be incorporated in Stage based support in 2023, by 3 teachers in Literacy and Numeracy sessions daily, to be used to support each stage as the stage sees the best use of their skills to support student learning.</p>
<p>Aboriginal background</p> <p>\$40,244.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brisbania Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$40,244.00</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increasing Brisbane Public School's equity practices supporting all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Weekly stage based cultural groups, PLP goal focus and reviews, Tjudibaring Local AECG dance workshops and performance, Tjudibaring Local Junior AECG establishment, Brisbane PS Acknowledgement of Country for our musical in September, working with a local artist to design a mural for the outside area near the lift and on country excursions have increased students' pride in themselves and their culture and staff's understanding and knowledge in Aboriginal local sites. All students and staff increased knowledge of Aboriginal Australia, local sites and pride in our history. Aboriginal students, on completion of NAPLAN assessments, were placed similarly to their peers. In Year 3, Numeracy results were between bands 2 and 7, in Year 5, scores were in bands 5 and 6. In Year 3, Reading results were between bands 2 and 6, in Year 5, scores were in bands 4, 6 and 8. In Year 3, Writing results were between bands 1 and 5, in Year 5, scores were in bands 5 and 6. Aboriginal students areas for further support are same as peers in Additive Strategies and Comprehension focus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue Cultural groups in 2023 with K-2, 3-4 and 5-6 groups, In class cultural support will be introduced to increase all students' understanding and knowledge of Australia's Aboriginal history and culture. Opportunities to go on country will be planned per semester and involvement in the Tjudibaring Local AECG activities for students will be promoted and attended. PLPs will be written with 2022 teacher writing English and Maths goals, parents' working with the school on social goals and students working with Ms Simpson on Cultural goals.</p>
<p>English language proficiency</p> <p>\$9,282.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brisbane Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increasing Brisbane Public School's equity practices supporting all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students have had support from the EAL/D teacher weekly in areas of need and across KLAS and to support conversational English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will continue to be supported by the same teacher working with</p>



English language proficiency \$9,282.00	Stage teams to support students.
Low level adjustment for disability \$135,235.00	<p>Low level adjustment for disability equity loading provides support for students at Brisbania Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Classroom Practice</li> <li>• Increasing Brisbania Public School's positive, supportive wellbeing practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of 5 SLSOs to support students K-6 in the playground and classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use funding to support K-6 students by the employment of 3 SLSOs.</p>
Professional learning \$25,521.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Brisbania Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Classroom Practice</li> <li>• Increasing Brisbania Public School's equity practices supporting all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning linked to School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional Learning has been in person and online this year, all professional learning is to benefit teacher growth leading to improved outcomes. Staff were involved in weekly whole school, team and K-2 and 3-6 based learning sessions.</p> <p>The majority of Professional Learning in 2022 has been on Curriculum Reform K-2, Data skills and analysis 3-6 and Aboriginal Education. Additionally the School Excellence Framework and Strategic Direction Improvement Measures and monitoring. The Executive have completed LEED training and two aspiring leaders completed Pathway to Leadership.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue differentiated Professional learning when appropriate, complete all Aboriginal Education training available from the Department of Education for all staff. Increase K-2 capacity with Curriculum Reform and in Semester Two, begin targeted support for 3-6 on the new English and Maths syllabus. Leadership professional learning will also be sought and promoted.</p>
Literacy and numeracy \$20,104.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brisbania Public School from Kindergarten to Year 6.



<p>Literacy and numeracy</p> <p>\$20,104.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A school wide focus on Literacy and Numeracy has been supported via staff and resources to increase students' K-6 outcomes via differentiation, targeted support and trial and training for new K-2 curriculum, especially with phonics, decodables and connectionist approach to Mathematics. Results in the Premier's Priorities of Numeracy and Reading increased in 2022 to 36%, from 31.82% in 2021. Numeracy continues to be our lower performing assessment on NAPLAN. In Year 3, Numeracy results were between bands 2 and 7, in Year 5, scores were in bands 4 to 7. In Year 3, Reading results were between bands 1 and 7, in Year 5, scores were in bands 3 and 8. In Year 3, Writing results were between bands 1 and 6, in Year 5, scores were in bands 2 and 7. Analysis of NAPLAN has identified Comprehension and Additive Strategies as the focus areas for support for 2023 in the School Improvement Plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Literacy and Numeracy priorities will continue in 2023 with creative timetabling and purchasing resources needed for the K-2 English and Maths syllabus to be implemented to maximum effect.</p>
<p>QTSS release</p> <p>\$80,560.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brisbania Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A combination of funding is used to support our Literacy and Numeracy focus K-6 for low, middle and high achieving students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> with less funding, teams will utilise available staff to best support all students.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Brisbania Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Classroom Practice</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> with the combination of funds, support provided to K-6 across all learners' needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teams utilise given staff allocation to best support all students.</p>
<p>COVID ILSP</p> <p>\$94,006.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy and HPGE across KLAS</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The COVID ILSP funding was supplemented with school funds for 8 days of support with 2 teachers filling the roles. Both teachers had success in their teaching and all student learning showed increased results through both targeted, explicit small group and in class support in Literacy, Numeracy and HPGE groups across KLAS.</p> <p>Student progress was evident from the smaller learning groups, unfortunately many students were unable to transfer skills back into mainstream classrooms. Students requiring learning support continue to require specific targeted support in future years as the targeted support did not allow them to reach the same academic achievements as their cohort. Conversely, all students' self esteem increased and their effort and attitude to learning increased.</p> <p>For our HPGE groups, parents, students and teachers were grateful for the extra opportunities offered in PDHPE, Creative Arts. Tournament of the Minds, Dance, Drama, Readers Theatres, Writing, Mathematics and STEM groups. The use of PLAN 2 Learning progressions for monitoring and data analysis was used by all teachers.</p> <p>Results in Numeracy Year Four students were performing at a mid-Stage One level. Midway through the year students were also assessed using the numeracy progressions for Multiplicative strategies. All year three students were performing at or below the expected progression for Stage One. All year four students were performing at or below the expected progression for the end of Stage one.</p> <p>By the end of Semester Two all Year Three students had progressed along the progressions in Additive and Multiplicative Strategies.</p> <p>In Additive strategies, two students had progressed two full progressions and were performing at an end of Stage One level (pre-intervention start of stage One). One student had progressed three full progressions and was operating at the start of Stage Two (pre-intervention start of stage One level). One student progressed four full progressions and was operating at a Stage Two level (pre-intervention start of stage One level). In Multiplicative Strategies, two students progressed two full progressions and were performing at the start of Stage Two (pre-intervention stage one level). One student progressed three full progressions and was operating at a Stage Two level (pre-intervention stage One level). One student progressed four</p>

<p>COVID ILSP</p> <p>\$94,006.00</p>	<p>full progressions and was operating at a Stage Two level (pre-intervention early stage One level).</p> <p>By the end of Semester Two, all Year Four students had progressed along the progressions in Additive and Multiplicative Strategies.</p> <p>In Additive Strategies, all students are now performing at Stage Two level (pre-intervention stage One). Two students progressed two progressions. Two students progressed three progressions.</p> <p>In Multiplicative Strategies, all students were performing at Stage Two level (pre-intervention stage One). Two students progressed one progression. Two students progressed four progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Unfortunately, with less funding, this level of support is not available in 2023. Teams will use the available support allocated to best meet student needs.</p>
<p>Per capita</p> <p>\$106,631.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Brisbania Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increasing Brisbania Public School's positive, supportive wellbeing practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Officer</li> <li>• Seasons for Growth companion facilitation of support</li> <li>• Support for needy students for learning, self-regulation, social skills and behaviour to increase wellbeing and academic growth</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The employment of the Student Wellbeing Officer, extra SLSO time for needy students, Seasons for Growth training and sessions, support in the garden and general daily resources for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>with less funding, the Student Wellbeing Officer position will not operate. SLSOs or mentor teachers will be allocated instead. Funds will be used to provide students with the resources needed.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	219	222	212	206
Girls	226	215	210	192

Our Aboriginal students made up 10% of the student population. 2022 saw a transient student population. In 2023, there will be 15 classes, due to decreasing enrolments each year. Enrolments continued to decline, due to proximity to independent schools, transiency of students to less expense end of Central Coast and cost of property in our three drawing area suburbs of Davistown, Yattalunga and Saratoga for young families.

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	94.0	93.4	87.1
1	92.3	94.4	91.6	86.4
2	92.6	93.6	92.9	85.8
3	93.1	94.8	92.8	86.5
4	92.9	93.7	92.2	85.5
5	92.2	92.1	91.7	87.0
6	90.1	95.3	91.5	86.8
All Years	92.4	94.0	92.3	86.4
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

COVID- 19 impacted attendance rates through absences and isolation requirements, with most families impacted throughout the year, at least once. Additionally, travel was back on the agenda for families, outside school holidays. In Term 4, COMPASS was introduced to assist in the marking of rolls.

### 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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.07
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.12

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

At Brisbania PS in 2022, 3 teachers and one SLSO were from proud Aboriginal backgrounds.

Brisbania PS had a female Executive and permanent and temporary teachers and temporary SLSOs, with 5 male staff members.

Professional Learning had a major focus on Aboriginal Education, Curriculum Reform and Data to inform practice in 2022.

Due to declining enrolments, one Assistant Principal position is on review for a decrease to 3 positions in 2024.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	465,655
<b>Revenue</b>	3,983,684
Appropriation	3,762,161
Sale of Goods and Services	22,558
Grants and contributions	189,445
Investment income	6,895
Other revenue	2,625
<b>Expenses</b>	-4,192,615
Employee related	-3,629,581
Operating expenses	-563,034
<b>Surplus / deficit for the year</b>	-208,931
<b>Closing Balance</b>	256,724

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	149,316
<b>Equity Total</b>	238,258
Equity - Aboriginal	40,244
Equity - Socio-economic	51,963
Equity - Language	9,282
Equity - Disability	136,769
<b>Base Total</b>	2,958,441
Base - Per Capita	106,631
Base - Location	0
Base - Other	2,851,810
<b>Other Total</b>	242,871
<b>Grand Total</b>	3,588,887

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## TTFM survey results Semester Two 2022- STUDENTS, TEACHERS and PARENTS

### STUDENTS

In Term Three, 136 students in Years 4 to 6 undertook the TTFM survey. This was 74.32% of the student cohort.

#### Social- Emotional outcomes

Brisbania PS data showed that the students were 3% lower than the norm for positive behaviour at school. This was 5% lower than in Term One.

Brisbania PS were 12% lower than state norm for a positive sense of belonging, and 3% lower than in Term One.

Students were 19% lower than the norm on interested and motivated, a 1% decrease from Term One.

Brisbania PS data showed 7% lower than state norm for **Victims of bullying**- moderate to severe physical, social or verbal bullying, or are bullied over the internet. In 2022, we maintained our better than state data for less victims of bullying.

Brisbania's school mean was 77% compared to 82% NSW Govt Norm for **effective learning time** - important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In 2022, this was 1% higher than 2021.

For **advocacy at school**, students 72% compared to 77% feel they have someone at school who consistently provides encouragement and can be turned to for advice. Again, this was lower than in Term One.

For **expectations for success**, where school staff emphasise academic skills and hold high expectations for all students to succeed, 78% compared to 87% NSW Govt Norm. Girls were 78%, Boys 77%.

#### School Pride

82% of students agreed or strongly agreed that they felt proud of the school, with 24% neither agreeing nor disagreeing.

### PARENTS

The 2022 parent survey in September only had 21 respondents, up by 4 from 2021.

61% of parents found formal interviews very useful, while the newsletter was considered very useful.

79%, compared to 89% in 2021, of parents expected their child to complete Year 12, 54% compared to 61% to attend TAFE and 54% compared to 39%, to attend university.

In regard to perception of school, 65%, compared to 61% in 2021, of parents agreed or strongly agreed that the school was well maintained, 70%, compared to 56%, agreed that the physical environment was welcoming and 56%, compared to 11% agreed Brisbania PS had easy access/ move around the school. Our topography is on a slope, difficult for parking and bounded by a security fence.

An increase to 91% from 83% responded that "My child enrolled at my first choice of public school". This was pleasing, as we are surrounded by numerous private schools. Conversely, with 30% disagreeing or strongly disagreeing and 22% neither agreeing or disagreeing, to the statement "I would recommend my child's school to other parents.", we will continue to focus on increasing the number of parents who would recommend our school and have Brisbania PS as their first choice in our School Improvement Plan.

66%, down from 73%, agreed or strongly agreed that enough resources are provided to help students with disability or special needs and 64% that the school helped students with disability or special needs to feel welcome.

Results of the TTFM survey will continue to be used to support initiatives in the 2022-2026 School Improvement Plan's Strategic Direction 3 - Community Engagement.

### TEACHERS

In September, 16 teachers, this was down by 9 from 2021, responded to the annual TTFM teacher survey.

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

### **Leadership**

72% compared to 86% of teachers responded that the school leaders have supported me during stressful times. 86% said they work with school leaders to create a safe and orderly school environment, this was the same from the previous year. Brisbania PS was 1% lower than NSW Government Norm for this driver.

### **Collaboration**

89% of respondents discussed learning problems of particular students with other teachers, up by 1%. 85%, up by 2%, talked with other teachers about strategies that increased student engagement and 78% down from 83% discussed learning goals with other teachers. Brisbania PS was 3% higher than NSW Government Norm for this driver.

### **Learning culture**

91%, up from 88%, set high expectations for student learning, with 80%, down from 84% stated students find class lessons relevant to their own experiences and 81% down from 84% of teachers were effective in working with students who have behavioural problems. Brisbania PS was 3% higher than NSW Government Norm for this driver.

### **Data Informs Practice**

91%, up from 87%, stated that assessments helped them to understand where students were having difficulty and 88%, up from 85%, used results to give students feedback on how to improve their performance on formal assessment tasks. Brisbania PS was 6% higher than NSW Government Norm for this driver.

### **Teaching strategies**

90%, up by 2%, of teachers tried to link new concepts to previously mastered skills and knowledge and 86% discussed with students ways of seeking help that will increase learning. 86% used two or more teaching strategies in most class periods. Brisbania PS was 6% higher than NSW Government Norm for this driver.

### **Technology**

88%, up from 81%, of teachers gave students opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 79% helped students use computers or other interactive technology to undertake research. Brisbania PS was 10% higher than NSW Government Norm for this driver.

### **Inclusive School**

91% strove to understand the learning needs of students with special learning needs. 92%, up from 89%, made an effort to include students with special learning needs in class activities and 93% established clear expectations for classroom behaviour. Brisbania PS was 5% higher than NSW Government Norm for this driver.

### **Parent Involvement**

89%, up from 86%, of teachers worked with parents to help solve problems interfering with their child's progress. 80%, down by 3%, were in regular contact with the parents of students with special learning needs and 75%, down from 82%, stated parents understand the expectation for students in their class. Brisbania PS was 6% higher than NSW Government Norm for this driver.

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

### **Challenging and Visible goals**

93%, up from 89%, of teachers established clear expectations for classroom behaviour and 91%, up from 88%, set high expectations for student learning. Brisbania PS was 3% higher than NSW Government Norm for this dimension.

Results of the TTFM survey will continue to be used to support initiatives in the 2022-2026 School Improvement Plan's Strategic Direction 3 - Community Engagement

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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At Brisbania PS, we showed our pride and committed to ensuring Aboriginal Education was everyone's business.

2022 saw:-

- the inauguration of Brisbania PS's Cultural Groups for all our Aboriginal students with Ms Deanne Simpson teaching all K-6 Aboriginal students each week.
- the formation of the Tjudibaring Local AECG Dance group that presented at the annual award evening
- the formation of the Tjudibaring Local Junior AECG for our Years 5 and 6 students to work with Erina HS students and have a voice in the local AECG
- the upkeep of our Bush Ticker garden, which has maintained our beautiful outdoor learning space
- a committed and keen Aboriginal Education Committee that promoted and organised activities for key dates within the school
- an increase in community support at semester Yarn Ups
- teachers engaged in targeted professional learning to support and increase their knowledge, teaching, support and learning of Aboriginal students and families.

Brisbania PS was fortunate to have 3 teachers and one SLSO from an Aboriginal background who were passionate about their culture.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Brisbania PS continued to be very tolerant of all people's cultures and heritage. There was a trained ARCO to assist on the extremely rare occasions that students need to be reminded to show tolerance and respect to all.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural and anti-racism education - School Statement

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Brisbania PS included multicultural perspectives across all Key Learning Areas. Students from backgrounds other than English were supported by weekly EAL/D lessons linked to individual need and class programs.