

2022 Annual Report

Brooke Avenue Public School



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Introduction

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

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

School contact details

Brooke Avenue Public School

Brooke Ave

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School vision

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

School context

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$65,000.00

Professional learning: \$34,577.00

QTSS release: \$85,000.00

AP Curriculum & Instruction: \$186,101.00

Low level adjustment for disability: \$172,381.50

English language proficiency: \$11,647.75

Literacy and numeracy: \$78,781.00

Summary of progress

The focus for 2022 was to increase the use of evidence-based teaching practices and refine whole school assessment systems for analysis and to guide teaching.

At the beginning of the year, a new assessment scope and sequence was developed and shared with teachers, detailing which assessments would be carried out across the school and at what point in each term.

By the end of Term 2, every grade had data from a variety of sources including Essential Assessment, Phonics Tests, Fluency and WCPM assessment, Comprehension and Writing.

In collaboration with the newly employed Assistant Principal Curriculum & Instruction, staff were supported and guided in looking closely at what student data was telling them, identifying areas of concern and developing plans for the refinement of teaching and learning opportunities to ensure gaps in student knowledge were being addressed.

We explored evidence-based research on what works best and facilitated a team of teachers who visited other schools of excellence and observed teachers in action using the Explicit Teaching and Warm Up model. We successfully trialled Numeracy warmups in all classes, resulting in increased student engagement and improved student results.

Moving forward, whole school professional learning with Explicit Instruction will continue. Time will be provided for teachers to view each other using warm ups in their classroom and staff will continue to engage in 5 weekly data talks, to ensure they are critically reflecting on their teaching and modifying practice to best suit the needs of the students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase students performing in the top two bands in the National Assessment Program - (NAPLAN) in Numeracy. Year 3 & 5 Numeracy -Lower Bound 25.9%	BAPS Students achieving in the top two bands in NAPLAN are working towards meeting the lower bound target.
Increase students performing in the top two bands in the National Assessment Program in Reading.	Students achieving in the top two bands in NAPLAN are working towards meeting the lower bound target.

Year 3 & 5 Reading - 29.8 %	
Increase Aboriginal students performance in the top three bands in NAPLAN in Reading from 45.5% to 50.5%	50% of Aboriginal students in Year 5 achieved in NAPLAN top three bands in Reading.
Increase Aboriginal students performance in the top three bands in NAPLAN in Numeracy from 23.1% To 28.1%	38.5% of Aboriginal students in Year 3 and 5 achieved in NAPLAN top three bands in Numeracy
Increase students performing in the top two bands in NAPLAN in Writing to exceed 42.5% (2019 NAPLAN data)	Aboriginal students performing in the top two bands in NAPLAN Writing are working towards exceeding 42.5%.
Expected Growth Numeracy Target 45.5% to 59.5%	Expected Growth Numeracy Target 2021 - 34.69%
Expected Growth Reading Target 54.7% to 64.7%	Expected Growth Reading Target 2021 - 46.15%

Strategic Direction 2: Student Engagement and Wellbeing

Purpose

To engage every child in the curriculum through supporting wellbeing, with a focus on the whole child.

Initiatives

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

- Student Engagement and Connectedness
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$121,449.30

Aboriginal background: \$42,890.00

Summary of progress

Throughout 2022 the school implemented proactive and responsive interventions in order to foster increased levels of student attendance and reviewed the effectiveness of whole school wellbeing programs.

A whole school attendance initiative was introduced which the involved daily analysis of attendance data. Results were communicated throughout the school and high levels of student and class attendance were recognised and celebrated. A whole school sport initiative was established, which involved all classes having a timetabled sport session on a Friday, in an attempt to address low attendance towards the end of the week. An attendance committee comprising teachers and executive staff was formed and met on a termly basis, to ensure the continuity, success and refinement of these initiatives.

Moving forward into 2023, we will continue to focus on improving our rates of student attendance by refining and evaluating our attendance procedures, continuing to celebrate and promote regular school attendance and continuing to evaluate and communicate our targets and data within the school and wider community. We will look to refine our practices and processes around the implementation of PBL.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the attendance rate from the lower band target of 78.2% to the upper bound target of 83.2%	The school has exceeded the upper bound attendance target by 2.6% to total an attendance rate of 85.5% for 2022.
The proportion of students reporting expectations for success, advocacy and belonging at school TTFM at or above the lower bound of 87.2% to 92.2%	The proportion of students reporting expectations for success and advocacy at school is working towards meeting the lower bound target.
Decrease negative classroom behaviour incidences by 20% based on 2019 data.	There was a reduction in the number of negative classroom behaviour incidences.

Strategic Direction 3: Quality Connections

Purpose

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

Initiatives

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

- Partnerships in Learning
- Continuity of Learning

Resources allocated to this strategic direction

Aboriginal background: \$100,000.00

Summary of progress

During 2022, we implemented practices which ensured two-way communication with our parents, learning community and wider community. High levels of parent participation were evident in community events including Easter Hat Parade, Education open day, NAIDOC week, Family Picnic Day and the K-2 Musical Extravaganza.

We connected and engaged with our families through the use of communication tools such as Facebook, SkoolBag and SeeSaw. As a result, we developed stronger partnerships between home and school and parents were provided with the opportunity to become actively involved in their children's learning.

A Community Room was established to support our Aboriginal families and students in recognising school as a welcoming and respectful place. Our Aboriginal families and community were well informed through the use of the 'BAPS Aboriginal and Torres Strait Yarning' Facebook page.

We continued to run successful transition programs such as CUBS and Kindystart and worked with our feeder high school to implement Tumbi Tasters and passport to Tumbi for our Year 6 students.

We continued to engage a part of the Tuggerah Lakes Learning community and joined the Explicit Instruction - Primary Learning Community, as we work towards engaging with the EI pedagogy.

Moving into 2023, we will focus on coordinating opportunities for our families to connect and engage through on-site activities and through Facebook, SeeSaw and the Skoolbag app. We will continue to refine our communication processes and procedures to ensure that the school and parents are working together to achieve the best outcomes for students. Our involvement in learning alliances which focus on transition and best practice in education, will continue.

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
70% or greater of our families will access and find useful social media communication to share samples of their children's work including SeeSaw and Facebook. (Baseline data TTFM 2021 70 % Social Media- useful communication types at school)	TTFM Parent survey indicates that 93% of families find social media as a communication strategy useful.
Continue school mean to exceed NSW Govt Norm in the data set 'School Supports Learning' from the Tell Them From Me survey Parent survey -School Supports positive behaviour	TTFM indicates that School mean of 6.9 is working towards meeting the govt norm.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$238,033.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brooke Avenue Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy <ul style="list-style-type: none"> • Academic Growth in Reading and Numeracy- <ul style="list-style-type: none"> - K- 74.4% at or exceeding expected Reading benchmark - Year 1- 60% at or exceeding expected Reading benchmark - Year 2 74.2% at or exceeding expected Reading benchmark - Year 3 (Words per minute) 68 % at or exceeding expected Reading benchmark - Year 4 (Words per minute) 74 % at or exceeding expected Reading benchmark - Year 5 (Words per minute) 64.7 % at or exceeding expected Reading benchmark - Year 6 (Words per minute) 80.6 % at or exceeding expected Reading benchmark <p>Numeracy Growth in understanding</p> <ul style="list-style-type: none"> - K- 77% growth from Term 3 to Term 4 - 1 - 32% growth from Term 3 to Term 4 - 2 - 51% growth from Term 3 to Term 4 - 3/4 - 34% growth from Term 3 to Term 4 - 5/6 - 10% growth from Term 3 to Term 4 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continuing to employ additional staff to support the learning needs of identified students • Providing Professional Learning to up-skill staff to better meet the needs of the student
<p>Socio-economic background</p> <p>\$186,449.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brooke Avenue Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide Assessment and Data Driven Practices • Student Engagement and Connectedness <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Successful transitions between Preschool and K and 6 to 7 * The purchase of resources including Seesaw, PM eReaders, Reading

<p>Socio-economic background</p> <p>\$186,449.30</p>	<p>Eggs.</p> <p>* The employment of Interventionists and SLSO's to run small targeted groups of Literacy and Numeracy</p> <p>After evaluation, the next steps to support our students will be: Modify and adapt groupings, time on task and teaching techniques.</p>
<p>Aboriginal background</p> <p>\$142,890.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brooke Avenue Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement and Connectedness • Partnerships in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships in Learning <p>After evaluation, the next steps to support our students will be: * Continuing the current measures with a focus on improving attendance. * Employment of an SLSO 5 days per week to engage students in culture</p>
<p>English language proficiency</p> <p>\$11,647.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brooke Avenue Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide Assessment and Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: English language proficiency equity loading provides support for students at all four phases of English language learning at Brooke Avenue Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives. • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • Additional staffing to implement Individual Educational Plans for EAL/D students. • Additional teacher time to provide targeted support for EAL/D students and for development of programs. • Withdrawal lessons for small group (developing) and individual (emerging) support.

<p>English language proficiency</p> <p>\$11,647.75</p>	<ul style="list-style-type: none"> • Establish a core practice for supporting students learning English as an Additional Language or Dialect. • Provide EAL/D Progression leveling PL to staff. • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Individualised support related to EALD. * Continue with current practices
<p>Low level adjustment for disability</p> <p>\$172,381.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Brooke Avenue Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide Assessment and Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Employment of SLSO and Interventionists to coordinate targeted Literacy and Numeracy support for identified students. • Employment of casual staff to ensure participation by all teaching staff in stage based five weekly data talks <p>The allocation of this funding has resulted in the following impact:</p> <p>Low level adjustment for disability equity loading provides support for students at Brooke Avenue Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy <p>Movement of students from Tier 3 to Tier 2 reading intervention (Term 3 to Term 4)</p> <p>Early Stage 1: 23% to 14%</p> <p>Stage 1: 14% to 12%</p> <p>Stage 2: 10% to 6%</p> <p>Stage 3: 12% to 8%</p> <p>Movement of students from Tier 3 to Tier 2 numeracy intervention (Term 3 to Term 4)</p> <ul style="list-style-type: none"> • Early Stage 1: 4% to 4% • Year 1: 16% to 5% • Year 2: 34% to 19% • Year 3: 22% to 6% • Year 4: 22% to 6% • Year 5: 15% to 30% • Year 6: 47% to 29% <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Refine and adapt LAST program to include more proactive strategies. * Continuation of current practices with the trial of Interventionists working with an identified group of students achieving above expected levels in writing and Number.
<p>Professional learning</p> <p>\$34,577.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Brooke Avenue Public School.</p>

<p>Professional learning</p> <p>\$34,577.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide Assessment and Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff were provided with 28 face to face sessions of HIPL totaling over 30 hours as well as time to complete online PL through NESAs and MyPL • PL on evidence based assessment practices and the implementation of the practices. <p>The allocation of this funding has resulted in the following impact: Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: * Evidence informed Teaching of Literacy and Numeracy</p> <p>After evaluation, the next steps to support our students will be: * Continuing current practices where Professional Learning is targeted toward Professional Development Goals and School Direction</p>
<p>Literacy and numeracy</p> <p>\$78,781.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brooke Avenue Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide Assessment and Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in K-2 Curriculum Reform PL <p>The allocation of this funding has resulted in the following impact: The literacy and numeracy intervention staffing allocation supports literacy and numeracy intervention to students in Kindergarten to Year 6 at Brooke Avenue Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy </p> <p>After evaluation, the next steps to support our students will be: * Continuing current practices with Interventionists focusing on Tier 3 students</p>
<p>QTSS release</p> <p>\$85,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brooke Avenue Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide Assessment and Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$85,000.00</p>	<ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brooke Avenue Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> * Evidence informed teaching of Literacy and Numeracy <p>After evaluation, the next steps to support our students will be: * Continuation of current practices.</p>
<p>COVID ILSP</p> <p>\$317,419.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>After evaluation, the next steps to support our students will be: * Continuing current practices with Interventionists focusing on Tier 3 students</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	229	243	254	227
Girls	215	234	234	215

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	92.3	93.6	86.2
1	89.9	88.9	90.2	89.4
2	90.7	90.1	87.7	84.7
3	90.2	91.9	88.8	83.6
4	88.5	89.9	89.6	84.4
5	88.5	89.8	86.8	79.1
6	89.0	92.4	86.8	79.1
All Years	89.6	90.7	89.2	83.9
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)	4.2
Classroom Teacher(s)	20.69
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	6.52

*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	537,701
Revenue	6,255,105
Appropriation	6,116,516
Sale of Goods and Services	3,740
Grants and contributions	133,181
Investment income	1,568
Other revenue	100
Expenses	-6,221,795
Employee related	-5,482,711
Operating expenses	-739,085
Surplus / deficit for the year	33,310
Closing Balance	571,011

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	238,033
Equity Total	892,559
Equity - Aboriginal	142,890
Equity - Socio-economic	500,233
Equity - Language	11,648
Equity - Disability	237,788
Base Total	3,849,162
Base - Per Capita	127,871
Base - Location	0
Base - Other	3,721,291
Other Total	555,191
Grand Total	5,534,945

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

Students have the opportunity to share feedback through the Student Representative Council and the Tell Them From Me (TTFM) survey twice per year. In 2022 students voted on attendance rewards through SRC and from the 107 students that took the survey 82% reported that they valued coming to school with 74% reporting they have friends at school they can trust and encourage them to make positive changes.

Parents are able to share feedback through TTFM, Parents and Citizens Association (P&C) and school survey monkey/google forms. In 2022, parents when surveyed about attendance believed that friendships played a big part in their child regularly attending school. Through the TTFM parents reported that teachers have high expectations for each child to succeed.

Teachers are able to feedback through TTFM, Stage meeting and feedback sessions as a whole staff. In 2022 teachers reported that they work with school leaders to create a safe and orderly school environment and to establish new learning opportunities for students. Teachers reported that they ensure students are clear about what they are expected to learn.

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.