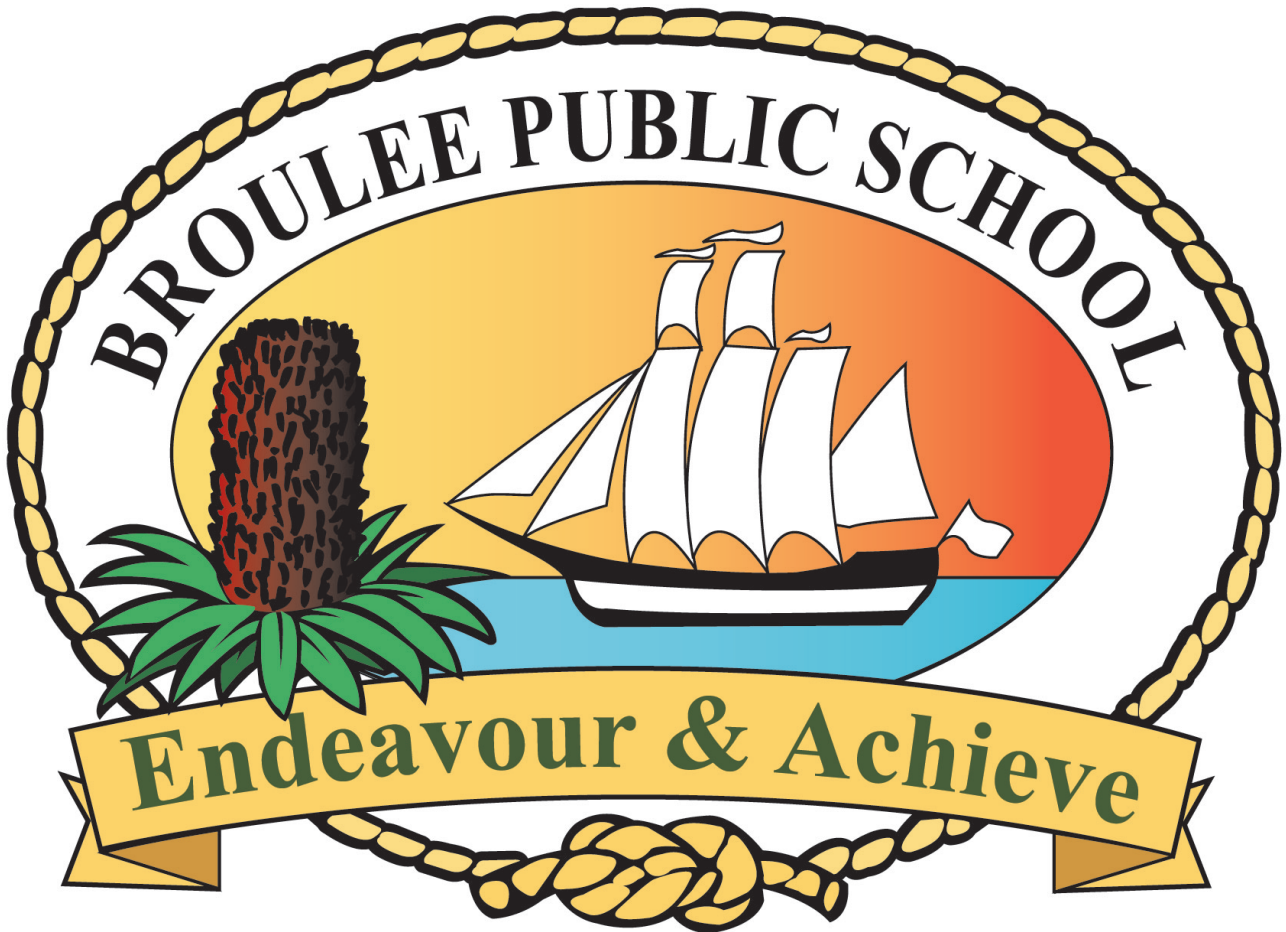


2023 Annual Report

Broulee Public School



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Introduction

The Annual Report for 2023 is provided to the community of Broulee Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

In 2023, Broulee Public School continued to provide quality teaching and learning experiences for students, that promoted personalised learning and wellbeing. Our focus for 2023 was to reinvigorate our school vision and embed this into all aspects of the school, ensuring the development of innovative programs and opportunities to support and extend students across the curriculum.

We spent 2023 reviewing programs, processes and supports we had in place, analysing the impact of these programs. Student wellbeing, engagement and academic growth data was used to inform decisions and routines were established across the school to enable this. The additional funding from the Department of Education for Literacy and Numeracy Support in addition to the Disaster Supplementation Funding was utilised to continue to provide targeted learning experiences that met the unique needs of our learners and develop the capacity and capability of the education team. This resulted in increased levels of attendance, improved communication and engagement with our community, strengthening of our school culture and the collective efficacy of staff and improved educational outcomes for our students.

Throughout 2023 students, staff and our community came together in a multitude of ways to reconnect and share in the learning journey of our students. This saw engagement with families in classrooms, morning breakfasts before school, sporting events, NAIDOC celebrations within the community, performances at the Bay Pavilions and our very own whole school production.

Rachel Dunne

Relieving Principal

School vision

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

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 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 growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Consistent School-wide Assessment Practices
- Effective Teaching Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction

Beginning teacher support

Per capita

Professional learning

Socio-economic background

Low level adjustment for disability

Summary of progress

With the introduction of the new syllabi and a change to the staffing profile in 2023, the school identified a need to reconnect staff to their educational and professional purpose. Through this process a reinvigorated shared vision for curriculum provision and teaching practice at Broulee Public School was created. The 4 C's vision for our students reinforces the ideals that at Broulee Public School we are: **C**ritical thinkers, **C**ollaborators, **C**ommunicators and **C**reative individuals.

The 4 C's focus has resulted in a more rigorous approach to teaching and assessing student learning outcomes. The school has also noted an increased in active partnerships between the school and families in recognising student learning growth. School-wide practices continue to be refined in assessment for and assessment of learning, the analysis of assessments and recording of student attainment.

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 proportion of students in years 3 to 6 achieving above state average within Reading Check In Assessment by an uplift of 5%.	Reading Check In Assessment continues to improve, although the target of 5% has not yet been reached. The explicit teaching of Reading will continue to be a focus across our school in 2024.
• An increase in Check-in Assessment mean scaled score for numeracy in [Year 3 and 5 /Year 7 and 9] for 2024 compared with Year 3 and 5 in 2023.	Numeracy Check In Assessment continues to improve, although the target of 5% has not yet been reached. Quality Numeracy lessons will continue to be a focus across our school in 2024.

Strategic Direction 2: A Learning Culture of High Expectations

Purpose

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

Initiatives

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

- Explicit Teaching
- Positive Learning Culture

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Socio-economic background

New Arrivals Program

Integration funding support

Aboriginal background

English language proficiency

Summary of progress

During 2023, the addition of enrichment and support teachers into each stage, has enabled a more individual approach to support students with their learning. This has resulted in an increased sense of belonging, engagement and growth in learning across the school. Staff capacity has been strengthened in the identification of students requiring additional support, and in the ability to effectively differentiate teaching practices within the classroom. The identification of individual learning goals has transferred into a positive class learning culture, maximising the sense of belonging. This further impacts students to feel they have advocacy with their social and emotional needs, as well as with their learning.

There is a clear link between improvements in attendance and engagement. The Learning Support Team conducted a review of and implemented additional attendance monitoring processes. The LST review attendance data in Week 3 and Week 8 of each term and work with classroom teachers to proactively target communication with families of students displaying low or reduced attendance patterns.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school 90% of the time or more with an uplift of 6.4%.	Attendance at or above 90% increased from 58.7% in 2022 to 67% in 2023. Although this is below the 2021 level of 79% (an indication of the impact of COVID on attendance), the rise towards our target is reflective of the school's processes to monitor attendance.
In the element of <i>Effective Classroom Practice</i> , School Excellence Framework Self Assessment shows uplift towards <i>Excelling</i> .	The school is making progress towards an uplift in Effective Classroom Practice. While the school's self assessment remains at Sustaining and Growing, teacher professional development in 2023 has instilled foundational components for further growth.
In the element of <i>Learning Culture</i> School Excellence Framework Self Assessment shows uplift towards <i>Excelling</i> .	The school is making progress towards an uplift in Learning Culture. While the school's self assessment remains at Sustaining and Growing, in the themes of <i>High Expectations</i> , <i>Attendance</i> and <i>Transitions and continuity of learning</i> movement has been evident towards Excelling.
Increase the percentage of students responding positively in the <i>Tell Them</i>	Tell Them From Me data indicates that positive student responses in the areas of <i>Sense of Belonging</i> , <i>Advocacy at school</i> , and <i>Expectations of</i>

From Me student survey in all 3 areas from 2021 baseline data.

Success have all increased, with the largest increase occurring in *Sense of Belonging*.

Strategic Direction 3: Effective Collaborative Practice

Purpose

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

Initiatives

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

- Successful Collaboration through High Impact Professional Learning
- Educational Leadership

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional learning

Location

Summary of progress

The school's commitment to lifting student learning through the collaborative practice and building collective efficacy activities in 2023 has resulted in enhanced relational trust and respect among staff, enabling more widespread collaboration across the school.

In 2023, the People Matter Employee Survey reported that 100% of staff agreed that senior managers provide clear direction for the future of the organisation, which was indicative of the work done to establish a culture of continuous improvement across the school.

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
Ongoing evaluation and support for staff within professional learning communities to provide feedback, support and collaboration to implement C&PL and WWB.	The Curiosity and Powerful Learning program has continued to guide our focus, encompassing the elements of 'What Works Best' practices in the school. Although we did not participate in Instructional Rounds, teachers were involved in reciprocal observation of practice, enhancing collaboration and reflective practice.
Educational Leadership In the People Matter Employee survey staff results for: <i>My performance is assessed against clear criteria</i> will see an increase from baseline data 2019 of 46.15% towards 100%.	People Matter Employee Survey responses to <i>My performance is assessed against clear criteria</i> , indicate a 44% agreement, an increase of 11% from 2022.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$28,268.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Broulee 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"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Identified students made significant progress towards their targeted goals and experienced success within the classroom and playground in relation to academic and social development.</p> <p>After evaluation, the next steps to support our students will be: Staff will provide targeted professional learning to support the ongoing success of identified students.</p>
<p>Integration funding support</p> <p>\$52,524.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Broulee Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of specific strategies for identified students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All eligible students demonstrating progress towards their personalised learning goals. - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. - All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Consultation time with families, key stakeholders and the Learning and Support Team (LST) was scheduled to develop Personalised Learning and Support Plans (PLSPs). - To provide high-quality targeted professional learning to teaching staff and SLSOs to meet the individual needs of the students.
<p>Socio-economic background</p> <p>\$47,862.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Broulee Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$47,862.71</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"> • Effective Teaching Practice • Positive Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional SLSOs to support learning intervention programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. - Additional staffing to implement group interventions for targeted enrichment and support. - Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. - Fundamental Movement Skills program provided intensive support for all students in Early Stage 1 and Stage 1. - Students were provided with one-to-one intervention from School Learning and Support Officers (SLSO's) in the classroom and in the playground, based on their level of need. - The purchase of effective literacy and numeracy resources including those for MiniLit and MultiLit which support literacy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To review and refine reading, writing and mathematics interventions for individuals and groups of students. - To expand current High Potential and Gifted Education opportunities to include all four domains (intellectual, creative, social-emotional and physical). - Develop and implement a routine for additional release from face-to-face teaching for planning and program. - To provide teacher professional learning on the effective analysis and use of student achievement data. - Continued provision of MiniLit and MultiLit as interventions for targeted students. - Continued employment of additional teachers for wellbeing, literacy and numeracy intervention. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
<p>Aboriginal background</p> <p>\$20,774.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Broulee Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> --An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. - Employment of additional staff to deliver personalised support for Aboriginal students. - Additional School Learning and Support Officers (SLSO) time was

<p>Aboriginal background</p> <p>\$20,774.16</p>	<p>provided to support students with engagement activities and reading skills. - All students and staff benefitted from cultural learning.</p> <p>After evaluation, the next steps to support our students will be: - To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle. -Enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes. - To develop stronger connections with the local Aboriginal Education Consultative Group.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Broulee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Positive Learning Culture</p> <p>Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to support delivery of targeted initiatives</p> <p>The allocation of this funding has resulted in the following impact: - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: - Increased staff awareness of EAL/D practices with additional professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$115,571.27</p>	<p>Low level adjustment for disability equity loading provides support for students at Broulee Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Effective Teaching Practice</p> <p>Overview of activities partially or fully funded with this equity loading include: • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</p> <p>The allocation of this funding has resulted in the following impact: - The school achieved a more consistent approach to student learning support and interventions. - implemented intensive small group tuition to support students with additional literacy and numeracy learning needs. - Employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners.</p> <p>After evaluation, the next steps to support our students will be: - To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students</p>

<p>Low level adjustment for disability</p> <p>\$115,571.27</p>	<p>through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$9,477.58</p>	<p>The location funding allocation is provided to Broulee Public School to address school needs associated with remoteness and/or isolation.</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"> • Educational Leadership <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased learning opportunities and choices for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Developing and accessing professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.
<p>Professional learning</p> <p>\$28,747.12</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 Broulee 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"> • Consistent School-wide Assessment Practices • Effective Teaching Practice • Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective practices resulting in improved internal student results. - Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. - K-6 staff have an understanding of the new syllabuses and associated teaching practices. - Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional professional learning to support staff with the implementation and teaching of new syllabuses. - Personalised and targeted professional learning in the form of mentoring and co-teaching. - To ensure that professional learning opportunities are linked closely to the school's strategic improvement plan. - To ensure the school's professional learning cycle and mandatory requirements are met by all staff.
<p>QTSS release</p> <p>\$58,947.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Broulee Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$58,947.26</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers will continue to embed evidence-based, high impact teaching strategies within their classroom practice. - Staff have displayed increased confidence and teaching practice when using data to support student learning and the development of teaching programs. - Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - APCI to lead improvement in an area where teachers need support, such as literacy or numeracy. - Continued support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. - Additional time for assistant principals to support classroom teachers to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.
<p>COVID ILSP</p> <p>\$60,776.17</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 2023.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. - Improved student engagement in learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - To monitor students who have been on the program in 2023 to ensure ongoing success.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	197	204	163	148
Girls	161	153	128	126

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.9	93.3	88.0	91.7
1	94.8	92.9	90.8	90.1
2	93.0	92.9	90.1	91.1
3	95.5	92.7	92.2	92.6
4	94.0	93.5	90.8	90.5
5	93.9	91.9	91.6	91.8
6	92.7	88.8	89.0	93.4
All Years	94.1	92.0	90.4	91.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	13.73
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	309,657.42
Revenue	3,706,925.81
Appropriation	3,561,154.15
Sale of Goods and Services	1,435.45
Grants and contributions	136,615.84
Investment income	7,520.37
Other revenue	200.00
Expenses	-3,650,544.90
Employee related	-3,358,498.38
Operating expenses	-292,046.52
Surplus / deficit for the year	56,380.91
Closing Balance	366,038.33

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.

	2023 SBAR Adjustments (\$)
Targeted Total	84,091
Equity Total	186,608
Equity - Aboriginal	20,774
Equity - Socio-economic	47,863
Equity - Language	2,400
Equity - Disability	115,571
Base Total	2,790,394
Base - Per Capita	75,736
Base - Location	9,478
Base - Other	2,705,181
Other Total	282,148
Grand Total	3,343,241

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

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

Feedback from parents indicates:

- Broulee Public School is seen as having dedicated teachers who set high standards of achievement;
- Student wellbeing and safety is well supported and seen as a priority at the school;
- Two-way communication between parents and the school about student learning progress is an area for development;

Feedback from students indicates:

- 92% of students have positive relationships at school;
- there was an increase in the number of students who felt school staff emphasise academic skills and hold high expectations for all students over the course of the year.
- student interest and motivation for learning is an area for further investigation.;

Staff completed the People Matter Survey, which is conducted across the NSW Public Sector.

Key highlights were:

- A 58% increase to 100% in 2023 from 2022 in the number of staff who felt senior managers provide clear direction for the future of the organisation;
- A 53% increase in 2023 from 2022 in the number of staff who felt they have the time to do their job well.
- A 47% increase in 2023 from 2022 in the number of staff who felt change was managed well by their organisation
- A 44% increase in 2023 from 2022 in the number of staff who felt senior managers support the career advancement of all employees
- 100% of staff felt their job gives them the opportunity to use a variety of skills;
- 100% of staff felt comfortable notifying their manager if they become aware of any risks at work;
- 100% of staff felt people in their work group treated each other with respect;
- 100% of staff felt they can explain how their work impacts customers;
- 100% of staff felt their work group considers the needs of customers when planning;

Areas for further investigation include:

- 40% of staff indicated they felt there are effective resources within their organisation to support employee wellbeing;
- A decrease in the number of staff who felt work health and safety issues raised would be addressed promptly;

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.