Brookvale Public School
Annual School Report 2014
School Context Statement
In 2014 Brookvale had 185 students in eight classes. We provide rich and engaging curricula, developing students’ capabilities across all aspects of development; academically, socially, emotionally and creatively. Student numbers are continuing to increase as a result of changing demographics and increased housing stock in the local area. Our families come from a diverse range of backgrounds bringing rich cultural heritage to the school. Most families are local to the school.

Principal’s Message
It is always very pleasing to compile the annual school report as it offers the opportunity to reflect on the many outstanding achievements of our school during the previous year.

Brookvale PS continues to grow and thrive; our numbers are steadily increasing and the range of initiatives and programs available to our students is exceptional.

The introduction of Mandarin lessons for all students has been very popular with positive feedback from parents and Laoshi Mary has quickly become a very popular member of our learning community.

I would like to acknowledge our wonderful staff. We are very fortunate to have such dedicated, talented and engaging teachers and support staff that love this school and are passionate about the art of teaching.

Our parent community is supportive and engaged and has contributed much to the day to day running of the school, whether through helping in the classrooms, library or canteen, sport coaching, fund raising activities or gardening bees.

I certify that the information in this report is the result of a rigorous school, evaluation process and is a balanced and genuine account of the school’s achievements and targets for further improvement.

Bev Maunder (Principal)

P&C Message
The Parents & Citizens Association meets each month to discuss topics, school needs and aspirations with the school and Principal Mrs Maunder. This year we changed our scheduled meetings to a day time of 2pm, hoping to increase participation in the P&C association. P&C meetings are your opportunity to come and ask any questions that you may have regarding our school. It is also a great way to meet your community and make friends.

A great example of the role and achievement of the P&C this year was the school perimeter security fencing. Some of our more passionate P&C members were able to write letters and make a visit to our local parliament member and build solid reasoning for the fence to be funded. Thankfully we received a letter of confirmation that the fence will be fully funded by the DEC.

The Parents & Citizens Association holds a number of functions during the school year. These are functions such as:

1. Mothers’ Day and Fathers’ Day Stalls
2. Football Car Parking
3. World Teachers Day
4. Car Boot sale
5. Bingo & Trivia Night

The aim of these functions is to provide a sense of community and belonging, as well as raising some much needed funds. Our most important fund raiser is the Football Car Parking. We are lucky to be presented with such an easy and successful fundraiser. Football Car Parking captures the majority of funds we raise each year.

With these funds the P&C was able to donate to the school $10,000 dollars for iPads, which our fabulous teachers have incorporated into their lessons. We also budgeted $20 per student for the Grade 5 and 6 Camp.

The P&C also assist with the subsidy of swimming and surfing lessons each year.
Unfortunately this year the P&C has seen a downturn in income from Football Car Parking. This was due to a lot of wet weather washouts, and so the full earning potential was not met. In 2013 it raised $21,000 whilst 2014 only raised $15,000. The P&C has been forced to be more conservative in our donation of funds to the school and this is the reason why we were only able to donate 50% towards swimming lessons for 2014.

From further review of our funds, the combination of increasing student numbers and the down turn on 2014 income, it is projected that in 2015 that swimming subsidy will reduce further downward to 25%.

I wish to thank all our very valuable volunteers. Brookvale is blessed to have these people who are consistently available and are always happy to help where ever needed. These people do however, run the risk of burnout, and so I turn to you and urge you to all become more involved in your P&C community in 2015. Kindergarten and Year 1 parents, you are the new future for this school, and by joining the P&C association, you can make a difference!

Kath Falconer  
P&C President

Student Representatives’ Message

We were both so thrilled to be elected as the 2014 school captains and so proud that our peers and teachers knew we would do the best we could at being role models and representing the school with pride. We have enjoyed our time here at Brookvale Public School and have had a great time participating in leadership activities, working with our buddies, going on excursions and camps, running discos and learning from our teachers, Miss Surrest and Mr Pye, as well as the other school leaders. Brookvale has such a great school spirit and atmosphere and we will miss it when we go off to high school. This year, Mandarin was introduced to the school and that has been very interesting and exciting and we learnt so much.

Two of the best times we had as leaders was going to the leadership camp and visiting Parliament House and meeting all the leaders from other schools. At Brookvale all of the leaders are really good friends which made the experience so much better as we had could laugh and learn together.

Brookvale offers so many opportunities for many children of all ages, and we feel proud to be part of that. All the teachers and students have been very encouraging and have so much support for us, especially when we were new to being leaders of the school. It feels like yesterday when we were being taught how to run assemblies and do our jobs around the school whereas by the end of the year, it was our job to teach the leaders for 2015! Brookvale has definitely made us more confident and better leaders and we are all very happy with what we have achieved and we will leave the school proudly. We wish future generations good luck and hope they have a great Brookvale experience, as we know they will.

Giulia Carnevale & Kabir Panesar  
School Leaders 2014
**Student Information**

### Student Enrolment Profile

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**Student Attendance Profile**

### SCHOOL

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**Workforce Information**

Learning opportunities at Brookvale are truly outstanding, thanks to the highly skilled and inspirational teachers here. Their creativity, passion, knowledge and enthusiasm encourages and enables students to explore their individual interests and reach their full potential.
Workforce Composition

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<th>Position</th>
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<td>Principal</td>
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<td>Learning and Support Teacher</td>
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<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no Aboriginal members of staff at Brookvale PS.

Teacher Qualifications

All teachers meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Professional Learning and Teacher Accreditation

The Professional Learning program at Brookvale Public School provides staff with a range of rich and diverse opportunities to gain and share expertise with one another as well as beyond our own school.

During 2014, staff engaged in professional learning opportunities in school focusing on positive education, mindfulness, growth mindset, Positive Behaviour Engaging Learning (Phase 2: Classroom Systems), L3 strategies to support reading development, Focus on Reading and Australian Curriculum - English, Mathematics and Science syllabuses.

School leaders have developed their knowledge and skills in the use of the National School Improvement Tool, PLAN software and the Quality Teaching Framework. School leaders attended the DEC North Sydney Region Assistant Principals’ Conference as well as the ‘Towards an Asia Literate’ NSW Conference in August. This was an amazing opportunity to hear ABC journalist Jane Hutcheson and James Hudson, CEO of the NSW Australia China Business Council, speak on the implications of working with Asia for our schools. Invited school leaders also presented their school’s journey towards Asia literacy.

The Northern Beaches Learning Alliance (NBLA) established professional networks during 2014. The Assistant Principals of BPS are the coordinators of the AP network within the NBLA. This network enables Assistant Principals from this community of schools to meet together twice per term in the interest of supporting one another in our roles as school leaders and sharing best practice within both our administrative and teaching roles. Other networks of which we are members include High School Transition, Science, the Aboriginal Education network, ICT, History, the Deputy Principal network and the Orange/Warringah network.

All teaching staff attended the NBLA Term 2 Staff Development Day where the focus was on positive education, building resilience in students and promoting teacher well-being. One of Australia’s highest profile psychologists, Michael Carr-Gregg, was the keynote speaker for this inspiring event.

All staff have attended and successfully completed mandatory annual updates of Emergency Care, CPR, Anaphylaxis Training and Child Protection.

Beginning Teachers

Early Career teachers have been closely mentored and supported throughout their first year of teaching with extra funding being used to enable them to reflect with each other and their supervisors on best practice and how to be the
most effective practitioners they can possibly be. They have received specific professional learning opportunities in Best Start Assessment and teaching Strategies, PLAN software, Teaching Mathematics with Anita Chin Program Builder with Emma Campbell, and many more.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

| Teaching & learning               |          |
| Key learning areas                | 91,011.65 |
| Excursions                        | 19,521.55 |
| Extracurricular dissections       | 89,359.57 |
| Library                           | 6,659.17  |
| Training & development            | 341.82    |
| Tied funds                        | 139,970.92|
| Casual relief teachers            | 25,361.52 |
| Administration & office           | 91,078.91 |
| School-operated canteen           | 0.00      |
| Utilities                         | 42,085.84 |
| Maintenance                       | 72,554.43 |
| Trust accounts                    | 8,304.99  |
| Capital programs                  | 0.00      |
| Total expenditure                 | 586,250.37|

Balance carried forward 124,953.06

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Mandarin Lessons

A new innovation in 2014 was the introduction of Mandarin language lessons as part of our curriculum for all students from Kindergarten to Year 6. Mandarin was selected because of the ever increasing business and cultural links between Australia and China.

A relationship with the XuaXia Chinese Culture School was already established with the Saturday Chinese School operating on our school premises as well as the new initiative of including after school Mandarin classes available as an extra-curricular activity. Each week K-2 classes received a 45 minute lesson and the 3-6 classes received a 60 minute lesson. These lessons comprise of language and culture study components. Lessons are delivered explicitly by Laoshi Mary Zhang.
Principal of the XuaXia School. BPS classroom teachers learn alongside students and provide support in classroom management Mandarin lessons have been positively embraced by our student and parent bodies. The success of this initiative brought our school into the spotlight in December when Central China TV (CCTV) the national channel in China came to our school to film a documentary about young students from non-Chinese backgrounds learning to speak Mandarin. Aired in China, the program is titled *A Head Start*, and Laoshi’s lessons are certainly giving our students exactly that.

**Environment**

Brookvale Public School started the second year of Warringah Council Ready Steady Grow Program this year. This program is aimed at encouraging and supporting the creation of sustainable fruit and vegetable gardens where concepts such as composting, consumption and recycling are introduced. The program encourages links to the curriculum through the garden, which assists with the teaching of resource management, reduction of waste and healthy eating. The program also offers a series of workshops ensuring schools have assistance and advice on how to start, maintain and/or expand a school food garden. The program provides funding opportunities through grants, sponsorship or incentive payments.

Garden Club, open to K-6 students, runs on Tuesdays. It is led by a teacher and involves the children in planting, garden care, harvesting of the school gardens and cooking and eating their produce. We currently have five large garden beds, a vertical garden and 4 fruit trees. One garden bed is in the shape of a pizza and grows herbs and vegetables suitable for pizza topping. The other gardens grow a variety of herbs and seasonal vegetables such as parsley, basil, corn, spinach, tomatoes, eggplant, kale, carrots, and radishes. Each garden bed now has a compost tower to help encourage worms and improve the quality of the soil. Various teachers also use the gardens for science, HSIE, Maths and art lessons. Our General Assistant also helps maintain the garden and our compost bins. With the success of this year’s garden we hope to expand it next year and also start composting all food scraps across the school.

A Gardening Committee consisting of the Principal, teacher and parents has been formed to help with the gardens around the school. One group will tend to the aesthetics of the school by planting flowers and native plants around the school. The other group will be involved in improving and maintaining the vegetable garden and composting.

The Chicken Wranglers are students from K-6 who have demonstrated a keen interest and ability to care for our six chickens. A mobile chicken coop was purchased this year and has been relocated behind the library to give the chickens more space. The eggs collected are being sold to staff and used in the canteen. Chicken Wranglers collect food scraps, feed the chickens, collect eggs and clean the chicken coop. The chickens have been a huge success and all the students have enjoyed interacting with the chickens and watching them grow to healthy egg layers.

**Enrichment**

In 2014 targeted students from Years K-2 were selected and identified based on their performance in curriculum and standardised assessments to participate in a withdrawal enrichment program with students of similar abilities from their stage.

The Enrichment Program was developed and delivered by Mrs Dixon on Monday afternoons. The students participated for approximately one hour a week for the duration of a semester.

The program is designed to enrich students’ problem solving skills, whilst extending and enriching their knowledge in the areas of English and Maths whilst being linked to current study in other KLAs and utilising relevant technologies in their learning. The students are involved in learning to use a variety of problem solving strategies including: making a diagram, guess and check (with two or three variables), using a table or chart, compiling an organised list, looking for a
pattern, kinaesthetic/real objects approach, logical reasoning and working backwards. The students engage in learning through the use of Bloom’s six-level taxonomy, the Thinkers Keys and de Bono’s six thinking hats. The program is a wonderful opportunity for the targeted students in these grades to participate in activities that are relevant and suitably challenging. Positive feedback from the students, teachers and parents was received.

Preschool Partnerships Program
During 2014, BPS extended its active preschool partnerships initiative to incorporate a growing network of local preschool centres. This has resulted in Brookvale Public School working directly with 15 local preschool centres.

Working in partnership with preschools enables our school to:

1) Increase our own knowledge and understanding of the learning programs and environment our potential students come from
2) Invite directors and preschool staff to familiarise themselves with Brookvale Public School learning environment, meet staff and students as well as observe quality teaching and learning programs in action. In this way, directors possess first-hand experience

and knowledge about their local primary school and are equipped with accurate information as well as a contact within the primary school when parents enquire

3) Operate transparently - sharing our quality learning programs, teaching staff, motivated students and satisfied school community with the public

4) Provide our Stage 2 and 3 students with opportunities to visit preschools, build relationships and share learning experiences with preschool children. This supports the older students in developing their community citizenship skills and prepares them for their mentoring/leadership roles. It also provides preschool children with the opportunity to interact with older students just as they will do when they begin primary school.

Students Visiting Preschools
Throughout Term 3 and 4, small groups of 4-6 Stage 3 and Stage 2 students visited preschool children in their own learning environment. BPS students made two visits to their assigned preschool. The first visit was an orientation and an opportunity for the pre-schoolers to share their learning environment with the older students in a relaxed, informal manner. The second visit was more structured. BPS students selected a favourite children’s picture book to read to some preschool students.

The schedule of visits to preschools this year was met with a positive response within our own school community as well as preschool staff and parents. Preschool directors reported that their parent bodies valued the initiative of Brookvale Public School to reach out and support pre-schoolers in preparation for entry into the primary school setting.
School Readiness Evenings

The BPS school leaders and Kindergarten teachers attended these evenings throughout the year in a variety of preschool settings.

Our attendance supports preschool staff in providing parents with information regarding the processes of school enrolment and entry into Kindergarten as well as advice on things parents can do to foster their child’s development in preparation for school.

BPS leaders and teachers attend School Readiness Sessions as public educators promoting our community of schools – the NBLA. We encourage parents to make contact and visit their local school to begin their family’s transition to ‘big school’.

Preschool Kindergarten Sessions

In 2014, students and staff from local preschools visited BPS on three occasions to experience a taste of life in Kindergarten. Preschool groups attended the BPS Open Day festivities during Education Week, participated in the Easter Hat Parade in April and finally, during Term 4, one preschool group of students returned to BPS to participate in a sample of literacy groups and Maths groups.

Science

Students have engaged with Science and Technology in 2014 through learning experiences that have encouraged them to think critically and creatively about the world around them.

Brookvale Public School has continued its professional relationship with David Morgan-Mar through the CSIRO Scientists in Schools program. David visited the school twice during the year and presented syllabus-related content to each class. Students benefit from exposure to a science mentor and role model for inspiration as a career choice while learning about the role of science in the community.

Science Week brought two more exciting incursions to the school. Scienza Viva actively engages students in the process of science through hands on activities which develop knowledge of the Physical World, Earth and Space, Living World and Chemical World. We also enjoyed a presentation by Amnon Carmel from Techscience Australia. Amnon is a very engaging speaker who inspired Stage, 1, 2 and 3 with his knowledge of futuristic technologies including 3D printing, wearable computers and robotics.

In other Science and Technology news, Stage 1 was invited by the Australian Academy of Science to trial new units of work for their education program. Primary Connections uses an inquiry and investigative approach to develop students’ understanding and skills in both Science and Literacy.

Stage 3 was invited by the High Performance Unit of the Department of Education and Communities to participate in the first major trial of an online multimedia interactive assessment for Science and Technology which aims to expand resources for assessing a broader range of student learning. Our Year 6 students completed a one hour online Science and Technology test which incorporated videos, audio and graphics.

2014 also saw the introduction of a weekly lunchtime Science Club. The students have had a lot of fun learning about chemistry, biology and physics through games, videos, discussions, hands on experiments and Design and Make activities.
Creative & Performing Arts

Our music program continues to grow with the introduction of K-2 music groups this year that run concurrently with our extensive 3-6 music program. While all students in Years 3-6 continue to learn an instrument in either the Band, recorder choir or trash percussion ensembles, students in K-2 all have the opportunity to develop their skills in the recorder, choir and percussion groups.

The 3-6 Choir took part in the Northern Beaches Eisteddfod again this year and performed exceptionally well. They were asked to perform at the opening of the Vale Medical Practice along with the dance group. Students also auditioned and made it into the Primary Proms which was held at Sydney Town Hall in front of hundreds of spectators.

The whole school again participated in the ‘Count us In’ music performance on Thursday 21st October. This initiative is supported by the Australian Federal Government, and has its origins back in 2007. This event gives students the opportunity to unite as one for the day through music.

The band continues to grow and was involved in an intensive band workshop ‘The Big Blast’ which saw a huge improvement in everyone’s abilities and understanding of musicianship. One of our senior members, Kayleen Falconer made it in to the Regional Band and toured through Northern NSW for a week.

Public Speaking

As children move through various stages of their schooling and into their adult lives they will be required to communicate with other people, both professionally and socially. Despite the importance of mastering effective and efficient communication strategies, speaking to others can be a daunting prospect even to adults, particularly in front of audiences. Public Speaking at Brookvale equips children with the skills required to enable them to become effective, confident and competent communicators.

The Public Speaking program at Brookvale guides students in the development of oral communication skills, including the use of tone and emphasis, fluency, good articulation, adding pause, varying expression and adjusting volume. Students are also educated in the use of appropriate body language such as gesture, eye contact, posture and stance. The Public Speaking program also builds competence in speech-writing and text organisation, increases vocabulary, builds an understanding and awareness of local, national and world affairs, and provides students with basic principles of debating.

Brookvale participates annually in the nationally recognised Multicultural Perspectives Public Speaking Competition. Brookvale has succeeded in achieving regional levels in this competition, providing students with the opportunity to further their use of communication techniques and strategies in a more formal and competitive environment. Public Speaking at Brookvale equips your child with the skills to be a confident and capable communicator for life.
Visual Art

2014 saw our school’s inaugural Art Show, held at a local gallery. It was a wonderful showcase of our students’ hard work and creativity. This was well supported by our school community and the pride in the children's faces was evident to all. It was a wonderful evening that will become a biennial event.

This year once again we took part in the World’s Biggest Classroom Art event at Warringah Mall. Our school was well represented by Tara O'Shanessy and Lucy Watt when they took part in a mural painting of our local area. They also designed and painted a canvas that was on display at Warringah Mall for a month before Christmas, titled 'Our Land Australia'.

During the second half of this year we began a lunchtime art enrichment program for selected students. This will be continued next year and we will be looking at entering special art competitions that will showcase our students’ talent.

Sport

2014 was filled with sports and fitness. Our students are used to keeping fit and healthy in a variety of ways in order to get the most out of life.

Winter Primary Schools Sports Association (PSSA)

In our second year participating in PSSA soccer, we had incredibly good results. Our senior boys’ team remained undefeated throughout the season and won their grand final. The junior team won most of their games and enjoyed playing against all our local teams. Our netball teams also did us proud this year. The junior team had a great season with a mix of victories and losses and the senior girls secured a place in grand final and after a hard game, became the 2014 runners up.

Cross-Country Carnival

The annual Cross-Country Carnival was a very successful event with different age groups running either 2 or 3 kilometres around the school grounds. This was used as a fundraiser for Autism Awareness and a team of 13 runners were sent to the Zone Cross-Country Carnival in Curl Curl. Keith Allen finished in 8th place and went on to represent our school at the Regional Carnival in Gosford.

Swimming Carnival

The swimming carnival was held at the Manly Boy Charlton swimming pool. Years 3-6 students competed and had a great time. From the carnival, an elite team of eight students were sent to the Zone Swimming Carnival. We were very proud to win the carnival’s handicap trophy.

Athletics Carnival

At Brookvale we are very lucky to be able to use Brookvale Oval for our athletics events. The day was a great success with Years 3-6 students taking part in a wide range of field and track
events. A handpicked team of twenty five athletes went on to represent the school admirably at the Zone Athletics Carnival at Narrabeen Academy of Sport.

**Flip Sport**
Students spent two terms receiving professional gymnastics and dance tuition from Flip Sport. In Term 2 our hall was transformed into a dance studio with the addition of wall to wall mirrors and a variety of music. All students were exposed to, and took part in dance styles including hip-hop, flamenco, ballet and jazz. The students clearly loved the program.
Students were treated to an incredible array of gymnastics equipment in Term 3. Each week they honed their gross motor skills and practised new skills. At the end of the program, each student performed a gymnastic routine and was presented with a detailed certificate outlining exactly what skills they had mastered.

**Summer PSSA**
A decision was made to take part in Summer PSSA sports in 2015 in addition to the current Winter Sports. Boys will take part in Eagle-Tag and girls will join the Softball competition. Students began to train for these sports in Term 4 in order to prepare them for this new addition to the school sport program.

**TAFE Sport**
We continued our established relationship with our local TAFE by inviting some of their trainee personal trainers to come to the school in order to teach the students for several weeks. The students enjoyed having new coaches at the school and taking part in their exciting lessons.

**Jump Rope for Heart**
In 2014 we took part in the Jump Rope for Heart Program. This program encourages students to skip on a daily basis while raising money for the Heart Foundation over a ten week period. Skipping ropes were given out every recess and lunch time and children skipped and practised routines and tricks every day. At the end of the program we had a Jump Off day in which every class had an allocated time to skip to music outside at the front of the school. The students clearly enjoyed the whole program and raised nearly $5,000 for the Heart Foundation.

**Morning Fitness**
Students continued with their second year of daily fitness in which they start their day with a run around the school in order to increase their general fitness and get rid of a bit of excess energy before going into class. This is continuing to be a very worthwhile activity.

**Premier’s Sporting Challenge**
We continued to take part in the annual Premier’s Sporting Challenge in which each student’s physical activity is recorded over a ten week period in order to increase students’ awareness of how healthy they are physically. We were proudly awarded the Premier’s Diamond Award again this year.

**Surf Education**
In Term 4, Stage 3 spent a week in Manly learning about surf safety, how to surf and how to kayak. We had great weather all week and the surf was perfect for beginners. The children also tested their bravery amongst a plague of bluebottles and tested their stamina when they had to kayak from Manly Wharf to Little Manly against a raging wind.

**Swimming Lessons**
Students in Years K-4 attended daily swimming lessons for two weeks at Harbord Diggers in Term 4. Swimming is seen as an essential skill for all children and students of all abilities attended and improved their swimming skills.
K-2 Sport Report

Students in K-2 participated in a diverse range of physical activities this year. In Terms 1 and 4 all students took part in the weekly Fundamental Movement Skills program. With the assistance of parents, students from St Augustine’s and some Stage 3 students, we were able to have a tabloid system using a variety of activities that targeted specific skills.

In Term 2 we had weekly dance classes run by Flip Sport. Students were introduced to a number of different dance styles from ballet to hip hop.

In conjunction with the 3-6 Cross Country event K-2 took part in a Fun Run around the school environment. As well as challenging themselves to complete several laps, students were also raising money for Autism Awareness.

The K-6 Athletics Carnival was held in June at Brookvale Oval. K-2 students ran in age races for fun and then participated in tabloid activities.

Term 3 saw the Gymnastics strand of the curriculum covered, again by Flip Sports. The teaching and progression of skills were closely monitored by the gymnastics teachers and individual reports for each student were completed.

The Swimming program taught for 2 weeks in Term 4 at Harbord Diggers was well attended by the majority of students.

Several Year 2 students who turned, or are turning eight this year had the opportunity to join 3-6 students in the Swimming carnival or in the Zone Cross Country event held at Curl Curl.

Technology

An increased emphasis has been placed on ICT at Brookvale and it is an area that has developed throughout 2014 reflecting the adapting, evolving and increasingly connected world. The purchase of 30 iPads and 36 iPad minis has allowed technology to be further integrated into everyday teaching, resulting in increased student engagement. Students have become more confident and experienced using word processing programs such as Pages and developed multimedia presentations using Keynote. Stage 2 students have had experience designing their own websites and a number of different apps have been used across all curriculum areas to facilitate learning. Teachers have received training and development on how best to implement the new technology. This reflects our long term aim of developing student’s technological fluency which will be essential for the world that they will move into.

Further importance has been placed on E-safety throughout 2014 with students, staff and parents participating in Cyber Smart sessions resulting in increased knowledge on topics such as cyber bullying and how to stay safe online.

With the aim of improving communication with parents and the wider community, the school website was redesigned and will be relaunched in January 2015.

Significant Programs and Initiatives

Aboriginal Education

2014 saw the setting up of an NBLA network for Aboriginal Education. This brought together many schools in our area to plan and co-ordinate a special day at Manly Dam where students of Aboriginal heritage were able to enjoy and celebrate together with many fun activities.

We were also privileged to have Tjupuru perform his Didjeribone Show at our school as part of our NAIDOC week celebrations. He is a wonderful entertainer and gifted musician.

During NAIDOC week each class celebrated this event with various class activities and art works.

Multicultural Education and Anti-Racism

Multicultural perspectives permeate the curriculum at our school. Our school is fortunate to have students from a wide range of cultural backgrounds, reflecting the multicultural diversity of Australia.

Significant Programs and Initiatives – Equity Funding

In 2014 under the Resource Allocation Model (RAM) the school received Government funding for Aboriginal Background ($860) and Socio-economic Background ($10,216). This allocation is
Based on the school's Family Occupation and Education Index (FOEI). The funds were used to pay for additional Teacher Aide time and release time for teachers to write individual learning plans for literacy, numeracy and social support.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- NAPLAN analysis
- Stage, grade and classroom assessment results
- Staff, parent and student surveys and focus groups

School planning 2012-2014

Progress in 2014

School Priority 1 - Literacy

Outcomes from 2012–2014

Improvement in students' literacy skills; through explicit and systematic teaching with a focus on reading comprehension and writing skills, incorporating gender appropriate strategies, technology and curriculum differentiation to support and extend learning.

Evidence of achievement of outcomes in 2014:

- In Year 3 NAPLAN Reading 81% of students were in the top 3 bands.
- In Year 5 NAPLAN Reading 68% of students were in the top 3 bands. The average score for our students was 37 points above the average for Statistically Similar schools.
- In Year 3 NAPLAN Spelling 77% of students were in the top 3 bands.
- In Year 5 NAPLAN Spelling 68% of students were in the top 3 bands. The average score for our students was 23.8 points above the average for Statistically Similar schools.
- In Year 3 NAPLAN Grammar and Punctuation 55% of students were in the top 3 bands.
- In Year 5 NAPLAN Grammar and Punctuation 68% of students were in the top 3 bands.
- In Year 3 NAPLAN Writing 77% of students were in the top 3 bands. The average score for our students was 33.6 points above the average for Statistically Similar schools.
- In Year 5 NAPLAN Writing 50% of students were in the top 3 bands. The average score for our students was 17.9 points above the average for Statistically Similar schools.

Strategies to achieve these outcomes in 2014:

- The New Focus on Reading program was implemented in Years 3-6 to complement the L3 initiative in Years K-2. There has been a heavy focus on Reading Comprehension.
- Teacher professional learning in the explicit teaching of comprehension and effective differentiation.
- All teachers have incorporated the Super Six reading comprehension strategies in their daily literacy sessions.
- Teachers implemented the new English Australian Curriculum using rich texts.
- Further quality literacy resources were purchased including Scholastic Key Links and Into Connectors, also the Oxford Literacy Project Yarning Strong series.
- Continued use of the online resource Reading Eggs at school and home increased student engagement.
- Identified gifted students attended enrichment writing lessons with a Gifted and Talented teacher, leading to participation in writing competitions.
- iPads were used successfully in the classroom for digital literacy learning.

School Priority 2 - Numeracy

Outcomes from 2012–2014

Improvement in students' numeracy skills; through explicit and systematic teaching in all strands of Mathematics, with a focus on Number and Patterns & Algebra, incorporating technology and curriculum differentiation to support and extend learning.
Evidence of achievement of outcomes in 2014:

- In Year 3 NAPLAN Numeracy 67% of students were in the top 3 bands.
- In Year 5 NAPLAN Numeracy 63% of students were in the top 3 bands. The average score for our students was 27.1 points above the average for Statistically Similar schools.

Strategies to achieve these outcomes in 2014:

- Continued implementation of Go Maths as a scaffold program across the school from K-6
- Provided targeted teacher professional development in preparation for implementing the new Mathematics syllabus in 2015
- Monitored and reviewed provision of challenging extension activities for talented student mathematicians

### Average progress in Writing between Year 3 and 5

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<th>2012-2014</th>
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<td>School</td>
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<td>65.9</td>
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<td>47.6</td>
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<tr>
<td>State DEC</td>
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<td>49.3</td>
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### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
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<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>95.5</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.5</td>
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<tr>
<td>Numeracy</td>
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### Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
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<th>Percentage</th>
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<tbody>
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<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.7</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

### Parent/caregiver, Student, and Teacher Satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. The purpose of this information gathering was to inform the new three year School Plan.

Professional development with staff, focus groups with parents and activities with students asked questions to form the future directions of our school.

A key response was that all parties want to protect the warm and welcoming nature of the school where all children are known by all teachers. Concerns were noted that as the school grows we need to be mindful not to lose this.

Parents expressed satisfaction with learning programs and particularly commented on the positivity of the PBEL program (Positive Schools, Engaging Learners).

An area highlighted for improvement was the canteen with a desire expressed by many to provide a healthier menu.
Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new planning process follows the 5P model – purpose, people, processes, products and practices. The plan will have three strategic directions, each informed by the standards within the School Excellence Framework and:

- is evidence-based and data-informed
- is a succinct statement that drives the development of the school’s educational and organisational leadership culture
- has a clear statement of purpose
- defines the key improvements which combine for the school to achieve excellence

Our three strategic directions are informed by the consultative process carried out with staff, parents and students in our school evaluation and underpinned by an understanding of the Melbourne Declaration of Educational Goals for Young People.

STRATEGIC DIRECTION 1

Student Learning

- Respectful, responsible students, engaged in learning, intrinsically motivated to succeed academically

Purpose: To support and develop the cognitive, emotional, social, physical and spiritual wellbeing of all students, leading to improved individual and group outcomes and promoting 21st century learning capabilities.

STRATEGIC DIRECTION 2

Teacher / Leader Learning

- Expert teachers, utilising evidence-based quality teaching strategies and reflective pedagogical practice

Purpose: To foster collegiality and nurture high expectations of self by providing high quality professional development in a proud and dynamic educational environment, with a clear understanding of directions for continued school improvement.

STRATEGIC DIRECTION 3

School Culture

- Highly transparent, democratic and ethical leadership, building and engaged and collaborative community with a shared culture of high expectations

Purpose: To build strong, collaborative and authentic relationships between students, teachers, parents, other educational institutions and local businesses.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Maria Kortekaas   Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: