Our school at a glance

Students
Brookvale Public School is proud to have a strong reputation as a caring, close-knit community school. Our students are engaged in high quality learning, developing their educational, social, creative and sporting abilities.

Classes range from Kindergarten to Year 6. There is also a K/2 support class for language, and a 3/6 support class for reading. These support classes are attended by students referred from other schools in the region.

Staff
Brookvale staff brings an extensive range of skills and talents to our school setting.

Class teachers, specialist educators, teachers’ aides, support and administration staff work collaboratively as a team, providing high quality learning for our students in a safe and happy environment.

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

Significant programs and initiatives
During 2011 Brookvale Public School continued to develop and improve the educational outcomes for all students.

Major focus areas for continued development were Literacy and Numeracy, Information Technology, Environmental Education, Student Welfare, Sports and Creative Arts.

This year for the first time, Year 4 students took part in the “Week of Tastes” program, promoting healthy eating with fresh ingredients. They experimented with different tastes in a lead up to a hugely enjoyable and informative visit from a chef.

Significant programs which have a positive impact on our students’ achievement include –

- Circle time and the Buddy Program
- Peer Support and Peer Mediation
- Gymnastics
- Reading Recovery and STLA
- Choir
- Dance
- Kindergarten Orientation
- Swim School, Surf and Kayaking Education
- Student Leadership Program
- PSSA sport
- Chess
- Band Camp with Manly Selective High School
- Balgowlah Extension Studies Class
- Streamwatch
- Premier’s Reading, Spelling and Sporting Challenges
- Mathletics and Bug Club
- Beebots
- Eco Club
- Life Education
- Harmony Day celebrations
- ANZAC Day celebrations
- Grandparents’ Day
- Easter celebrations
- Education Week celebrations
- Band program
- Book Week celebrations
- Year 5 and 6 camps to Bathurst and Canberra
- NAIDOC celebrations
- Best Start for Kindergarten
- Targeting Early Numeracy (TEN)
- Milo cricket day
- Fathers’ Day Breakfast
- Mothers’ Day stall
- Science Week celebrations
Student achievement in 2011

Students continued to perform well in NAPLAN testing in Years 3 and 5 with overall improvements in all aspects of the tests. Our students performed well in Selective High School Tests and University of New South Wales competitions.

Messages

Principal’s message

I am pleased to be able to report to our school community on the many highlights and achievements of 2011.

It takes a whole community to educate a child, with home and school working together. Our teachers, support staff, parents and carers all work together to provide the very best opportunities for all our students.

We continue to provide high quality learning, with individualised programs for students at all points of the learning continuum.

This year we have implemented exciting new programs and resources including Beebots, a range of programmable robots that have enriched the learning of our students in K-2, and Flip cameras which are used to enhance digital story writing.

Students now have access to Mathletics and Bug Club, two on-line learning tools that are used at school and at home.

A major project in 2011 was a complete re-cabling of the school enabling us to prepare for remote management of our computer system.

Professional development for teachers has enabled reflection on quality teaching, acquisition of technology skills, collaborative planning and good team work.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Bev Maunder
Principal

P & C message

This Year was a busy and exciting time for the P&C with the merging of the School Council and P&C, changes to the committee and time of meetings, the P&C taking over the running of school discos and many successful fundraisers.

We are pleased to be able to report to our school community on some of the highlights and achievements. These include fundraising income of approximately $20 000.00. This came from fundraising events such as football parking, BBQs, CBA school banking commission, Mother’s day stall, Father’s day stall, Election day cake stall and BBQ, school discos and the Canteen and Uniform shop.

This enabled the P&C to make contributions to school of approximately $18000, which was used towards Band, Life Education program, Camps & Excursions, K-2 Footsteps Dance Classes, Swimming and Surf education, soccer shirts and athletic singlets.

The success of the group would not continue to be possible without the dedication of our P&C members and the support of families.

From my report you will see that the P&C is a very vital part of the school community. Come on everyone, please get involved! I look forward to seeing you at our meetings in 2012.

Tracey Kew
P&C President
Student representatives’ message
Sam and I were very proud to be elected as school captains by our peer group. We have enjoyed many opportunities to represent the school and assist with presentations.

Throughout our time at Brookvale we have enjoyed learning together and discovering our strengths. We loved all the excursions, especially Canberra and the Active Adventure Camp.

We are excited about going off to high school and will always remember Brookvale as the best school in the universe and we have had a fantastic time here. On behalf of all Year 6 students, Sam and I would like to thank all the teachers and support staff who make this school so special. Thank you.

Dolly Chen and Sam Dormis
2011 School Captains

School context
Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
In March 2011 the number of students in mainstream classes was 161 with an additional 7 students attending the Language Support Class.

Student attendance profile
More families completed exemption forms for extended overseas holidays. The attendance rate for the school was 93.7%. This is an improvement on 2010.

Management of non-attendance
Ongoing use of pro formas and systems are assisting families in reporting absences.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2011 class size audit conducted in March 2011.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>6T</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>K/1LR</td>
<td>1</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>K/1LR</td>
<td>K</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Itinerant Teacher Hearing</td>
<td>1.0</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Teacher of Severe Reading Difficulties</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Language Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.294</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Early School Support</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.625</td>
</tr>
<tr>
<td>Total</td>
<td>16.018</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Indigenous members of staff.

Staff retention

At the end of the year we said farewell to three staff members who retired from teaching – Chris Taylor, Carolyn Keys and Sandra McGrath. Danielle Sandalic resigned from her position to retrain as a school counsellor.

Teacher qualifications

All teaching staff meet the professional requirements for NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>47330.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>137102.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>56512.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>189479.00</td>
</tr>
<tr>
<td>Interest</td>
<td>5066.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2408.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>437897.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
**School performance 2011**

2011 was another year of outstanding achievement in a range of areas at Brookvale Public School.

**Achievements**

**Arts**

Highlights of the year included the outstanding performance of the choir at the Warringah Eisteddfod, awarded Highly Commended. The Leolelei singers sang at events throughout the year.

The band continues to develop under the guidance of our band director Jason Smith. Students also attended lessons in various musical instruments including drums, piano, keyboard, guitar and all band instruments. A successful Band Camp was held with the support of senior students from Manly Selective High School Campus.

An exciting addition to our Performing Arts program was the formation of a Trash Percussion Band under the direction of Ian Watson. This band performed at assemblies throughout the year.

In Term 3, K-6 participated in a musical, Alejandra, involving drama, dance and singing. The musical was performed at a matinee and an evening performance.

Students continued to enthusiastically enjoy art lessons developing skills in drawing, painting, model making, clay work and wood work. Each class created a large artwork for display in the school buildings. At the end of the year, each student painted a ceramic tile to create a mural of an underwater scene.

**Sport**

Students represented Brookvale Public School at Zone Cross County, Swimming and Athletic competitions. Vanessa Koosakool competed in the 10 years 100m sprint at the Area carnival held at Homebush.

During the winter season of MPSSA the school participated in the netball, junior league and senior soccer competitions, while the younger students discovered the exciting game of Speedminton with equipment provided through the Premier’s Sporting Challenge grant. The senior A netball and soccer teams participated in the across Zone gala day, with the netball team making it to the finals.

Sean Vaivelata represented the area at the State League Carnival in the under 11s and Chloe Katoa played for area at the State Netball Carnival.

K-2 students participated in Dance lessons in Term 2. Two Year 5 teams and 2 junior teams participated in the Eagle Tag gala day. Students K-6 also participated in gymnastic lessons in Term 3.

Term 4 swimming was well attended with 30 students attending the two week intensive swimming program and all students K-5 attended a weekly school swimming program at the Warringah Aquatic Centre. Year 5 renewed their contact with their Kindy buddies throughout the swimming lessons providing aid and support.

Year 6 attended a Surf Education program at Manly Beach. This popular program included a day’s tuition in sea kayaking.

**Liz Guina**  
Sport Co-ordinator
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Professional Learning focused on Persuasive writing helped us to improve the number of students achieving Bands 5 and 6 in the Writing aspect of NAPLAN.

Our average score was 439.9, compared to the State DEC average of 422.4.

Numeracy – NAPLAN Year 3

68.2% of Brookvale students scored in the top three bands and twice as many students achieved Band 6 than in 2010.

Literacy – NAPLAN Year 5

Systematic and explicit teaching of Grammar and Punctuation led to a greater number of students achieving in the top bands. 47.6% of Brookvale students achieved Bands 7 and 8 compared with the State DEC figure of 37.4% students.
The 2011 cohort of Year 5 students achieved progress in Numeracy between Year 3 and Year 5 of 101.9 compared with the State average of 95.8.

Progress in Spelling between Year 3 and Year 5 has been very pleasing. Our students’ score increased by an average of 112.7 compared with State DEC students whose score increased by 75.4.

Progress in numeracy

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
**Percentage of Year 3 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>95.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.0%</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Percentages of Year 3 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

This year has been a positive one in Aboriginal Studies with all students engaged in a variety of learning experiences.

All classes produced art works with an Aboriginal perspective. Senior students appreciated artworks by contemporary Aboriginal artists. An Aboriginal perspective is taught wherever possible in all units of work studied in class.

A performer from the Nora Goodridge organisation came to school during NAIDOC week and taught the children about Indigenous Culture using music, song and dance.

Acknowledgement of Country is included in all weekly assemblies and on presentation night.

**Multicultural education**

56% of students at Brookvale Public School come from a language background other than English. Twenty two different language groups are represented in the school. The school has an ESL teacher three days per week.

Tongan is taught as a Community Language to students with Tongan heritage two days per week.

Italian, Greek and Portuguese classes are available as extra-curricular options.
Other programs

Student Wellbeing

Teachers at Brookvale Public School continue to promote acceptance and social harmony throughout the school. Programs and policies to promote Student Leadership and responsibility were continued, as well as the teaching of values and respect for others.

During the first week of Term 1 students in Year 6 attended a Peer Mediator training day to learn new skills enabling them to act as unbiased mediators to resolve cases of bullying and individual conflicts between children. Students in all classes completed their ten lessons in the ‘Our Caring School’ program which covered areas such as who can help, being assertive and building self-esteem.

Teachers also continued to teach the ‘Stop, Think, Do’ program which provides students with a scaffold to follow during a conflict. This program aims to train students to not react, but to be assertive and also to listen to others.

Year 6 students were given opportunities to develop leadership skills during the year. Captains and Prefects attended a leadership training day early in Term 1. Other students were elected to the role of House Sports Captains while others volunteered as Assembly and Library monitors. These responsibilities encouraged the development of organisational skills and self-esteem.

The ‘Kindy Buddies’ program was further developed, ensuring the smooth transition of children from pre-school to Kindergarten. This involved the Year 5 students meeting and helping a Kindergarten student during their settling in period into school. This also included a number of joint activities such as art and craft, play and athletic carnival events throughout the year. The older children from Brookvale Pre-school also visited Kindergarten to learn what ‘big school’ would be like.

Year 6 students visited all levels of government during the year including Warringah Council (local), NSW Parliament (State) and Australian Parliament House (Federal) as part of their Civics and Citizenship program. Other important places visited while in Canberra included Parliament House, the Electoral Education Office, the National Capital Planning Exhibition Centre, the Australian War Memorial and the Institute of Sport.

Environment

Brookvale Public School students have continued their enthusiastic participation in a wide variety of environmental education activities and excursions.

Year 1 and 2 students maintained the worm farms and compost bins as well as working in our eco-friendly garden growing healthy vegetables. Salad vegetables and herbs grown by students have been used by the canteen to provide healthy lunches for our students. The Kindergarten children have also helped to grow plants in the garden and have composted leaves.

Year 6 students participated in the Streamwatch water testing program. The water is tested at two sites in Brookvale Creek to compare the water quality before and after it leaves the industrial area. Year 6 also participated in a Waterbug survey above the waterfall in Allenby Place. The water quality in Brookvale Creek is satisfactory.

Our school participates in Clean Up Schools Day held in March. Year 6 regularly collect waste paper from the classrooms to be put in the big paper recycling bin. Students assist in maintaining native plant gardens, such as the frog pond area, to encourage native animals to visit the area. Cockatoos, lorikeets and corellas are often observed feeding on the grevillea flowers.

Brookvale School recycles rainwater, food scraps, paper, cardboard and ink cartridges.

Excursions

A comprehensive program of excursions was organised for students in all classes. These excursions were integrated into classroom teaching and learning programs and provided valuable educational and social experiences from which students could build their knowledge and understanding.

Excursions were organised for all classes such as Years 5 and 6 who went to the National Maritime Museum to see the Antarctica Exhibition. Year 6 also visited the Warringah Council Chambers and our School Captains went to NSW State Parliament House for a tour with the Minister for Planning, the Rt Honourable Brad Hazzard MP. Years 3 and 4 went to the Rocks Walking Tour. Students in Kindergarten and Years 1 and 2 went
to Taronga Zoo. Year 6 enjoyed a two day excursion to our Nation’s Capital City, Canberra which enhanced their understanding of Australian Government and Democracy. Year 6 also enjoyed the physical challenges and team building exercises during a day at the Active Education Camp at Gosford.

Technology

Information technology is used by teachers in all classrooms to support class learning in a variety of curriculum areas. Access to the internet is available to all classes, also a wide variety of software is available to support learning in Maths, English, Science, Human Society and Its Environment, Personal Development, Health and Physical Education as well as the Creative Arts.

Students are taught to safely use the internet so that their privacy is protected. Students are explicitly taught how to use reliable search engines to conduct effective research.

$26,000 was invested in re-cabling the whole school, three new laptops were purchased and older desk top computers were replaced with 28 new ones.

A set of flip cameras was purchased to facilitate the development of digital story writing in all classes.

Progress on 2011 targets

Brookvale Public School achieved the following targets in 2011.

Target 1

Improve Literacy outcomes for all students with a focus on grammar and comprehension.

Our achievements include:

- Increased differentiation of lesson content to target and meet varying learning needs.
- An increase in the number of students reaching minimum standards in NAPLAN tests.
- NAPLAN results showed improvement in grammar and inferential comprehension.
- 47.6% of Brookvale students achieved Bands 7 and 8 compared with the State DEC figure of 37.4% students.

Target 2

Improve numeracy outcomes for all students, with a focus on developing automaticity of fundamental numeration skills and sound conceptual understandings.

Our achievements include:

- Implementation of the targeting early numeracy (TEN) program K-2.
- More differentiation evident in Numeracy lessons.
- All classes following the Go Maths program.

Target 3

Upgrade infrastructure and functionality of technology systems within the school and increase staff knowledge of using connected classroom facilities.

Our achievements include:

- New cabling and new server installed, working towards the completion of the remediation program. The school is now ready to be remotely serviced and managed by DEC.
- Old machines have been removed from the network and 28 new computers have been purchased.
- A number of staff attending additional training and development sessions to achieve advanced skills in the use of Interactive Technology.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Teaching and Learning and Mathematics.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. 23% of parents returned their surveys and their responses are presented below.

Teaching and Learning

More than 90% of respondents agree or strongly agree that Brookvale PS has good teachers who use quality teaching practices and cater for the individual needs of all students. Teachers offer challenging programs, extending the learning of students with high potential.

Parents expressed that they would like to know more about the NSW curriculum and the six Key Learning Areas.

Mathematics

85% of parents agree or strongly agree that their child has made good progress in Mathematics this year.

Almost half of the respondents feel that they do not have a good understanding of the Mathematics syllabus and of how Mathematics is taught in the classroom.

Parent workshops will be offered in 2012 to look at the content strands and sub strands of the syllabus. We will focus on the Go Maths program which is our core teaching resource, and the strategies that are taught to build mental computation skills.

Professional learning

All staff undertook mandatory training in Child Protection, Emergency Care and CPR. Teachers elected to attend training courses in areas linked to school targets.

Whole school professional development focused on Technology, Persuasive Writing and Quality Teaching in Literacy and Numeracy.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 – Quality Teaching

Outcome for 2012–2014

Improvement in quality of teaching and learning as a result of explicit and integrated professional learning in literacy, numeracy, technology and curriculum differentiation.

2012 Targets to achieve this outcome include:

- Establishment of collegial relationships between teachers enabling sharing of expertise and peer mentoring.
- All teachers to be engaged in quality professional learning programs that will further enhance their skills and knowledge in Literacy, Numeracy, use of Technology and Curriculum differentiation.

Strategies to achieve these targets include:

- Formation of parallel stage-based classes across the whole school.
- Provision of time for collaborative planning.
- Implementation of critical thinking activities across whole school.
- Planning and provision of high quality professional learning opportunities.

School priority 2 – Literacy

Outcome for 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, Smartboard technology and curriculum differentiation to support and extend learning.

2012 Targets to achieve this outcome include:

- 80% of students achieving minimum standards in Reading (Level 26) by end of Year 2
- Raise Year 3 achievement of minimum standard in NAPLAN Reading to 95%
- Raise Year 5 achievement of minimum standard in NAPLAN Grammar and Punctuation to 98%
Strategies to achieve these targets include:

- Focused teaching of oral comprehension using the Super 6 Strategies (making connections, predicting, questioning, monitoring, visualising, summarising)
- Implementation of Individual Support Plans for students needing explicit skills teaching
- Identifying and teaching to the literacy needs of individual students from SMART data evidence

School priority 3 – Numeracy

Outcome for 2012–2014
Improvement in students’ numeracy skills through explicit and systematic teaching in all strands of Mathematics, with a focus on Number and Patterns and Algebra, incorporating Smartboard technology and curriculum differentiation to support and extend learning.

2012 Targets to achieve this outcome include:

- Improved understanding and deep knowledge of mathematical number concepts
- 75% of students at Facile level by end of Year 2
- Teachers to increase their use of data to drive planning and programming

Strategies to achieve these targets include:

- Full implementation of the Go Maths program K-6
- Continued training in, and use of TEN strategies in class
- Professional training in data analysis, especially SMART data and PAT Maths

School priority 4 – Community

Outcome for 2012–2014
Improvement in the local community’s perceived view of the school’s culture and achievement

2012 Targets to achieve this outcome include:

- An increase in partnerships and level of engagement with the parent and wider community to engage confidence, leading to increased enrolments

Strategies to achieve these targets include:

- Begin work with the School Promotion Unit, including gathering demographic data and holding focus groups with current parents and local residents

- Update and improve the school’s communication systems, including the website and weekly newsletter

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.

Bev Maunder – Principal
Dianne de Graaf – Assistant Principal
Skye Surrest – Assistant Principal
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School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: