

# Braeside Primary School 2014



# Annual Report

*At Braeside we aim to create a learning environment where all students feel safe, happy and included. We understand that students have a range of skills and abilities, catering for individual needs through curriculum that is both differentiated and inclusive. All students are encouraged to achieve their personal best. Parents are valued as partners in their child's education and work together with staff to ensure that all students are successful.*

*Literacy and Numeracy are specifically targeted, with 50% of teaching time devoted to best practice teaching and learning programs and emphasis on a whole school approach to planning and learning. Braeside staff are dedicated and professional. We expect high standards from staff and students and constantly strive for higher levels of achievement.*

## Introduction

I present to you the Annual Report for 2014, an extremely successful year for Braeside Primary School. Students improved their academic performance in all areas of Literacy and Numeracy, exceeding the performance of like schools consistently. Our Professional Learning for staff focussed on the development of evidence based teaching strategies across the school. Staff committed to supporting each other and developing within the students a desire to achieve and an understanding of the importance of learning. This is increasingly evident as visitors wander around the school and see students actively engaged and striving to do their best in all areas of the curriculum. Staff and students will continue to set themselves challenging targets and work towards these using a range of diverse and engaging learning experiences. This report celebrates the achievements for 2014 and refines the directions for 2015.

Teresa Wigg

**Principal**

## Braeside Highlights 2014

- Acceptance into the Aboriginal Early Years Literacy Strategy program, which has provided training for a staff Literacy Leader and access to a wide range of Professional Learning Opportunities.
- Year 7 students were farewelled from the School in a combined Year 6/7 Graduation Ceremony and a formal dinner hosted by the parents. 2014 is the last time Braeside will host Year 7 students.
- Paul Drage was selected into PEAC for 2015.
- Champions of 2014 Interschool Swimming, Cross Country and Interschool Athletics Carnivals.
- End of Year Concert – Students displayed their bush dancing skills accompanied by the Mucky Duck Bush Band.
- Braeside Choir sang at school assemblies, special events, concerts and events in the wider community under the direction of Mrs Rachelle Newman, the school Art and Music specialist.
- Students participated in Crunch & Sip Healthy Eating Promotion and Whole School Lunches.
- Our Kindergarten programme continued to strengthen and links were consolidated with Speech Therapists and Occupational Therapists as a result of the very successful Kindergarten Oral Language Program.
- Term 3 Learning Journey and Resilience Day for parents and students.
- Professional Learning for all staff in the use of iPad and Interactive Whiteboards in class.
- The successful retention of the majority of teaching staff and Administration staff for 2015.
- 'Good Standing' events at the end of each term.
- Enclosure of the Kindergarten verandah area
- Construction of the nature play playground in Kindergarten and extension of the Kindergarten play area.
- Participation in numerous sporting events including State Cross Country Championships, Winter Lightning Carnival, Cricket Carnivals and in school badminton, hockey and tennis.
- Year 6/7 camp to Perth.

## Progress on School Priorities 2014

### Literacy:

The access to ILLNP funding continued to allow all teachers in the Junior areas to conduct On-Entry and Semantics Testing from Pre-Primary to Year 2, redoing this at the end of the year. Teachers evaluated each child's growth and used the information for planning, teaching and follow-up assessment. Speech Pathologists supported the newly arrived Kindergarten students throughout the year with a weekly Oral Language Program. Teachers continued refining the whole school spelling plan, developing a structured scope and sequence that aligns with the Australian Curriculum and phonics sounds taught.

The Year 1-7 teachers implemented a Guided Reading strategy, word of the day and Cars and Stars program as a key part of Literacy rotation activities. This will be consolidated in 2015 and integrated into the Literacy Block format. Teachers have focused on assessment of students using Lexile levels and PM Benchmarks for placement into Guided Reading group. Student's Lexile and PM Benchmark levels are tracked each term throughout the year. During 2014, year level targets in both reading levels and fluency were established and these became a key source for monitoring effectiveness of student Individual Education Plans (IEP's). These processes and procedures will be further refined in 2015 as we use the school based Lexile and PM Benchmark programs as key drivers to improve reading throughout the school.

The Literacy Leader role within the school in 2014 involved supporting teachers to implement Word of the Day and semantic activities across the school. The Literacy coach also took an active role in developing warm-ups and explicit teaching skills of all teachers, using coaching sessions. The role also involved supporting teachers with the implementation of guided reading within their classrooms. This also provided modelling and mentoring support for newly graduated teachers. The role also involved monitoring of PM Benchmark levels and Lexile use across the school and developing accountability with School Literacy processes.

### Maths:

Throughout 2014 teachers worked to increase the profile of Maths within the school. A whole school Maths Professional Learning was undertaken in Term 2, supporting teachers with the concept of Whole School Maths planning. Teachers reviewed current practices and developed warm-up content throughout the year. As a staff they also reviewed existing practices, including the times table challenge and refined these based upon best practice research to ensure the practices are meeting the Australian Curriculum targets. All staff used Australian Curriculum planning and assessment documents, moderating with each other to establish consistent reporting across year levels.

The Numeracy Leader worked with individual teachers to develop skills in planning and differentiating Maths lessons that focused on developing an explicit targeted Australian Curriculum outcome. The Leader also worked with staff on developing warm-up activities that support students to retain concepts previously taught and develop fluency in maths fact recall.

### Pastoral Care:

The School continues to offer Active After School Communities, Read with Me Afternoon Tea, Braeside Barracudas swimming group and before school cross-country training. The year 2014 also saw the introduction of Homework Club and the 3 year old Indigenous Kindergarten Program.

At the end of 2014, Braeside was successful in gaining the services of a Chaplain, to support students at the school.

The end of 2014 and into 2015 will see the school focus on improving student behaviour and the climate of the student community. Behaviour management was refined and addressed with a new Behaviour Management Policy implemented school wide. This Policy focused on consistent consequences across the school and streamlined current processes. Staff meetings were used to address problem areas for behaviour and develop targeted action plans. The year, 2015, will see this focus continued. The school will develop targeted Individual Behaviour Plans (IBP's) that address specific behaviour, having targets and strategies that are supported by the School Psychologist and Special Educational Needs Teams. The Staff will also access support and strategies from the Community Mental Health Team monthly, to further support IBP's.



## Student Enrolment and Attendance

### Enrolment

Student enrolments were 234 at the beginning of the year and were the same at the end of the year. Although there were some families who left over the year, these were quickly replaced with new arrivals. The numbers of students in Kindergarten and Pre-Primary continue to increase, with our early years students becoming a higher percentage of the school population. Projections for 2016 are for enrolments to return to around 240, with both the Year 6 and 7 groups leaving having minimal impact for 2015.

### Attendance - Overall Performance

In 2014 student attendance was well below the state average for regular attendance with a continued decrease in all year levels. Aboriginal attendance was also lower than the state average, although there was an intensive push to improve attendance throughout the year with dedicated administration time and resources put into place, ensuring effective monitoring and follow up of those students on attendance plans, whom had been identified as 'at risk'. The school put into place weekly attendance rewards for the classes with the highest attendance and the lowest rate of unauthorised absences, this will continue in 2015. Breakfast Club and an attendance group were strategies in place for 2014. Kindergarten students had a regular attendance rate of 23%, which is the lowest in the school. This Group will become a targeted focus group for 2015, with a plan to improve attendance behaviour early, and improve parent perception of the value of Early Years Education. A school based Attendance Policy and Plan will be developed in 2015 specifically targeting shifting students from Indicated risk to Regular attendance.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	59%	29.3%	7%	5%
2013	68.6	19.3%	8.5%	3.4%
2012	65.9%	21.6%	10.2%	2.1%
WA Public Schools 2014	75%	17%	6%	2%

## Parent, Teacher and Student Satisfaction

### Parents:

During 2014, the school collected information through the Department based survey. Enforcement of consistent rules and consequences across the school, as well as identifying a bullying problem were consistent areas of concern.

Items of the parent survey that were extremely positive included the elements:

- Teachers at this school treat my child fairly;
- Staff encourage in my child a sense of pride and achievement and a feeling of self-worth;
- Staff provide a stimulating learning environment and make work interesting and enjoyable.

Positive comments made by parents included:

- I am very impressed with the way the teacher motivates the class and individual students;
- Wonderful to see such great NAPLAN results;
- Lexile system works well;
- Love school assemblies and learning journey. So great to see the kids display their work and hear of their progress. Very proud.

Parents also identified areas of concern within the school, the three lowest scoring items all relate to pastoral care, bullying and behaviour management. This included enforcement of consistent rules and consequences across the school, as well as identifying a bullying problem.

### Teachers:

Staff identified the same areas of concern as the parents, detailing specifics of situations and incidents that need to be targeted for the school to improve. Staff positives include that children are challenged to meet their learning goals and that a sense of pride in student achievement is established throughout the school.

Cont...

### Student Councillors

Lovely Tha  
Jaxon Lantzke  
Kaesha McKenzie  
Samantha Reeves  
Syafera Azni  
Alice Ohlsen  
Millie Jones  
Kiesha Walters  
Haydn Boetel

### Sports Leaders

Acacia  
Bronte Garlick  
Caleb Keley

Mallee  
Siriya  
Ndayambaje  
Connor  
McPherson

Wandoo  
Kyliesha Pickett  
Deklan Georgy

### School Council

Mrs K Gilmour  
(Chair)  
Mrs L McPherson  
Mrs K Lantzke  
Mrs J Cronin  
Mrs L Keley  
Mr K Ohlsen  
Miss B Altus  
Mrs E Kirk  
Miss L McCarley  
Mrs T Wigg

### Destination of Graduates

Broome SHS  
Butler College  
Great Southern  
Grammar  
Guildford  
Grammar School  
Katanning SHS  
Penrhos College  
St Mary's Anglican  
Girls School



As a result of the survey, staff engaged in action planning and developed consultation committees to meet the areas of identified concern, this will continue into 2015.

Various methods were employed to access parent responses including internet based responses, home visits and surveys distributed during sporting events.

**Students:**

During 2014 students responded to several surveys throughout the year, giving teachers valuable input into specific elements of the Literacy and Numeracy program offered throughout the school. Students also answered a bullying survey, these results were analysed by the consultation committees as a way of targeting future actions.

**Terminology  
NAPLAN**

National Assessment Program in Literacy and Numeracy.

**Like Schools**

When results are compared to like schools, this means schools with a similar socio economic background, and profile, it does not refer to schools in the same geographical region.

- Like schools for BPS include:  
 Balcatta PS  
 Baler PS  
 Bridgetown PS  
 Dalzellup PS  
 Hilton PS  
 Orelia PS  
 Quinns Beach PS  
 Padbury PS  
 Wirrabirra PS  
 East Narrogin PS  
 Narrogin PS

**Student Performance**

Braeside students have improved their levels of academic performance, achieving a higher level of results than in previous years. Longitudinal data tends to indicate Year 5 students do better than Year 3. However, 2012 Year 3 students were expected to and did perform at slightly higher levels than previous years, coming in well above the expected levels for like schools. Overall, the school performed better in Writing and Punctuation and Grammar which is where the teaching emphasis was placed. Year 3 students achieved well above like school levels in all areas of Literacy, which reflects the schools focus on Early years and explicit teaching in phonics, comprehension strategies and writing skills.

This level of performance was predicted through the use of On-Entry assessments for all students PP-Year 2 during February and December.

**NAPLAN Comparative Performance Summary**

	Year 3			Year 5			Year 7		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Numeracy</b>	0.0	-1.0	1.4	-1.1	-1.7	1.4	-0.4	-1.4	-0.0
<b>Reading</b>	-0.4	-0.9	1.1	-0.4	-0.7	1.5	0.1	-1.1	-0.2
<b>Writing</b>	0.5	0.6	0.9	0.2	-2.3	2.5	0.3	-0.3	0.5
<b>Spelling</b>	-0.3	-0.6	0.5	-0.6	-0.4	1.1	-0.2	-1.5	0.5
<b>Grammar &amp; Punctuation</b>	0.4	-1.2	1.2	-0.4	-0.6	1.0	-0.5	-1.0	0.8



**Above** more than one standard deviation above the predicted school  
**Expected** within one standard deviation of the predicted school mean  
**Above** more than one standard deviation below the predicted school  
 No data available or number of students is less than 6

**NAPLAN 2014**

AASM - All Aust. Schools Mean  
 ( ) indicate school targets  
 Red and green indicate targets met/not met

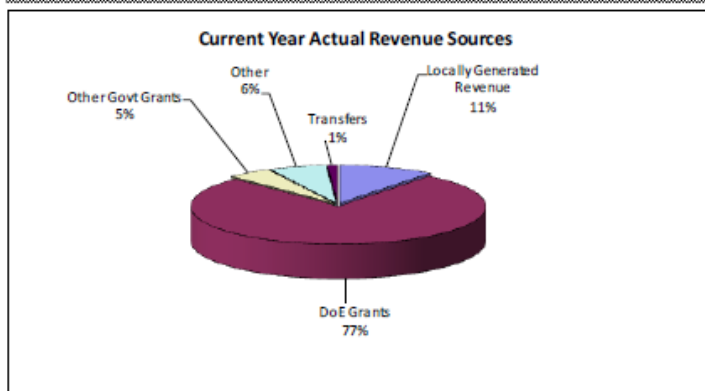
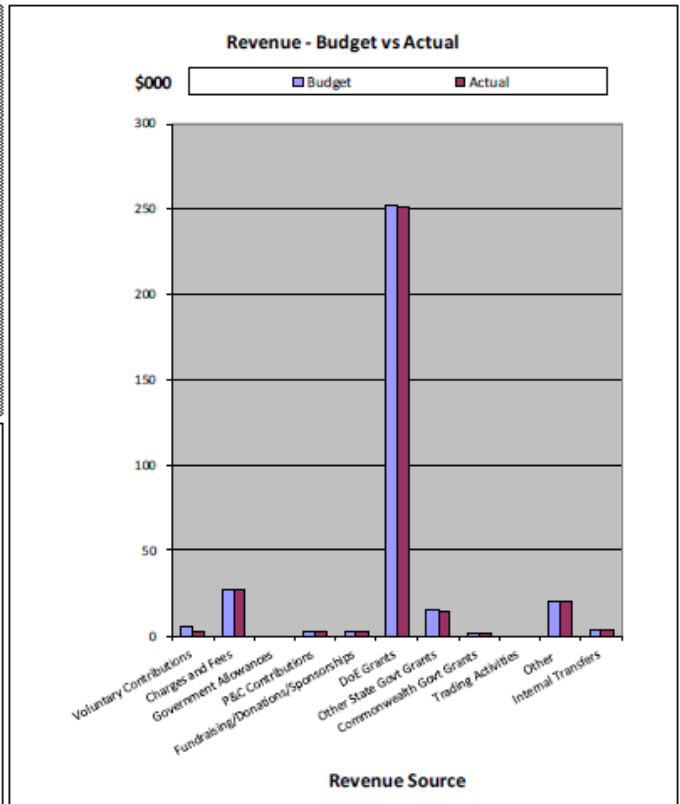
	Reading			Writing			Spelling		
	YEAR 3	YEAR 5	YEAR 7	YEAR 3	YEAR 5	YEAR 7	YEAR 3	YEAR 5	YEAR 7
% of students who achieve above Minimum standard	(75) 81	(60) 63	(60) 64	(80) 81	(75) 81	(70) 64	(60) 68	(60) 63	(60) 61
Score difference school mean/AASM	-26	-24	-41	-16	+11	-10	+3	-27	-25
% of students above AASM	(30) 39	(40) 37	(30) 16	(30) 45	(30) 55	(35) 39	(30) 38	(30) 41	(35) 35
% of students who achieve at Minimum standard	90 100	95 97	85 100	95 97	95 93	95 91	90 100	90 89	90 97

# Financial Information

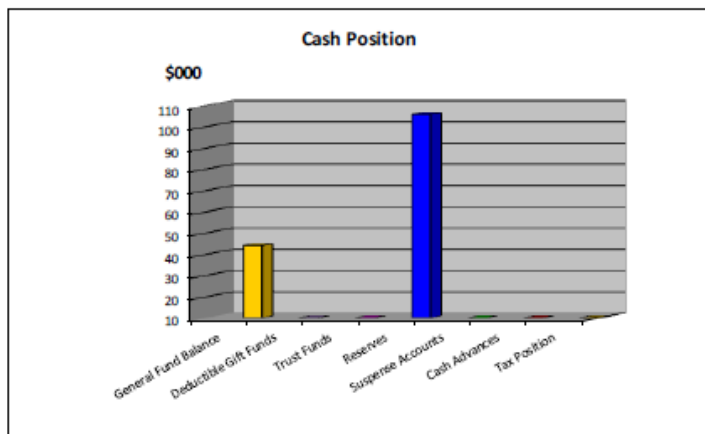
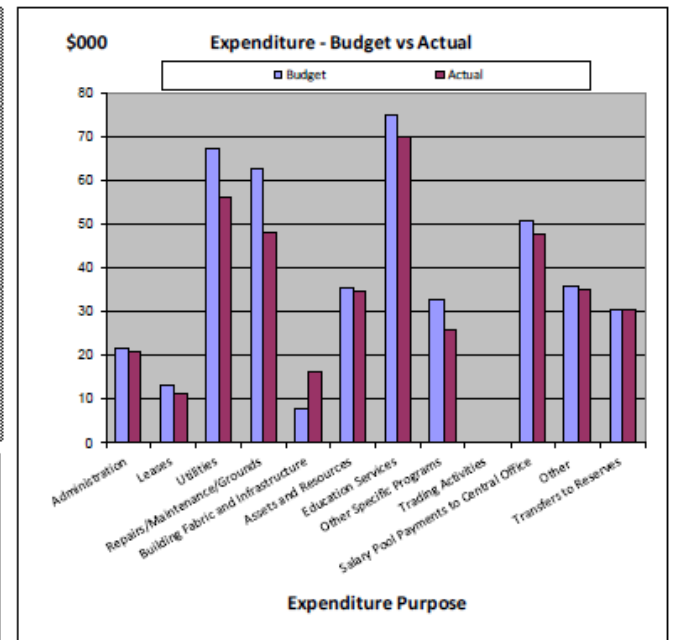


## Braeside Primary School Financial Summary as at 31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 4,795.00	\$ 2,477.90
2	Charges and Fees	\$ 27,111.00	\$ 27,111.37
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 2,870.00	\$ 2,870.00
5	Fundraising/Donations/Sponsorships	\$ 1,667.00	\$ 1,667.45
6	DoE Grants	\$ 251,896.00	\$ 251,032.00
7	Other State Govt Grants	\$ 15,242.00	\$ 14,774.08
8	Commonwealth Govt Grants	\$ 1,091.00	\$ 1,090.91
9	Trading Activities	\$ -	\$ -
10	Other	\$ 20,222.00	\$ 20,704.06
11	Internal Transfers	\$ 3,630.00	\$ 3,630.00
	<b>Total</b>	<b>\$ 328,524.00</b>	<b>\$ 325,357.77</b>
	Opening Balance	\$ 114,341.00	\$ 114,341.29
	<b>Total Funds Available</b>	<b>\$ 442,865.00</b>	<b>\$ 439,699.06</b>



	Expenditure	Budget	Actual
1	Administration	\$ 21,451.00	\$ 20,735.38
2	Leases	\$ 12,991.00	\$ 11,155.19
3	Utilities	\$ 67,225.00	\$ 56,118.55
4	Repairs/Maintenance/Grounds	\$ 62,551.00	\$ 48,127.63
5	Building Fabric and Infrastructure	\$ 7,706.00	\$ 16,032.73
6	Assets and Resources	\$ 35,411.00	\$ 34,693.72
7	Education Services	\$ 74,799.50	\$ 69,990.40
8	Other Specific Programs	\$ 32,601.50	\$ 25,751.91
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 50,622.00	\$ 47,622.00
11	Other	\$ 35,493.00	\$ 35,162.51
12	Transfers to Reserves	\$ 30,290.00	\$ 30,290.00
	<b>Total</b>	<b>\$ 431,141.00</b>	<b>\$ 395,680.02</b>



Cash Position as at:	
Bank Balance	\$ 148,529.38
Made up of:	\$ -
1 General Fund Balance	\$ 44,019.04
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 105,838.44
5 Suspense Accounts	\$ 240.90
6 Cash Advances	\$ 200.00
7 Tax Position	\$ (1,369.00)
<b>Total Bank Balance</b>	<b>\$ 148,529.38</b>