

BRAEVIEW SCHOOL R-7 2020 ANNUAL REPORT

Site Name; Braeview School R-7

Site ID; 1163

School Principal; David King

Governing Council Chairperson; Narelle Allen

Site Context and Highlights

Braeview's enrolments have remained around 460 students over the past three years. There was an increase in Reception enrolments and therefore JP enrolments in 2019. The school has a strong transition process in place, including regular twice termly meetings with kindergarten teachers along with visits to and from the school and kindergarten, which has provided future parents with positive information about Braeview. However, due to Covid restrictions many of these activities did not happen. As restrictions were eased a few were able to be run.

The school was staffed with a Leadership Team consisting of Principal, Deputy Principal, Senior Leader (STEM) and Finance Officer. The leadership team met regularly to discuss our strategic directions and school management. There were 28 teachers (8 male and 20 female) teaching across 17 classes and providing specialist areas (Special Education, LOTE, HASS, Physical Education and The Arts). The school also had a Christian Pastoral Care Worker and two SSOs who are part of our Stephanie Alexander Kitchen Programme.

The school utilised 25 SSOs who provide additional support to classroom programmes and support for students with learning needs. In 2014 the school employed seven SSOs, the increase is a direct correlation to the increase in students with disabilities and behavioural issues; in 2020 Braeview had 85 students receiving additional supports, 45% identified with Autism.

Our Sports teams performed well throughout the year and physical education is held in high regard across the school. In 2019 we had three netball teams, four soccer teams and 4 basketball teams representing our school. Again we were not able to get a football team to represent the school. Thanks need to go to all the parents who assisted with our sporting teams, either as a coach or assisting behind the scenes. All teams had a manger whose role was to ensure that families met Covid rules. Bridgette Seccafein who is Netball Coordinator has done a fantastic job and has really promoted these teams. Paul Bate and Trish Taylor have done an excellent job as coordinators of our soccer and basketball teams.

Our School Choir again achieved a high standard at audition and performed well on the night and thanks to Tracy Butler and Holly Goder for their management of the choir. Again, due to Covid restrictions, their performance was held on-line.

2020 has been unique around the planet. Since March, people have taken on challenges that no one in our lifetime has seen before. Few people had even heard of, let alone used Zoom or Microsoft teams. No one thought social distancing would be part of a classroom daily routine or that students would have to sanitise their hands upon entering into a classroom. Wendy, the school's cleaner, became part of the staff, cleaning everything a number of times a day.

That we've done so is a great tribute to our resilience, to our determination, and to our ability to find our way in the world.

Governing Council Report

Despite the obstacle's surrounding 2020 we were still able to hold most of our Governing Council meetings and some of our fundraisers. We were able to run both our Mother's Day and Father's Day stalls. We also held a student only BBQ during sports day and our Colour Explosion Fun Run. There was also commission received from the online Entertainment Book.

Our 2019 carried forward fundraising account balance was \$25,621.20. Our 2020 profit, after expenses was \$13,202.23, leaving our fundraising account with \$32,107.37 to be carried forward. During the 2020 year we funded: ☐ Subsidising the R-5 swimming and 6/7 aquatics- \$3790 ☐ The live animal display in the library- \$650.95 ☐ Mural near office ramp, Montana Drive- \$1309.15 ☐ Library lounges for student use in the library- \$722.75 ☐ JP Holiday reading challenge- \$59.64 We also donated left over brown paper gift bags from our Mother's Day stall to the Reception units for their Christmas gift bags In 2021- We will continue to fund: ☐ The live animal display in the library ☐ JP Holiday reading challenge ☐ R-5 swimming ☐ 6/7 camp (instead of 6/7 Aquatics due to reduced cost in 2021).

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We have earmarked funds for: ☐ Money for Classes/Learning units- To allow classes/learning units to purchase items to enhance learning in their classrooms or learning units. \$500 perclass- \$9000 total ☐ JP Holiday reading challenge- \$300 per term ☐ Drinking Fountains- We are looking at using the Credit Union SA school rewards account money (not incorporated in the fundraising money) to purchase new drinking fountains to go alongside our new toilets- \$10,000 approx ☐ Creating/Building an inclusive play space, agility course, seated/shaded area between OSHC, LA5 and LA6- with funds to also come from OSHC and School- \$10,000.

Narelle Allen Braeview Governing Council Chairperson 2020.

Improvement Planning; review and evaluate

The focus of 2020 was to continue our work on literacy and numeracy. Much of this work focussed upon curriculum make up and learning design. The major components of this work included:

- PLCs were regularly released to collaboratively plan units of work in line with literacy and numeracy (the Australian Curriculum) focusing upon differentiating the work for a range of students, establishing learning goals for students and planning common assessment tasks which were moderated. This work was facilitated by the Deputy Principal.

- All staff continued with their work on Brightpaths. Teachers moderated student's work early in the year and then the Bright Paths group moderated the work and provided teaching points for students' continued achievement. Students' work was gathered and again moderated later in the year to gather student improvement. There was significant improvement across the school.
- Staff spent much time examining and preparing online materials to deliver during covid-19 school closure. Zoom meetings became a preferred method of training and workshop delivery.
- New staff have accessed training in Jolly Phonics and Autism which are whole school expectations.

EARLY LITERACY LEARNING STRATEGY /EARLY YEARS STRATEGY

Braeview received \$99 645 in 2020 and this money was used for:

- Funding a staff member as Literacy and Numeracy Support Teacher who worked (0.2 for three terms) with junior primary staff focussing upon literacy and numeracy improvement. Junior primary staff continued to work on improving language development through play, discussions were also had around loose parts play and the support teacher and I visited a school and kindies to look at their loose parts programs.
- Funding an SSO to run a Junior Primary Sensory Programme. All Reception students are tested and those that need receive 2 sensory sessions per week. The focus of these sessions is to assist students, through a range of proprioceptive activities, integrate their senses and regulate their nervous system so they can participate more fully in the teaching and learning programme.
- Funding SSO classroom support (2 hours per week) where an SSO works in each junior primary class to support student learning.
- Funding our Intervention programmes, MiniLit and MultiLit. A Heggarty program was introduced to support students who still had difficulty after working on MultiLit and MiniLit. Students are assessed against phonemic awareness knowledge and Running Record data to be identified for these programmes where the focus is upon their phonemic awareness ability.

Improvement Planning; Aboriginal Learners

Braeview's focus is upon monitoring the attendance (if you're not at school you can't participate in the teaching and learning activities) and each student's achievement across the year. Student achievement is monitored via a number of assessments; Phonics Screening, Running Records, PAT R and PAT M, these screenings are continually used to assess if students need additional support via intervention activities. APAS also provides funds which support Year 1 to 3 aboriginal learners to access additional supports.

Performance and attendance

School Performance Comment

Reading; The Year 1 Phonics Tests had 69% of our students achieve SEA. This has increased from 60% in 2019. The school has a Spelling / Jolly phonics session across R-7 every day where students are tested and work in groups according to their scores. We use the Phonics test to screen all our Year 1 students and students can be placed into a range of intervention programs based upon their results. We have introduced Heggarty into our intervention program, which has had positive outcomes for students who struggled with other intervention programs; MultiLit, MiniLit and MacqLit.

Our junior primary students are tracked with regard to their Running Records progress, based upon the level of reader they are reading. Our Year 1 results show an improvement in the percentage of students reading above level 21, the expected achievement level is 13 and 80% of our students have achieved this level or above. Our Year 2 data shows we have 90% of students reading at the expected level of 21 or above. Across Year 1 and Year 2 there has been an improvement in student achievement when compared with 2019.

The year 3, 5 and 7 NAPLAN tests were postponed due to covid-19. Students did participate in the PAT-R (reading) and Pat-M (maths) tests. One goal for the school has been to maintain the number of students in the upper two bands as measured in NAPLAN results from Year 3 to 5 to 7. Of the Year 3 students who achieved in the upper two bands in NAPLAN in 2019, 73% remained in the upper scores for reading and 95% for maths in the PAT tests for Year 4 students. 100% of students and 89% of students remained in the upper scores from Year 5 to Year 6 in PAT-R and PAT-M respectively.

Improved student achievement has been measured against their PAT-R and PAT-M results from 2019 to 2020. Nearly all cohorts of students across the school have improved their scores which is encouraging. A number of students in Year 7 achieved good scores in Year 6 and dropped off a little in Year 7, this is also the case for the Year 5 maths scores. The reason only 38% of Year 7 students improved their score in reading was that the test was held before recess and went into recess, a number of students told us when we discussed their reduced scores that they wanted to get out to recess and just rushed and filled in any response.

Braeview teacher's have committed to the BrightPaths program. Student work was moderated in PLCs and then externally moderated, teacher's moderation was similar to that of the external moderators. This program has provided teachers with the next step skills for students achieving at set levels, this is valued by the teachers. Targeted and intentional teaching of authorial choices, text features and structures has resulted in improved student scores. Student retention improvement has occurred as students have progressed through the years 3 - 7.

Attendance Comment

Braeview's overall attendance improved slightly in 2020 to 90.6%. The school has a number of chronic and habitual absentees that impacts upon our overall rate. The school has a variety of processes in place aimed at improving the attendance of students; we contact all students with unexplained absences every day and discuss the attendance of habitual and chronic absentees with parents. We have passed a number of these students onto the District Attendance Officer. The impact of covid-19 was felt particularly during term 1 and term 2 at Braeview but wasn't an issue later in the year.

Behaviour and client opinion

Behaviour Support Comment

Braeview has many students with ASD and anxiety issues who need behavioural support to participate consistently in classroom teaching and learning programs. Junior primary students have timetabled break times to have sensory or interoception sessions while primary students access interoception and sensory through a Crash N Bash program. Many students sit on sensory cushions or hokey chairs and have access to sensory items to keep them centred. The school also runs a 'What's the Buzz' program for junior primary students and students who struggle with relationships. SSO's are allocated to support many students, over the last seven years our SSO staff have increased from 7 to 27 due to an increase in students who need RAAP funding or support funding.

Braeview had two students who were issues and impacted upon our Parent Opinion Survey as they were responsible for many lockdowns and critical incidents throughout the year.

Client Opinion Summary

96 parents responded to the school's Parent Survey. Over 80% of respondents indicated that students are treated with respect and are valued by the school.

Communication with parents was an area that parents felt could be improved, 25% of responses disagreed with these questions. Given that most of the year parents were not permitted on site and that parent interviews were not face to face could give an insight into these responses, Braeview has always been seen as having strong communication with parents.

Screening history

Relevant Screening History

Volunteers working with students other than their own children were required to undergo a DCSI clearance and undertake mandatory online Responding to Abuse and Neglect training. Volunteers were also required to provide the school a copy of each of their certificates.

The school was compliant with the Department for Education requirements.

Financial statement

Grants State; \$ 1000

Grants Commonwealth; \$ 36800

Parent Contributions; \$ 137718

Fund Raising; \$ 32107

Other; \$ 1000

Tier 2 Funding (part 1) - Targeted funding for individual students

Improved wellbeing and engagement

Briefly describe how the funding was used to improve the relevant SEA outcomes:

SSOs supported students with anxiety and ASD to access our Crash and Bash and Introception programs that are designed to assist students with sensory regulation. SSOs also delivered a What's The Buzz program.

Outcomes achieved or progress made towards these outcomes:

ASD and students with anxiety issues able to participate in classrooms.

Improved outcomes for students with an additional language or dialect

Briefly describe how the funding was used to improve the relevant SEA outcomes:

Providing students with additional SSO time.

Outcomes achieved or progress made towards these outcomes:

Teachers working more productively in PLCs.

Better schools funding

Briefly describe how the funding was used to improve the relevant SEA outcomes:

This money was spent releasing teachers to work collaboratively in PLCs focusing upon LDAM planning. It was also used to release teachers to develop and review One Plans.

Outcomes achieved or progress made towards these outcomes:

Teachers working more productively in PLCs.