

# **BRAEVIEW SCHOOL R-7**

## **2017 ANNUAL REPORT**



## Context for the Report

Braeview School R-7 is a category 6 Index of Disadvantage School with 19% of school card students, 2.5% of students from a non-English speaking background and 2.5% aboriginal students.

Braeview Primary School was opened in 1975 and, as a result of increasing student enrolments, Braeview Junior Primary School was established 3 years later. The schools went through an amalgamation process during 2012 and became Braeview School R-7 at the beginning of 2013.

The name *Braeview* came from the original estate on which the School is built owned by the Candy family. Braeview comes from Scotland --*brae-water, water-view*. In the original brochure the subdivision was described as:

*"Á delightful, gently undulating setting, only 20 minutes from the city, now planned as an exciting refreshing new township. Every type of home site available. The ideal environment for a family home."*

*"...Your home site comes from a property with its roots firmly embedded in the colourful history of this State. BRAEVIEW, which for 100 years has provided grain crops, wine and livestock, is now available to meet your needs in a new and lasting manner."*

The thistle emblem used as a part of our school stationery was the logo of a subdivision of 363 stage one allotments. The planned 'new township' comprised some 800 allotments. Prices started from £350 or from £25 deposit.

## ENROLMENTS

(as per August Census)

	2015	2016	2017
R-2	167	171	176
3-7	264	263	262
SPECIAL CLASSES	20	20	22
TOTAL	443	454	460

Braeview's enrolments have increased over the past years, mainly because we are beginning with similar or slightly more Reception numbers each year while the Year 7 numbers we are losing are the lowest cohort in the school. We are finding that a number of Reception students, many with disabilities, are coming past their local school to enrol at Braeview. We also feel that 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.

The school was staffed with a Leadership Team consisting of Principal, Deputy Principal and Finance Officer. The leadership team met regularly to discuss our strategic directions and school management. There were 22 teachers (5 male and 17 female) teaching across 17 classes and providing specialist areas (Special Education, LOTE, History and 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 15 SSOs who provide additional support to classroom programmes and support for students with learning needs.

## ATTENDANCE

2015		2016		2017	
Brae view	Like Sch ools	Brae view	Like Sch ools	Brae view	Like Sch ools
92.8	93.1	92.8	93.1	90.9	

Student attendance at Braeview has decreased in 2016. There have been a number of students who have been chronic non attendees due to mental health issues across the family. The school has tried a number of strategies to encourage the students to attend but the smallest issue either at school or at home has resulted in more chronic non attendance.

Braeview has had 10 students who have been absent for more than fifty days across the year.

Braeview records its attendance data every day and teachers are now recording this information electronically from their classroom. This was introduced in term 1 2017.

### **Highlights**

2017 did not bring many staff changes with it, we were able to keep most staff. There were changes to roles with Monique backfilling Tracey's Deputy Principal role while I was on leave and then Katrina Corbett taking Monique's class when she went on Maternity Leave, end of term 3. Monique's class had a disrupted year with a number of teacher changes.

Congratulations to Pearl Somerset who gained permanency at Craighburn PS after being the successful candidate in an open position, we wish Pearl all the best for her future employment.

Our Sports teams performed well throughout the year and physical education is held in high regard across the school. In 2017 we had seven netball teams, four soccer teams and two Kanga cricket teams representing our school on Saturday mornings. We also had 4 basketball teams participating in a school competition. We were not able to get a football team to represent the school which is the first time at Braeview. Tracey Thomson (Deputy Principal) and I tried to get out and watch our students play whenever possible. Thanks need to go to all the parents who assisted with our sporting teams, either as a coach or assisting behind the scenes. Rose Gibbins who is finishing as 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 standards at audition and performed well on the night. This year we decided that all year 6/7 students participate in choir, however students needed to nominate to be part of the Festival Choir. Thanks to Tracy Butler and Holly Goder for their management of the choir.

Students also participated in a number of events; Tournament of the Minds, Meet the Authors, Leadership Workshop and at all times represented Braeview School respectfully and enthusiastically.

Braeview's Jump Rope Team performed together under the guidance of Jonathan Grant and Monique Letheby and have worked hard across the whole year and demonstrated their skills at a number of school events throughout the year.

### **Leadership and Management**

The Leadership Team met regularly across the year and focussed its work on the school's Site Improvement Plan priorities.

## **STRATEGIC DIRECTIONS**

### **Professional Learning Communities**

Australian Curriculum Implementation money was used by PLCs to improve their pedagogy across a range of areas. PLCs needed to apply for this money to carry out an inquiry project that incorporated either literacy or numeracy.

The Reception PLC worked on developing a Pacing Guide for their maths learning in 2017. This work was a result of the work done the previous year around literacy. The group used the money to release themselves so they could look at the Australian Curriculum, at the Foundation Level, and discuss what was really relevant for our students. Over a number of meetings they produced a Pacing Guide that outlined their Maths teaching with common assessments.

The Year 1/2 and Year 3/4 PLCs worked on determining what was a Viable Curriculum to teach in maths, what was the need to know and what was the nice to know within this curriculum. They then developed a Pacing Guide for maths that outlined when concepts would be taught and linked assessment tasks to these concepts. Teachers compared student achievement in these areas and discussed their teaching of the concepts.

The Year 5/6/7 PLC worked on a programme designed by Harvard University focussing upon maths and the growth mindset. Much of the information that this group worked on fitted nicely with the training and development other staff participated in. Staff were also introduced to some internet sites that produced a range of open ended mathematical tasks that this PLC had used in their teaching.

### **Training and Development**

The focus of 2017 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:

- Staff participated in two days of training and development with Colin Sloper focussing upon High Reliability Schooling and Professional Learning Communities. This work became the basis of the school's work throughout the year.
- Staff participated in a 7 Steps Writing programme that went through the seven steps to improve student writing. Most classes have adopted this program as part of their English programme, especially with regard to narrative writing.
- We held a Student Free Day in conjunction with Craighburn Primary to focus upon Growth Mindsets, facilitated by James Anderson. Staff used this training to develop strategies to assist and encourage students to persist and challenge themselves with their work.
- Staff worked with Amanda Badcock (Partnership SLLIP) to focus upon learning design and moderation across R-7. Work was also done on which aspects of our maths curriculum were need to have learning as opposed to nice to know learning.

### **EARLY LITERACY LEARNING STRATEGY /EARLY YEARS STRATEGY**

Braeview received \$86 628 in 2017 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. This salary was converted to TRT days and were accessed as the need arose. The focus of this work was oral language and how we can assist students in their development.
- 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. 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. Students receive four sessions per week.
- Funding our Levelled Literacy Intervention Programme for Year 2 students. Students receive support, through an SSO, four times a week to focus upon reading and comprehension skills.

## YEAR 3 SCHEME

Braeview received \$28 101 in 2017. This money was used to fund our Levelled Literacy Intervention Programme for Year 3 and 4 students. Students received four sessions per week to focus upon reading and comprehension skills.

## BUILDING LITERACY AND NUMERACY SUPPORT TEACHER – 2017

Julie Rust was Braeview's Building Literacy teacher in 2017 and worked in this role two days a week in term 2, 3 and 4. Julie's role was to support class teachers in developing oral language skills in their students. Each teacher had a different focus. The main focii of this role were:

- The role of the speaker and the role of the listener
- Less 'teacher talk and more student talk/interaction using the Think, Pair, Share strategy.
- Looked at alternatives to 'Show and Tell' such as small group sharing and using a conversation station.
- Working with teachers to develop the students' ability to speak clearly and in complete sentences.

All classes were also looking at ways to help expand students' vocabulary.

To further support oral language development in students Alison Windsor, Reception/Year 1 teacher was released for half a day per week to investigate play options for the junior primary. These investigations will be put into place in 2018.

## FACILITIES

The majority of money spent throughout the year on facilities was in the area of repairs and maintenance.

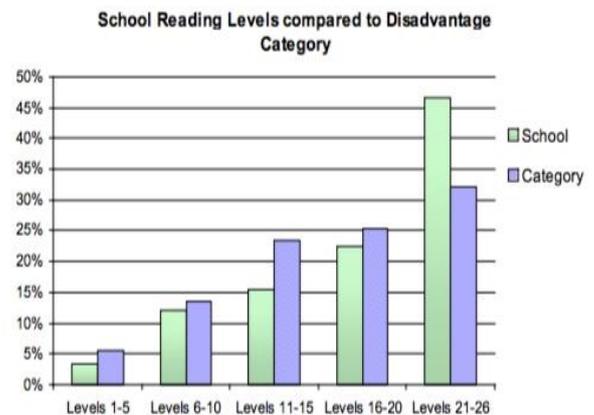
Other school money was spent replacing carpets (approximately \$30 000) and some unit wooden entrance doors.

Governing Council spent money on landscaping the front of the school.

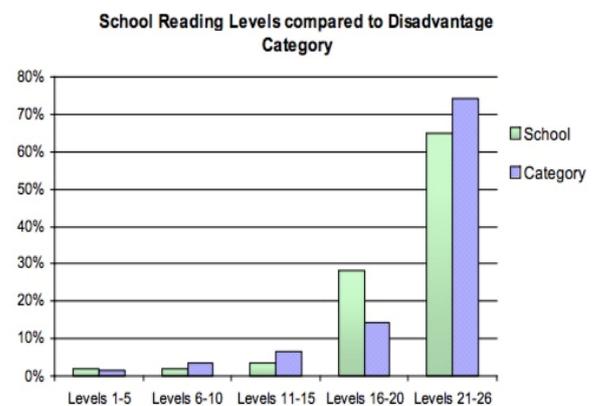
## STUDENT ACHIEVEMENT

### Running Records

#### Year 1



#### Year 2



This data set is taken from our Term 3 Running Records data. Our Year 1 results highlight a high percentage of students in the upper levels, we have nearly 70% of students reading at or above level 16, the DECD Achievement Standard for Year 1 students is level 13. Students who are reading in the lower levels, below level 10, will be receiving extra support through our Mini Lit and MultiLit programs. Our Year 2 student data shows we have less students achieving in the highest level (21 – 26) but we have more students achieving in the next level. The DECD Achievement Standard for year 2 students is level 21, Braeview has approximately 66% at that standard. We have less than 10% of our students located in the levels under 15, which is a really good result.

The junior primary section of our school all use Jolly Phonics as the basis of their literacy practice and teachers regularly collect running

records from students to assess their progress. All teachers up to Year 4 are required to provide running records for their students every term.

Braeview has continued to focus upon its literacy practices and all students, R-7, participated in a Jolly Phonics program every day. Students were placed according to test results which meant students were exposed to learning the sounds at their level.

The Literacy and Numeracy (NAPLAN) test results provided an overview of student achievement.

Year 3 Mean Scores

	2017	2016	2015
Grammar	446.6	425.0	434.4
Reading	446.1	407.8	428.6
Spelling	417.7	409.0	395.8
Writing	377.7	415.9	380.4
Numeracy	396.4	394.1	380.4

Year 3 Distribution (Site)

	Gram	Rdg	Spe l	Writ	Num
Ex	14.3	13.7	14.3	14.3	9.8
1	2.0	0.0	0.0	0.0	1.6
2	2.0	7.8	12.2	10.2	3.3
3	16.3	9.8	10.2	40.8	37.7
4	12.2	23.5	22.4	20.4	24.6
5	24.5	15.7	26.5	10.2	14.8
6	28.6	29.5	14.3	4.1	8.2

Braeview's Mean Scores, when compared against recent years have shown improvement in all areas except Writing, an area that our students struggled with in 2017. Our reading mean score is well above our 2016 mean score and are similar to our like schools scores, this is the case for numeracy also.

The percentage of students in the lower two bands has decreased again this year which is an indication that our Jolly Phonics programme and intervention programme are working. Apart from numeracy we have over a third of students situated in the upper two bands, again an increase from 2015 and 2016. Our reading result was exceptional with 29.5% of students situated in the top band. While the numeracy distribution had less percent of students in the upper two bands our mean score was a small improvement from the previous years. Also less than 5% of students were situated in the lowest two bands.

Year 5 Mean Scores

	2017	2016	2015
Grammar	484.0	490.7	474.6
Reading	503.4	497.2	479.0
Spelling	483.7	479.7	483.9
Writing	428.5	474.5	458.8
Numeracy	468.5	476.5	489.4

Year 5 Distribution (Site)

	Gram	Rdg	Spell	Writ	Num
Ex	11.5	11.8	11.5	11.5	12
3	7.7	5.9	5.8	15.4	10.0
4	17.3	11.8	11.5	25.0	14.0
5	13.5	11.8	19.2	36.5	24.0
6	28.8	21.6	30.8	7.7	24.0
7	7.7	21.6	19.2	1.9	14.0
8	13.5	15.7	1.9	1.9	2.0

School Growth (Years 3 - 5)

	Lower	25.6%
Reading	Middle	44.2%
	Upper	30.0%
	Lower	41.4%
Numeracy	Middle	34.2%
	Upper	24.4%

Braeview's Year 5 mean scores are a mixed bag of results; improvements in reading and spelling but decreases in the other areas.

Braeview's mean scores are similar to our like scores in all areas of NAPLAN. The percentage of students in the upper bands in reading, 37%, demonstrates that one in every three students is achieving in the upper bands and nearly 80% of students have achieved in the upper half of band scores. Reading has been a strong focus for Braeview with teachers implementing the Daily 5 Reading across the school. We continue to work on our intervention with identified students but many are not highly engaged once they reach Year 4.

The growth of our students in reading is encouraging with 75% being in the upper band or middle band of growth. The progress of our students in Numeracy is below what we would expect with 41% in the lower growth band, as year 3 students in 2015 we had 33% in the upper two bands while in year 5 it has dropped to 16%. Between 2015 NAPLAN and 2017 NAPLAN we have not been able to keep our students in the upper bands, consequently we have also focussed upon maths in our training and development work.

Year 7 Mean Scores

	2017	2016	2015
Grammar	534.2	511.5	483.0
Reading	536.9	508.5	508.4
Spelling	552.1	521.1	499.4
Writing	508.3	490.7	476.6
Numeracy	549.0	522.9	489.2

Year 7 Distribution (Site)

	<i>Gram</i>	<i>Read</i>	<i>Spell</i>	<i>Writ</i>	<i>Num</i>
<i>E</i> <i>x</i>	9.8	10.0	9.8	9.8	10.0
4	7.3	0	0	9.8	0.0
5	12.2	25.0	9.8	26.8	12.5
6	29.3	17.5	19.5	19.5	22.5
7	17.1	22.5	36.6	22.0	35.0
8	17.1	17.5	17.1	9.8	10.0
9	7.3	7.5	7.3	2.4	10.0

School Growth

	Lower	28.1%
Reading	Middle	43.8%
	Upper	28.1%

	Lower	34.4%
Numeracy	Middle	43.8%
	Upper	21.8%

Our Year 7 results (Mean score) have improved in all areas when measured against our 2015 and 2016 scores. The percentage of students in the upper growth bands is much stronger with at least 20% in all areas except writing, which is 12%.

Braeview has shown progressive improvement over the past few years and our 2017 Year 7 students achieved solid results in 2015 as Year 5 students so this cohort should achieve much better results, particularly with regard to the percentage in the upper bands and their growth from Year 5 to Year 7.

Student growth is also much improved with 72% in the middle and upper growth bands in reading and 65% in numeracy.

Across the school our results show progressive improvement for students achieving in the upper bands, a focus for our Partnership

Schools. An area we need to examine is why is there a drop off from year 3 to year 5 to year 7 of students in the upper bands, again this is a focus of our Partnership as it is occurring across all schools.

Writing is an area that our students have not achieved well in. All teachers participated in a writing programme “The 7 Steps to Writing” and this has been introduced throughout 2017 in our classes. Students are expected to write every day yet this is not happening across all classes.

Another strategy the whole school has embarked on is teaching Jolly Phonics R-7, where students are grouped according to their yearly results. When reviewed over 90% of teachers wanted to continue with this programme and it will continue in 2018.

Teachers have also been asked to make clear to students what the learning goals are in English and Maths and to explicitly teach to these goals. Outlining intentional learning goals provides students with clear expectations around the knowledge and skills required from a concept area. This work will continue and be extended further in 2018.

Student NAPLAN achievement is moderated against other test results; Primary Assessment Tests in Reading and Maths (PAT-R and PAT-M). Every year student achievement data is examined and cross referenced with achievement results in other areas.

#### **PAT-M RESULTS**

	Year 3	Year 4	Year 5	Year 6	Year 7
2016 Scale Score	112.4	114.9	123.4	132.0	125.7
Aust Mean	118	124	131	134	135
2017 Scale Score	111.8	119.0	120.6	148.5	131.7
Aust Mean	118	124	131	134	135

Our Pat-M results have indicated that:

- The Year 6 students have achieved results significantly closer to the Australian mean
- Considering the test was notably more difficult this year (2017) Braeview’s overall results reflected this.

Even with the work of our Maths Coach over the past few years there has been little improvement in these scores. Maths is the area that teachers will focus on in 2017 as part of our work around High Reliability Schooling. Much of this work will be around common assessment tasks and learning design with particular emphasis upon explicit teaching and learning intentions. By looking at task design teachers should provide more engaging pedagogy into the teaching of mathematics.

#### **STUDENT BEHAVIOUR MANAGEMENT**

Braeview students are generally well behaved and compliant. At times we do have some issues with students who have autism and struggle with frustrations of classroom life particularly as they get older they often can become physical when frustrated.

To assist with students who regularly missed class time we implemented a Crash and Bash Sensory Programme for these students. The aim of the programme was to regulate student’s behaviour, students who consistently had high or low energy levels. Sessions were coordinated around maximum learning times and when the student’s energy levels got to a compromising level. Students also were able to have emergency sessions, these took priority, when they became frustrated and had meltdowns. Feedback from class teachers was extremely positive with students being able to manage their behaviour much better and participate in the class teaching and learning programme much more successfully.

Braeview also converted its 0.2 School Counsellor salary to SSO hours where we implemented “What’s The Buzz” lessons across R-7 classes. The SSO also worked with identified students in small groups focussing

upon developing positive relationships with other students and reflecting upon how their playtime went.

#### **FINANCIAL STATEMENT**

Funding Source	Amount
Grants; State	\$25000.00
Grants; Commonwealth	\$4500.00
Parent Contribution	\$127303.75
Fund Raising	\$26424.77

Grant funds have been directed towards improving student outcomes for identified student groups; aboriginal students and students with learning disabilities.

Australian Curriculum Implementation money has been used to support staff training and development opportunities at a PLC level. Most of this money has been used to release teachers to work in their PLC with the Partnership SSLIP person on Learning Design, Assessment and Moderation work. Teams produced Pacing Guides, with associated assessment tasks, for Maths and English.

APAS Grant money has been converted to SSO hours to support aboriginal students achieve or work towards set outcomes in line with Running Records. Students who received this support have either achieved Level 21 or are well on the way to this level. All the students have achieved the set PAT-R and PAT-M standards (Stanine 4), in some areas they are well above this.

Students with Learning Difficulties Grant money is converted to SSO hours and students access a range of programmes; Sensory, MultiLit and MiniLit and Levelled Literacy Intervention. Students are also supported within the class. Student progress is regularly monitored with data being scrutinised termly.

DECD Early Literacy Learning Strategy money has been used to support students through a Sensory Programme, run by an SSO, Multi Lit and Mini Lit to provide additional support for junior primary students.

Better Schools Funding money has been used to continue the sensory programme into the primary years, where a Crash and Bash programme operates for a range of students with disability needs (autism) and behavioural needs. It has also been used to extend out Levelled Literacy Intervention Programme into the primary years to incorporate students up to and including Year 7.

Braeview's Financial Report is attached to the Annual Report.