Briar Road Public School
Annual School Report

- Raising academic standards by providing high quality curriculum delivery.
- Developing students self-worth by providing a positive and stimulating learning environment.
- Enhancing, sharing and valuing staff competencies.
- Recognising and celebrating cultural identity and; fostering a love for learning that develops a foundation which encourages positive life choices.
Principal’s Message

In 2008 Briar Road Public School we have undertaken a significant beautification program to enhance our school grounds and make our students, staff and community feel proud of our school environment. We have continued to raise expectations of our students by introducing Achievement Classes and we are currently enhancing our Teaching and Learning programs by providing our students access to the latest technology through interactive whiteboards. In 2009 we will also become part of the Connected Classroom revolution.

Briar Road is a very complex school with 48 of the following staff members:

Principal, 5 Assistant Principals - 3 Relieving, 14 Classroom Teachers - 6 of which are on Maternity Leave, 10 New Scheme Teachers, 3 Support Teachers, a Preschool Teacher, Teacher Librarian - 4 days per week, an ESL teacher - 4 days per week, STLA - 1 week and 1 day, Support Teacher (ESSP) - 3 days per week, Aboriginal Resource Teacher fulltime, Aboriginal Education Officer, 4 School Learning Support Officers, 3 part time Integration (Funding Support) Aides, A School Administration Manager Relieving, 1 fulltime and 1 part time School Administration Officer, a General Assistant - 3 days per week, Canteen Manager and two cleaners.

Staff are encouraged to take on leadership roles and we have 3 teachers participating in the Aspiring Leadership Program and two of our relieving Assistant Principal’s are in their first 5 years of teaching. Our School Administration Manager is part of the LMBR Consultation network.

I am immensely proud of our school and community achievements in 2008. The dedication of our staff and the efforts of our students is to be commended.

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.

Mrs Kathy Browne

Students

Briar Road Public School (enrolment 387, 33% Aboriginal, 31% non English speaking background, 3 support classes, preschool, Priority Action School, Priority Schools Program and PBIS), is a place where staff, students and the community strive for excellence by providing a caring and safe learning community that encourages all students and staff to reach their full potential. Staff are aware of the nature of the community and support its values and needs. They are enthusiastic and dedicated professionals who cater for individual students through interesting, structured programs in an environment which promotes high expectations. The school actively seeks improvement through a child-centered approach with supportive student welfare programs. Students are expected and encouraged to display positive behaviour by respecting themselves, others and school property.

Staff

At Briar Road Public School we have a diverse and very dedicated staff. In 2008 the percentage of the staff’s years of teaching service and length of time at Briar Road Public School are outlined in the table below

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>0-5</th>
<th>5-10</th>
<th>10-15</th>
<th>15-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>28%</td>
<td>25%</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>At Briar</td>
<td>64%</td>
<td>18%</td>
<td>12%</td>
<td>6%</td>
</tr>
</tbody>
</table>

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

Student Representative’s Message

In 2008, the Student Representative Council (SRC) organised several fundraising events around the school. They met once a week to discuss ideas, and then informed their peers about the SRC initiatives. Some of the events that supported school leadership in 2008 were:

- Breakfast club
- Family Support Fundraiser
- Friday Footy Fever
- Stewart House Fundraising

All of these events focused on student leadership of the event and participation of parents and community.
Our School

Student Achievement in 2008

Literacy – NAPLAN Year 3

Minimum Standard = Band 2 and above

Proficient Standard = Band 5 and 6

42 students in Year 3 sat NAPLAN in 2008.

Reading
- 83.3% of students achieved at or above minimum standard.
- 28.3% of students achieved at proficiency standard.

Writing
- 100% achieved at or above minimum standard.
- 38.1% of students achieved the proficiency standard.

Spelling
- 100% achieved at or above minimum standard.
- 26.2% achieved at proficiency standard

Grammar and Punctuation
- 92.5 % of students achieved at or above minimum standard.
- 21.4% of students achieved at proficiency standard.

In Overall Literacy all of our Year 3 students achieved at or above minimum standard and 28.6% of our Year 3 students achieved the proficiency standard.

Literacy - NAPLAN Year 5

Minimum Standard = Band 4 and above

Proficient Standard = Band 7 and 8

39 students in Year 5 sat NAPLAN in 2008.

Reading
- 80% of students achieved at or above minimum standard.
- 5% of students achieved at proficiency standard.

Writing
- 87.2% at or above minimum standard.
- 17% of students achieved the proficiency standard.

Spelling
- 76.9% at or above minimum standard.
- 15.4% achieved at proficiency standard.

Grammar and Punctuation
- 87.2% of Year 5 students achieved at or above minimum standard.
- 12.8% of our students achieved at proficiency standard.

In Overall Literacy 89.7% Year 5 students achieved at or above minimum standard and 7.7% of our Year 5 students achieved the proficiency standard.

Numeracy – NAPLAN Year 3

Minimum Standard = Band 2 and above

Proficient Standard = Band 5 and 6

42 students in Year 3 sat NAPLAN in 2008.
- 83.3% of our Year 3 students achieved at or above minimum standard.
- 16.7% of our Year 3 students achieved the proficiency standard.

Numeracy – NAPLAN Year 5

Minimum Standard = Band 4 and above

Proficient Standard = Band 7 and 8

40 students in Year 5 sat NAPLAN in 2008.
- 85% of our Year 5 students achieved at or above minimum standard.
- We had no students achieve the proficiency standard in Year 5.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>186</td>
<td>180</td>
<td>201</td>
<td>190</td>
<td>187</td>
</tr>
<tr>
<td>Female</td>
<td>164</td>
<td>161</td>
<td>188</td>
<td>177</td>
<td>170</td>
</tr>
</tbody>
</table>

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>300</td>
<td>320</td>
<td>340</td>
<td>330</td>
<td>320</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>160</td>
<td>170</td>
<td>170</td>
<td>170</td>
</tr>
</tbody>
</table>
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.

**Note:** Class size data are as provided by schools in the annual class size audit.

### Class Sizes

<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>1E</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5-6K</td>
<td>5</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>5-6K</td>
<td>6</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>5-6M</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5-6M</td>
<td>6</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>5-6R</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5-6R</td>
<td>6</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>K-1A</td>
<td>1</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>K-1A</td>
<td>K</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</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</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Early School Support</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Teacher’s Aide Special</td>
<td>4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative staff</td>
<td>3</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
</tr>
</tbody>
</table>

#### Staff Retention

91% of staff from 2007 retained positions at Briar Road Public School in 2008. The significant changes to the school in terms of permanent staff were the transfers of Mrs Cliff and Ms Stafford to the South Coast Region.

#### Staff Attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9%.
Teacher Qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Professional Development Expenditure
At Briar Road P.S we aim to provide our staff with training and development opportunities that support the needs of their class and their personal teaching goals.

<table>
<thead>
<tr>
<th>Training &amp; Development</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>$1330</td>
</tr>
<tr>
<td>Welfare &amp; Equity</td>
<td>$744</td>
</tr>
<tr>
<td>Use of ICT</td>
<td>$638</td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>$8431</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$1345</td>
</tr>
<tr>
<td>Career Development</td>
<td>$1000</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$4372</td>
</tr>
<tr>
<td>Other</td>
<td>$20,252</td>
</tr>
<tr>
<td>Total</td>
<td>$38,112</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.

Date of financial summary: 30/11/2008

Income $
Balance brought forward 352,764.96
Global funds 205,578.08
Tied funds 236,047.66
School & community sources 48,810.11
Interest 23,432.23
Trust receipts 20,406.66
Canteen 80,920.78
Total income 967,960.48

Expenditure
Teaching & learning
  Key learning areas 22,089.04
  Excursions 20,958.25
  Extracurricular dissections 29,687.89
Library 8,524.82
Training & development 7,010.20
Tied funds 248,458.61
Casual relief teachers 20,552.57
Administration & office 106,583.96
School-operated canteen 62,915.14
Utilities 38,167.17
Maintenance 36,646.50
Trust accounts 29,069.16
Capital programs 26,337.86
Total expenditure 657,620.82
Balance carried forward 317,349.86

A full copy of the school's 2008 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 2008

The Arts
The Creative and Practical Arts continue to be an important avenue through which Briar Road P.S expresses itself to the community. Students have been involved in a range of activities providing them with hands-on experiences through visual arts, craft, dance, drama and music. Activities undertaken in 2008 include:

- **End of Year Concert** – The end of year concert was held for community members to celebrate the culmination of the year’s achievements and provided an opportunity for the whole school community to come together and celebrate our successes.

- **Assembly Performances** – Held twice a term for the school community with the opportunity for all students to participate in class performances.

- **Choir** – The School choir performed at a variety of school-based events throughout the year through the co-ordination and artistic direction of Mrs Rebecca McLerie.

- **Indigenous Children’s Choir** - Victoria Peagam, Narelle Johnson, Evelyn Lardner and Yindi Wright were selected to participate in Barangaroo Indigenous Choir. The students performed for the Pope as part of the Catholic World Youth Day Celebrations.

Curriculum

- **COGS** – Developed and implemented a scope & sequence, along with creating and replenishing resource boxes for teachers.

Sport
Throughout 2008 Briar Road P.S participated in numerous sporting events. These included:

- **Indigenous Games** – Students competed with other Aboriginal primary school students in our community of schools.

- **Rugby Union Cluster Cup**

- **Swim Scheme** - Year 2 and support classes.

- **Premier’s Sporting Challenge K-4**

- **NSW Cricket K-4**

- **Joey League Clinic**

- **NSW Waratahs Rugby Team Visit**

- **PSSA Teams**

- **Swimming and gymnastics programs** - Implemented as part of the school sport program.
Many students participated in swimming, cross country and athletics carnivals. These carnivals resulted in approximately 50 students representing Briar Road P.S at the respective Campbelltown Zone carnivals throughout 2008. These students included:

**Swimming** (zone) - Killara Bell-Stewart, Evelyn Lardner, Brandon Connolly

**Athletics** (region) - Evelyn Lardner, Yindi Wright, Dakota Connolly, Laquada Rapana

**Cross-country** (region) - Shyra-Rose Connolly

**Girls Soccer** (region) - Evelyn Lardner, Yindi Wright, Dakota Connolly, Laquada Rapana

**Rugby Union or League** – Iese Sauvao, Peter Samauga

**Soccer** – Jason Zeballos

### Academic

In the NAPLAN Test, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) and Skill Band 3 (lowest) to Skill Band 8 (highest for Year 5).

### Literacy

**Yr 3 and 5 NAPLAN**

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 3 reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
</tr>
<tr>
<td>Percentage in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 3 writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
</tr>
<tr>
<td>Percentage in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 5 reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
</tr>
<tr>
<td>Percentage in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 5 writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
</tr>
<tr>
<td>Percentage in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

### Other

#### Community Involvement

Briar Road P.S is proud to have a supportive and dedicated parent group who continue to assist the school in many ways. This year the parent group were involved in:

- Participating, engaging and assisting the school in Harmony Day, NAIDOC Week, Reconciliation Week and Multicultural Day.
- Reading tuition in classrooms.
- Assistance in resourcing and maintaining the library.
- Implementation and support of the Jolly Phonics Program in Kindergarten.
- Various fundraising activities such as BBQ’s, the school fete, Mother’s Day and Father’s Day stalls, and raffles.
- Assisting with school carnivals such as Cross Country, Athletics and Swimming carnivals.
**NAPLAN Progress in Literacy and Numeracy**

**Average progress in Reading for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.5</td>
<td>80.4</td>
<td>103.0</td>
</tr>
<tr>
<td>LSG</td>
<td>87.0</td>
<td>92.9</td>
<td>81.7</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

* Matched students are those students who were attending the same school when they completed the Basic Skills Test in Year 3 and in Year 5 and who could be matched in the Year 3 and Year 5 data sets. Students who changed schools between test dates are not included.

**Average progress in Numeracy for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>53.9</td>
<td>50.4</td>
<td>93.0</td>
</tr>
<tr>
<td>LSG</td>
<td>92.4</td>
<td>85.6</td>
<td>87.1</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

**Average progress in Writing for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>49.0</td>
<td>19.5</td>
<td>104.8</td>
</tr>
<tr>
<td>LSG</td>
<td>63.0</td>
<td>80.3</td>
<td>73.7</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>
Significant Programs and Initiatives

Aboriginal Education

Aboriginal education continues to be an integral part of Briar Road Public School. This year our school implemented a variety of programs which catered to the academic and cultural needs of P-6 Aboriginal students.

In 2008, academic and cultural programs for Aboriginal and non-Aboriginal students included:

- Aboriginal Early Language Development Program which targeted students in Years K - 2.
- In Class Tuition Program supported the employment of three Aboriginal community members to target Aboriginal students in Years 3 - 6.
- P-K transition program was implemented in the Preschool. The program was a continuation of 2007 and utilised the skills of a community-employed Aboriginal Education Worker throughout 2008.
- Two Aboriginal students were recognised as outstanding at the 2008 Aboriginal Students Achievement Awards. Brandon Roberts was recognised for Attendance and Margaret Wright was recognised for Leadership.
- The continuation of both boys and girls dance groups where students have learnt and performed Dharawal dances within the wider community.
- Increased whole school community participation in NAIDOC, Sorry Day and Reconciliation events.
- Accelerated Literacy continued in Early Stage 1 and Stage 1 to support literacy skills of Aboriginal students. One other staff member received training in the implementation of Accelerated Literacy bringing the total of staff trained to 3.
- Digital Education Animation Day. Stage 2 participated in some digital animation activities which focussed on Aboriginal Identity and Self-Esteem.
- Airds Aboriginal Advisory Group was implemented to support all Aboriginal community members and parents within the Airds Housing Estate. The parent meetings were held at Tharawal Aboriginal Medical Service to support parents and community involvement in school-based decision making.
- Implementation of the BRPS ‘Some Issues In Aboriginal Education’ kit to newly inducted members of staff to support and increase their knowledge of issues which may affect some students in their class.

Our dedication and success in Aboriginal Education was acknowledged at Regional level. We received the SWSR Regional Director’s Award in Aboriginal Education in 2008.

Priority Schools Funding Program (PSFP) and Priority Action Schools (PAS) program

PSP funding continued to support Briar Road Public School as it strives to provide a caring and safe learning community that encourages all students to reach their full potential. A multi-program and multi-faceted approach to the use of funding provides the school with the flexibility to put structures and resources into place to improve educational outcomes for all students. PSP funding was used throughout 2008 to:

- Implement quality teaching and learning programs in our focus target areas of literacy and numeracy, resulting in improvements in students’ reading skills, writing skills and numeracy skills.
- Implement collegial planning days which were held each term across every stage to provide teachers with the opportunity to ensure consistency in programming and assessment, as well as to undertake collegial planning with Learning Support Team staff.
- Increased student support through the employment of three teachers. One teacher enabled smaller classes to be created. The smaller class sizes allowed the school to facilitate the implementation of more comprehensive educational programs, as well as enabling effective individualised and small group programs in Years 3 - 6.
- Successfully monitoring and improving student attendance. As a result absences were reduced and participation in class teaching and learning programs were improved.
- Provided teacher opportunities to receive professional growth through the development of an in-school mentoring program.

The Priority Action School (PAS) Program:
Multicultural Education – Cultural Diversity 2008

During 2008, the Briar Road P.S. community participated in many multicultural celebrations that promoted goodwill and positive relationships between the many diverse cultures within our school.

Culturally significant celebrations and initiatives implemented for our whole school community in 2008 were:

- Multicultural Day
- Harmony Day
- NAIDOC Week
- Sorry Day
- Anzac Day
- Flag Day

Cultural Diversity’ programs were developed and implemented throughout all classes to foster harmony within the school and positive partnerships with the wider community. These lessons focused on a variety of issues including:

- positive self esteem
- diverse identities
- resolving conflict
- understanding prejudice
- racism
- developing empathy
- understanding rights and responsibilities
- valuing diversity

The ‘Values Education’ cluster project with Briar Road P.S., Bradbury P.S., John Warby P.S. and Airds H.S. was successfully completed. The direction for Briar Road P.S. in ‘Values Education’ in 2008 was in multiculturalism and the engagement of all students. The implementation of a Cultural Diversity Committee in 2008 facilitated the organisation and success of the many ventures undertaken to celebrate cultural diversity and multicultural education.

Briar Road Public School has a 31% enrolment of students having a language background other than English [LBOTE]. This enrolment covered 114 students from 18 nationalities. Children in Phase 1, Phase 2 and Phase 3 were targeted for specific and intensive instruction enabling 89% of LBOTE learners to receive remediation and extension opportunities in Literacy and Numeracy.

LBOTE/ESL programs in 2008 included:

- Teacher developed educational programs from Kindergarten to Year 6 incorporating both withdrawal and team teaching strategies.
- As the Anti Racism Contact Officer (ARCO), the LBOTE/ESL teacher monitored issues regarding racism and implemented strategic activities to educate students and staff to solve problems in a positive and harmonious manner.

- Health, behavioural and social services, translators, Speech and Occupational Therapy, Counsellor assistance and medical referrals for LBOTE students and their families were facilitated through the LBOTE/ESL teacher and the Learning Support Team.

Respect and Responsibility

In 2008 we achieved 100% in our Positive Behaviour Intervention Strategies Module. The team have now commenced training in Module 2.

To further develop social cohesiveness at Briar Road the following strategies were implemented in 2008:

- A weekly rule focus was introduced. Staff identified 20 rules from the behaviour expectation matrix which needed further instruction and weekly exposure. The rule focus for each week was reinforced through classroom instruction, communicated through posters displayed around the school, via the newsletter and assemblies.

- BRPS Social Skills program continued implementation in Terms 1 and 2. This program helped students identify emotions, interact in positive ways with peers and develop strategies to address bullying. The no bullying message was also communicated through our weekly rule focus as well as a poster competition. As a result 108 students entered a poster with anti bullying messages.

- The Gold Pass system continued to operate and reflected the success of PBIS. This positive reward system demonstrated a 17% increase in the number of students who received a Gold Pass award in 2008.

- Playground intervention programs such as the Chill Out room program and Peer Mediation (Peace Keepers) were also introduced. The Chill Out room is a structured environment where identified students who are experiencing difficulties in the playground are referred. It is an alternative to playground play and is designed to develop interaction skills and further instruction around the specific rule that individual students are experiencing difficulties with.
• A school wide consequences chart was developed. The chart was developed with whole staff input and was introduced to improve consistency for students, parents and staff.

• RISC program was implemented in 2008. This is a data tool where both positive and negative information is entered for students. It allows data to be collected for each student and decisions to be made on future PBIS interventions.

Students with Disabilities
Briar Road Public School successfully catered for students with a range of disabilities.

In 2008 there were eighteen students with a mild intellectual disability and eighteen students with a moderate intellectual disability enrolled in three support classes. The students in these classes benefited from the full range of school programs. As well as working towards syllabus outcomes in all key learning areas, these students also participated in programs to assist with life skills such as shopping, cooking, motor skills and leisure choices.

The IM early school support teacher and primary IM support teacher supported students with a mild intellectual disability who are enrolled in our mainstream classes. Both in-class support and small group lessons have been used to raise the literacy and numeracy levels of these students.

The school has used Funding Support to provide teacher's aide support to students with special needs in mainstream classes. The support received from these programs has ensured that students with health problems, physical disabilities, mental health problems and Autism Spectrum Disorder were able to successfully access all aspects of the school curriculum.

These programs will continue to enhance an inclusive school culture at Briar Road Public School, providing benefits for our entire school community.

Other Programs

Technology

Technology education has become an increased focus this year at Briar Road P.S. Our students are learning the technology skills needed to function in an increasingly technological society. This has been achieved by:

• A comprehensive technology program being taught during relief from face to face teaching for 1 hour per week.

• Increasing the engagement and interest of students in using technology efficiently by providing equitable access to computers for students across the school.

• Development of a school intranet site that enables staff to have access to school events, student profiles and assessment data.

• Continued use of the Department of Education's secure internet and e-mail by all students.

Updating of technology resources, both software and hardware, throughout the school, including:

• Providing each classroom with at least two new computers that are networked and have the latest software available for student use.

• Updating and continued maintenance of the school computer lab and of computers across the school.
• Purchasing of specific software developed for students, such as KidPix4.
• Introduction of the ‘Tech Room’ which has been equipped with a Smart Board and software.
• Purchasing of 8 notebook computers to create a ‘Mobile Computer Lab’ available for use by all classes.
• Purchasing of new imaging devices including Digital Still and Digital video cameras.

Parent, Student, and Teacher Culture Survey

In 2008 the school sought the opinions of parents, students and teachers in regards to numerous aspects concerning the overall culture of Briar Road P.S.

Key- C= Community, Stu= Students, T= Teachers / Staff

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Mostly / Usually</th>
<th>Sometimes / Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>School staff understand the community</td>
<td>75% 70% 83%</td>
<td>25% 30% 17%</td>
</tr>
<tr>
<td>School leaders have a positive influence on school culture</td>
<td>71% 82% 83%</td>
<td>29% 18% 17%</td>
</tr>
<tr>
<td>The school recognises and celebrates achievement</td>
<td>77% 86% 100%</td>
<td>13% 14% 0%</td>
</tr>
<tr>
<td>Students are the schools main concern</td>
<td>75% 91% 100%</td>
<td>25% 9% 0%</td>
</tr>
<tr>
<td>We support what is happening in the school</td>
<td>85% 75% 88%</td>
<td>15% 25% 12%</td>
</tr>
<tr>
<td>I am proud of Briar Road P.S</td>
<td>81% 93% 96%</td>
<td>19% 7% 4%</td>
</tr>
<tr>
<td>School community is welcoming and encouraging</td>
<td>81% 95% 88%</td>
<td>19% 5% 12%</td>
</tr>
<tr>
<td>School culture supports ownership of the school</td>
<td>85% 91% 88%</td>
<td>15% 9% 12%</td>
</tr>
<tr>
<td>Students are encouraged to achieve their best</td>
<td>94% 91% 100%</td>
<td>16% 9% 0%</td>
</tr>
<tr>
<td>School encourages everybody to be a learner</td>
<td>92% 98% 100%</td>
<td>8% 2% 0%</td>
</tr>
<tr>
<td>School caters for learning needs of all students</td>
<td>83% 91% 88%</td>
<td>17% 9% 12%</td>
</tr>
<tr>
<td>School is continuously finding ways to improve</td>
<td>96% 93% 96%</td>
<td>14% 7% 4%</td>
</tr>
<tr>
<td>School makes important changes when needed</td>
<td>79% 86% 96%</td>
<td>21% 14% 4%</td>
</tr>
</tbody>
</table>

Key Evaluations

In 2008 our school carried out evaluations of Learning School Culture and Reading.

Educational and Management Practice

School Culture

Background

Briar Road Public School selected the area of School Culture to evaluate and report on within the key management evaluation cycle. A School Map survey was used to gather information and school practices which in turn were analysed and reflected upon. The school data was supported and contextualised through surveys conducted on twenty-five staff members, fifty-one students (K-6) and fifty parents.

Findings and Conclusions

It was strongly supported that the school:
• Implements a range of activities targeted at increased community participation.
• Implements greater rewards systems for students academic achievements.
• Develops promotional material to publicly acknowledge and retain a positive school image.
• Implements practices that increase parent involvement within the classroom and develop stronger partnerships between home and school.
• Provides additional support to students in an after-hours capacity to meet the needs of the community.
• Expands staff knowledge of the community which they teach within.
• Develops a greater sense of staff cohesion and professional support.

Future Directions

In 2008 and beyond, Briar Road Public School will develop and promote a culture of school cohesion through valuing all stakeholders contribution and aligning the school culture with the community context.

Curriculum – Reading

Background

The Education Support Team found there were similar attitudes and concerns from teachers, community members and students towards the teaching and learning of reading within the school. Overall, the approach to the teaching and learning of reading is not consistent across the school and requires a whole school approach and focus. In addition, the utilisation of resources, both material and human (LST), needs to be reviewed to
support teaching staff and students. Communication between stages and within the community also needs to be strengthened to ensure the continuity of student learning K-6 and to improve the support that children receive from their respective homes.

**Findings and Conclusions**

It was strongly recommended that the school:

- Develops and consistently implements a school wide approach to teaching reading to ensure a common language is prevalent and consistent teaching strategies that reflect quality teaching are occurring.
- Reviews the use of the Learning Support Team (LST) to include more integration within classrooms.
- Implements experienced teachers who have a sound understanding of the concepts behind learning to read into LST roles.
- Provides training and development to staff that is linked to current school practices and all staff are given adequate opportunities to observe lessons in best practice in reading and receive mentoring, particularly for beginning teachers.

**Future Directions**

In 2008 and beyond, Briar Road Public School will develop and implement strategies identified in the whole school evaluation to support and improve reading outcomes for all students.

**Progress on 2008 Targets**

**Target 1**

To improve student Literacy outcomes, with a focus on decreasing the percentage of students not achieving the minimum standard and increasing the percentages of students who will attain a proficient standard in 2008.

**Our achievement's include:**

- The continued implementation of the Visualising and Verbalising and Key Into Comprehension programs plus the purchase of Teachers 4 Teachers comprehension boxes to assist students’ in developing strategies for comprehending texts and answering comprehension questions.
- Providing staff development in effective reading practice and implementing a balanced reading program in classrooms through assistance from Literacy Consultants and training and development sessions.
- The purchase of $15,000 worth of home reading texts to initiate home reading in all classes K-6. In addition, the employment of a School Support Learning Officer (SSLO) to assist with the implementation of home reading programs in infants classes.
- The employment of a SSLO to support students who were not achieving expected reading levels. Students from Kinder, Year 1 and Year 4 were targeted as the grades requiring support during Terms 3 and 4.
- All classes K-6 receiving 3 hours per week intensive literacy support with a focus on guided reading.
- The purchase of resources such as low level/ high interest PM readers for students experiencing difficulty with reading, class sets of high interest novels for Stages 2 and 3 and texts to support the Reading Recovery program and PM Benchmarking Kits. This also enabled accurate and consistent assessment of all students.

**Achievement of External Data**

<table>
<thead>
<tr>
<th></th>
<th>2007 Target</th>
<th>2008 Achievement</th>
<th>2007 Target</th>
<th>2008 Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min Standard</td>
<td>Pro Standard</td>
<td>Min Standard</td>
<td>Pro Standard</td>
</tr>
<tr>
<td>Yr 3</td>
<td>76%</td>
<td>100%</td>
<td>10%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>86%</td>
<td>89.7%</td>
<td>15%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

**Target 2**

To improve student Numeracy outcomes, with a focus on decreasing the percentage of students not achieving the minimum standard and increasing the percentages of students who will attain a proficient standard.

**Our achievement's include:**

- Implemented an uninterrupted daily numeracy session.
- All staff were surveyed to identify existing grouping structures and were provided with professional development on effective grouping strategies.
- AERT supported targeted NAPLAN groups of year 3 and 5 students in Term 1 2008. The school AERT also provided support during Count Me In Too lessons in Early Stage 1.
- Count Me In Too has been introduced in Early Stage 1 and resources have been developed to support the program.
- Mathematics resources have been purchased to support the implementation of the Counting On program in Stage 3. Additional resources to support the teaching and learning of Mathematics included the Strategic Maths Series and NSW Targeting Maths Teacher Guides.
- Progressive Achievement Test (PAT) Maths was
purchased and administered to students Years 2-6. These results were then analysed in order to set a benchmark of future goals/achievements. PAT Maths was administered twice throughout the year in order to monitor student progress.

- Rich Core Assessment Tasks (RCAT) have been developed K-6 in the Working Mathematically strand. Several of these tasks also assessed other mathematics outcomes in various strands. These tasks were designed by Stage groups and administered each semester.
- A staff meeting was held in order to familiarise staff with the DET curriculum support website. Here staff were shown how to access the assessment resources and work samples in order to use this tool to support their development of RCAT.
- Mathematics consultants met with teachers in order to identify focus areas identified through the 2007 Numeracy Evaluation. Here it was identified that the focus will be teaching measurement in Stage 2 & 3. Consultants attended the school on four occasions in order to develop effective measurement tasks and to demonstrate engaging numeracy strategies.
- Smart data has been analysed and future developments have been identified.

Achievement of External Data

<table>
<thead>
<tr>
<th></th>
<th>2007 Target</th>
<th>2008 Achievement</th>
<th>2007 Target</th>
<th>2008 Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>82%</td>
<td>83.3%</td>
<td>12%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>93%</td>
<td>85%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Target 3

To promote and enhance a socially cohesive school community.

Our achievement’s include:

- Student absences were reduced to 8.4% through the implementation of strategies such as the Phone Home Program and attendance reward systems for classes and individuals.
- Staff meetings were regularly held to inform staff of data trend for playground behaviour and to implement Positive Behaviour Intervention Strategies (PBIS) to support identified needs in the playground.
- Additional resources were purchased to engage and encourage positive behaviours in the ‘Chill Out’ room.
- Participation in PBIS workshops and networks to provide staff with the opportunity to engage in professional dialogue and opportunity to share ideas and resources to greater support student behaviours.
- 17% of students received Gold Passes for exemplary behaviour in the classroom and playground.
- 63% reduction in office referrals between 2007 and 2008 for inappropriate behaviours.

School Development 2009-2011

Targets for 2009

Target 1

To improve student Numeracy outcomes, with a focus on decreasing the percentage of students not achieving the minimum standard and increasing the percentages of students who will attain a proficient standard in 2009.

Strategies to achieve this target include:

- Continue to provide a designated numeracy session each day, free from interruptions.
- Mathematical groupings as well as a student textbook subsidy.
- Implement Reciprocal Numeracy Kits K-6 to support the teaching of the Working Mathematically strand.
- AERT-supporting targeted Aboriginal students in Numeracy groups.
- Implement Count Me In Too in ES1 and Stage 1.
- Purchase of resources to support programs.
- Continue to implement the PAT Maths assessment tool in order to assess and monitor student progress.
- Develop core assessment tasks K-6 that are aligned to the reporting cycle.
- Provide training and development to staff to access resources through DET.
- Through the Focus Schools project utilise consultancy support to enhance teachers capability to effectively program, implement and assess the teaching of Mathematics.
- Provide internal professional development opportunities through the use of collegial planning days each term.
- Active involvement in the Community of Schools initiative with a focus on Number.
- Collate and analyse internal data to support the Focus Schools Project.
- Conduct item analysis using NAPLAN Smart data.

Our success will be measured by:

External Data

- 68% of students in year 3 will achieve the minimum standard in 2009 NAPLAN
- 66% of students in year 5 will achieve the minimum standard in 2009 NAPLAN
- 20% of students in year 3 will achieve the proficiency standard in 2009 NAPLAN
- 5% of students in year 5 will achieve the proficiency standard in 2009 NAPLAN
Aboriginal Students
- 25% of students in year 3 will achieve the proficiency standard in 2008 external Numeracy tests
- 85% of students in year 5 will achieve the minimum standard in 2008 external Numeracy tests
- 10% of students in year 5 will achieve the proficiency standard in 2008 external Numeracy tests

Internal Data

PAT Maths
- 80% of all students will be achieving above benchmark at the end of Semester 2 using the PAT Maths assessment tool
- 30% increase in student’s scores between Terms 1 and 4 when tested with the PAT Maths assessment tool

School Reports

Minimum = Basic and above  Proficient= High and above

Expected % of students K-6 achieving minimum standard and proficient standard in the Number Strand in our reporting cycle:

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min</td>
<td>80</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Pro</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

Target 2

To improve student Literacy outcomes, with a focus on decreasing the percentage of students not achieving the minimum standard and increasing the percentages of students who will attain a proficient standard in 2009.

Strategies to achieve this target include:
- Continue to implement programs to improve student’s ability to comprehend texts and answer comprehension questions.
- Train parents in how to best help their children with their reading at home.
- Implement a daily reading session in all classrooms with a focus on teacher mentoring and Quality Teaching.

External Data

- 88% of students in year 3 will achieve the minimum standard in 2009 NAPLAN
- 89% of students in year 5 will achieve the minimum standard in 2009 NAPLAN
- 32% of students in year 3 will achieve the proficiency standard in 2009 NAPLAN
- 12% of students in year 5 will achieve the proficiency standard in 2009 NAPLAN

Aboriginal Students
- 80% of students in year 3 will achieve the minimum standard in 2008 external literacy tests
- 10% of students in year 3 will achieve the proficiency standard in 2008 external literacy tests
- 80% of students in year 5 will achieve the minimum standard in 2008 external literacy tests
- 5% of students in year 5 will achieve the proficiency standard in 2008 external literacy tests

Internal Data

School Reports

Expected % of students K-6 achieving minimum standard and proficient standard in the Writing Strand for our reporting cycle Semester 1 and 2.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Prof</td>
</tr>
<tr>
<td>K</td>
<td>70%</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>75%</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>80%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>90%</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>90%</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>90%</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>90%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Target 3

Promote a school culture that respects and responds to student’s individual learning potential. 

**Strategies to achieve this target will include:**

- Maintain and improve student attendance, through the monitoring of student lateness and unexplained absences through the Phone Home Program.
- Implement, monitor and evaluate Personalised Learning Plans (PLP’s) for Aboriginal students P-6.
- Improve student behaviour and social skills through the utilisation of school-wide PBIS strategies and systems.
- Reward and encourage appropriate student behaviour through evaluating school data and make alterations to social skills lessons to ensure individual student behaviour needs are met.
- Implementation of a lunchtime social skills program as an alternative to playground play, to improve the behaviour of individual students in Stages 2 and 3.
- Implement leadership strategies to support the development of student leadership capabilities.
- Provide opportunities for teaching staff to collaboratively program and plan teaching programs and core assessment tasks each term.
- Strategic implementation of supervision support, mentoring and collaborative programming to support the effective inclusion of the Quality Teaching framework.
- Increased Aboriginal student enrolments in the preschool and greater community participation.
- Creation and distribution of school promotional material to support positive home-school partnerships.
- Development of environmental workspace and teacher resources to support Quality Teaching within this unique classroom context.

**Our success will be measured by**

- Decrease whole school suspensions by 20% (8 students) annually each year as measured by the RISC data base.
- To continuously improve whole school attendance by 1% annually.
- To continue to focus on a reduction on whole school partial attendance data by 50%.
- Increase in parent and community participation in school by 30% between Terms 1 and 4.
I enjoy coming to Briar Road because there are lots of nice students and teachers. I enjoy doing sports that we do. I like the stuff that we learn in class. When new kids come we show them around and make them feel welcome and happy. We all respect and love our school.

By Michallie Yr 5

Briar Road is the best school because we play games and do work. We also learn the 3B’s. The 3B’s are Be Safe, Be Respectful and Be a Learner. The thing’s I like to do are Maths homework and Reading. I like my teacher Mr G because he is funny and kind.

From Vivica Yr 4

I like Briar Road because of my teacher and all the excursion’s to different places. I also like Briar Road because the canteen and the playground are great.

By Cassidy Yr 4

I like to go to school because I like hanging out with my mates and I learn heaps of new stuff from the teachers. I also like to come to school to play sports. My favourite subject is Handwriting. I like to play tackle footy for gala day and learning more stuff about my sport. I really like drawing, art and craft.

By Isaiah Yr 5

Briar Road Public School – Leading the Way with Courage and Determination

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.

Kathy Browne - Principal
Karinna Green - Assistant Principal
Luci Zulumovich - Federation Representative

Terri Miezio - Deputy Principal
Tammy Anderson - Assistant Principal and class teacher
Rhonda Jolley - Community Member

School contact information

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