Briar Road Public School
Annual School Report 2009

- 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 2009 Briar Road Public School undertook a significant training and development program in Literacy. All staff including myself were trained in Accelerated Literacy. Our newly created Deputy Principal’s position supported this new and innovative initiative and assisted teachers in its implementation in the classroom. Through this whole school approach to teaching literacy we have seen a significant and tremendous increase in student’s reading levels. This has been especially evident in K-2 students. We have continued to raise expectations of our students by introducing special awards such as ‘Gold Passes’ and Attendance Awards and we have also continued to enhance our Teaching and Learning programs by providing our students access to the latest technology through interactive whiteboards. This year we became part of the Connected Classroom revolution which has allowed us to use video conferencing as a teaching and training tool for students and teachers.

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

Principal, Deputy Principal 5 Assistant Principals - 3 Relieving, 14 Class room 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 see many of our New Scheme teachers taking on roles within our school. Our School Administration Manager is part of the LMBR Consultation network.

I am immensely proud of our school and community achievements in 2009. 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

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.

Briar Road Public School (enrolment 341, 23% Aboriginal, 30% 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 environment that encourages all students and staff to reach their full potential.

Student Enrolment Profile

In 2009, Briar Road PS had a decrease in enrolments due to the relocation of families in Creigan Road to make way for a future sub-division of private housing to commence in 2013.

Attendance

To monitor student attendance in 2009, the SASS staff operated a phone home program to justify absences and track concerns. In addition, student attendance was tracked and monitored by an Assistant Principal ensuring regular contact with the community regarding attendance concerns. Class teachers were encouraged to contact community and provide in-class monitoring systems and incentives. The Home School Liaison Officer also worked closely with the school and conducted numerous home visits and interviews with carers in regards to attendance concerns.
Throughout 2009, attendance has been rewarded by giving students with attendance of 95% or above reward days each term. This was funded through the Airds/ Bradbury ‘Community Changemakers’ and rewards included ‘DrumBeats’, a magic show, Rock and Roll show and Mini Olympics sports day. Also, families with children with 100% attendance were entered into a raffle each term with prizes including movie vouchers and dinner vouchers.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>5</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 (AERT)</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance (STLA)</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 Worker</td>
<td>1</td>
</tr>
<tr>
<td>Teacher’s Aide Special</td>
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</tr>
<tr>
<td>Preschool Aide</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Staff</td>
<td>3</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Canteen Manager</td>
<td>1</td>
</tr>
<tr>
<td>Cleaners</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>

Staff Retention
91% of staff from 2008 retained positions at Briar Road Public School in 2009. The significant changes to the school in terms of permanent staff was the transfer of Mrs Brogan to the Southern Highlands Region and the medical retirement of Mrs Sharyn Hall and Mrs Michelle Brown.

<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>35%</td>
<td>23%</td>
<td>11%</td>
<td>31%</td>
</tr>
<tr>
<td>At Briar</td>
<td>60%</td>
<td>20%</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Indigenous Workforce
Throughout 2009, Briar Road Public School employed 8 Aboriginal persons in casual, temporary and permanent positions as classroom teachers, Aboriginal Education Resource Teacher (AERT), Aboriginal Education Worker, in class tutors, language teachers and performers.

Staff Attendance
Staff have access to leave entitlements such as sick leave. In 2009 the average daily attendance rate for staff, as determined by the Department, was 95.9%.
Class Sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

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

<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>1/2C</td>
<td>1</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1E</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>3A</td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>4/5G</td>
<td>4</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>4/5G</td>
<td>5</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>5R</td>
<td>5</td>
<td>25</td>
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</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>23</td>
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<tr>
<td>KB</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

To support the learning needs of the students at Briar Road Public School classes were structured in stage based groupings for Years 1-6. Kindergarten classes were capped at 20 students.

Financial Summary

Professional Development

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>$27 200</td>
</tr>
<tr>
<td>Welfare &amp; Equity</td>
<td>$1 439</td>
</tr>
<tr>
<td>Use of ICT</td>
<td>$2 500</td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>$1 472</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$3 258</td>
</tr>
<tr>
<td>Career Development</td>
<td>$1 800</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$11 960</td>
</tr>
<tr>
<td>Other</td>
<td>$16 200</td>
</tr>
</tbody>
</table>
| Total                   | $65 829     

Expenditure

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: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

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

A full copy of the school’s 2009 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.
Our School

Student Achievement in 2009

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 - NAPLAN Year 3

Minimum Standard = Band 2 and above
Proficient Standard = Band 5 and 6
42 students in Year 3 sat NAPLAN in 2009.

Reading
• 93% of students achieved at or above minimum standard.
• 22% of students achieved at proficiency standard.

Writing
• 98% achieved at or above minimum standard.
• 31% of students achieved the proficiency standard

Spelling
• 88% achieved at or above minimum standard.
• 52% achieved at proficiency standard

Grammar and Punctuation
• 88% of students achieved at or above minimum.
• 9% of students achieved at proficiency standard.

In Overall Literacy 97% of our Year 3 students achieved at or above minimum standard and 26% 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
49 students in Year 5 sat NAPLAN in 2009.

Reading
• 76% of students achieved at or above minimum standard.
• 6% of students achieved at proficiency standard.

Writing
• 87% at or above minimum standard.
• 2% of students achieved the proficiency standard.

Spelling
• 87% at or above minimum standard.
• 15% achieved at proficiency standard.

Grammar and Punctuation
• 69% of Year 5 students achieved at or above minimum standard.
• 2% of our students achieved at proficiency standard.

In Overall Literacy 82% of Year 5 students achieved at or above minimum standard and 2% 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
40 students in Year 3 sat NAPLAN in 2009.

• 89% of our Year 3 students achieved at or above minimum standard.
• 13% 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
48 students in Year 5 sat NAPLAN in 2009.

• 92% of our Year 5 students achieved at or above minimum standard.
• 4% of our Year 5 students achieved the proficiency standard.
**Academic Literacy – Reading**

NAPLAN Progress in Reading

Average progress in Reading for matched students*

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>80.4</td>
<td>103.0</td>
<td>87.7</td>
</tr>
<tr>
<td>LSG</td>
<td>92.9</td>
<td>81.7</td>
<td>77.7</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

**Academic Literacy – Writing**

NAPLAN Progress Writing

Average progress in Writing for matched students*

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>19.5</td>
<td>104.8</td>
<td>82.2</td>
</tr>
<tr>
<td>LSG</td>
<td>80.3</td>
<td>73.7</td>
<td>64.3</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>
**Numeracy**

- 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.

**School Performance 2009**

**COGS**

To ensure curriculum outcomes for all stages were met, teaching resources were purchased.

**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 2009 include:

- **End of Year Carols By Candle Light** - The end of year Carols By Candle Light 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** - Whole school assemblies were held twice a term, whilst both infant and primary assemblies were held on alternate weeks for the school community, with the opportunity for all students to participate in class performances.

- **Recorder Group** - The Recorder Group performed at a variety of school based events throughout the year led by Mrs Michelle Sampson.

- **Music** - New instruments and programs were purchased and distributed amongst classes.
Sport

Throughout 2009 Briar Road PS participated in numerous sporting events. These included:

- Indigenous games - competed with other Aboriginal students in our community of schools
- Swim scheme for Year 2 and support classes
- Rugby Union Cluster Cup
- NSW Cricket K-6
- Regular PE programs by implementing Premiers Sporting Challenge P-6, to increase skills and fitness levels
- Joey League Clinic
- West Tigers Rugby League Team visit
- PSSA Gala Day Teams
- Swimming program was implemented as part of school sport program

Many students participated in swimming, cross country and the athletics carnivals. These carnivals resulted in approximately 8 students representing Briar Road PS at the respective Campbelltown Zone Carnivals throughout 2009.

Zone Swimming Carnival
~ Killara Bell

Cross Country
(Regional)
~ Shyra-Rose Connolly
~ Dakota Connolly
~ Hannah Bugatto
~ Jackob Wickey

Cross Country (State)
~ Shyra-Rose Connolly

Rugby League Under 11’s
~ Adrian Endicott
~ Justin Peachey

Technology

Technology education continued to be a focus at Briar Road P.S. throughout 2009. The school focus is moving towards integrating technology skills within all aspects of teaching and learning. Our students are learning the technology skills needed to function in an increasingly technological society. This has been achieved by:

- A comprehensive technology program was taught during relief from face to face teaching, in semester one, where each student received 1 hour of explicit technology teaching every week. A strong focus in semester two on integration of technology in classroom practise.
- Increased engagement and interest of students in using technology efficiently by purchasing seven Interactive White Boards and the installation of a Connected Classroom.
- Maintained and expanded the school intranet site to enable students access to school events, student profiles and assessment data as well as giving them ownership in the publishing of their own ‘home page’.
- Continued use of the Department of Education’s secure internet and e-mail by all students.
- Teachers trained and developed in the integration of technology across the curriculum and utilising a variety of hardware and software.
- Updated technology resources, both software and hardware, throughout the school.
- Updated and continued maintenance of the school computer lab and of computers across the school by computer co-ordinator.
- Purchased specific software developed for students, such as Jolly Phonics, Comic Life, SAM Animation and Board Maker.
- Updated ‘Mobile Computer Lab’ by purchasing a further 6 notebook computers and connected wireless internet.
- Purchase of new imaging devices such as Digital Still, Digital video cameras and Web Cameras.
Significant Programs and Initiatives

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

PSP funding was used throughout 2009 to implement quality teaching and learning programs in our focus target areas of literacy and numeracy, resulting in improvements in students’ reading, writing and numeracy skills.

The Priority Action School (PAS) Program allowed for:

- significant funding allocated to training and development for all teachers in Accelerated Literacy to increase the engagement and success of all students in Literacy. The Accelerated Literacy program was able to run consistently across the school K-6 through the purchase of several thousand dollars in resources.
- the employment of a Deputy Principal - Teaching and Learning who was responsible for monitoring and improving teaching programs in literacy and numeracy, as well as facilitating staff development.
- an Assistant Principal - Mentor who provided teachers with the opportunity to receive professional growth through in-school mentoring.
- successful monitoring and improvement of student attendance. Unbroken attendance and the resulting participation in class teaching and learning programs are important factors in achieving success at school.
- collegial planning days 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.
- the employment of School Learning Support Officers to work with students who were at risk of not achieving the expected reading benchmarks. These programs have been extremely successful in helping these students to meet literacy targets.
- the purchase of numerous of literacy and numeracy resources to support the many successful programs being implemented in classrooms.

Multicultural Education - Cultural Diversity

Briar Road Public School has a culturally diverse population from 21 nations with 30% of its students having English as their second language (E.S.L.). Programs were delivered for 91% of ESL students from Kindergarten to Year 6, including all Phase 1, Phase 2 and many Phase 3 students enabling remediation to extension activities in literacy and numeracy. The success of E.S.L. students in NAPLAN 2009, whereby students performed above the state average, was facilitated through quality teaching programs and reflected the engagement and commitment of students during ESL and classroom lessons.

During 2009, Briar Road Public School promoted positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds and encouraged their participation in the life of the school. Many cultural celebrations and initiatives were celebrated and promoted a harmonious, positive and inclusive school community:

- Multicultural Day
- Sorry Day
- Harmony Day
- Anzac Day
- Naidoc Week
- Flag Day
- Remembrance Day
- B.R.P.S. Multicultural Cookbook
- B.R.P.S. Emblem and Flag Design
- Cultural Artworks

At Briar Road Public School, diverse cultural and linguistic traditions are celebrated and respected, enhancing social justice whilst encouraging and supporting the understanding and interaction between diverse communities.
Aboriginal Education

Aboriginal education has been implemented using a whole school approach and continues to be an integral part of school curriculum and culture. This year programs and activities which supported Aboriginal students and educated non-Aboriginal students and staff about Aboriginal culture included:

- Identification and participation of 4 Aboriginal students in Stage 3 who participated in the SWSR Twugia Gifted and Talented program. The program was further supported by a school staff member who attended the workshops with the students.
- Nomination of 35 Aboriginal students for the Aboriginal Student Achievement Awards, all of whom gained recognition and the following students who won awards:
  - Kyle Brown,
  - Tamara Brown,
  - Dean Brown,
  - Kaliesha Russell Wong-Kee,
  - Kyliesha Dickson-Gray,
  - Jackob Wickey,
  - Shakira Dickson-Gray,
  - Shyra-Rose Connolly,
  - Victoria Peagam
  - Tara Bell

- Participation in the Coolabah Dynamic Assessment for Aboriginal students in Year 3, with one student selected to participate.
- Implementation of Dharawal Languages program for Stages 2 and 3 which focussed on language revival based on song, storytelling and dance. The program sought expertise by a Dharawal language teacher and a renowned Aboriginal performer.
- Norta Norta (In Class Tuition) to provide intensive support to students identified ‘at-risk’ or underachieving in NAPLAN 2008. Due to the outstanding results in 2008 by the Aboriginal student cohort we received only enough funding to employ 1 tutor for 1 day per week Terms 2 – 4.
- Building Stronger Connections (BSC) strategy aimed to enhance and sustain greater Aboriginal student enrolment in the preschool. The strategy was successful in increasing Aboriginal student enrolments by 180%, along with improving Aboriginal parent involvement in the early years. The BSC also supported greater participation in Preschool to School transition initiatives.

- Aboriginal Early Language Development program targeted students in Years K-2 in a team-teacher capacity.
- Development of a comprehensive cultural program including both boy’s and girl’s cultural groups. The quality resources being developed from the program have been showcased to schools within our Community of Schools.
- Regular Aboriginal parent meetings to provide open and transparent communication on a range of issues within the school.
- Celebrating culturally significant days such Reconciliation Week, Sorry Day, NAIDOC, Aboriginal Children’s Day, Indigenous Literacy Day to strengthen community and school partnerships. Some of the cultural events that we implemented were done in partnership with local organisations such as Tharawal AMS and Oorunga Wandarrah Aboriginal multifunctional Children’s Service.
- Whole school approach to training and implementation of the Accelerated Literacy pedagogy to improve the literacy development of all students and with a particular focus on Aboriginal students. All school staff were trained in 2009 and a variety of resources were purchased to support teachers and students.
- Interagency support for Aboriginal students and families. The interagency support was provided by services such as Kari and the Smith Family. Kari funded an Aboriginal middle years transition day where students participated in Rugby League Development activities with a focus on social skills. The Smith family provided identified families with scholarships to assist with the cost of schooling.
- Training and Development of all school staff in the area of Aboriginal education. Training consisted of school staff meetings, Community of Schools workshops, SWSR conferences and local community organisations such as Campbelltown AECG, Tharawal Land Council and Tharawal Aboriginal Medical Service meetings.
Respect and Responsibility

In 2009 the team have commenced implementation of Positive Behaviour (PBL) for Learning Module 2 across the school.

To further develop social cohesiveness at Briar Road the following strategies were implemented in 2009:

- Continued implementation of BRPS Social Skills program across the school. Lessons were developed to address the areas of need identified through the analysis of school behaviour data. This program helped students identify emotions, interact in positive ways with peers and develop strategies to address bullying.

- The Gold Pass system continued to operate and reflected the success of PBL. This positive reward system demonstrated a 17% increase in the number of students who received a Gold Pass award in 2009.

- Playground intervention programs such as the Chill Out room program, Peer Mediation (Peace Keepers) and High School Playground helpers 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.

- Establishment of a Check In/Check Out program. This program is a mentoring program that requires identified students to nominate a teacher mentor. The student then meets with their ‘mentor’ in the morning and afternoon for a general conversation to assist the student to have a positive start and end to their day.

- RISC program was continued throughout 2009. 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 PBL interventions.

In 2009, 335 Gold Passes were awarded to students with exemplary behaviour.

Students with Disabilities

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

In 2009 there were twenty students with a mild intellectual disability and twenty 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 School Learning Support Officer assistance 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.
In 2009, the Student Representative Council (SRC) organised a variety of fundraising and extra curricular events. The Council met once a fortnight to discuss ideas and then went back to their classes to inform them of the proceedings and upcoming events. All activities that promoted leadership within the school were:

- Fundraising for the Victorian bush fires
- Stewart House fundraising
- Pancake day celebrations
- Guessing competition for MS Sydney to Gong bike ride
- Fundraising for 3 school families who lost homes due to house fires.

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.
- Community tutors in classrooms and during sport.
- Assistance in resourcing and maintaining the library.
- Implementation and support of the Jolly Phonics Program in Kindergarten.
- Various fundraising activities such as BBQ’s, Mother’s Day and Father’s Day stalls, and raffles.
- Assisting with school carnivals such as Cross Country, Athletics and Swimming carnivals.

Key Evaluations

In 2009 our school carried out evaluations of Leadership and Quality Teaching.

Educational and Management Practice - Leadership

Background

Briar Road Public School selected the area of Leadership to evaluate and report on within the key management evaluation cycle. A School Map survey was used to gather information about current school practices which in turn was analysed and reflected upon. The school data was supported and contextualised on twenty-seven staff members, thirty-two students (2-6) and thirty-four parents.

Findings and Conclusions

It was strongly supported that the school leaders:

- Build relationships with all members of the school community based on trust, collegiality and mutual respect.
- Provide opportunities for staff, parents and students to take leadership roles within the school.
- Inspire and motivate learners.
- Effectively implement change processes which result in improved student learning outcomes.
- Use the forces that shape the school’s culture to enhance the quality of the school.

Future Directions

In 2010 and beyond, Briar Road Public School will show best practice in leadership by ensuring that leaders are accountable for student learning outcomes through their modelling of reflective practice and encouraging staff to constructively challenge educational practice. In addition, leaders will promote and value equity in the school by enabling all students to benefit from an inclusive curriculum.
Curriculum - Quality Teaching

Background
Throughout 2009, all staff at Briar Road Public School received training in Accelerated Literacy and this program was implemented in every classroom. The Education Support Team evaluated the success of Accelerated Literacy across the school K-6 by surveying staff, students and community members.

Findings and Conclusions
It was found that:

- Overall, the engagement of students has increased since the implementation of Accelerated Literacy.
- All teachers are applying the elements of Quality Teaching in classroom practice and when selecting an Accelerated Literacy text.
- An overall improvement in Literacy for the majority of students was recognised by staff, students and parents.
- There had been an increase of confidence in students during Literacy sessions since the implementation of Accelerated Literacy.

It was strongly recommended that the school:

- Continue the whole school approach to teaching Literacy, in the form of Accelerated Literacy, to further promote student engagement in all classes.
- Provide further support and training for teachers in independent programming and improve teacher confidence in teaching each of the elements within Accelerated Literacy.
- Develop effective timetables that integrate other successful Literacy programs into Literacy sessions.

Future Directions
In 2010 and beyond, Briar Road Public School will continue to promote Quality Teaching through teacher training and development and the implementation of quality programs K-6.

Parent, student and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Mostly/ Usually</th>
<th>Sometimes/ Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRPS praises and rewards student successes</td>
<td>94% 80%</td>
<td>6% 20%</td>
</tr>
<tr>
<td>BRPS encourages students to achieve their best</td>
<td>94% 91%</td>
<td>6% 9%</td>
</tr>
<tr>
<td>BRPS encourages learning about cultural groups</td>
<td>94% 62% 89%</td>
<td>38% 11%</td>
</tr>
<tr>
<td>BRPS finds ways to improve on teaching practices</td>
<td>100% 93% 100%</td>
<td>7%</td>
</tr>
<tr>
<td>BRPS appreciates the community and the SRC members</td>
<td>100% 93% 94%</td>
<td>7% 6%</td>
</tr>
<tr>
<td>School leaders have a positive influence on the school culture</td>
<td>88% 93% 100%</td>
<td>12% 7%</td>
</tr>
<tr>
<td>BRPS knows and supports the community and students</td>
<td>94% 91% 100%</td>
<td>6% 9%</td>
</tr>
<tr>
<td>Proud of BRPS and its achievements</td>
<td>94% 91% 100%</td>
<td>6% 9%</td>
</tr>
<tr>
<td>Feel welcomed and appreciated at front office</td>
<td>100% 91% 100%</td>
<td>9%</td>
</tr>
<tr>
<td>The school grounds are inviting and well looked after</td>
<td>94% 91% 94% 6%</td>
<td>9% 6%</td>
</tr>
<tr>
<td>Teachers and executive communicate well</td>
<td>88% 84% 89% 12%</td>
<td>16% 11%</td>
</tr>
<tr>
<td>Feel satisfied with curriculum and policies at BRPS</td>
<td>82% 87% 100%</td>
<td>18% 13%</td>
</tr>
</tbody>
</table>
Progress on 2009 Targets

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.

Our achievement’s include:

- The continued implementation of an uninterrupted daily Numeracy session.
- Learning Support team being utilised for Mathematics groups within identified classes.
- The PAT Maths assessment was administered to all classes in Years 2-6. We are happy to report that all classes made improvements throughout the year.
- Count Me In Too (CMIT) has been a big project throughout 2009. All K-2 teachers have been trained in implementing CMIT throughout their Numeracy programs. Resources have been developed in order for CMIT to run effectively in all K-2 classrooms.
- Michelle Davis (Focus Schools Mathematics Consultant) visited our school on four occasions and worked with all teachers on backward mapping. Michelle also worked with all K-2 teachers with setting up CMIT groups within their classrooms.
- An item analysis was conducted on the Numeracy NAPLAN data. Here Mrs Green and Mrs Russell identified our weaknesses and strengths in Numeracy. These weaknesses are going to be a focus for Numeracy in 2010.
- Throughout the year various teachers, along with Mrs Green and Mrs Miezio visited other schools to view the different things they are doing within their schools for Numeracy.
- Data was collected throughout the year and presented to staff at the end of each term, providing staff with the chance to cater for our areas of weakness and discuss how we as a school can best cater for our students in Numeracy.

⇒ Mental Computations assessment
⇒ PAT Maths Assessment
⇒ Report data
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.

Our achievements include:

- The continued implementation of a 2 hour uninterrupted Literacy session everyday.
- Training and development of all staff in Accelerated Literacy to promote student engagement and achievement.
- Implementation of Accelerated Literacy across all classes K-6.
- The purchase of $9000 worth of texts to support the implementation of Accelerated Literacy across the school.
- Staff development from Literacy Consultants in incorporating technology in effective assessment strategies.
- The employment of 2 School Support Learning Officers (SSLO) to read with Kindergarten students everyday.
- The employment of SSLO’s to read with ‘at risk’ students in primary classes targeted through reading data analysis.
- All classes K-6 receiving over 3 hours per week of intensive literacy support with a focus on guided reading.
- Continued implementation of the Visualising and Verbalising and Key Into Comprehension programs to assist students in developing strategies for comprehending texts and answering comprehension questions.
- Administering of TORCH and PAT tests to all grades with analysis of data.
- Item analysis of the Literacy NAPLAN data identifying strengths and weaknesses in Literacy.
- Presentation of data to all staff to ensure all teaching staff are aware of progress in Literacy and future directions of the school.

Achievement of External Data (NAPLAN)

<table>
<thead>
<tr>
<th></th>
<th>Year 3 Literacy</th>
<th></th>
<th>Year 5 Literacy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Target</td>
<td>88%</td>
<td>32%</td>
<td>89%</td>
<td>12%</td>
</tr>
<tr>
<td>2009 Results</td>
<td>97%</td>
<td>26%</td>
<td>82%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Target 3
Promote a school culture that respects and responds to student’s individual learning potential.

Our achievements include:

- Significant reduction in suspension by 50%
- 100% increase in Aboriginal student enrolments in the preschool and implementation of an effective engagement program ‘Building Stronger Connections’. The program actively encouraged and supported two-way partnerships between home and preschool.
- Creation and distribution of a comprehensive school magazine. The magazine showcased the schools achievements in 2009 and supported stronger communication with parents and community.
- Implementation of Personalised Learning Plans for 100% of Aboriginal students P-6
- Alternatives to full suspensions have been utilised i.e. in school suspensions, longer time outs in the office and sending students home.
- Amount of pre-suspensions has increased and this has assisted in reducing the risk of further escalation by some students.
- Teachers were consistently pro-active toward behaviour management by using the PBIS model.
Partial Attendances were decreased by 50% when data from Term 1 and 3 was collated.

- Creation of additional Peer Support program to be implemented in 2010 to foster both Peer Support skills and additional leadership opportunities for students.
- Implementation of regular staff meetings to inform staff of data trend for playground behaviour and to implement PBIS strategies to support identified needs in the playground.
- Purchasing of additional resources to engage and encourage positive behaviours in the school ‘Chill Out’ room.
- Provision of 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 P-6.
- Implementation of a successful school homework centre which was coordinated by teachers.
- Parent excursion which was attended by 35 parents. Parents and school staff visited the Aquarium in Term 3.
- 95% attendees afternoon reward where on average 150 students attended per term.
- 17% increase in students receiving Gold Passes for exemplary behaviour in the classroom and playground.

**School Development 2009-2011**

**Targets for 2010**

**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 2010.

Strategies to achieve this target include:

- Development of a Mathematics Teaching and Learning room to promote hands on activities in Mathematics.
- Continue to provide a designated numeracy session each day, free from interruptions.
- Count Me In Too groups in ES1 and Stage 1.
- Implement Counting On for primary classes through provision of training for all primary teachers.
- Continue to implement Reciprocal Numeracy across the school.
- Employment of SSLO to support ‘at risk’ students in Mathematics.
- Utilise consultancy support through the Focus Schools project to continue backward mapping for assessment in Mathematics and to develop the Maths Teaching and Learning room.
- Collate and analyse internal data to support the Focus Schools Project.
- Continue to implement the PAT Maths assessment tool in order to assess and monitor student progress.
- Provide opportunities for training and development for staff in implementing Quality Teaching in Mathematics.
- AERT supporting targeted Aboriginal students in Numeracy.
- Provision of internal professional development through the use of collegial planning days to develop RICH assessment tasks in Mathematics.
- Active involvement in the Community of Schools initiative with a focus on Number.
- Conduct item analysis using NAPLAN Smart data.
Our success will be measured by:

External Data- NAPLAN

<table>
<thead>
<tr>
<th>Year 3 Numeracy</th>
<th>Year 5 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Target</td>
<td>90%</td>
</tr>
</tbody>
</table>

Aboriginal students

<table>
<thead>
<tr>
<th>Year 3 Numeracy</th>
<th>Year 5 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Target</td>
<td>90%</td>
</tr>
</tbody>
</table>

Internal Data- PAT Maths

- 80% of all students (2-6) will be achieving above benchmark at the end of Semester 2 using the PAT Maths assessment tool.
- 30% increase in student scores from end 2009 to end 2010 when tested with the PAT Maths assessment tool.

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 2010.

Strategies to achieve this target include:

- Continue to implement Accelerated Literacy within all classrooms. Also provide training and purchase materials to support the Accelerated Literacy program.
- A Learning Support Team focus on guided reading where each grade receives 3 hours of intensive support per week.
- Continue to implement programs to improve student’s ability to comprehend texts and answer comprehension questions.
- Continue to implement the K-2 writing program through programming, mentoring and resource development.
- Implement the early literacy intervention program K-2, where the employment of 2 learning support officers are used for 3 hours per day to target reading levels.
- Employment of SSLO throughout 2010 to support students who are not achieving expected reading levels.
- Implement a daily reading session in all classrooms with a focus on teacher mentoring and Quality Teaching.

- Continue to implement a home reading program in all classes K-6.
- Continue to use community tutors reading program to support all students with reading.
- Train parents in how to best help their children with their reading, spelling and grammar at home.
- Purchase of resources to support programs and assessment.
- Collate and analyse internal data to support the improvement of literacy outcomes.

Our success will be measured by:

External Data- NAPLAN

<table>
<thead>
<tr>
<th>Year 3 Literacy</th>
<th>Year 5 Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Target</td>
<td>97%</td>
</tr>
</tbody>
</table>

Aboriginal Students

<table>
<thead>
<tr>
<th>Year 3 Literacy</th>
<th>Year 5 Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Target</td>
<td>85%</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, monitoring student lateness and unexplained absences by contacting parents of students, highlighted as attendance concerns through the Phone Home Program.
- Implement, monitor and evaluate Personalised Learning Plans (PLP’s) for Aboriginal students P-6 in Term 1 and revised in early Term 3 in conjunction with reporting to parents.
- Improve student behaviour and social skills through the utilization of school-wide PBL strategies and re-launching throughout the year.

- 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. Utilisation of Chillout room and Teacher Aides in the playground.

- Implementing leadership strategies in conjunction with programs available within the local area 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 a further 20% annually each year as measured by the RISC data base.

- To continuously improve whole school attendance to reach region target of 93% annually.

- To continue to focus on a reduction on whole school partial attendance data by another 50%.

- Increase in parent and community participation in school by a further 25% between Terms 1 and 4.
The best thing about being a student at Briar Rd is that it has a big field, the teachers are nice and we learn a lot. I have a lot of friends, a very good Principal and a very good chill-out room and Koori room. There are nice kids and a lot of classes and toys.

Jatana Year 2

The best thing about being a student at Briar Rd is being a learner and doing art activities in class.

Justine Year 2

The best thing about being a student at Briar Rd is sport like football and soccer and you can build your vocabulary and you get to learn new things and get to know new friends and new teachers.

Connor Year 2

The best thing about being a student at Briar Rd is the teachers are nice, you can play handball and OzTag, hop-scotch and there is the shelter to play under.

Casey Year 2

The best thing about being a student at Briar Rd is being a part of lots of things like Aboriginal dancing, awards and lots of other things.

Tara Year 2

The best thing about being a student at Briar Rd is that we get to learn new things and we get to do things that we don’t know about and we get to make new friends and there are fantastic teachers there.

Maria Year 2
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

Self-evaluation team

Hayley Russell - Assistant Principal and class teacher
Katrina Searle - Class teacher
Terri Miezio - Deputy Principal
Sarah Kelly - Class teacher

School contact information

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