Briar Road Public School
Annual School Report
2012
Our school at a glance

**Students**
Briar Road Public School has an enrolment of 318 students from a variety of cultural backgrounds. Aboriginal and Torres Strait Islander students account for 27% of the student population and 22% is comprised of students from non-English speaking backgrounds.

**Staff**
Briar Road Public School has 28 teaching staff who have all met the professional requirements in NSW Public Schools.

**Messages**

**Principal's message**
As I sit to write and reflect on the success of 2012 I do so with a heavy heart as this will be my last as Principal of Briar Road Public School. I have been privileged to address the students and the community over the past six years as Principal and I have been immensely proud to report on great opportunities that the school has had to offer students, parents and teachers.

I am pleased to report that we have had some academic success this year. In Naplan we exceeded our targets in Year 5 Reading; both reducing the numbers of students performing in the minimum bands and increasing students performing in the proficient bands. We achieved this in Numeracy as well. The overall growth of our Year 5 students from Year 3 was outstanding. We achieved greater growth than the State and Region in Numeracy and as a school we topped our School Education Group consisting of 19 schools as the school with the greatest growth in Numeracy. We still have a little way to go but with our hard working and dedicated staff, coupled with support from our parents and caregivers, we will continue to strive for positive academic results.

As a school we conducted an extensive evaluation into the way we assess our students and how we can provide more accurate and frequent feedback. I would like to thank all of our parents and community who participated in this valuable evaluation and I am sure you will see evidence of the outcomes of this evaluation over the course of 2013.

Once again Briar Road Public School has been a hive of activity this year and as a community we have come together to celebrate NAIDOC Week, Multicultural Day, Crazy Hat Crazy Hair Day, Briar’s Got Talent, Weekly Assemblies, Education Week, Christmas Concert, Presentation Day Assembly and last but not least our inaugural Briar’s Backyard Bash!! The Backyard Bash saw the school and community raise $4800 towards a new school electronic sign.

Kathy Browne

**P & C and/or School Council message**

**Community Involvement**

Briar Road Public School is proud to have a supportive Parent and Community group who continue to support the school in many ways.

This year community members were actively involved in; the Community Tutor Program, assisting teachers in the classroom, resourcing, maintaining the library, assisting with office duties, attending parent workshops and participating in parent excursions. They also contributed their skills by assisting staff and making teaching resources.

In 2012 Briar Road Public School continued to cater for our community’s needs by providing a Community Room where parents are able to drop in for a cup of tea/coffee, participate in parent workshops and meetings, and hold our Playgroup. This room is a safe and friendly place in our school.

Jessica Jones
Student representative’s message

During 2012 the SRC organised a major fundraising event which was the selling of “Smencils and Smens”. The money raised from the sale was used to purchase a variety of playground resources such as netball hoops. The SRC also operated a store at the “Briar Road Backyard Bash” and were involved in the development of quiet playground activities for the passive area in the playground.

Jake Borg and Hannah Bugatto

School context

Student information

Student numbers have decreased slightly over the last year largely due to the housing redevelopment that is happening in the community. This development aims to replace a larger proportion of public housing with private residencies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>190</td>
<td>187</td>
<td>172</td>
<td>168</td>
<td>157</td>
<td>158</td>
</tr>
<tr>
<td>Female</td>
<td>177</td>
<td>170</td>
<td>169</td>
<td>145</td>
<td>130</td>
<td>122</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>90.8</td>
<td>92.8</td>
<td>91.4</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>88.4</td>
<td>92.2</td>
<td>93.6</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>89.0</td>
<td>90.9</td>
<td>91.3</td>
<td>93.4</td>
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<tr>
<td>3</td>
<td>90.9</td>
<td>91.5</td>
<td>92.4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.2</td>
<td>92.2</td>
<td>93.4</td>
<td>93.4</td>
<td></td>
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<tr>
<td>5</td>
<td>91.1</td>
<td>91.5</td>
<td>92.8</td>
<td>93.9</td>
<td></td>
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<tr>
<td>6</td>
<td>90.6</td>
<td>93.6</td>
<td>92.0</td>
<td>94.4</td>
<td></td>
</tr>
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</table>

Total 91.7 89.9 92.1 92.4 93.3

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>KM BUNDJ ALUNG</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KV DAINGGATTI</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1E EORA</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2 A DHARUG</td>
<td>1</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>1/2 A DHARUG</td>
<td>2</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>2M THARAWAL</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3M NGARIGO</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4/5 H BARINDJ I</td>
<td>3</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>3/4/5 H BARINDJ I</td>
<td>5</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>4TWIRADJ URI</td>
<td>4</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4/5DYORTA YORTA</td>
<td>4</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>4/5 D YORTA YORTA</td>
<td>5</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>5P BARKINDJ I</td>
<td>5</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>6 G LATJE LATJE</td>
<td>6</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>6R WILJ ALI</td>
<td>6</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Management of non-attendance

The target for attendance in 2012 was 93% with 92.8% being achieved.

Briar Road Public School utilised a number of strategies to manage non-attendance. Individual monitoring systems were used by classroom teachers for students who were identified as ‘at risk’ of poor attendance.

The phone home program was continued by the office staff to monitor daily attendance.

Attendance was closely monitored by Assistant Principal Vickie Hughes, who effectively maintained communication with families and staff about concerns and achievements.

The Home School Liaison Officer and Aboriginal School Liaison Officer supported the school through the facilitation of interviews, meetings and home visits.

Attendance meetings were organised twice a term. Parents, Vickie Hughes, the Home School Liaison Officer and Aboriginal School Liaison Officer attended the meetings when the attendance of specific students started to cause concern.

Positive reinforcements were provided for students who achieved 95% attendance or above. Celebrations were conducted termly, encouraging students to meet the target. These celebrations included a “Jump Rope for Heart” skipping team; a reptile visit and a magician.
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 Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Deputy Principal COS</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Moderate Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
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</tr>
<tr>
<td>Aboriginal Education Resource</td>
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</tr>
<tr>
<td>Aboriginal Education Officer</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>Preschool Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>3</td>
</tr>
</tbody>
</table>

Indigenous Workforce
During 2012 Briar Road Public School employed 8 Indigenous staff members in various roles. These included a Deputy Principal, Classroom Teacher, Aboriginal Community Engagement Officer, Norta Norta Tutor and School Administrative Officer.

Staff retention
In 2012 Briar Road Public School had 3 early career teachers gain permanent employment within the Department of Education and Communities. In addition to this another teacher received a promotion to an Assistant Principal role.

Teacher qualifications
All teaching staff met 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>83%</td>
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<tr>
<td>Postgraduate</td>
<td>17%</td>
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</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: 30/11/2012

Income
<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>511,540.70</td>
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<tr>
<td>School &amp; community sources</td>
<td>46,865.90</td>
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<tr>
<td>Interest</td>
<td>15,128.83</td>
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<tr>
<td>Trust receipts</td>
<td>44,301.63</td>
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<tr>
<td>Canteen</td>
<td>65,464.90</td>
</tr>
<tr>
<td>Total income</td>
<td>1,427,261.90</td>
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</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>29,608.55</td>
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<tr>
<td>Trust accounts</td>
<td>45,921.62</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8,933.79</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>937,291.64</td>
</tr>
</tbody>
</table>

Balance carried forward: 489,970.26

A full copy of the school’s 2012 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 2012
Achievements

COGS – Creative Arts, Human Society and its Environment (HSIE) and Science
Support class students participated in a Community of Schools project called Looking Forward. Students represented each of the four schools involved and collaborated to
develop a mosaic memorial for Airds. This project involved many students, teachers, school learning support officers and community helpers working together.

In addition to this, Stage Two and Three students from the Community of Schools participated in a project called Memories. This project was developed in connection with the Fisher’s Ghost Festival and involved the creation of a book. Briar Road Public School students were responsible for painting the front cover of this book.

The COGS committee purchased a wide range of resources for classroom visual art activities to enhance the delivery of quality visual arts lessons.

Other strategies implemented to achieve our targets in Creative Arts, Science and HSIE included; providing opportunities for all classes to perform in front of the school and community members at whole school assemblies, providing opportunities for all students to be involved in preparing an item and performing in the Christmas concert and exhibiting student’s artwork on class display boards in the office corridors throughout the year.

**Sport**

Briar Road Public School values the role that sport plays in the lives of our students. Opportunities were provided for students to engage in sport in a number of ways during 2012.

The Airds Sports Subsidy Scheme was continued which subsidised 70% of the cost of registering for sport outside of school.

The Active After School Program provided an avenue for Briar Road Public School students to participate on Wednesday and Thursday afternoons in various sports such as Tae Kwon do, hockey, multi skills, softball, soccer, oz-tag and cricket.

The Jump Rope for Heart program raised a total of $733.50 for the Heart Foundation. In appreciation for their great efforts, students were rewarded with skipping ropes, basketballs and other exciting gifts from the Heart Foundation. A special mention to Jacob McIntosh-Fililava who raised an amazing $200.00!

A soccer tournament was organised to engage students in the playground. The students are enjoying their lunch and recess times by playing safely and respectfully.

PSSA Gala days provided students with the opportunity to compete against other schools from the region in sports such as soccer, rugby league, touch football, netball, cricket, tee-ball and softball. Briar Road Public School students competed with both dedication and good sportsmanship.

Infants had a very productive year with sport and participated in the Olympic themed athletics carnival, Jump Rope for Heart and Cross-Country Carnival. There was a focus on fundamental movement and gross motor skills and games. Hayley Connolly represented Briar Road Public School for the 100m sprint at both zone and regional carnivals.

**Technology**

Throughout 2012, the school focus was to provide reliable and equitable access to computer technology for both students and staff, moving towards integrating technology skills within all aspects of teaching and learning.
Throughout the year there has been continued maintenance carried out to hardware and network.

The technology committee has provided training and development to build the capacity of all staff in the integration of technology and use of software and programs across the curriculum.

Students have been utilising Department of Education and Communities secure internet and email as part of their technology lessons. These have also been enhanced through the use of new hardware such as the mobile laptop trolley and the purchase of 18 new Lenovo Think-pad laptops.

An Apple iMac was purchased to support filming and digital editing and has been integral to the Bro-speak program. As well, two ipad sync trolleys and 60 new Apple ipads have been purchased to be used across the school in all classrooms.

In 2012 discussions began in regards to a school wide upgrade. This included talks about cabling, and installation of wireless networks in all areas of the school to improve internet access for all students, staff and community. The plan is to begin the first phase of this major technological upgrade early in 2013.

**Academic**

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Briar Road Public School has continued to celebrate and recognise culturally significant days such as NAIDOC and Reconciliation Weeks. These times provided an opportunity for students, parents and community members to come together and celebrate. One of the most significant events was the art exhibition held to celebrate Reconciliation Week which was organised by Jason Sampson.

Three Aboriginal community members were employed in the role of Aboriginal Community Engagement Officer. This role supported children in preschool and the early years and was successful in enhancing parental engagement between our school and community.

The signing of the AECG partnership agreement was completed in Term 2 which signifies the commitment between our school, the AECG and the wider school community.

The cultural tour of Western NSW was conducted once again which allowed three staff members to visit different communities and significant Aboriginal sites in order to broaden their knowledge of Aboriginal cultures and histories.

Collaboration with the community of schools allowed significant days and events to be celebrated together. This extended to other activities including the Aboriginal Numeracy Challenge and transition to high school for Year Six students. Tammy Anderson, Deputy Principal Aboriginal Education, was instrumental in coordinating these events and providing a strong sense of consistency amongst the CoS.
Termly parent excursions and dinners have been continued in 2012. Three trips were organised throughout the year which engaged parents and staff members in activities such as fishing, shopping and trekking to significant sites. Our annual NAIDOC dinner was held in Term 3 which was well attended by staff and parents alike.

The Read and Feed initiative continued throughout the year and engaged many of our Aboriginal students in reading before school.

Delivery of professional development in the area of Aboriginal Education was carried out with teaching staff each term. The focus included topics such as perceptions and attitudes, Personalised Learning Plans and incorporating Aboriginal perspectives into programming and classroom practices.

**Multicultural education**

Briar Road Public School ensures inclusive teaching practices which recognise and value the backgrounds and cultures of all students, promoting an open and accepting attitude towards different cultures, religions and world views. The school celebrates its diversity in many ways and students and teachers are proud to share their backgrounds with others.

Throughout 2012 Mrs Anya Keierleber taught English as a Second Language (ESL). The focus of these lessons was students learning English within the context of the curriculum to assist them in acquiring the English language skills relevant to different subject areas. Students received ESL support within their own class and in small groups. Mrs Keierleber also taught students with a Language Background Other Than English (LABOTE) in the context of the classroom.

Briar Road Public School has encouraged community involvement and participation in regular school life and many special events throughout the year. Numerous culturally significant events were celebrated including: Multicultural Day, Sorry Day, Harmony Day, ANZAC Day, Remembrance Day, and NAIDOC Week.

This year students participated in an art exhibition during Reconciliation Week. Students produced artworks about this year’s theme and they were displayed in the hall for the school and wider community to enjoy and appreciate. During Term 4 students participated in a celebration of heritage by sampling food from different cultures. They learned about some of the cultures within our community and expressed their new knowledge through artworks and dance.

**Equity Funds**

Equity funding was used throughout 2012 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 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. Specific programs funded through PAS included Accelerated Literacy, the Problem Solving and Investigations Room, and the Early Learning Initiative School Learning Support Officers.

Collegial planning days 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.

Both PAS and PSFP funds were utilised to employ School Learning Support Officers to work with students who were at risk of not achieving the expected literacy and numeracy benchmarks. These programs have been extremely successful in helping these students to meet literacy targets. The implementation of the MULTILIT program resulted in significantly improved reading levels for 80% of the targeted students. PSFP funding was also used to purchase a number of literacy and numeracy resources to support the many successful programs being implemented.

**National Partnership Programs**

Briar Road Public School is a National Partnership-Low SES school (2011-2015). This program is nationally funded by the Federal Government providing substantial funds to improve student outcomes and close the gap for indigenous students through the delivery of quality programs and quality teaching. Strategies pertaining to this program have been born out of a comprehensive Situational Analysis undertaken by all staff, students and the community over a period of a term.

- Employment of Deputy Principal (DP) Aboriginal Education (joint strategy with John Warby PS, Bradbury PS and Airds HS)
- Employment of an Deputy Principal Mentor/Engagement
- Employment of a teacher to provide additional release for teachers to engage in mentoring and training and development (0.6)
- Employment of an additional LAST (0.4) to implement Speech Programs
- Employment of a Community Liaison Officer (CLO) 0.6
- Staff trained in the use of SMART data and lesson resources
- Employment of School Administration Officer (0.2) to assist with attendance
- Aboriginal Cultural Awareness Program
- Employment of Speech Pathologist through NSW Health
- Purchase of ipads
- Establishment of a Community Room
- 3-6 Numeracy and Literacy focus - a School Learning Support Officer (0.6)
- Employment of School Administration Officer (0.2) to assist with the management of funds

**Respect and Responsibility**

The staff at Briar Road PS work tirelessly to promote a positive learning environment where all feel valued.

The continued implementation of Positive Behaviour for Learning (PBL) strategies was a priority. Here practices were reviewed leading to some new initiatives that proved to have a positive influence on the overall school climate.

The Briar Prize Hive is a whole school system promoting the 3B’s - ‘Be Safe, Be Respectful, Be a Learner’. Students are given points for numerous tasks / actions to be redeemed in the Briar Prize Hive which contains various prizes at different levels, which are monitored by stage supervisors. All classrooms have a Bee Hive ladder for students to track their points.
The Gold Pass initiative in 2012 saw the introduction of a new system where ‘bee stamps’ are rewarded for the specific areas. Students are able to receive a gold pass for either ‘Be Safe, Be Respectful, Be a Learner’. When a student fills a bee chart they receive a gold pass, given to them by an executive member, and their photo is placed on the ‘Gold Pass Board’ in the front office for recognition. Gold passes increased from 309 in 2011 to more than 700 in 2012.

PBL Awards to promote positive behaviour were incorporated into whole school assemblies. A whole school 3B’s focus is determined and class teachers reward one student from their class for displaying the positive behaviours in relation to the given focus each week.

Students with disabilities

Briar Road successfully caters for students with a range of disabilities.

In 2012 the school operated three support classes; an IM class catering for students with a mild intellectual disability, an IO class catering for students with a moderate intellectual disability, and a class catering for students with multiple disabilities. The students within these classes experienced the full range of school programs offered at Briar Road Public School and where appropriate, integrated with their mainstream peers. Special programs within the support classes catered for life skills allowing students to work successfully in academic and social settings.

This year saw the introduction of ipads in the classroom setting to supplement literacy and numeracy programs. Other initiatives included the implementation of the “Looking Forward” and “Memories” programs associated with the local Airds Community Group and Airds / Bradbury cluster of schools.

2012 saw seven students leaving primary school and transitioning to high school. During Term 3 students went on an excursion to Featherdale Wildlife Park where they had an exciting day interacting with the animals.

Our school has used Funding Support and Flexible Funding 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 programs, physical disabilities, mental health needs and Autism Spectrum Disorder were able to successfully access all aspects of the school curriculum.

These programs have continued to enhance an inclusive school culture at Briar Road Public School.

Other programs

Preschool

Briar Road Public School was able to offer 40 fulltime preschool positions in 2012. These
students attended the preschool two days per week and were able to access activities in the main school as well. Some of these students attended an additional half day program on Fridays.

The preschool included students from a range of culturally diverse backgrounds including Aboriginal, Italian, Samoan, New Zealander and Fijian.

In 2012 students were fortunate enough to benefit from the speech pathologist who provided support programs and worked in collaboration with preschool staff to meet the speech and language needs of the students.

Children from Tharawal’s Oorunga Wandarrah preschool visited each Friday on a fortnightly basis for transition programs. This also involved students from the Briar Road Public School preschool making the bus trip to Tharawal on a rotation. This initiative has been continued over a number of years and fosters the successful transition of students in both settings.

Preschool staff attended Early Childhood professional development training throughout the year and continued trialling new ways of planning and implementing the National Quality Framework and the Early Years Learning Framework.

A highlight for Preschool included participating in the ‘Books in Homes’ program with the rest of the school. Students were selected to receive their books on stage.

The Aboriginal Community Engagement Officer supported children in the preschool during Semester Two, 2012.

**Progress on 2012 targets**

**Target 1 - Literacy**

Decrease the percentage of students in Year 3 and 5 at or below minimum standard in NAPLAN Reading in Year 3 from 38% in 2011 to 34% in 2012 and in Year 5 from 54% to 49% in 2012.

Increase the percentage of students in Year 3 and 5 performing at proficiency in NAPLAN Reading from 14% in 2011 to 16% in 2012 and in Year 5 from 0% in 2011 to 10% in 2012.

Increase the percentage of students greater than or equal to expected growth in NAPLAN Reading from 11.9% in 2011 to 18% in 2012.

Decrease the percentage of students on levels 0 and 1 Best Start aspect of Phonemic Awareness from 39% in Term 3 2011 to 29% in Term 3 2012 and in comprehension from 43% in Term 3 2011 to 33% in Term 3 2012.

**Our achievements include:**

- A decrease in the percentage of Year 3 students at or below the minimum standard in NAPLAN Reading from 2011.
- Exceeded the target to reduce the percentage of Year 5 students achieving at or below minimum standard.
- 13.1% of Year 5 students performed in the proficiency bands in Reading however Year 3 students did not meet the target.
- The target to increase the percentage of Year 3 students performing in the proficiency bands in NAPLAN was not achieved however Year 5 students exceeded the target by 3.1%.
- 38.5% of Year 5 students achieved the expected growth in reading which exceeded the target.
**Strategies to achieve these targets included:**

- Continuation of Accelerated Literacy (AL) as a whole school focus. Training and development was provided to new staff members to ensure a consistent approach to literacy teaching.
- Purchase of new guided reading packs from ‘Bug Club’ to support teachers with the implementation of reading groups from K-6. The initiation of a digital reading program ‘Bug Club’ was introduced to support the purchase of guided reading book packs. Children were able to access the program at home to support home reading.
- The employment of a School Learning Support Officer assisted in increasing the reading levels of those students previously identified as being ‘at risk’ across the primary classes. All students on the program made gains in their reading throughout the year.
- Two School Learning Support Officers assisted with the development of reading in the kindergarten classes.
- A whole school focus on reading was supported through the initiation of ‘Read and Feed’. Students were able to read 4 mornings a week in the library whilst having breakfast.

**Target 2 - Numeracy**

Decrease the percentage of students in Year 3 and Year 5 at or below National minimum standard in NAPLAN Numeracy in Year 3 from 31% in 2011 to 28% in 2012 and in Year 5 from 44% in 2011 to 39% in 2012.

Increase the percentage of students in Year 3 and 5 performing at proficiency in NAPLAN Numeracy in Year 3 from 14% in 2011 to 15% in 2012 and in Year 5 from 0% in 2011 to 10% in 2012.

Increase the percentage of students greater than or equal to expected growth in NAPLAN Numeracy from 41% in 2011 to 50% in 2012.

Reduce target students K-2 in Early Arithmetic strategies from 8% in Term 3 2011 to 5% in Term 3 2012.

**Our achievements include:**

- The target to decrease the percentage of students at or below minimum standard was not achieved for Year 3 or Year 5.
- Year 3 students did not show an increase in the number of students achieving in the proficient bands in Numeracy however, Year 5 students have shown an increase of 8% in this area.
- 67.6% of Year 5 students achieved greater than or equal to the expected growth in Numeracy, well exceeding the target.

**Strategies to achieve these targets include:**

- Continuation of the Problem Solving and Investigations (PSI) room to provide students with an interactive approach to problem solving.
- Implementation of the Mathletics program K-6 to engage students in numeracy and consolidate learning in the number strand.
- Use of the Briar Road Public School scope and sequence documents to support programming and consistency.
- Employment of two School Learning Support Officers to provide intensive support to students who performed in bands 1 and 2 in NAPLAN.
- Training and development provided to K-2 teachers to support the continued implementation of TENS strategy K-2.
- Purchase of ipads to support numeracy learning within the classroom.
Target 3 - Aboriginal Education

Decrease the percentage of ATSI students in Year 3 and Year 5 at or below National minimum standard in NAPLAN Reading in Year 3 from 50% in 2011 to 40% in 2012 and in Year 5 from 54% in 2011 to 48% in 2012.

Increase the percentage of ATSI students in Year 3 and 5 performing at proficiency in NAPLAN Reading in Year 3 from 0% in 2011 to 10% in 2012 and in Year 5 from 0% in 2011 to 10% in 2012.

Increase the percentage of ATSI students greater than or equal to expected growth in NAPLAN Reading from 10% in 2011 to 15% in 2012.

Decrease the percentage of ATSI students in Year 3 and Year 5 at or below National minimum standard in NAPLAN Numeracy in Year 3 from 25% in 2011 to 23% in 2012 and in Year 5 in 2011 45% to 34% in 2012.

Increase the percentage of ATSI students in Year 3 and 5 performing at proficiency in NAPLAN Numeracy in Year 3 0% in 2011 to 10% in 2012 and in Year 5 0% in 2011 to 10% in 2012.

Increase the percentage of ATSI students greater than or equal to expected growth in NAPLAN Numeracy in Year 5 from 36% in 2011 to 44% in 2012.

Our achievements include:

- Year 3 and Year 5 ATSI students did not show a decrease in the percentage of students at or below minimum standard in reading.
- 33.5% of Year 5 ATSI students performed at proficiency level in NAPLAN reading.
- 22.2% of ATSI students were greater than or equal to expected growth in reading, which exceeded the target.
- A decrease in the percentage of Year 5 ATSI students at or below minimum standard from 2011 in numeracy.
- 25.5% of ATSI students performed at proficiency in numeracy, well exceeding the target.
- 87.5% of Year 5 ATSI students achieved greater than or equal to expected growth in numeracy, well exceeding the target.

Strategies to achieve these targets include:

- Employment of a Deputy Principal Aboriginal Education 0.25 to work across the Community of Schools.
- Continuation of Accelerated Literacy across the school and training of new staff.
- A ‘Read and Feed’ program was established in the Koori Room to provide students with an extra opportunity to practise their reading.
- Purchase of 6 DSi consoles to assist with engagement in numeracy. They have been used in a small group setting within the classroom to consolidate students skills in mental computation.

Target 4 - Student Engagement and Attainment

- Increase attendance from 91.8% in 2011 to 93% in 2012.
- Increase in the number of workshops offered to parents from 8 in 2011 to 12 in 2012 and the number of parents attending /visiting the ‘Community Room’ from 370 parents in 2011 to 400 parents in 2012.
- Decrease in the number of entries on Risc for aggressive behaviour by 20% from 394 in 2011 to 314 in 2012.
- Increase the number of entries on Risc for positive behaviour (Gold Pass) by 20% from 309 in 2011 to 369 in 2012.

Our achievements include:

- Increased attendance from 91.8% in 2011 to 92.9%. This has been supported through the implementation of a whole school attendance program as well as reward days for students achieving over 95% attendance for the term.
- Increased parent workshops from 8 in 2011 to 13 in 2012. Some of our workshops have included the PPP parenting program and sessions developed by the school’s speech pathologist.
- Exceeded the target for parents attending the community room by 35%.

The employment of a Community Liaison...
Officer has assisted in the maintenance of the community room and engaging parents through activities such as excursions and the community tutor program.

- Exceeded the target for a reduction in instances of aggressive behaviour by 15%.
- Exceeded the target for an increase of positive entries recorded on RISC by 39%.

The continuation of PBL as a whole school focus has assisted in achieving this result. A ‘prize hive’ has been created to reward students for following the 3B’s at Briar Road Public School.

**Target 5 – Leadership**

All staff to participate in the ‘Team Leadership for School Improvement Program K-12’.

All executive and identified prospective executive to participate in the Briar Road Public School Leadership Program to build capacity.

All staff to have a Professional Learning Plan.

All Stage 3 students to take a leadership role within the ‘Briar Buddies’ program.

**Our achievements include:**

- All teaching staff completed the Team Leadership program throughout the year.
- The Briar Road Public School Leadership Program was implemented for executive and aspiring executive staff.
- Professional Learning Plans were created, implemented and evaluated by staff. This process provided teaching staff with an opportunity to identify areas of need for themselves and pursue appropriate development in this area.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of assessment and reporting.

**Learning evaluation**

**Background**

Briar Road Public School selected the area of Learning 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 gathered from staff, students and community members.

**Findings**

- 100% of parents and 96% of students said that their classrooms were an interesting place to learn. This was supported by 100% of teachers who agreed they provided learning experiences within a secure and stimulating environment.
- 81% of parents and 100% of teachers said that communication was almost always provided between home and school in relation to their child/student’s learning. 19% of students said this communication only happened sometimes.
- All stakeholders recognise that other staff members besides the classroom teacher provide support and learning opportunities for students.
- 100% of students, staff and parents believed that Briar Road Public School provides adequate resources to support student learning in the classroom.
- 89% of parents and 100% of students felt that the staff at Briar Road Public school expects students to achieve their best.
- Only 58% of teachers felt that their students almost always take responsibility for their own learning. This was compared to 96% of students who said that they always take pride in their work and learning.
- 89% of both students and teachers felt that there is a balance between group work and independent learning within the classroom.
- 53% of teachers felt that their students almost always reflected on their own work and engaged in self-assessment activities. This was compared to 100% of students that said they use samples of their work to see how they have improved over time.

**Conclusions**
All key stakeholders are satisfied with the learning environment and range of resources available to support teachers and students.

Finding new ways to help students learn was identified as almost always in place from all participants.

There is work to be done in the area of student self-assessment as teachers felt this was not entirely effective despite a high level of students stating that seeing growth in their work samples over time is a tool that helps them learn.

Future directions

- Continue to provide staff with professional development opportunities to improve and refine their current practices.
- Staff development in formative assessment strategies including supporting and facilitating opportunities for student self-assessment.
- Ensuring communication about learning between home and school includes students.

Curriculum - Assessment and Reporting

Background

In 2012 Briar Road Public School selected to evaluate its assessment and reporting processes as it was felt that there was a need to improve the consistency of assessment practices across the school, as well as a need to review student feedback and reporting methods. Data was collected through the implementation of staff, parent and student surveys as well as interviews with teaching staff, supervising executive staff and students. A parent focus group was asked a number of specific questions, as well as being given the opportunity to discuss their answers and opinions in detail, and the school’s current student report format was analysed in response to parent survey information.

Findings

- 87.5% of teachers use post-unit assessment often.
- 53.3% of teachers use pre-unit assessment often.
- 100% of supervisors felt that assessment data is not being used to direct teaching and learning.
- Teachers are using a range of methods to inform school reports.
- 50% of staff felt that they were supported by their supervisor with regards to assessment. This varied dramatically between stage groups.
- 56.3% of teachers engage in professional discussion with supervisors about assessment.
- Teachers are using a range of methods to inform school reports.
- 100% of teachers felt that they could benefit from marking student work collaboratively to ensure consistency in teacher judgement.
- Over 80% of staff said the current report format was effective in providing information to parents/carers and user friendly.
- 93.3% of staff, 87.5% of parents and 68% of students felt that three way interviews would be useful.
- 56% of parents, 64% of students and 52.9% of teachers requested more frequent interviews.
- 100% of students said that their teacher mostly gave out verbal feedback to students.
- 80% of teachers felt that they mostly gave verbal feedback.

Conclusions

Assessment is not being used effectively to drive teaching and learning programs. There is not enough direction provided to teachers as to the expectations of assessment, including what needs to be included in the Assessment Folders. Teachers need more team planning and team based moderation of assessment tasks to ensure consistency in teacher judgements across stages. Parents, students and staff would like three way interviews as an option.
All students received short, verbal feedback however less are being involved in focussed individual discussions with their teachers.

**Future Directions**

There needs to be improvements to how supervisors are communicating with and supporting their teams to use assessment to inform teaching and learning programs. Supervisors need to provide improved written direction and written feedback based on assessment expectations. There is a need to review current parent/teacher interview procedures and reporting format and to increase and improve the methods of feedback given to students. Detailed strategies for implementing these recommendations can be found in the Assessment section of the 2013 Annual School Plan.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

<table>
<thead>
<tr>
<th></th>
<th>Mostly/Usually</th>
<th>Sometimes/Rarely</th>
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<tbody>
<tr>
<td></td>
<td>C</td>
<td>S</td>
</tr>
<tr>
<td>BRPS praises and rewards student successes</td>
<td>74%</td>
<td>96%</td>
</tr>
<tr>
<td>BRPS encourages students to achieve their best</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>BRPS encourages learning about cultural groups</td>
<td>83%</td>
<td>96%</td>
</tr>
<tr>
<td>BRPS finds ways to improve on teaching practices</td>
<td>86%</td>
<td>96%</td>
</tr>
<tr>
<td>BRPS appreciates the community and involves them in decision making</td>
<td>97%</td>
<td>100%</td>
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</tbody>
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**Professional learning**

Teachers were engaged in a range of professional development opportunities during 2012. Every teacher completed an individual professional learning plan and shared their learning with other staff members during Term 4. Five teachers were trained in the delivery of Accelerated Literacy and a number of infants teachers participated in training for the implementation of the TENS program and the Best Start Assessment. The whole staff completed Non Violent Crisis Intervention training.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Literacy**

**Outcomes for 2012-2014**
• Increased levels of Literacy achievement for every student.
• Diminished gap in Literacy achievement between Aboriginal students and all students.
• Strengthen Literacy learning through the effective use of a full range of diagnostic assessments and innovative Teaching and Learning Programs.
• Develop, implement and evaluate Quality Teaching Programs in Literacy to strengthen teacher capacity and improve student outcomes.
• Innovative use of interactive technologies for teaching, learning and professional development.

2013 Targets to achieve this outcome include:
• Increase the percentage of students greater than or equal to expected growth in NAPLAN Reading from 38.9% in 2012 to 40% in 2013.
• At the end of Term 3 2013, 60% of students K-6 will have achieved grade appropriate targeted Reading level (55% of students achieved grade appropriate targeted Reading levels in 2012).
• Increase the percentage of students achieving at a stage appropriate level in Phonemic Awareness (Cluster 4 for Kindergarten and Cluster 6 for Year 1 and Year 2) from 24% in Term 3 to 75% in Term 3, 2013.

Strategies to achieve these targets include:
• Employment of a Deputy Principal Teaching and Learning (1.0) to provide individual planning sessions, in-class support, team teaching and demonstration lessons to improve teacher quality.
• Continuation of the implementation of the Accelerated Literacy pedagogy K-6 and purchase of resources.
• The employment of a School Learning Support Officer 0.6 to support programs 3-6 developed for students not meeting minimum standard in NAPLAN.

• Literacy continuum and utilisation of Best Start data to improve Literacy achievement for students in the early years.
• Employ 2 School Learning Support Officers (3hrs/day) to implement teacher directed individual Reading programs (Early Learning Intervention).
• Implement the Early Learning Years Framework (ELYF) in the Preschool to support Literacy.
• Employment of a class teacher (1.0) to support Learning Programs K-6.
• Assistant Principal Mentor Engagement to provide individual planning sessions, in-class support, team teaching and demonstration lessons to improve teacher quality.
• Employment of a teacher (0.6) to provide extra RFF for teachers to undertake individual professional development.
• Purchase additional technologies to support whole class and individual Teaching and Learning programs for students.
• Develop teacher capacity in the use of Information Communication Technologies to improve Literacy.
• Implementation of parent workshops on Reading P-6 including comprehension strategies, accessing multimedia and how to support their children at home.

School priority 2
Numeracy
Outcome for 2012-2014

• Increased levels of Numeracy achievement for every student.
• Diminished gap in Numeracy achievement between Aboriginal students and all students.
• Strengthen Numeracy learning through the effective use of a full range of diagnostic assessments and innovative Teaching and Learning programs.
• Develop, implement and evaluate Quality Teaching Programs in Numeracy to strengthen teacher capacity and improve student outcomes.
Innovative use of interactive technologies for teaching learning and professional development.

2013 Targets to achieve this outcome include:

- At the end of Term 3 2013 40% of students 2-6 will have achieved Stanine 4 or above in PAT maths.
  (35% achieved Stanine 4 or above in 2012)
- Increase the percentage of students greater than or equal to expected growth in NAPLAN Numeracy from 68% in 2012 to 70% in 2013.
- Reduce at risk students K-2 in Early Arithmetic Strategies from 22% in Term 3 2012 to 15% in Term 3 2013.

Strategies to achieve these targets include:

- Implementation of the Briar Road Numeracy Scope and Sequence which has been developed in line with the Department of Education and Communities (DEC) K-6 Numeracy Policy.
- Continued implementation of the Problem Solving and Investigation Room (PSI Room).
- The employment of a School Learning Support Officer (0.6) to support programs 3-6 developed for students not meeting minimum standard in NAPLAN.
- Implementation of the Early Numeracy continuum and the utilisation of Best Start data to improve Numeracy achievement for students in the early years.
- To implement the Early Learning Years Framework (ELYF) in the Preschool to support Numeracy.
- Assistant Principal Mentor Engagement to provide individual planning sessions, in-class support, team teaching and demonstration lessons to improve teacher quality.
- Deputy Principal Teaching and Learning to provide individual planning sessions, in-class support, team teaching and demonstration lessons to improve teacher quality.

- Employment of a teacher (0.6) to provide extra RFF for teachers to undertake individual professional development.
- Purchase additional technologies to support whole class and individual teaching and learning programs for students.
- Develop teacher capacity in the use of Information Communication Technologies to improve teaching and learning programs through enhanced quality professional learning and access to curriculum resources.
- Implement a series of parent workshops in Mathematics to support understanding of expected outcomes for students and how to support students at home.

School priority 3
Aboriginal Education
Outcome for 2012-2014

- Aboriginal education will be a priority for all staff that will foster a deep sense of commitment to see Aboriginal students become successful, confident and informed members of the school community.

2013 Targets to achieve this outcome include:

- Diminish the gap in suspensions between ATSI and non ATSI students by 15%, from ATSI students representing 61% of suspensions in 2012 to 46% or less in 2013.
- Increase Aboriginal parental participation in school events by 15% from 94 parents in 2012 to 109 in 2013.
- Maintain the percentage of ATSI students achieving greater than or equal to expected growth in NAPLAN Numeracy at 87.5% in 2013.
- Increase the percentage of ATSI students achieving greater than or equal to expected growth in NAPLAN Reading from 22.5% in 2012 to 29% in 2013.

Strategies to achieve these targets include:

- Implementation of strategic, collegial and structured transition programs with John Warby PS, Briar Road PS and Oorunga Wandarrah Preschool.
• Employment of Deputy Principal Aboriginal Education – Community of School (0.25).
• Employment Aboriginal Community Development Co-ordinator (Elsa Dixon Program)
• Develop an Airds CoS and individual school timetable of events for significant days such as Sorry Day, NAIDOC week, Reconciliation Week.
• Negotiated implementation of Aboriginal health services support for the Airds CoS through Tharawal AMS.
• Establish Airds/Bradbury Community of Schools (CoS) accountability framework through the use of a strategic and detailed programming proforma for all class and support programs.
• Implementation of 2013 Airds CoS Western NSW Cultural Tour for staff and community members.
• Engage interagency, DEC staff and community to support improved attendance and retention rates.
• Provide support through the in-servicing of all staff to implement culturally appropriate strategies to increase attendance and retention rates.
• Provide Individual Aboriginal student NAPLAN support in Years 2, 3, 4 and 5.
• Implementation of Norta Norta program across the Airds CoS.
• Continue the implementation of the Airds CoS Personalised Learning Plans to support Literacy and Numeracy.
• Implementation of Nintendo DS Maths Training system into Norta Norta program.
• Strengthen Aboriginal Education school support structures to include CoS DP Aboriginal Education, school Aboriginal Education Coordinator, AEO, AERT, Aboriginal staff and Aboriginal education team members.
• Implementation of Airds Aboriginal Education CoS Network meetings twice each term. The meetings will be held to coincide with the local AECG.

**Outcome for 2012-2014**

• Promote a school culture that respects and responds to student’s individual learning potential.
• Improve the social and emotional skills and wellbeing of students.
• Improve student learning through quality teaching practices.
• Develop positive partnerships with the school community and outside agencies and increase parent participation in all areas.
• Improve overall student engagement through quality transition programs.
• Improve student attendance P-6.

**2013 Targets to achieve this outcome include:**

• Increase attendance from 92.8% to 93% in 2013.
• Maintain the number of workshops offered to parents in 2013 and increase the number of parents visiting the “Community Room” from 541 in 2012 to 600 in 2013.
• Decrease the number of entries on ESR Welfare for aggressive behaviour by 20% from 255 in 2012 to 204 in 2013.
• Increase the number of students receiving a Principal’s Award from 5 in 2012 to 20 in 2013.

**Strategies to achieve these targets include:**

• Implementation of whole school attendance program.
• Employ School Administration Officer Attendance (0.2) - for one day a week to assist office staff with daily “phone home” initiative.
• Assistant Principal off class one day a week to follow up attendance issues with individuals and families.
• Purchase of resources to support recognition of attendance.
• Implement Positive Behaviour for Learning (PBL).
• Implement whole school social skills program with rotation of staff on a weekly basis.
• Develop strong supportive relationship with parents and the community.
• Continue with the implementation of Community Room.
• Employment of Community Liaison Officer 0.4 to assist DPs with community initiatives/Community Room.
• Implement a series of parent workshops to support positive parenting.
• Continue the ‘Briar Road Play Group’ in conjunction with the Benevolent Society.
• Implement quality programs to support the transition points of all students.
• Continue with the implementation of successful Kindergarten Orientation program.
• Employ a teacher 0.4 NP as part of the Learning Support Team to implement Speech Programs developed in 2012 by Speech Pathologist.

School priority 5
Leadership and Management
Outcome for 2012-2014

• Strengthen leadership and management capacity of staff and executive to drive school improvement.
• Enhance leadership innovation that makes use of the full range of opportunities that facilitate positive learning cultures across the school.
• Increase leadership opportunities for all students.

2013 Targets to achieve this outcome include:

• Increase the number of executive and identified prospective executive to participate in the Briar Road Leadership Program to build capacity from 8 in 2012 to >9 in 2013.
• In 2013 100% of staff will implement Professional Learning Plans in accordance with school targets and their professional learning needs.
• Increase the number of student leadership programs offered at Briar Road PS by 20% in 2013 and refine and improve existing programs.

Strategies to achieve these targets include:

• All staff to have a Professional Learning Plan (PLP).
• Assistant Principal Mentor Engagement, Deputy Principal Teaching and Learning and Principal to develop plans with staff to meet their professional learning needs.
• PLPs to be monitored and refined during EARS and TARS procedure with DPs, supervisors, coordinators and Principal.
• Develop and implement ‘Briar Road Leadership Program: a quality, innovative and strategic program aimed at all levels to support career development and succession planning.
• Purchase consumables to support program.
• Consolidation of the ‘Team Leadership For School Improvement Program K-12’.
• Provide opportunities for students to participate in leadership programs.

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.

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Temi Miezio – Deputy Principal Teaching and Learning
Alicia Hodges – Assistant Principal Relieving
Jessica Jones – Community member

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