School context

Briar Road Public School (enrolment 279 students, including 32% Aboriginal students and 21% of students from a non-English speaking background) has 3 support classes, a pre-school and is an Equity funded and Positive Behaviour for Learning school (PBL). The staff, students and the community strive for excellence by providing a caring and safe learning community that encourages all students and staff to reach their full potential. The staff are aware of the nature of the low socio-economic community and supports its values and needs. The staff are enthusiastic and dedicated professionals who cater for individual students through providing interesting, structured programs in an environment which promotes high expectations. The school actively seeks improvement through a child-centred approach with supportive student welfare programs. Briar Road Public School implements Positive Behaviour for Learning across the school. The school works in close partnership with the Community of Schools to develop strategic and innovative practices that support learning P-12. The school services a unique and diverse community and supports families through cultural and interagency partnerships to foster academic, social and community success.

Principal’s Message

In 2014 Briar Road Public School achieved significant success across a number of academic, social and sporting pursuits. The Annual School Report highlights the key achievements of our students, staff and community. In reflecting on the year, I have had the opportunity to lead the Briar Road Public School community and feel privileged each day. I acknowledge and commend the efforts of all stakeholders who are committed to ensuring that our school remains a valued hub in the community and is striving towards a school of excellence.

2014 was the year we celebrated 40 years of public education at Briar Road Public School. We introduced and developed a love of performing arts for the children and provided the school community with a range of events that allowed them to reconnect with the school and view the growth and progress of the students and school community. 40 years is an amazing milestone and it was an achievement that each student was able to celebrate.

As a school, there has been a focus on creating a collaborative and positive school culture that fosters success and high expectations. The school has implemented a range of innovative programs that have assisted teachers to create a school where everyone feels safe and nurtured. The school prides itself on personalised programs and practices, and as a result authentic connections between students and teachers have assisted to create a strong, positive and supportive school environment. E.M. Hallowell defines connections as ‘a sense of being a part of something larger than oneself. ... a sense of belonging, or a sense of accompaniment. It is that feeling in your bones that you are not alone. It is a sense that, no matter how scary things may become, there is a hand for you in the dark. While ambition drives us to achieve, connectedness is ...the force that urges us to ally, to affiliate, to enter into mutual relationships, to take strength and to grow through cooperative behaviour.’ This connectedness is enacted each day by the committed staff of the school and has been a contributing factor to the improvement in school culture and overall school success.

The school remains committed to ensuring Aboriginal Education continues to be an important part of school organisation for all students through the creation and continuation of key roles within the school and Airds Community of Schools. Cultural identity was affirmed, acknowledged and celebrated through a range of programs and community voices were valued and sort through the role of the Aboriginal parent group and local Aboriginal Education Consultative Group.

Parent and community involvement continued to be a major focus of the school. A number of successful events and programs compliments the work that is undertaken by the Community Liaison Officer (CLO). The Community role, along with active community involvement, is highly valued by the staff and has provided significant support to many students and families.

This year, as every year, has been one in which we have strived to improve on all that we do. We value your trust in us to nurture and care for your children in our wonderful school where the culture is defined by integrity, excellence, spirit, opportunity and diversity. I thank the staff,
students and community for the dedication, courage and commitment that is showcased each day.

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.

Miss Tammy Anderson

Parent and Community Group Message
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, helping in the canteen, resourcing, maintaining the library, assisting with office duties, attending parent workshops, attending Gala Day, Parent choir, fundraising, gardening, walking/fitness group and participating in parent excursions. They also contributed through using their skills to assist staff and make teaching resources.

The consultation dinner in Term 4 was strongly supported by a number of parents and community members. This genuine collaboration was used to gain feedback on what was successful from a community perspective as well as determine key directions, practices and processes for the 2015-2017 school plan.

In 2014, 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 and participate in parent workshops and meetings. This room is a safe and friendly place in our school.

Jessica Jones

Student School Leader’s Message
Throughout 2014, Briar Road was lucky enough to celebrate their 40th anniversary at Event Cinemas. Each of the classes put on a performance with different themes such as The Future, Superheroes, Sport and many more. Also, Mrs Hodges along with the school leaders organised for the school to watch The Lego Movie as a Stage 3 fundraiser. Ms Anderson organised a basketball and futsal court to be made in our playground so the students had something to do at our lunch breaks. Ms Anderson and Mrs Jones conducted numerous parent meetings over the year to discuss progress, suggestions and further direction for 2015.

Grace Talaoloa and Rebecca Taala

Student information

Student enrolment profile

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<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
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<td>94.3</td>
<td>94.2</td>
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<td>94.8</td>
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</table>
Management of Non-Attendance

The target for attendance in 2014 was 93%. Briar Road Public School achieved 92.9%. A number of strategies were utilised 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.
- Letters were sent home to parents/caregivers to inform them of the days and partial days students had been away from school.
- Attendance was closely monitored by Deputy Principal Vickie Hughes and Anne McElhatton, who effectively maintained communication with families and staff about concerns and achievements in relation to attendance.
- 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 regularly organised. Parents, Vickie Hughes and Anne McElhatton, the Home School Liaison Officer and Aboriginal School Liaison Officer attended the meetings.
- Positive reinforcements were provided for Infant and Primary classes that achieved the highest attendance for each term. These rewards included a Jumping Castle, pizza party or to wear mufti clothes for a day.

Workforce information

<table>
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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Preschool Teacher</td>
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<tr>
<td>Teacher of Moderate Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Aboriginal Education Resource Teacher</td>
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<tr>
<td>Aboriginal Education Officer</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Learning Support Officers</td>
<td>8</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
</tbody>
</table>

Indigenous Workforce

In 2014 Briar Road Public School employed 7 Aboriginal staff members, which equated to 17% of the staff population.

Teacher qualifications

In 2014 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>100%</td>
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<tr>
<td>Postgraduate</td>
<td>18%</td>
</tr>
<tr>
<td>New Scheme Teachers maintaining accreditation at Proficient</td>
<td>18%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All teachers have participated in developing Professional Learning Plans (PLPs) in accordance with school targets and their professional learning needs related to the National Teaching Standards. An Assistant Principal - Mentor was employed to oversee the development of Professional Learning Plans for all staff. There was a demonstrated increase in teachers participating in team teaching and viewing demonstration lessons linked to school targets, programs and identified teacher needs. This strategy has supported staff by highlighting their achievements, areas of growth and future direction for professional learning.

The average expenditure per teacher on professional learning at the school level is $175. The total school expenditure on teacher professional learning is $8277. School development days have involved all staff within the school and have taken on a focus around implementing and planning for the Australian National Curriculum.

| Number of teachers working towards BOSTES accreditation | 3 |
| Number of new scheme teachers maintaining accreditation at Proficient | 8 |
| Number of teachers seeking voluntary accreditation at Highly Accomplished or Lead | 3 |
Beginning Teachers

In 2014 there was one permanent beginning teacher appointment. The funding under Great Teaching, Inspired Learning was used to:

- Build in regular support/meeting times with an experienced mentor, and
- Work collaboratively with their mentor to develop their Professional Learning Plan and use this as the foundation to direct their individual plan (including team teaching, release to watch other experienced teachers in action, continuous reflection based on the BOSTES Australian Professional Standards for Teachers).

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1629118.17</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 14780.26   |
| Excursions                 | 6546.31    |
| Extracurricular dissections| 49125.35   |
| Library                    | 1513.47    |
| Training & development     | 0.00       |
| Tied funds                 | 549337.34  |
| Casual relief teachers     | 16425.47   |
| Administration & office    | 75172.03   |
| School-operated canteen    | 66549.36   |
| Utilities                  | 57431.97   |
| Maintenance                | 38799.34   |
| Trust accounts             | 20857.84   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 896538.74  |
| **Balance carried forward**| 732579.43  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Achievements in Creative Arts

Briar Road Public School students participated in a number of projects to enhance their learning for each of the art-forms (Visual Arts, Dance, Drama and Music).

The whole school performance in September was an integral part of the 40 year celebrations. “Briar – the Musical” was a P-6 performance at Events Cinemas at Macarthur Square which showcased the talents of students, staff and community. The quality performance was acknowledged by the community as one of the highlights of the school in 2014.

In addition to this, every student performed at assemblies throughout the year, contributed to a NAIDOC Week art display and performed in the Christmas Concert. “Briar’s Got Talent” was also run again throughout Term 2 and Term 3 to showcase the talents of students across the school.

Students and community members had the opportunity to join Choir and Dance groups and to perform at various whole school functions. A Gifted and Talented (G&T) music group was created and students used the Airds High School facilities on a fortnightly basis. Airds High School senior students mentored the G&T group, with this group performing at key events at the end of the school year.
The Creative Arts committee purchased a number of resources to support and complement the teaching of quality visual art lessons in the classroom as well as purchasing costumes for “Briar – the Musical”.

Achievements in 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 2014.

At lunchtimes structured games such as soccer, kick tennis and Oz Tag were organized to further engage students in the playground. Students who participated in these games played both safely and respectfully and there was a significant drop in negative incidences coming from the playground at both break times.

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 a modified version of Oz Tag called ‘Tiger Tag’. All Briar Road Public School students demonstrated a high level of dedication and good sportsmanship.

All students participated in whole school events such as the swimming, cross country and athletics carnival. These events involved the support and participation of our school community.

Furthermore, a number of students represented Briar Road Public School at zone and regional levels.

Physical Education and Health were taught explicitly across the school from Preschool to Year 6 as an integral part of the RFF program. Students were involved in a range of modified activities to develop key Fundamental Movement Skills. Students learnt about healthy eating, road, water and sun safety as well as drug education.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 to access the school data.
**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Briar Road values the role that educational programs play in teaching all students and staff about Aboriginal cultures and histories. In 2014, a number of initiatives were implemented in Aboriginal education across five of the domains of the Aboriginal and Torres Strait Islander Education Action Plan.

“Transition to school” programs have continued to be a priority in supporting and preparing Aboriginal students for the next step in their education. The Briar Road P.S. preschool implemented a transition program in partnership with Oorunga Wandalrah, which has been successful in providing students from both settings with opportunities to participate in school readiness programs. In 2014, Briar Road was fortunate to receive funding to undertake an action research project, which focused on the Year 6-7 transition process for the Airds Community of Schools (CoS). Students participated in a number of workshops held at Airds High School aimed at building relationships with high school staff and other students attending in the following year. The project culminated in an overnight camp at Wooglemai Environmental Centre.

Aboriginal students and their families were invited to a BBQ afternoon to facilitate the development of Personalised Learning Plans. Individual goals were set for each child in consultation with families, promoting a strong connection between home and school.

Every student within the school engaged in learning about Aboriginal people, culture and histories through the implementation of a whole school Aboriginal studies program. This program aimed to increase the knowledge of all students (Aboriginal and non-Aboriginal students) in the school of Aboriginal traditions and culture (promoting intergeneration influence and education).

Four staff members participated in a cultural immersion trip to areas of Western NSW in order to increase their knowledge of Aboriginal connections to country. This trip has run over a number of years and had continued to be a valuable professional development tool for staff.

In 2014, Briar Road received Norta Norta funding to support student achievement in literacy and numeracy. A teacher was employed to work in a one on one and small group capacity with students on their individual areas of need. All students in the program made academic progress as was demonstrated in pre and post assessments.

The ‘Sista Speak’ program was run across the Airds CoS and students participated in a variety of activities aimed at improving their self-esteem, understanding career options and finance; and ability to make positive life choices. The girls ran a successful café and raised money for Breast Cancer Research.

The Aboriginal Education Resource Teacher (AERT) supported students across K-2 in Literacy and Numeracy. The AERT worked in classrooms alongside teachers, supporting differentiated grouping as well as through the withdrawal of small groups for intensive support and extension in order to improve student outcomes.

Briar Road PS prides itself on our authentic celebration of Aboriginal significant events. In 2014 we had guest performers come into the school for NAIDOC and Reconciliation week and extended the invitation to the CoS and Community. Our school implemented cultural lessons, held an art exhibition and held a special assembly.
Read and Feed was successfully implemented once again in the Koori Room. This program supported literacy development as students were encouraged to come to the room, eat breakfast and either have a story read to them by a teacher or read a book independently. This program is a beneficial engagement and attainment tool for our students.

2014 saw the establishment of a Junior AECG at Briar Road and students were fortunate to attend a number of development workshops with peers from a range of local schools. Funding was received to support this initiative, which has assisted in developing the capacity of staff across the community of schools to effectively support Aboriginal students in running an AECG at a school level. A workshop was run by Jodie Bell at Waran Warin that engaged students in developing an understanding of the purpose, history and work of the AECG.

The number of successful initiatives in 2014 supported the significant role that Aboriginal education plays at Briar Road P.S.

**Multicultural education and anti-racism**

Briar Road Public School ensures multicultural education is a significant “learning across the curriculum” perspective. Students, staff and community members embrace the many diverse backgrounds and cultures, recognizing and celebrating together in an open and accepting way. Each member of the school community is welcomed and valued for their contribution to the school. Whole school inclusive events included ANZAC day, Harmony Day, Remembrance Day and NAIDOC week.

Multicultural Day was an event that was highly successful in 2014. Each class studied a country which culminated on multicultural day with open classrooms where parents and community were invited to join in with their children in the classrooms. Community and staff members also provided a dish from their cultural backgrounds for students to try.

Briar Road Public School has high expectations for all staff, students and community members. This is reflected through inclusive classroom and school practices, including the active role of the Anti-Racism Contact Officer (ARCO) as well as teaching programs promoting intercultural understanding and skills. The school focus is enhancing authentic engagement in the school for all parents and community members and the role of the Community Liaison Officer is integral.

**Preschool**

Briar Road Preschool believes that play is learning and is very important for children. Play is the foundation of the Early Years Learning Framework and therefore underpins all aspects of the program and learning environments provided at Briar Road Preschool. Briar Road Preschool provides a play-based learning program that encourages children:

- to use their creativity
- to explore and discover
- to collaborate and interact with others
- to develop problem solving skills and independence
- to develop literacy and numeracy knowledge
- to develop a life-long love of learning
- to develop strong communication skills.

As childhood is a time of belonging, being and becoming Briar Road Preschool ensures that all children, families and community members feel welcome and a part of our environment. Our preschool has developed partnerships with Airds High School child studies classes who come to our preschool to interact and develop relationships with our children. We also work closely with Tharawal Aboriginal Corporation (medical and specialist services) and Children’s Services Centre Oorunga Wandarrah Preschool where our children spend time with each other once a fortnight collaborating and playing and developing some great friendships.
Children are welcomed openly into Briar Road PS and we participate in school assemblies, Library, sports carnivals, Easter Hat parades, PE, NAIDOC week, Reconciliation week, books in homes and other significant school activities. We have also developed a Year 5 playground buddies program which occurs in Term 4. As Briar Road Preschool is on the premises of the school we are an active part of the school environment.

The preschool has an enrolment capacity of 40 children and all 40 positions were taken in 2014. The preschool operated on two classes of children that attended two full days a week and each group attended a half a day each a week on a Wednesday. The children and families who attended Briar Road Preschool were from a range of cultural backgrounds including: Australian, Aboriginal, Samoan, Tongan, Lebanese, Fijian, New Zealand, and the Torres Strait Islands.

We value our families’ knowledge, skills and cultures and over the year many of our families shared their skills and languages with our children. Children learnt Aboriginal dancing and the origins of the dance, they learnt Tongan dancing and what the dance means, food and songs were shared with the children from many of the families whose children attend the preschool.

**Socio-economic background**

Specific socio-economic funding was used to promote academic, social and community growth across the school.

A fulltime and part-time Assistant Principal was self-funded to assist, mentor and coach teachers in the area of Teaching and Learning to support the implementation of high quality literacy and numeracy programs, along with student well-being programs and processes. This role involved the provision of in class support, delivery of whole school professional learning as well as maintaining existing initiatives such as the Problems Solving and Investigations room. The strategies and support of the Assistant Principal were enhanced through the employment of an additional class teacher, which resulted in reducing class size numbers, and providing additional release to assist teachers to develop their skills and understandings.

Students transitioning to school were supported through the funding of additional School Learning Support Officers in Kindergarten. The support provided intensive one-to-one assistance in literacy with a particular focus on reading and word attack skills. To further aide students in the early years the employment of a Speech Pathologist assisted in identifying and supporting students who had significant speech, receptive and expressive language issues.

School community engagement was strengthened through the employment of a Community Liaison Officer (CLO) role. The role facilitated a range of initiatives that increased parent and interagency involvement within the school. The positive results stemming from the CLO role have assisted in formulating the school strategic directions for community engagement in the 2015-2017 School Plan.

**English language proficiency**

Throughout 2014 students with English language proficiency needs were identified and individual support based on each student’s need was provided.

IEP’s were developed for all targeted students that focused on language extension (building on simple language) and improving reading levels and comprehension. The IEP’s were developed in collaboration with the classroom teacher and the EAL/D teacher worked closely throughout the year to support their in-class engagement.

The EAL/D teacher worked closely with the parents/carers to keep them informed of progress as well as support the links between home and school.
Student Wellbeing
Throughout 2014, Briar Road Public School has continued to implement Positive Behaviour for Learning (PBL), providing a fair and consistent approach to all student welfare within the school setting. The three school rules of 'Be Safe', 'Be Respectful' and 'Be a Learner' continue to be promoted and provide cohesiveness throughout the school, linking to all behaviour management strategies. Briar Road has continued to utilise 'Briar's Prize Hive', where there has been a significant increase in the number of students who have been able to use points to shop. The 'Briar's Prize Hive' is directly linked with the school's positive reward system - Gold Passes.

Social Skills instruction has continued on a fortnightly basis, with the lesson focus being determined by welfare data. 2014 saw Briar Road implement a 'Peer Support Program', where students from Year 5 were buddied up with a student from Preschool. Preschool students transitioned into the school's Infants playground twice a week, with the students developing a relationship to provide the future kindergarten students with a familiar face and role model when they start school in 2015.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff surveys
- Analysis of internal data in literacy and numeracy
- NAPLAN analysis (SMART data)
- Evaluation of the 2014 School Plan
- Development of the 2015-2017 Strategic Directions and School Vision.

School planning 2012-2014:

School priority 1
Literacy

Outcomes from 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.

Evidence of achievement of outcomes in 2014:

- 60% of students achieved greater than or equal to expected growth in NAPLAN Reading from a three year average of 36% to 38% in 2014.
- Students exceeded the state growth in Reading by 23.6%.
- The growth in NAPLAN for Year 3 students who are at proficiency in Reading was 4% in 2012, showing an increase to 21% in 2014.
- There was no growth in NAPLAN for Year 5 students who are at proficiency in Reading: 13% in 2012 and 2014.
- ATSI students in Year 3 showed a 10% increase in achievement in the Reading component of NAPLAN in comparison to 2012.
- ATSI students in Year 5 showed 26% of students moved to minimum standards in the Reading component of NAPLAN in comparison to 2012.
Strategies to achieve these outcomes in 2014

- Instructional rounds implemented to support teachers in the implementation of quality teaching standards.
- Employment of a Speech Pathologist to support P-2 students.
- Employment of a School Learning Support Officer to support students in reading K-6.
- Continued employment of an Assistant Principal Mentor to ensure the implementation of quality literacy programs.
- All staff to implement, record and analyse PLAN data to inform teaching and learning within each classroom.
- All staff to actively participate in professional learning with new syllabus documents.

School priority 2

Numeracy

Outcomes from 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.

Evidence of progress towards outcomes in 2014:

- 47.4% of students achieved greater than or equal to expected growth in NAPLAN Numeracy, however the target was 49.1%.
- Students exceeded the state growth in Numeracy by 13.7%.
- The growth in NAPLAN for Year 3 students who are at proficiency in Numeracy was 8% in 2012, showing an increase to 14% in 2014.

- ATSI students in Year 5 showed 24% of students moved to minimum standards in the Numeracy component of NAPLAN in comparison to 2012.

Strategies to achieve these outcomes in 2014:

- Employment of a Numeracy learning and Support Teacher to support the implementation of quality numeracy programs.
- Instructional rounds implemented to support teachers in the implementation of quality teaching standards.
- Continued access for all students to the “Problem Solving and Investigations” (PSI) room.
- All staff to implement, record and analyse PLAN data to inform teaching and learning within each classroom.

School priority 3

Aboriginal Education

Outcomes from 2012–2014

- 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 2014.
- Increase Aboriginal parental participation in school events from 94 parents in 2012 by 15% in 2014.
- Maintain the percentage of ATSI students achieving greater than or equal to expected growth in NAPLAN Numeracy at 87.5% in 2014.
- 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 2014.

Evidence of progress towards outcomes in 2014:

- ATSI students represented 48% of suspensions in 2014.
- The target of Aboriginal parents attending school based events was exceeded by 30% in 2014.
37.5% of ATSI students achieved at or expected growth in Numeracy, which was lower than the target of 87.5%.

42.9% of ATSI students achieved at or expected growth in Reading, which exceeded the target of 29%.

Strategies to achieve these outcomes in 2014:

- Employment of Aboriginal Community Development Officer.
- Executive to have a reduced face-to-face load to support teachers in the implementation of quality teaching approached through a consistent observation and feedback model.
- Employment of a Speech Pathologist.
- Creation, monitoring and evaluation of Personalised Learning Plans for all Aboriginal students K-6.
- Continuation of parent engagement activities held on and offsite (such as excursions, PLP barbeque and parent workshops).

School priority 4
Student Engagement and Attainment 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.

Evidence of progress towards outcomes in 2014:

- The target of 93% was close to being achieved, with the attendance rate being 92.9% in 2014.
- There was a significant increase with parent involvement across the school. The parent feedback dinner in October was projected to have 20 community members, this was exceeded by 50%.
- Aggressive behaviour in the playground was decreased 44% from 2013.
- There was a 28% increase in the number of students receiving Principal Awards in 2014.

Strategies to achieve these outcomes in 2014:

- Teachers to send home “happy mail” twice a term to promote parent awareness of their child’s involvement in school activities and success in their learning.
- Employment of a Community Liaison Officer 0.4 to work in conjunction with the Deputy Principal to supervise the community room and run relevant community based programs.
- Establishment of a supported playground to support social needs of targeted groups of students.
- Continuation of structured games during break times as organized by staff and School Learning Support Officers.
- Continued focus across the school of Positive Behaviour for Learning (PBL).

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.

Evidence of progress towards outcomes in 2014:

- 5 staff members participated in the aspiring Assistant Principal school-based program in 2014, with 2 of these staff members picking up relieving positions.
- All executive actively participated in and presented at an Executive Initiative across a Community of Schools network in the Campbelltown area.
- All staff completed a Professional Learning Plan (PLP) in accordance with school targets.
and their collaboratively identified professional learning goals.

**Strategies to achieve these outcomes in 2014:**

- Leadership development for aspiring staff to continue, with highly accountable roles in the development of the 2015-2017 school plan.
- Aspiring executive staff to be provided with an executive mentor.
- PLP’s to be monitored and refined during EARS and TARS procedures with supervisors, coordinators and the principal.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, 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>
</tr>
</thead>
<tbody>
<tr>
<td>BRPS praises and rewards student successes</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>BRPS encourages students to achieve their best</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BRPS encourages learning about cultural groups</td>
<td>100%</td>
<td>90%</td>
</tr>
<tr>
<td>BRPS finds ways to improve on teaching practices</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>BRPS appreciates the community and involves them in decision making</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>School leaders have a positive influence on the school culture</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>BRPS knows and supports the community and students</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In 2014, the school undertook a valued and comprehensive consultation process with all key stakeholders to review the current evidence, including student results, attendance, engagement and feedback from parents, community, interagency and staff. The information collated from this exercise was utilised at a parent dinner where staff facilitated deep and meaningful discussions about school performance. The evening resulted in quality feedback from parents and community which included strengths, opportunities and areas of further development for the School Plan 2015 – 2017. As a result, three key strategic directions have been identified that will drive planning across the school. These include:

**Community Excellence** - Genuine reciprocal relationships that value the contributions of community, along with developing high quality collaborations that engage all stakeholders.

**School of Excellence** - School success is achieved through high quality learning and leadership experiences that are built on differentiation and high expectations through developing and
maintaining community and cultural partnerships.

Student Excellence- Student success achieved through being actively engaged as well as leadership opportunities provided to build the capacity to be responsible and productive 21st century learners.

The Briar Road Public School Plan 2015 – 2017 forms the basis for school improvement and development areas over the next three years. School success will be achieved through authentic and meaningful partnerships between school, parents and community including interagency groups. Each strategic direction identifies the purpose, process, products and practices to be implemented through the plan.

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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: