Briar Road Public School
Annual School Report 2013
School Context

Briar Road Public School (enrolment 314, 29% Aboriginal, 31% non-English speaking background, 3 support classes, preschool, Low SES National Partnerships (NP) and Positive Behaviour Learning school (PBL), is a place where staff, students and the community strive for excellence by providing a caring and safe learning community that encourages all students and staff to reach their full potential. The staff is aware of the nature of the community and supports its values and needs. They are enthusiastic and dedicated professionals who cater for individual students through interesting, structured programs in an environment which promotes high expectations. The school actively seeks improvement through a child-centered approach with supportive student welfare programs. Briar Road Public School implements Positive Behaviour Intervention and Supports systems across the school. All students are expected and encouraged to display positive behaviour by “Being Safe”, “Being Respectful”, and “Being a Learner”.

Principal’s Message

The 2014 school year has been a productive and successful journey for our students, staff and community. This Annual Report highlights our school’s achievements, academic record and significant events for the school year.

I have been privileged to lead the school as Principal since Term 2 2014 and over a short period of time have witnessed outstanding successes from all stakeholders across a range of areas within the school.

The students at Briar Road Public School showed a dedication to academic, social and sporting pursuits through the year. Each and every student within the school must be commended for all of their individual achievements and commitment to school.

The staff at Briar Road Public School showed a strong and deep commitment to teaching and learning on a daily basis. I would like to acknowledge the contribution of the staff to ensuring that students are provided with a range of opportunities and experiences. We were committed to developing and implementing a wide variety of learning and well-being programs including student leadership programs, Sista and Bro Speak programs, Reading Recovery and additional professional learning for teachers to increase their knowledge, skills and understanding of the National Curriculum.

At the core of the organisational structure of our school is flexibility, accountability, transparency and inclusivity that extends to all stakeholders. As a school we were committed to ensuring that we publicly promoted the success of the school and the outstanding programs that are implemented. School promotion was enhanced through the creation of a school prospectus and the electronic sign, which was funded through school funds and kind donations from parents and community.

We have increased the number of community engagement activities to compliment the work that is undertaken by the Community Liaison Officer (CLO) employed through National Partnerships to increase parent and community engagement within the school. The role is highly valued by the staff and community and is assisting provide support to many students and families.

Our school is an active partner in the Airds Community of Schools. We value and are committed to strengthening interagency partnerships. The partnership between our school and the Smith family assisted parents to access a range of educational opportunities. The ongoing partnership between the school and local AECG was strengthened through the Airds Community of Schools employment of an Aboriginal Community Liaison Officer across four schools. Our partnerships are creative and increase the opportunities of success for all students.

As the year draws to an end I would like to thank students, staff and community for the warm welcome I have received. I take on the role of Principal with dedication and passion and I thank you for allowing me to lead a school in such a dynamic and unique school community.

I certify that the information compiled in the Annual School Report (ASR) 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 in 2014.

Ms Tammy Anderson
P & C 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 days, parent choir, fundraising, and participating in different excursions. They also contributed their skills by assisting staff and making teaching resources.

In 2013, Briar Road Public School continued to cater for our community’s needs by providing a community room where parents were 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 2013 the SRC organised a Sausage Sizzle fundraiser at the athletics carnival to assist with the re-financing of our committee. We selected an SRC Ambassador to represent our school at various regional community events. The Ambassador brought back her ideas to share with her fellow peers on what we as a committee could implement. Our committee conducted numerous meetings over the year to discuss progress, suggestions and further direction for 2014.

Caitlyn Vidovic-McCarthy

Management of Non-Attendance

The target for attendance in 2013 was 93% with this target 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 two of the Assistant Principals 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, staff, 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, through collaboration with Airds/Bradbury Community Change makers, encouraging students to meet the target. These celebrations included sumo wrestling, a disco and a movie with popcorn and slushies in the hall. Over 150 students participated in the attendance reward day each term.

### Workforce information

#### Workforce composition

<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>1</td>
</tr>
<tr>
<td>Deputy Principal CoS</td>
<td>.25</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Moderate Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</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>
<td>10</td>
</tr>
<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>1</td>
</tr>
</tbody>
</table>

| Aboriginal Education Officer                  | 1      |
| Aboriginal Community Development Officer      | .25    |
| Teacher Librarian                             | .6     |
| Teacher of ESL                                | .6     |
| Preschool Teacher                             | 1      |
| Counsellor                                    | .5     |
| School Administrative & Support Staff         | 3      |

### Indigenous Workforce

In 2013 Briar Road Public School employed 8 Aboriginal staff members, which equated to 17% of the staff population.

### Teacher Qualifications

In 2013 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>35%</td>
</tr>
</tbody>
</table>

### Financial Summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>489970.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>207894.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>485705.37</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>32205.91</td>
</tr>
<tr>
<td>Interest</td>
<td>14192.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33000.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>63469.85</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1326438.78</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| - Key learning areas       | 69452.60   |
| - Excursions               | 23531.46   |
| - Extracurricular dissections| 31952.57  |
| Library                    | 1700.14    |
| Training & development     | 217.57     |
| Tied funds                 | 466369.91  |
| Casual relief teachers     | 22655.57   |
| Administration & office    | 86939.05   |
| School-operated canteen    | 57997.06   |
| Utilities                  | 58505.34   |
| Maintenance                | 32128.74   |
| Trust accounts             | 31639.94   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 883089.95  |
A full copy of the school’s 2013 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 2013**

**Creative and Performing Arts**

This year, in the area of the arts, Briar Road Public School has participated in a number of projects to enhance the learning of our students.

This year students participated in Wakakiri, a story dance competition where students performed at WIN Entertainment Centre Wollongong along with many other schools. Our project, ‘Alice in What Land?’ was a collaborative effort involving many teachers, students and community members.

In addition to this students were involved in performing at assembly each week, marching in the Fisher’s Ghost Parade, contributing to Hallway art exhibitions where students’ artwork is displayed in office corridors, Naidoc Week Art display, Public Speaking Competitions, Christmas Concert and Briar’s Got Talent.

This year both students and community members had the opportunity to partake in choirs. Our students were involved in weekly rehearsals to learn to sing in harmony with each other. Our community members formed a choir that was very successful in performing at our end of year Christmas concert.

Over the year, the CAPA committee purchased a number of resources to complement the teaching of quality visual art lessons in the classroom.

**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 2013.

At lunchtimes structured games such as soccer, netball and Oz tag were organised to further engage students in the playground. Students who participated in these games played both safely and respectfully and we have now noticed an improvement in behaviour at all 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.

Infants were engaged in sport through their participation in the whole school athletics carnival in which every student completed an athletics based passport. Infants were also involved in a number of structured games at lunch times where they interacted with one another through play.

All students participated in whole school events such as the swimming, cross country and athletics carnivals. These events involved the support and participation of our school community. Furthermore many of our students represented Briar Road Public School at zone, regional and state levels. Danielle Matapule represented the South Western Sydney region at the NSW state athletics carnival in the event of shot put, placing fourth overall.

In 2013 two students from Briar Road Public School were successful in gaining positions in South Western Sydney Representative teams. Maeli Tavae made it onto the side for rugby union and Brooke Pepper for soccer.

Physical and Health Education was 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 also learnt about healthy eating, road, water and sun safety and drug education.

**Technology**

Throughout 2013, the school focus was to provide innovative, reliable and equitable access for students and staff in using technology. Throughout the year we have built the capacity and the profile of the school to cater for current and cutting edge technology to be utilised within all aspects of teaching and learning in order to cater for our students as 21st century learners.

Continued maintenance, by the technology team, ensured the range of hardware and networking available to Briar Road Public School was performing at an optimum level.
A school wide cabling upgrade took place, which resulted in faster, and more reliable data speeds throughout the school. The successful installation of wireless saw every classroom across the school, including the staff room and library, equipped with access points to provide internet access for a range of mobile devices. New Lenovo laptops were purchased for every teacher, which meant that all computers across the school were equipped with Windows 7 as the latest operating system. Staff laptops were also used with classroom interactive whiteboards.

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 secure internet and email as part of their technology lessons. Student learning has been enhanced through the use of new hardware, such as the iPads, which have been very successful and popular particularly within the support classrooms.

**Academic Achievements**

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**

Aboriginal Education has continued to be a priority at Briar Road Public School. In 2013 we continued many of the initiatives that were successful in the previous year.

This year saw the employment of an Aboriginal Community Development Officer to work across the community to schools. This role assisted to provide a consistent approach towards Aboriginal Education across the Community of Schools (CoS) and played a vital role in the development and implementation of targeted transition programs for Aboriginal students.

After the success of the Bro-Speak program in 2012, the Sista-Speak program was implemented for Aboriginal girls in stage two and three. Both programs were carried out across the CoS and aimed to build a sense of identity for our students. The girls developed important leadership skills through the creation of a pop-up café in which they were able to serve family members a lunch they had made themselves.

In Semester Two a whole school Aboriginal studies Program was implemented K-6. The Aboriginal Education Resource Teacher and Aboriginal Education Officer worked in collaboration with classroom teachers to deliver a program that provided all students with an opportunity to learn about Aboriginal cultures and histories. Students were engaged in a range of art activities as well has provided with a hands-on approach to learning about tools and weapons.

Transition to high school was a major focus for Briar Road. Students attended a transition camp at Woolegmai Environmental Education Centre with other students from the Community of Schools as well as engaged in activities and lessons held at Airds High School.

**Multicultural Education**

Briar Road Public School ensures multicultural education is a significant teaching practice across the school. Students, teachers and community members embrace the many diverse backgrounds and cultures, recognising and celebrating together in an open and accepting way. Each member of the school community is welcomed and valued for their contribution to our school.

Throughout 2013 students were supported by the English as a Second Language (ESL) and Language Background Other Than English (LBOTE) teacher. Lessons centred on improving student’s understanding of English across the Key Learning Areas (KLA’s). Students received support in their own classroom environment, small group work and individual instruction.

Briar Road Public School encourages the community to participate and to be involved in regular school events, as well as culturally significant days. This year our school community celebrated days such as Sorry Day, Harmony Day, ANZAC Day, Remembrance Day and NAIDOC Week.

This year Briar Road Public School students had the opportunity to participate in Wakakiri, a story dance competition, to perform at Wollongong Entertainment Centre. Students performed a story dance
demonstrating the significance of the different cultures found at our school.

Preschool

Briar Road Public School promotes learning through play in the preschool and supporting children in Being, (Being who they are now); Belonging (Belonging to a family, culture and community) and Becoming (Becoming the special person they are).

In 2013 preschool staff implemented the National Quality Framework and the Early Years Learning Framework outcomes and all staff K-6 participated in a staff meeting to support it's implementation.

There were 40 full time positions available and the preschool operated on two classes of children that attended 2 full days per week and each class attended for half a day each Wednesday.

We had a total of 32 children from a range of cultural backgrounds including Australian, Aboriginal, Samoan, New Zealand and Fijian.

Children from Tharawal’s Oorunga Wandarrah preschool again visited our preschool once a fortnight for transition program and have done so for some years now, at a great benefit to all children involved.

We were fortunate to again participate in the 'Books in Homes' program with the rest of the school and the children loved the books they received.

Preschool participated in many whole school events such as Book Week, NAIDOC week, Reconciliation week and Easter Hat parade to name a few.

National Partnerships

Briar Road Public School is a National Partnership-Low SES School. 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. In 2013 National partnership initiatives included:

• Employment of Deputy Principal (DP) Aboriginal Education (joint strategy with John Warby PS, Bradbury PS and Airds HS) – Term 1 – 2 2013
• Employment of an Assistant 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 a Community Liaison Officer (CLO) 0.4
• Employment of School Administration Officer (0.2) to assist with attendance
• Aboriginal Cultural Awareness Program
• Establishment of a Community Room
• Employment of School Administration Officer (0.2) to assist with the management of funds

Transitional Equity Funding

Equity funding was used to promote academic growth in literacy and numeracy across the school.

A Deputy Principal was employed in the area of Teaching and Learning to support the implementation of high quality literacy and numeracy programs. This role involved the provision of in class support, delivery of whole school professional learning in literacy and numeracy as well as maintaining existing initiatives such as the Problems Solving and Investigations room.

Students in kindergarten were supported in the area of reading through the employment of two School Learning Support Officers. Students identified as being ‘at risk’ in reading were provided with one-to-one assistance to develop word attack skills, sight word recognition and beginning reading strategies.

An additional classroom teaching position was funded to support the implementation of whole school programs.

Student Welfare

In 2013, Briar Road Public School has continued with the Positive Behaviour for Learning Program (PBL) as a method of consistently and positively approaching student welfare within all settings in our school. The PBL team as well as school staff have continued to promote the whole school rules of ‘Be Safe, Be Respectful and Be a Learner’, linking these simple rules to our behaviour management strategies.
Briar Road has continued with the promotion of the Briar Prize Hive, where students collect points for positive rewards. Social Skill instruction has also continued, occurring fortnightly and determined on a needs basis using RISC data and presented in an interactive Notebook format.

**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)

**School planning 2012—2014: progress in 2013**

**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.

**Evidence of progress towards outcomes in 2013:**

- The target of 40% of students to achieve expected growth in reading was exceeded by 18%.
- Students exceeded the average state growth in reading by 21.8%.
- 56.4% of students K-6 achieved grade appropriate reading levels. This was 3.5% off reaching the target.

- Limited progress was made in the target to increase the number of students at Cluster 4 in Phonemic Awareness. The target was 75% of students to reach Cluster 4 and 36% reached it.
- ATSI students in year 3 showed a 20% increase in achievement in the grammar and punctuation component of NAPLAN in comparison to 2012.
- A Deputy Principal was employed to support quality teaching in the area of literacy and supported staff in the development, delivery and evaluation of literacy programs.
- Literacy Apps were purchased to support teachers in the authentic integration of technology into their literacy programs.

**Strategies to achieve these outcomes in 2014**

- Executive to have a reduced face-to-face load and implement a coaching model and instructional rounds to support teachers in the implementation of quality teaching approaches.
- Employment of a speech pathologist.
- Employment of a School Learning Support Officer to support students in K-6.
- All staff to implement, record and analyse PLAN data to improve achievement in Literacy.
- Continued employment of an Assistant Principal mentor to ensure the implementation of quality literacy programs.
- Purchase literary resources to support the implementation of quality literacy programs such as guided reading, reading recovery and home reading.

**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.

Evidence of progress towards outcomes in 2013:

- The target set for an increase in students achieving at or expected growth in NAPLAN Numeracy was not met. The target was set at 70% with 38.7% of students achieving at or expected growth.
- Internal data showed there was a 1% increase of students achieving at Stanine 4 in the PAT Maths assessment. This assessment was carried out 3-6.
- The target to reduce the number of target kids in early arithmetical strategies from 20% in 2012 to 5% in 2013 was not reached and was only reduced by 2%.
- A Deputy Principal was employed to support quality teaching in the area of numeracy and supported staff in the development, delivery and evaluation of numeracy programs.
- Numeracy Apps were purchased to support teachers in the authentic integration of technology into their numeracy programs.

Strategies to achieve these outcomes in 2014:

- Executive to have a reduced face-to-face load and implement a coaching model and instructional rounds to support teachers in the implementation of quality teaching approaches.
- All staff to implement, record and analyse PLAN data to improve achievement in Numeracy.
- Employment of a Numeracy Learning and Support Teacher to support the implementation of quality numeracy programs.
- Use SMART data to conduct an item analysis to identify target areas in Numeracy for each stage.
- Re-introduction of Reciprocal Numeracy with links to the new Australian Curriculum in Mathematics.
- Continued access for all students to the Maths ‘Problem Solving and Investigations’ (PSI) room.
- Implementation of the TEN program across K-6 including teacher professional development.

School priority 3
Aboriginal Education
Outcome for 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 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.

Evidence of progress towards outcomes in 2013:

- There was a 16% decrease in the number of ATSI students receiving a suspension in comparison with non-Aboriginal students.
- The target of 94 Aboriginal parents attending school based events was exceeded by 22% in 2013.
- 37.5% of ATSI students achieved at or expected growth in numeracy which was lower than the target of 87.5%
- 62.5% of ATSI students achieved at or expected growth in reading. This well exceeded the target of 22.5%

Strategies to achieve these outcomes in 2014:

- Employment of Aboriginal Community Development Officer
- Executive to have a reduced face-to-face load and implement a coaching model and instructional rounds to support teachers in the implementation of quality teaching approaches.
- Employment of a speech pathologist
- Employment of a School Learning Support Officer to support students in reading K-6.
- 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 parents 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 2013:**

• The target of 93% attendance was achieved in 2013.
• There was a significant increase in numbers of parents volunteering in the school. The community tutor program was continued and we had a number of new parents volunteering to assist with school events and initiatives.
• Increase in the number of parents attending parent excursions

  592 parents visited the community room in 2013 which was an increase of 11% from the previous year.

• There was an increase in the number of parent workshops and activities offered to our community which included ESL new arrival parent support, playgroup, parent excursions, community tutor program and the Certificate 1 Computer course. In 2013 the Briar Road Community Choir was also establishment.

• The target to decrease instances of aggressive behavior in the playground was exceeded by 4%.
• There was a 91% increase in the number of students achieving a principals award in 2013.

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

• Employment of a School Administration Officer to continue the phone-home program to follow up attendance concerns.
• Continuation of attendance reward days for those students achieving 95% attendance for the term.
• Teachers to continue to send ‘happy mail’ home to parents twice per term to promote parent awareness of and involvement in school activities and student learning.
• Utilisation of parents and other community members to assist with student learning in the classroom.
• Employment of a Community Liaison Officer 0.4 to work in conjunction with the Assistant Principal to supervise the community room and run relevant community based programs.
• Establishment of a supported playground to support the behavioural needs of targeted groups of students.
• Continuation of structured games during break times as organised by staff and School Learning Support Officers.
• Implementation of the Positive Behaviour for Learning Initiative (PBL)
• Implement a series of parent workshops to support the needs of the community.
• Continue the ‘Briar Road Play Group’ in conjunction with the Benevolent Society.

**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 2013:**

• 15 staff members self-identified as aspiring executive, 4 of which participated in the aspiring assistant principal program in 2013.
• All staff completed a Professional Learning Plan in accordance with school targets and their professional learning needs.

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

• Leadership development for aspiring staff as well as established staff. Aspiring members to attend the leadership conference in Bowral.

• Aspiring staff will be provided with an executive mentor

• Modules from ‘Coach in a Box’ program

• Working effectively in the leadership team

• Understanding the role of an executive at BRPS

• PLPs to be monitored and refined during EARS and TARS procedures with supervisors, coordinators and the principal.

**Professional Learning**

In 2013 all staff engaged in professional learning which was delivered through Staff Development Days, Staff Meetings and training opportunities provided outside of school. This included:

• The development of Professional Learning Plans (PLPs) for each staff member. Teachers identified an area in which they would like to develop and training was aligned with this.

• 3-6 staff trained in the use of PLAN as a tool to track and record student assessment data.

• K-6 staffed trained in the implementation of the Jolly phonics Program.

• 3 New Scheme Teachers working towards accreditation with the NSW Institute of Teachers, 8 maintaining accreditation at the Professional Competence level and 3 working towards achieving accreditation at the level of Professional Leadership.

• 4 Staff participated in professional learning about improving literacy and numeracy outcomes for ATSI students and using Best Start to support this.

• Training in the implementation of the English and Mathematics syllabus in preparation for 2014.

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

In 2013, 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></td>
<td>C</td>
<td>S</td>
</tr>
<tr>
<td><strong>BRPS praises and rewards student successes</strong></td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>BRPS encourages students to achieve their best</strong></td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>BRPS encourages learning about cultural groups</strong></td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>BRPS finds ways to improve on teaching practices</strong></td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>BRPS appreciates the community and involves them in decision making</strong></td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>School leaders have a positive influence on the school culture</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>BRPS knows and supports the community and students</strong></td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>I am proud of BRPS and its achievements</strong></td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>I feel welcome and appreciated at the front office</strong></td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>The school grounds are inviting and well looked after</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Teachers and executive communicate well</strong></td>
<td>92%</td>
<td>100%</td>
</tr>
</tbody>
</table>
I feel satisfied with curriculum and policies at BRPS

<table>
<thead>
<tr>
<th></th>
<th>92%</th>
<th>88%</th>
<th>85%</th>
<th>8%</th>
<th>12%</th>
<th>15%</th>
</tr>
</thead>
</table>

**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.

Alicia Hodges – Assistant Principal Relieving
Melissa Moselen – Classroom Teacher
Lee-Ann Lowes – Classroom Teacher
Jessica Jones – Community Member

**School contact information**

Briar Road Public School
Briar Road, Airds, NSW 2560
Ph: 02 4625 5957
Fax: 02 4628 0134
Email: briarrd-p.school@det.nsw.edu.au
Web: www.briarrd-p.school.nsw.edu.au
School Code: 4458

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: