Our school at a glance

Students

Briar Road Public school is made up of students from a range of different cultural groups. Aboriginal and Torres Strait Islander students accounted for 29% of the student population and 31% from non–English speaking backgrounds.
Kindergarten– 31, Year 1– 38, Year 2– 37, Year 3– 43, Year 4– 35, Year 5– 46, Year 6– 39.

Staff

Briar Road PS has 32 teaching staff who have all met the professional requirements for teaching in NSW Public Schools.

Principal’s message

It has once again been a busy year at Briar Road. We are one year into National Partnerships Low SES. This year National Partnerships has allowed us to establish a ‘Community Room’ and employ a Community Liaison Officer for 3 days per week. Our ‘Community Room’ has welcomed a greater participation in school activities by our parents and the wider community. We were also able to run the highly successful ‘Triple P’ parenting program with Macarththur Health in our ‘Community Room’.

Our new school hall was opened mid-year and is now fully functional. We upgraded the sound system and put in a state of the art projector, Blue Ray Player and remote screen. We have seen many fabulous celebrations in our wonderful hall including the hanging of our spectacular ‘Multicultural Curtain’.

The back end of the year saw us evaluating and analysing our school programs, and surveying our families in readiness for the development of our 3 Year Plan 2012-2014. Thank you to all the staff and community members that have helped us develop the plan. I look forward to reporting on our achievements over the next three years.

At the conclusion of the year we participated in the highly successful and well organized Aboriginal Cultural Immersion program ‘Connecting to Country’. This saw over 250 staff members from John Warby, Bradbury and Briar Road Public Schools participating in two days of workshops run by our wonderful community and Aboriginal Consultative Group that gave us a greater understanding of our Aboriginal Community.

I am also proud to report to you that our Airds/Bradbury Community of Schools was awarded a Regional Award for ‘Excellence in Student Engagement and Retention’ this year.

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.

Kathy Browne

Student representative’s message

During 2011 the SRC organised different fundraising events such as cake stalls and slinky apples. This money went towards subsiding the Year 6 farewell and Stage 3 camp. The SRC assisted with developing and conducting surveys for the school newsletter.

School context

In 2011 Briar Road Public School had an overall enrolment of 314 students, 29% Aboriginal, 31% non-English speaking background. We had 15 classes including 3 support classes and a preschool. The school was funded under Low SES National Partnerships (NP), Priority Action School (PAS) and Priority Schools Program (PSFP). Positive Behaviour for Learning (PBL) continued to be adopted as a whole school focus. The shared language of the 3 Be’s; these include Be Safe, Be Respectful and Be a Learner.
Our Vision is to:

• Raise academic standards by providing high quality curriculum delivery
• Develop student self-worth by providing a positive and stimulating learning environment
• Enhance, share and value staff competencies, recognise and celebrate cultural identity and; foster a love for learning that develops a foundation which encourages positive life choices.

Our Staff

Briar Road is a very complex school with 53 staff members.

Below is the list of positions at Briar Road:

Principal, Deputy Principal Teaching and Learning-PAS funded, Deputy Principal Mentor Engagement-NP funded, Deputy Principal Aboriginal Education- Community of Schools NP funded, Assistant Principal-NP funded, 5 Assistant Principals- 3 Relieving, 14 Classroom Teachers-7 of which are on part time Maternity Leave, 9 New Scheme Teachers, 3 Support Teachers, a Preschool Teacher, Teacher Librarian -3 days per week, an ESL teacher -4 days per week, STLA-1 week and 1 day, Support Teacher(ESSIP) -3 days per week, Aboriginal Resource Teacher fulltime, Aboriginal Education Officer, 4 School Learning Support Officers, 3 part time Integration (Funding Support) Aides, Community Liaison Officers 3days per week NP funded, Aboriginal Community Engagement Officer-Kids Excel, a School Administration Manager , 1 fulltime and 1 part time School Administration Officer, a General Assistant-3 days per week, Canteen Manager and two cleaners.

Student information

The enrolments at Briar Road Public School have reduced in recent years due to the Airds re-development project which has seen the removal of public housing replaced with private housing.

Student enrolment profile

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

Management of non-attendance

The target for attendance in 2011 was 93% with 92.4% being achieved.

Briar Road PS utilised a number of strategies to manage non-attendance:

• Individual monitoring systems were introduced for students who were identified as 'at risk' of poor attendance.
• The phone home program was continued by the office staff to increase daily monitoring.
• Attendance was also closely monitored by Vickie Hughes, who effectively maintained communication with families and staff about concerns and achievements.
• The Home School Liaison Officer supported the school through the facilitation of interviews, meetings and home visits.
• Positive reinforcements were provided for students who achieved 95% attendance or above. Celebrations were conducted termly encouraging students to meet the target.
Class sizes

Primary class sizes are included in the Annual School Report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K BUNDJALUNG</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>K DAINGGATTI</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1 DHARUG</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1 EORA</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2 DARKINUNG</td>
<td>2</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2 THARAWAL</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3 WIRADJURI</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3-4 YORTA</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3-4 YORTA</td>
<td>4</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>4 WAILWAN</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4/5 WILJALI</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5 WILJALI</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5/6 LATJE LATJE</td>
<td>5</td>
<td>32</td>
<td>32</td>
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<tr>
<td>5/6 LATJE LATJE</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>6 BARKINDJI</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

Throughout 2011 Briar Road PS had 15 classes consisting of 12 mainstream classes (including 2 composite classes) and 3 support unit classes.

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>Nu</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>12</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>STLA AND Learning Support</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
</tbody>
</table>

Indigenous Workforce

Throughout 2011, Briar Road Public School employed 6 Aboriginal persons in casual, temporary and permanent positions. These roles included classroom teacher, deputy principal, Norta Norta tutor, Aboriginal Education Officer, Aboriginal Community Engagement Officer and a School Administration Officer.

Staff retention

Briar Road Public School retained 96% of staff from 2010. Two temporary staff members gained positions at nearby schools; Mrs Carley Timmins, and Miss Morag Gray.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>78%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22%</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.

Achievements

Arts

COGS- Creative Arts, Human Society and its Environment (HSIE) and Science.

Stage three students competed in the Wakakirri Story Dance Festival. The festival showcases performances based around a story or theme. Last year’s performance told the story of a group of naughty students who did not appreciate the opportunities they had at school. The performance involved many students, teachers and community helpers working together.

As part of National Science Week, the COGS committee subsidised the Questacon science shows for all students to attend. The shows demonstrated a range of scientific experiments using liquid nitrogen and looking at forces in the world around us.

Other strategies 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, purchasing a range of art resources for classroom and Christmas visual arts activities, providing opportunities for all students to be involved in preparing and performing in the Christmas concert, and exhibiting students’ artwork on class display boards in the office corridors throughout the year.

Sport

Briar Road values the role that sport plays in the lives of our students. We provided opportunities for students engage with sport through;

- The continuation of the Airds Sports Subsidy Scheme which subsidised 70% of the cost of registering for sport outside of school
- The Active After School Program. This provided an avenue for Briar Road students to participate in sports after school.

A full copy of the school’s 2011 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.
• Annual carnivals for swimming, cross country and athletics with a focus on parent and community engagement.
• Participating in the Premier’s Sporting Challenge

Our students achieved some outstanding results in sport during 2011.

• Rayshaun Carr represented the Campbelltown region in the 50m freestyle event at district swimming
• Jakcob Wickey, Madison Tidmarsh, Hannah Bugatto and Thomas Wright competed in the Regional Cross Country with Jakcob Wickey being successful and representing the South Western Sydney Region at state.
• Jaycob Oloaga secured a place in the Regional Team for rugby union and rugby league.
• Thomas Wright gained a position in the Regional Rugby League and AFL sides while representing the Zone in rugby union.
• Brooke Pepper represented the zone in soccer and Dakota Connolly in rugby league.
• Sam Iby represented Briar Road at regional athletics in a number of events alongside the boys 4 x 50m relay team which consisted of Jaycob Oloaga, Tim Matagia, Braydon Watkins and Thomas Wright.

Technology

Throughout 2011, 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. This has been achieved through;
• Continued maintenance of all hardware and network.
• Purchasing and installing of Interactive Whiteboards in all classrooms within the school, Library, PSI room and Koori room;
• Continued use of the Department of Education secure internet and e-mail by all students.
• Building staff capacity through training of computer coordinator and staff in the integration of technology and use of software and programs across the curriculum.
• Utilisation of the mobile laptop trolley and computers across the school
• Purchasing of new imaging devices such as digital video cameras.

2011 also saw an upgrade of the school hall funded through the Building Education Revolution. This included a large upgrade in audio-visual equipment including a new sound system and projector to be used for school assemblies and functions.

Academic

In the National Assessment Program, the results across the Years 3, 5, 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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Progress NAPLAN - Year 3

Reading

![Percentage in bands: Year 3 Reading](image-url)
**Writing**

**Numeracy – NAPLAN Year 3**

**Progress NAPLAN - Year 5**

**Reading**

**Writing**
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.2</td>
</tr>
<tr>
<td>Writing</td>
<td>95.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.5</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78.3</td>
</tr>
<tr>
<td>Writing</td>
<td>84.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.3</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

Throughout 2011, Briar Road continued to demonstrate commitment in the area of Aboriginal Education. One significant initiative was the employment of a Deputy Principal Aboriginal Education across the Airds/Bradbury community of schools. Tammy Anderson assisted in providing development and support to staff in the area of Aboriginal Education, engaging and strengthening community partnerships and providing a consistent approach across the community of schools. An Aboriginal Community Engagement Officer position was created in Term One and assisted in increasing enrolments in the preschool. Katy Chatfield worked...
alongside community to involve young children in the school through a supported playgroup.

Parents were engaged through termly excursions and dinners. Five Staff members and two parents participated in the Cultural immersion tour of Western NSW which increased cultural awareness and relationships for those involved. All staff at Briar Road participated in the Connecting to Country program in partnership with the AECG. PLP’s were created for Aboriginal students and review at the half yearly parent interviews.

Significant student programs included the continuation of our whole school Aboriginal studies program and the Norta Norta in class tuition. The Norta Norta tutor assisted in increasing engagement levels in numeracy through the implementation of DSi engagement group. A ‘Read and Feed’ program was introduced before school to assist in engaging students in home reading.

Significant events including Reconciliation Week and NAIDOC were celebrated as a school and community of schools. Our Aboriginal students have continued to achieve in academic and sporting areas with three students receiving an award at the SWSR Aboriginal Student Awards. Thomas Wright received individual acknowledgement from the Campbelltown Rotary Club for his sporting achievements.

**Multicultural education**

Briar Road Public School ensures inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promotes an open and accepting attitude towards different cultures, religions and world views. Briar Road celebrates its diversity in many ways and students and teachers are proud to share their backgrounds with others. Throughout 2011 Mrs Anya Keierleber has taught English as a Second Language (ESL). These lessons have focused on students learning English in the context of the curriculum they are studying therefore acquiring the English language skills relevant to the subject area. Students have received ESL support working in their own class and in groups. Mrs Keierleber has also taught students with a Language Background Other Than English (LBOTE) in the context of the classroom.

We have encouraged community involvement and participation in school life. Many cultural celebrations were celebrated including Multicultural Day, Sorry Day, Harmony Day, ANZAC Day, NAIDOC week, Remembrance Day. This year the students from Briar Road Public School completed a piece of art which illustrated how they celebrate Christmas. This art was hung in the hall, allowing all community members to enjoy the artwork of their children.
**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) Teacher Mentor/Engagement (1.0)
- Employment of Deputy Principal (DP) Aboriginal Education (joint strategy with John Warby PS, Bradbury PS and Airds HS)
- Employment of teachers to provide additional release for teachers to engage in mentoring and training and development (1.0)
- Employment an AP 0.2 to build capacity
- Employment of a Community Liaison Officer (CLO) 0.6
- Interactive Whiteboards in all classrooms
- Aboriginal Cultural Awareness Program
- Establishment of a Community Room
- Employment of School Administration Officer (0.2) to assist with the management of funds

**Other programs**

**Preschool**

Our preschool operated a five day a week program for 20 students. Children and families participated in the ‘Let’s Read’ program sponsored by the Smith Family. Parents met with the teacher to discuss reading routines etc at home and were presented with a book pack and CD with examples to support their child’s reading at home. Preschool participated in regular transition with Tharawal and an in school library and computer program.

Staff have attended regular professional development sessions centred around Early Childhood learning. The preschool participated in the trial assessment of the National Quality Standards rating process in term 1. Staff began Programming using the Early Years Learning Framework and using National Quality Standards (NQS).

**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 involved in; Community Tutor Program, assisting teachers in the classroom, resourcing, maintaining the library, fundraising activities, assisting with office duties, attendance at parent workshops and participating in parent excursions.

In 2011 Briar Road Public School were fortunate to open a Community Room to provide a place for community to drop in for a cup of tea/coffee, hold parent workshops, and provide community members with a room to contribute their skills and time to assist staff and student learning with making of teaching resources.
**Students with disabilities**

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

This year there were eighteen students with a mild intellectual disability and fourteen students with a moderate intellectual disability enrolled in our three support classes. We have recently found out that one of these classes will now be classed as a multi-categorical class, and will support students with a range of special needs. The students in these classes benefit from the full range of school programs and, when appropriate, they integrate into mainstream classes for particular subjects. As well as working towards syllabus outcomes in all key learning areas, these students also participate in programs to assist with life skills. Overall this year, these students have made both social and academic progress, and seven will transition to a high school setting for 2012.

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

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

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

**Priority Action Schools Program**

PSP funding was used throughout 2011 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 PSP 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. PSFP funding was also used to purchase a number of literacy and numeracy resources to support the many successful programs being implemented.

**Respect and responsibility**

To further develop social cohesiveness at Briar Road the following strategies were implemented in 2011-

* Continued implementation of the BRPS Social Skills program across the school. In 2011, a teacher rotation system was put in place. Here all class teachers rotated around classes on a weekly basis. This enabled for teachers to get to know and interact with students across the whole school and vice versa. Lessons were developed to address the areas of need identified through the analysis of school behaviour data. The social skills lessons aim to explicitly teach the schools PBL matrix- Be Safe, Be Respectful and Be a Learner.
* Playground intervention strategies such as ‘Chill Out room (a structured environment where identified students who are experiencing difficulties in the playground are referred), Peer Mediation (Peace Keepers), and Zumba twice a week.

* A ‘Check In/Check Out’ program (a mentoring program that requires identified students to nominate a teacher mentor to meet with in the morning and afternoon to assist the student to have a positive start and end to their day) was established. The Gold Pass system also continued to operate, rewarding students for displaying the 3B’s.

* The RISC database was used to record positive and negative student behaviours and analysed throughout 2010 to guide future PBL interventions and areas of need.

* Signs demonstrating the 3B’s were posted around the school. These signs identified the expected behavior for the various areas around the school.

* A PBL Re-launch was conducted where a special assembly was held. Staff performed an item and lessons were implemented in classrooms focusing on the 3B’s. Members of the local Government were invited to attend the assembly.

Progress on 2011 targets

**Target 1**

To improve student Numeracy outcomes, with a focus on decreasing the percentage of students not achieving the minimum standard and increasing the percentage of students who will attain a proficient standard in 2011.

Our achievements include:

- The successful implementation of the Maths investigations room (PSI Room) led to increased engagement and understanding of problem solving strategies. Teachers utilised activities from the PSI to inform the development of programs.

- Count Me In Too was replaced by the Targeting Early Numeracy strategies (TENS) in which all infants teachers were trained in its delivery and maintenance. Students were engaged in learning experiences and showed pleasing progress.

- The employment of the School Learning Support Officers was successful in promoting the achievement of numeracy outcomes for those students identified as being at risk in numeracy. This proved to increase student’s confidence in mathematics.
Achievement of external data (NAPLAN)

<table>
<thead>
<tr>
<th>Year 3 Numeracy</th>
<th>Year 5 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum standard</td>
<td>Proficient standard</td>
</tr>
<tr>
<td>2011 Target</td>
<td>90%</td>
</tr>
<tr>
<td>2011 Results</td>
<td>90.5%</td>
</tr>
</tbody>
</table>

This data has identified that we have moved a greater number of students up from Band 1 into the higher bands, however it has also identified a need to cater for students already achieving the minimum standards in order to move them into the proficient bands.

Achievement of internal data – Mental computation

<table>
<thead>
<tr>
<th></th>
<th>Addition</th>
<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Target Average or above</td>
<td>80%</td>
<td>60%</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>2011 Results Average or above</td>
<td>61.8%</td>
<td>49.5%</td>
<td>27.75%</td>
<td>30.75%</td>
</tr>
</tbody>
</table>

This data has identified there is a significant need to focus on mental computation strategies in order to support students in achieving expected stage appropriate outcomes.

**Target 2**

To improve student Literacy outcomes, with a focus on decreasing the percentage of students not achieving the minimum standard and increasing the percentage of students who will attain a proficient standard in 2011

Our achievements 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.
- Literary resources were purchased to support the implementation of AL across an extended range of text types.
- The employment of a School Learning Support Officer assisted in increasing the reading levels of those students previously identified as being ‘as 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 home reading was supported through the implementation of termly reward days. There was an increase in the number of students engaging in home reading as the year progressed.

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
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<tr>
<td>1</td>
<td>40%</td>
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<td>2</td>
<td>55%</td>
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<td>68%</td>
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<td>63%</td>
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<td>Year 3 Reading</td>
<td>Year 5 Reading</td>
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<tr>
<td>Minimum standard</td>
<td>Proficient standard</td>
<td>Minimum standard</td>
<td>Proficient standard</td>
<td></td>
</tr>
<tr>
<td>2011 Target</td>
<td>90%</td>
<td>35%</td>
<td>90%</td>
<td>20%</td>
</tr>
<tr>
<td>2011 Results</td>
<td>95.2%</td>
<td>14.3%</td>
<td>78.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 3 Writing</td>
<td>Year 5 Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 Target</td>
<td>90%</td>
<td>25%</td>
<td>93%</td>
<td>20%</td>
</tr>
<tr>
<td>2011 Results</td>
<td>95.2%</td>
<td>14.3%</td>
<td>84.8%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

**Target 3**

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

Our achievements include:

- Successful student attendance programs including the monitoring of student lateness, parental contact for absences and the continued implementation of the PASP – Phone Home Program resulting in increased attendance rates for targeted students.
- Rewarding consistent high attendees through term reward programs encouraging consistent attendance of students. These rewards included Sumo Wrestling, a sports fun day and a movie afternoon.
- The relaunch of PBL and associated strategies encompassing class and individual social skills programs, cultural and gender related programs.
- Strategies to support suspension resolutions have been implemented such as partial attendance, check-in / check-out support teacher, behaviour monitoring cards and ISTB intervention.
- Increased community participation in school activities including the School Hall Opening, community room visits, parent/teacher interviews, parent workshops, whole school assemblies, and other events including crazy hat and book week parades.
- The employment of a Deputy Principal – Student Engagement/Teacher Mentor to oversee student engagement and community programs was successful. Such initiative included a ‘Triple P’ parenting workshops and a reading program titled ‘Books for Airds’ targeting parents of 3-5year olds.
- The successful employment of a community liaison officer to assist in overseeing community programs and initiatives supporting students and parents through the community room.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of writing across the school and education management practices.

**Educational and management practice**

Briar Road Public School selected the area of Management 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 and conclusions**

It was strongly supported by the staff and community that:

- Continuous school improvement is promoted by the school’s plans, policies, programs and practices.
- Monitoring and self-evaluation of programs is planned and ongoing.
- The school communicates effectively with students and parents.
Student feedback identified that the curriculum and school organisation is not always meeting the needs of all students. It was strongly supported by the staff that student welfare needs are reflected in the schools plans, policies, programs and practices. Students and community member responses show that student welfare management is not always clearly understood and students are not always engaged in their learning.

Future directions:
In 2012 and beyond, Briar Road Public School will show best practice in management by:

- Modification to curriculum to have greater engagement of students.
- Implementation of a Deputy Principal Mentor / Engagement.
- Creation of smaller class sizes in Years 3-6.
- Creation of Briar Buddies programs
- Ensuring that students and community are invited to be more involved with planning and decision-making.

Curriculum - Writing

Background
In 2011 Briar Road Public School selected the area of writing to evaluate as a result of low results in internal data and NAPLAN results. Staff, students and community were surveyed about the success of teaching and learning programs currently being implemented and opportunities for future improvement in student outcomes.

Findings and conclusions:

Students
- Students have an awareness of narrative and exposition writing as a type of text but are unclear about all types of texts.
- 79% of students believe they are taught writing 4 or more times in the week.
- 99% of students K-6 enjoyed writing lessons in their classroom.

- 78% of Students K-6 believe they are good at writing.
- 85% of students K-6 feel that Accelerated Literacy helps them to become a better writer.

Staff
- 29% feel not enough resources to teach types of text.
- 66% of teachers are using other writing programs in conjunction with their AL program.
- 50% of teachers are not confident when teaching all types of texts through AL.
- 72% of teachers are teaching writing 3 hours or less in a week.
- Teachers are unaware or not effectively using all relevant scope and sequences.

Parents/community
- 62% of the community are familiar with the different types of text.
- Community are aware of narrative writing.
- 54% majority of the community feel on average that writing should be taught at least 4 hours a week.
- 77% of community feel they are confident writers.
- 62% of community feel that BRPS does not have enough teaching resources to aid teaching of writing.
- More information home about what children are learning. More writing in homework or practise at home.

Future directions:
- Greater emphasis needs be placed on the explicit teaching of writing in addition to what is currently being taught in Accelerated Literacy.
- Review of the scope and sequence documents
- Continuation of professional development and purchase of resources to support the effective teaching of writing.
- Regular communication between school and home about the type of writing that is being taught in the classroom.
- It was identified through surveys that 78% of students feel that they are good at writing. NAPLAN data has shown that writing is an
area which needs significant development. In Year 3, 66.7% of students achieved in band 3 or below.

- In year 5, 80.5% of students achieved band 5 or below. This demonstrates the need to utilise stage appropriate work samples as a guide for students.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

<table>
<thead>
<tr>
<th>C= Community</th>
<th>S= Students</th>
<th>T= Teachers/Staff</th>
<th>Mostly/Usually</th>
<th>Sometimes/Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRPS praises and rewards student successes</td>
<td>93%</td>
<td>79%</td>
<td>100%</td>
<td>7%</td>
</tr>
<tr>
<td>BRPS encourages students to achieve their best</td>
<td>96%</td>
<td>82%</td>
<td>100%</td>
<td>4%</td>
</tr>
<tr>
<td>BRPS encourages learning about cultural groups</td>
<td>95%</td>
<td>79%</td>
<td>90%</td>
<td>5%</td>
</tr>
<tr>
<td>BRPS finds ways to improve on teaching practices</td>
<td>95%</td>
<td>84%</td>
<td>100%</td>
<td>5%</td>
</tr>
<tr>
<td>BRPS appreciates the community and the SRC members</td>
<td>95%</td>
<td>75%</td>
<td>90%</td>
<td>5%</td>
</tr>
</tbody>
</table>

School leaders have a positive influence on the school culture | 93% | 80% | 80% | 7% | 20% | 20% |
BRPS knows and supports the community and students | 93% | 78% | 90% | 7% | 22% | 10% |
I am proud of BRPS and its achievements | 95% | 86% | 100% | 5% | 14% | - |
I feel welcome and appreciated at the front office | 96% | 82% | 100% | 4% | 18% | - |
The school grounds are inviting and well looked after | 99% | 86% | 90% | 1% | 14% | 10% |
Teachers and executive communicate well | 96% | 84% | 100% | 4% | 16% | - |
I feel satisfied with curriculum and policies at BRPS | 96% | 82% | 100% | 4% | 18% | - |

Professional learning

Throughout 2011 teachers were engaged in a range of professional development. 6 teachers were trained in the delivery of Accelerated Literacy. Infants teachers participated in training for the TENS program and all staff at Briar Road completed the Connecting to Country workshop.
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

Target 1 - Literacy

Improved student performance in 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.

2012 Targets to achieve these outcomes include:

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

- Increase the percentage of students in Year 3 and 5 performing at proficiency in NAPLAN Reading in Year 3 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 2011 to 33% in Term 3 2012.

Strategies to achieve these targets include:

- Best Start data and data from Early Literacy continuum is collected and analysed.
- Teachers’ programs reflect Best Start assessment and students’ achievement on Early Literacy continuum.
- All Early Stage 1 and Stage 1 teachers use the Early Learning Plan in Literacy to explicitly inform programming and planning.
- Early Stage 1 and Stage 1 teachers plan collegially and feel confident in analysing data and grouping students according to their needs.
- Preschool Teachers and Preschool Support Learning Officer undertake Training and Development in ELYF.
- Increase sharing of resources and collegial planning.
- Develop teacher capacity in the use of information communication technologies to improve Literacy.
- Deputy Principal Mentor Engagement and Deputy Principal Teaching and Learning to provide individual planning sessions, in-class support, team teaching and demonstration lessons to improve teacher quality.
- Purchase additional technologies to support whole class and individual Teaching and Learning Literacy programs for students.

School priority 2

Target 2 - Numeracy

Improved student performance in Numeracy

Outcomes 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.

2012 Targets to achieve these outcomes include:
• 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.

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.
• Resources are purchased to support the teaching of Numeracy at BRPS.
• Continued implementation of the Problem Solving and Investigation Room (PSI Room)
• Teachers use their training in the use of data (including Smart) to inform planning for teaching and learning.
• The employment of 2 School Learning Support Officers to support programs 3-6 developed for students who are 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.
• Preschool to undertake the National Quality Standards (NQS) evaluation.
• Deputy Principal Mentor Engagement and 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 (1.0) to provide one hour extra RFF per fortnight for teachers to undertake individual professional development with Deputy Principal Teacher Mentor, Deputy Principal Teaching and Learning and Principal.
• Purchase additional technologies to support whole class and individual teaching and learning programs for students. (ie. 30 Nintendo DS Consoles, Maths Training Software)
• Develop teacher capacity in the use of information communication technologies to improve learning and teaching 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

Target 3- Aboriginal Education

Outcomes 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.
• Improve Literacy and Numeracy levels for all students through the implementation of quality Teaching and Learning programs.
- Effective implementation of evidence based quality teaching programs that support Aboriginal student achievement.
- Development of authentic partnerships between the school, local community and the local Campbelltown AECG to increase the overall engagement of community within the school.
- Strengthened cultural knowledge and awareness programs for staff, community and students.
  Build and develop partnerships with local agencies to support students at key transition points.

**2012 Targets to achieve these outcomes include:**

- 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 2011 54% 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 from 2011 45% to 34% in 2012.
- Increase the percentage of ATSI students performing at proficiency in NAPLAN Numeracy in Year 3 from 2011-0% to 10% in 2012 and in Year 5 2011-0% to10% in 2012.
- Increase the percentage of ATSI students greater than or equal to expected growth in NAPLAN Numeracy in 2011-36 % to 44% in 2012.

**Strategies to achieve these targets include:**

- Readiness for School – National Aboriginal and Torres Strait Islander Action Plan.
- Implementation of strategic, collegial and structured transition programs with John Warby PS, Briar Road PS and Oorunga Wandarrah Preschool.
- Implementation of a broad range of innovative programs Aboriginal Cultural Program (ACP) that focus on the engagement of students, meeting student’s academic and social
- Implementation of high quality Literacy and Numeracy programs to close the gap for Aboriginal students.
- 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 2011 Airds CoS Personalised Learning Plans to support Literacy and Numeracy.
- Continue to implement fortnightly school Aboriginal Education meetings to discuss school programs and student progress.
- Analyse student achievement through NAPLAN for Literacy and Numeracy (see strategies embedded in Literacy and Numeracy Plan).
- Implementation of Nintendo DS Maths Training system into Norta Norta program.
- Continued implementation of Accelerated Literacy
- Implementation of the NSW DEC Aboriginal Education Policy across the

**School priority 4**

**Target 4- Student Engagement and Attainment**

**Outcomes 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.

2012 Targets to achieve these outcomes include:
• 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 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.

Strategies to achieve these targets include:
• Implementation of whole school attendance program.
• Implementation of high quality, proactive student wellbeing programs.
• Develop strong supportive relationship with parents and the community.
• Implement a series of parent workshops to support positive parenting.
• Develop and Implement ‘Briar Road Play Group’
• Implement quality programs to support the transition points of all students.
• Employ a Speech Therapist (0.6) Non Payroll Staff (NPRS-RPT) to screen students and provide relevant professional learning to support teachers of students with specific language needs.

School priority 5

Target 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 full use of the full range of opportunities that facilitate positive learning cultures across the school.
• Increase leadership opportunities for all students.

2012 Targets to achieve these outcomes include:
• 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 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.

Strategies to achieve these targets include:
• All staff to have a Professional Learning Plan (PLP).
• Develop and implement ‘Briar Road Leadership Program’ a quality, innovative and strategic program aimed at all levels to support career development and succession planning.
• Implementation 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.

Kathy Browne - Principal
Terri Miezio - Deputy Principal Teaching and Learning
Karinna Green - Deputy Principal Leadership and Mentoring
Alicia Hodges - Assistant Principal Relieving
Jessica Jones – Community Member

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