2010 Annual School Report
Brisbania Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2010 our student enrolment was 403 students, slightly higher than previous years. This was mainly due to a larger than usual kindergarten enrolment.

Staff
Brisbania Public School enjoys the benefits of a highly professional and skilled group of teachers and support staff.

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

Significant achievements
- Construction of four new classrooms, a computer room and storage as part of the BER program;
- Boys’ Softball team the Central Cost Champions;
- Connected Learning program providing training for staff, access to additional resources and the systematic development of student skills.

Student achievement in 2010
All students in Years 3 and 5 sat common national literacy and numeracy tests (National Assessment Program – Literacy and Numeracy ~ NAPLAN), which provided information about how Australian children are performing on a national basis.

Literacy – NAPLAN Year 3
Year 3 students overall performance was above state average in literacy, and our writing target was met with all students achieving the national benchmark for writing. We have 25% of students in the highest band for reading.

**Reading – NAPLAN Year 3**
Average BPS student mark 429.5
Average local schools mark 410.5
Average State mark 414.3

**Writing – NAPLAN Year 3**
Average BPS student mark 427.2
Average local schools mark 426.9
Average State mark 422.6

Literacy – NAPLAN Year 5
Our writing target was reached with all students achieving the national benchmark. Great improvement has been seen in writing results with many more students represented in Bands 7 and 8 than in the previous years. Overall literacy results for Year 5 students undertaking the NAPLAN Test were equal to the state mean for all Year 5 students.

**Reading – NAPLAN Year 5**
Average BPS student mark 507.7
Average local schools mark 488.3
Average State mark 489.0

**Writing – NAPLAN Year 5**
Average BPS student mark 493.3
Average local schools mark 489.1
Average State mark 488.1

Numeracy – BST Year 3
Overall numeracy results for Year 3 students undertaking the NAPLAN Test were above the state mean for all Year 3 students. All students reached the national benchmark. Over 65% of students achieved in the top 3 bands. No students were represented in the lowest band.

**Numeracy – NAPLAN Year 3**
Average BPS student mark 400.5
Average local schools mark 392.5
Average State mark 396.1

Numeracy – BST Year 5
Numeracy results for Year 5 students undertaking the NAPLAN Test were impressively above the state mean. No students were represented in the lowest skill band. Over 75% of Year 5 students achieved in the top 3 bands and well above the state and regional percentages. Eighty-four percent of the Year 5 students who sat for NAPLAN have achieved greater than, or expected growth in numeracy.

**Numeracy – NAPLAN Year 5**
Average BPS student mark 527.0
Average local schools mark 493.1
Average State mark 494.1
Messages

Principal’s message

2010 has been an exciting and significant year in the history of Brisbania Public School. Under the Federal Government’s Building the Education Revolution (BER) Program a new classroom facility has been constructed at a cost of $2.5mil.

The new facility consists of four classrooms, a special purposes room (SPR) and storage facilities. The new building replaces four demountables – three of which have been on site for many, many years and were in a poor state of repair.

Added to this we received around $150000 under the National Schools Pride (NSP) program. This money was used to address a range of maintenance issues identified through the condition assessment survey. The major proportion of the money was used to replace and repair retaining walls between the back field and the netball court. These were in a very poor state of repair and presented a danger to students and visitors. The front brick wall was also repaired as part of this project. Additionally two classrooms were repainted, carpet replaced and doors repaired. Balustrades and poles were repaired and repainted along with a number of other minor maintenance issues.

These two projects have significantly enhanced the facilities of the school and made it a much more pleasant place for students, staff and visitors.

It has also been a significant year in other areas.

Academically we are starting to show the benefits of the input into mathematics and writing. Our maths results are showing strong improvement with qualitative and quantitative data indicating that the introduction of the Go Maths program and the associated professional learning has seen a significant change in pedagogy and thus improvement in student outcomes. Our writing results are indicating a steady improvement.

On the sporting field there was success across a range of sports. Significantly our boys’ softball team was Central Coast Champions and reached the sixth round of the state knockout. Our girls’ netball team reached the fifth round of the state knockout.

In the arts our boys and girls dance groups performed at a number of events including the Central Coast Dance Festival. Our band, and drumming groups also performed at a variety of functions.

We continue to receive tremendous support from the community. Mike and Pat Evans, our local IGA proprietors, donated over $10000 to the school through their community chest program. This money was put towards air conditioning our new building. We received over $7000 from Lodge Saratoga to install an interactive whiteboard. Davistown RSL Club continued their support of our home reading program with a donation of $3500 to purchase new books.

Our Parents & Citizens Association provided great support to the school. The P & C provides services to families such as the uniform store and the canteen. They also have input into major programs and policy. The P & C held a very successful fete that raised over $10000 towards air conditioning the new building. The P & C also held a number of other fundraisers during the year and donated a further $8000 towards funding classroom materials, the mozzie machines and other programs.

During 2010 the P & C undertook a review of the school uniform. Following the review the uniform committee put forward an alternate uniform to the school community. More than 80% of the school community indicated their wish to adopt the new uniform. Next year will be a transition year to the new uniform.

Thank you to the P & C executive and members for their support of students and staff at the school.

Thank you also to our great parent community for your support. Our parents always respond well to calls for assistance in the classroom or around the school. We are very appreciative of your help.

We look forward to another great year in 2011.

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.

Mr Michael Burgess - Principal
P & C message
The P&C has again over the past year conducted successful fundraising events and I would like to extend thanks to everyone in the school and local community for their continued support. Many local businesses and individuals have shown their support with donations and contributions - they are very much appreciated.

During the year the P&C has worked hard holding many of its regular fundraising activities – Mothers’ and Fathers’ Day stalls, Christmas stall, calendars, discos and Entertainment Books. New fundraising activities were also introduced – Ladies Pamper Night, Lunch Wallets and a successful fete.

Thanks to Paula Egan, our canteen manager for the last three years, and to all her parent volunteers. Paula gained her Healthy Canteen Accreditation this year. The large green apple hanging over the front of the canteen is in recognition of this accreditation.

There were many parents who gave their time to support the P&C, the school and our children. A special mention must go to the uniform shop volunteers Fiona & Kim, the Scholastic Book Club team lead by Belinda, school banking team led by Jenny and a HUGE thank you to Andrea for her outstanding work and leadership in making our school fete a success.

This year the P&C have reached their goal of $15000 to commit to the school as our contribution to the air-conditioning in the new building and other resources.

I would like to extend my personal thanks to the P&C Executive Committee. Vice Presidents - Pauline & Leanne, Secretary - Kim and Treasurer - Allison for their dedication, contribution and most of all their continued support over the past year. My best wishes to the incoming committee.

In closing I ask that everyone continue to support the P&C by attending meetings, volunteering or making donations. Your support is paramount to the success of all fundraising activities.

Rose Smith - P & C President

School context

Student information

Student enrolment profile
Our enrolment numbers remained similar to those from 2009. Our school population has been steadily declining over the last decade due to a change in the demographics of the area. However, over the last three years, we have been able to stabilise our numbers.

After a long period, where the number of girls outweighed the number of boys, there has been a significant shift. We now have more boys than girls in the school and it is anticipated that this will continue in 2011.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>218</td>
<td>199</td>
<td>182</td>
<td>191</td>
<td>213</td>
</tr>
<tr>
<td>Female</td>
<td>221</td>
<td>224</td>
<td>205</td>
<td>201</td>
<td>184</td>
</tr>
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</table>

Student attendance profile
Our attendance rates continue to be higher than those for the region and the state. The quality of the programs offered to students keeps them engaged and wanting to come to school.
Management of non-attendance

Attendance is monitored by teachers daily, as a school weekly and an “at risk” review is conducted every five weeks.

Students with attendance rates less than 80% are identified and the reasons for absences examined. If the reason is legitimate (e.g., illness with a medical certificate to support the absence) then no action is taken. If the reasons are not clear or not acceptable parents are contacted and a plan made to improve attendance. If a problem persists the family may be referred to the Home School Liaison Officer.

Lateness to school is also monitored. Students who are regularly late to school are also identified and the parents contacted.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1HJ</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2HF</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1/2HF</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>24</td>
<td>24</td>
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<tr>
<td>3T</td>
<td>3</td>
<td>25</td>
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<tr>
<td>4E</td>
<td>4</td>
<td>29</td>
<td>29</td>
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<tr>
<td>4S</td>
<td>4</td>
<td>29</td>
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<tr>
<td>5/6A</td>
<td>5</td>
<td>15</td>
<td>28</td>
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<td>5/6A</td>
<td>6</td>
<td>13</td>
<td>28</td>
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<td>5/6W</td>
<td>5</td>
<td>13</td>
<td>29</td>
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<tr>
<td>5/6W</td>
<td>6</td>
<td>16</td>
<td>29</td>
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<tr>
<td>5/6D</td>
<td>5</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>16</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

Our aim in Years K - 4 is to form single grade classes where possible. This, at times, means that classes are slightly over their target number. It is our view that it is preferential to have one or two more students in a “straight” class than form a composite class – especially where a small cohort would exist in the composite. This view is supported by the School Council.

In Years 5 & 6 we choose to form composite classes across the stage. This supports the academic and social aspects of our stage 3 program and recognises the maturity of students. The reduction in behaviour and social issues since the moving to this structure supports this way of organising classes in the senior years.

Staff information

Our experienced, dedicated, talented and motivated staff enjoy teaching at Brisbania.

Staff establishment

Staff members are allocated to a school on a state-wide formula based on the number of students enrolled.

As our student numbers grew slightly (and reached the 400 mark) we were allocated a small amount of additional administration and general assistant time. This is a temporary increase for 2010 only.

The table below shows our staffing entitlement for 2010.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.22</td>
</tr>
<tr>
<td>Part-Time &amp; RFF</td>
<td>1.372</td>
</tr>
</tbody>
</table>

Total 24.002

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently we don’t have any indigenous staff members working at our school.
Staff retention

Staff retention remains high.

As our student numbers have consistently fallen under 420 students an Assistant Principal’s position was lost from our staffing entitlement. Although the Assistant Principal role was lost, the teaching position that goes with the AP role was retained. We welcomed Kylie Iles as a classroom teacher to replace the vacancy left by Mrs Foley. She was appointed to her position through a merit selection process.

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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>142 108.07</td>
</tr>
<tr>
<td>Global funds</td>
<td>217 552.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95 552.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>103 945.63</td>
</tr>
<tr>
<td>Interest</td>
<td>7 336.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21 713.03</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>588 207.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>35 717.41</td>
</tr>
<tr>
<td>Excursions</td>
<td>43 969.28</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>24 338.13</td>
</tr>
<tr>
<td>Library</td>
<td>9 113.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>16 315.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>80 480.35</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>77 431.44</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>52 389.78</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>45 806.94</td>
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<tr>
<td>Maintenance</td>
<td>19 025.03</td>
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<tr>
<td>Trust accounts</td>
<td>21 670.21</td>
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<tr>
<td>Capital programs</td>
<td>30 265.02</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>456 523.18</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>131 683.92</td>
</tr>
</tbody>
</table>

The balance carried forward includes funds already committed to salaries for casuals and support staff, money held in trust that will be expended (eg Year 6 Farewell), trust money that is held by the school for regional programs and for a former student.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts

2010 provided a diverse range of opportunities in the arts for students at Brisbania Public School. Apart from classroom programs in music, dance and drama students were provided with a range of additional opportunities.

Dance

Dance continued to be a popular and grew in strength due to the overwhelming interest in dance after the 2009 school musical. We formed two dance groups in 2010 - a boys and a girls group. Both groups performed at the Central Coast Dance Festival, the school fete and at the Brisbania Performing Arts Showcase. The Stage 2 and 3 students continue to improve and refine their skills and routines through weekly lunchtime dance sessions. The popular boys’ group never failed to entertain the audience with their funky dance to “Blame it on the Boogie”. The girls’ group has now been together for a number of years. It was pleasing to be able to have some new students join the now large group of 26. This year they were challenged by a beautiful classical piece and they were truly soft and graceful in all their outstanding performances as Lullaby Fairies.

Choir

A very enthusiastic group of 23 students formed our choir with an emphasis on enjoyment of singing. The choir have also performed at the school fete and at the Christmas festivities within our local community.

Band

The school band received shirts this year to wear during performances. They showcased their talents at the Anzac Ceremony, school fete and during the performing arts afternoon held at school. The children attended a valuable workshop hosted by Avoca Public School and had the opportunity to perform with their band during a whole school assembly.

They also had opportunity to perform individually and in small groups during a “solo” evening held in the school hall.

Drumming

Our Drumbala drumming group continues to grow in size and skill. Lessons are held each week and students learn a range of beats and rhythms. The drummers performed at a number of school and community events.

Guitar

Guitar lessons with Chris Byrne continue to be offered to students.

Sport

Brisbania Public School has had another year of enjoyment through its involvement in a wide range of sporting pursuits.

School carnivals were conducted in Swimming, Athletics and Cross Country. Again in 2010 our carnivals were wonderfully supported by our parents, both in support and in official roles. Results of our 2010 carnivals are as follows:

Swimming – Platypus
Athletics – Platypus
Cross Country – Kangaroo

Brisbania entered six teams in the NSWPSSA knockout competitions. Students from our school competed in Rugby League, Cricket, Girls Soccer, Netball and Boys and Girls Softball. Our AFL team contested the Paul Kelly Cup. Teams met with a range of success, from first round knockouts to Central Coast Champions. All teams are to be congratulated on their effort, both on and off the field, in training, and for their outstanding level of sportsmanship. Particular mention must be made of our netball and boys’ softball teams. Our girls, dubbed the “Tartan Tornadoes”, reached round five of their competition whilst the boys became Central Coast Champions in softball. Well done, magnificent achievements. Thank you to staff and parents for their expertise and assistance both in coaching roles and team support.

Through our carnivals and team participation, a number of students achieved personal goals. Michael was chosen in the BWPSSA cricket team while Lachlan was selected in the BWPSSA soccer team. Blake and Claire competed at Sydney North
Athletics in shot-put and discus. Our Senior Girls Relay team of Amy, Molly, Darcie and Olivia competed at the Sydney North Swimming carnival. Tannah also competed at Sydney North in the 11 years breaststroke.

All students are involved in weekly sport activities in their stages at school. Stage 2 and 3 also participate in a student led fitness activity twice a week.

The school has again linked itself with sporting groups from the wider community. These include the Central Coast Mariners, AFL, Australian Rugby League, Saratoga Hawks, Cricket NSW, Gosford Baseball and Davistown Netball club.

Welfare
Our mission is “A caring community school, motivating individuals through diverse educational experiences to achieve personal potential and become lifelong learners.” Through our welfare system we aim to empower students to see the benefits in making right choices within the framework of our values and rules.

We have continued to implement our nine core values, our revised school rules of Be Respectful, Be Safe, Be Proud and Be Ready To Learn, our motto Believe, Persevere, Succeed and the Rock and Water Program.

The staff presented effective class programs that focus on the values of Care, Excellence, Fairness, Democracy, Integrity, Respect, Responsibility, Co-operation and Participation. These lessons were taught in conjunction with a whole school approach. Staff members believe that the ongoing explicit reference to the core values and rules is essential for instilling a sense of pride, student responsibility for their own behaviour and a sense of community throughout the school.

The following procedures of our welfare system have been maintained throughout 2010:

- weekly assembly awards, for Kindergarten to Year 6, to recognise student achievement. These are published in the school newsletter.

Academic
In the National Assessment Program the results, across the Years 3 and 5 literacy and numeracy assessments, are reported on a scale from Band 1 to Band 8.

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)

Literacy – NAPLAN Year 3

Our percentage of students achieving a score in the top three bands for reading and writing was stronger than those for the state or similar schools.
Whilst we had no students fall in the lowest band for spelling we were also underrepresented in the top three bands. Although our results in spelling have improved over the last three years, this is still an area for further attention.

Numeracy – NAPLAN Year 3

We had no students fall in the bottom band for numeracy in Year 3.
Literacy – NAPLAN Year 5

We had no students in the bottom band for reading. We were overrepresented in the top band. We will continue to work to push more students from the lower bands to the top bands.

More students at Brisbania reached the proficient level (top two bands) than those for the state or similar schools.

Even though our growth data for Grammar and Punctuation was not strong our students still performed at a high level with the number of students achieving proficient level far higher than the state or similar schools level.
**Numeracy – NAPLAN Year 5**

Year 5 results in numeracy were very strong with the number of Brisbane students achieving proficient level much higher than the state or similar schools level.

**Progress in literacy**

The average growth of our students between Year 3 (2008) and Year 5 (2010) exceeded the state average in reading, writing and spelling.
However, the average growth of our students in grammar and punctuation was not nearly as strong as the state average. As a result teachers will have a renewed focus on these areas in 2011 and beyond. Areas of weakness were identified and these areas re-taught.

**Progress in numeracy**

The value our teachers add to student’s numeracy learning between Year 3 and Year 5 continues to grow. Since a renewed focus on the teaching of mathematics and the introduction of the Go Maths program in 2009 our results have grown.

**Minimum standards**

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 in our school achieving at or above the minimum standard in 2010**

In Year 3 literacy, 98% of students met the benchmark in writing, 95% for reading, 100% for spelling and 93% for grammar and punctuation. In Year 3, 95% of students met the benchmark for numeracy.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives continued to be implemented across the curriculum from Kindergarten to Year 6. A commitment to the Dare to Lead program has continued in 2010.

Staff, students, parents, carers and community members developed Personalised Learning Plans with our Aboriginal and Torres Strait Islander (ATSI) students, with an emphasis on personal goals and achievements.

At Brisbania School, strategies continued to be implemented to:
- develop a deeper understanding of ATSI culture and acceptance of ATSI students among other students, staff and the community. Building cultural awareness
aligns with a new policy of the “Erina Learning Community”;

- increase students’ self esteem;
- provide opportunities to connect with ATSI families and the community and to therefore stimulate a deeper, richer relationship between the school and the Aboriginal community.

These strategies included;

- explicit teaching of Aboriginal perspectives within KLA’s and COGS units;
- a commitment by staff to fly the Aboriginal flag at major events;
- playing the national anthem with a didgeridoo introduction. This is played weekly at the whole school assembly;
- an Acknowledgement of Country or a Welcome to Country from an appropriate local Aboriginal or Torres Strait Islander, or from one of our Indigenous students at major events;
- celebrating NAIDOC Week. Jake Cassar shared his knowledge and skills, including didgeridoo playing and the identification of local plants valuable to indigenous Australians;
- the stage 3 students participated at Erina High School in the “Erina Learning Community NAIDOC Week Leadership Day” which aimed at building cultural awareness. The day had a focus on Aboriginal culture as it recognised that our future leaders will need to have a better understanding of Indigenous culture in order to be effective leaders;
- our Year 6 students meeting with Mrs Jane Swain, Erina High School’s Aboriginal Student Support person, to generate a positive outlook towards high school and to ensure a smooth transition;
- sending Joshua to the Walgett Cultural and Sport Exchange to play rugby league with other Indigenous boys.

Multicultural education
Our school continues to maintain a focus on multicultural education across the curriculum by providing programs that develop the knowledge, skills and attitudes required to live successfully in a culturally diverse society.

Respect and responsibility
Respect and responsibility are two of the values we teach and promote every day at Brisbania.

Our values underpin our curriculum and our welfare programs.

Ways to show respect and how to take responsibility for our actions were taught explicitly in class through our values program. These values were reinforced through whole school events and assemblies. These values are also reinforced on an individual level. For example students who break our school rules are counselled in terms of their respect for others or property. They are also encouraged to take responsibility for, and find ways to make restitution for, their actions.

Connected learning
During 2010 Connected Learning has continued to be a focus at Brisbania Public School.

Significant improvements have been made in the infrastructure and hardware available to staff and students. A total of six Interactive Whiteboards (IWBs) have been installed in classrooms. These IWBs allow the digital presentation of learning materials with the added feature of interactivity. They also allow access to the internet so that students and staff can utilize information in a timely manner to enhance learning.

Six laptops were also purchased through the T4L program for use by staff. This decision was made with a view to teachers using technology more frequently to enhance their skills thus having a flow on effect to the classroom.

As part of our new building a special purposes room was constructed. We have configured this room as a technology centre with an IWB and 10 desktop computers. Our future plan is to make this room “wireless enabled” to allow laptops to be added flexibly to the resources already available.

Towards the end of the year a connected classroom was installed in the school through the NSW Government Connected Classrooms
program. The Connected Classroom provides the infrastructure to allow video conferencing and a range of other multi-media opportunities. Staff undertook training in the use of the Connected Classroom on the fifth School Development Day of 2010 and are looking forward to utilizing the facilities in 2011 and beyond.

Staff undertook a range of professional learning opportunities during the year.

Part of our Term 3 School Development Day was spent with our Erina Learning Community colleagues developing skills in a range of Web 2.0 tools. Two of our staff members, Miss Iles and Miss Davoren, presented training workshops on the day that were well received by all participants.

Many teachers also established Blogs for their class as a way of increasing communication opportunities and providing an on-line source for resources for students and parent use.

**Occupational Health and Safety**

During 2010 the school undertook a major review of its Occupational Health and Safety procedures and organisation.

Regional OH & S staff worked with our staff to review policy and procedures.

Emergency plans were reviewed and updated to take account of the new building and requirements for an “off-site” evacuation plan.

The chemical register was updated with all chemicals added to a spreadsheet for easy access of information.

Additional equipment such as “two-step” ladders and trolleys were purchased to help with staff safety.

**Progress on 2010 targets**

**Target 1**

*Improved Numeracy Outcomes For All Students*

Quantitative and qualitative data indicates that we are meeting this target.

Our achievements include:

- the average NAPLAN mark for Year 3 Brisbania students is above the average mark for students across the state and above the average mark for students in similar schools;
- the average NAPLAN mark for Year 5 Brisbania students is above the average mark for students across the state and above the average mark for students in similar schools;
- in Year 3 66% of students achieved in the top three bands for NAPLAN and there weren’t any students in the lowest band;
- in Year 5 75% of students achieved in the top three bands for NAPLAN and there weren’t any students in the lowest band;
- 100% of students in Year 3 and Year 5 achieved or exceeded the National Minimum Benchmark;
- all classes achieved the target of 5 hours of Mathematics each week;
- all teachers participated in training with Brian Tickle in developing their skills in teaching numeracy skills;
- many parents attended a training session with Brian Tickle to help them with ideas to support their children at home;
- growth in numeracy for our students between Year 3 (2008) and those same students this year in Year 5 exceeded our target figure. Average growth for Brisbania students was 122 points. The average growth across the state was 89 points;
- our growth in numeracy between Year 3 and Year 5 was the best amongst local schools.

**Target 2**

*Improved Literacy outcomes for all students.*

Quantitative and qualitative data indicates that we are meeting this target.

Our achievements include:

- the average NAPLAN mark for Year 3 Brisbania students is above the average mark for students across the state and above the average mark for students in similar schools in reading, writing and in punctuation and grammar;
- the average NAPLAN mark for Year 5 Brisbania students is above the average mark for students across the state and above the average mark for students in similar schools.
Target 3

Improved use of technology for communication and to enhance learning.

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Our achievements include:

- new website developed and consistently updated. Averaging between 300 – 500 hits per week. Up from 127 in 2009.
- all staff trained in the use of interactive whiteboards;
- nine classes established and maintained class blogs;
- stage 3 computer skills training program implemented through the RFF program by Mrs O’Gorman;
- all staff trained in the use of the connected classroom including the operation of video conferencing equipment;
- all staff participated in the Erina Learning Community Web 2.0 Tools training day and attended a range of workshops.

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 2010 our school carried out evaluations of leadership and creative arts.

Educational and management practice

In order to continue to improve it was decided to survey the community regarding what they thought about Leadership in the school.

Background

The views of parents and staff were gathered through the use of a survey. The views of students were gathered through small group discussions.

Findings and conclusions

The feedback from all three groups indicated that leadership across the school was strong with between 80 -100% of respondents indicating that the leaders in the school usually or always met the leadership statements. The strongest responses indicated that leaders value and involve groups in moving the school forward. Also that leaders were fair and looked to improve the school. A small percentage (18%) felt that leaders in the school could be more open to new ideas. Students indicated that they enjoyed the opportunities that the LIMS program offered for senior students.

Future directions

As a result of the evaluation of leadership the following actions will be undertaken: leadership development throughout the school will continue to be a priority; and further development of the LIMS program will continue.

Curriculum

This year the school evaluation committee chose to review the Creative Arts key learning area.

Background

The views of parents and staff were gathered through the use of a survey. The views of students were gathered through small group discussions.

Findings and conclusions

The vast majority of all respondents recognised the importance of creative arts for students. For parents, 99% indicated that they agree or strongly agree that the school provided a variety of opportunities for students and provided
interesting activities. One hundred percent of all groups indicated they felt creative arts were important. One hundred percent of parents agreed or strongly agreed that they were satisfied with the teaching of creative arts at the school. Whilst a good majority of respondents, from all three groups, indicated that the school was well resourced for the teaching of creative arts there was also a small percentage that felt resources could be improved. Whilst all staff indicated they were confident to teach all strands their self-assessed level of skill varied between the art forms.

Future directions
As a result of the evaluation the following actions will be undertaken: the budget for Creative Arts will be increased; the school band program will be enhanced through the engagement of a new band provider; and further professional learning will be made available to staff to develop skills across all strands.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school through the self evaluation process outlined above.

Their responses are presented as part of the evaluation reports in educational management and curriculum above.

Professional learning
All staff members take part in professional learning activities during the year. The main professional learning program is directly linked to our school development plan. The main plan is supplemented with activities to address the needs of individuals.

Five School Development Days (SDD) were held during the year. The first SDD focussed on setting the agenda for 2010 and the development of quality learning programs. The second SDD saw the extension of previous learning in the teaching of mathematics with Brian Tickle presenting a whole day workshop. The third SDD utilised the combined resources of the Erina Learning Community to run a two hour session on practical ideas for using technology in the classroom. The second half of the day was spent on staff undertaking their mandatory first aid and CPR training. The final two days were spent on a review of fitness and PE which lead to the development of a whole school plan to explicitly and sequentially develop motor and sports skills. Staff also undertook training in the use of the connected classroom and video conferencing facilities.

School development 2009 – 2011

In 2011 the school enters the final year of a three year plan. During 2011 a review of the success of the three year plan will be undertaken and future planning for the period 2012 – 2014 will be conducted.

Targets for 2011

Target 1

Improved numeracy outcomes for all students

Strategies to achieve this target include:

- consolidation of new skills in teaching mathematics;
- further development of the mathematics program to balance out other strands not emphasised by Go Math;
- continuation of 5 hours of mathematics teaching each week.

Our success will be measured by:

- 75% of students achieving expected growth or better;
- 62% of students falling in the top three bands of NAPLAN;
- the number of students in the top two bands (proficient level) are at least 27% of the cohort.

Target 2

Improved outcomes in literacy for all students.

Strategies to achieve this target include:

- professional learning in the teaching of spelling. All teachers to be explicitly teaching the four aspects of spelling;
- a review of the teaching of punctuation and grammar. Professional learning in the teaching of grammar and punctuation;
• improved supervision strategies to ensure the scope and sequence for writing is being followed.

Our success will be measured by:

• results in spelling, grammar and punctuation being equivalent to those in reading and writing.

• 82% of students achieving the expected growth between Years 3 and 5 in the NAPLAN.

• at least 36% of students falling in the top two bands for reading.

**Target 3**

*Improved use of technology to enhance communication and learning.*

Strategies to achieve this target include:

• ongoing professional learning in the use of Web 2.0 tools;

• early adapters to be encouraged to trial Web 3.0 tools in their classrooms;

• opportunities for teachers to “show and share” attempts at use of Web 2.0 tools in their classrooms;

• continuation of the upgrading of hardware and software to improve reliability and flexibility.

Our success will be measured by:

• all classes have accessed the facilities of the connected classroom or the Special Purposes Room;

• class blogs are used across the school;

• a range of Web 2.0 tools are used by all teachers to enhance learning.

**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.

Michael Burgess - Principal

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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: