2009 Annual School Report
Brisbania Public School

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

Students

Our student enrolment at the end of 2009 was 391 students. This was 8 more students than the previous year.

Staff

We had 21,972 staff members in 2009. This included 5 executive staff, 11 classroom teachers and 2,922 support staff.

Staff stability is high with most staff members retained from the previous year. The only change to the permanent teaching staff was when Mr Paul Chamberlain left the DET. In our support staff Mrs Chris Denning took up a promotion to Chertsey PS and Kate Palmer was appointed to her position through a merit selection process.

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

Significant programs and initiatives

A significant change was undertaken in the teaching of mathematics. A program called “Go Maths” was introduced across the school. Teachers received significant training to develop their skills in teaching mathematics and implementing the program.

A school musical was held for the first time in several years. The musical, entitled “Out of this World” was a great success.

Student achievement in 2009

All students in Years 3, 5, 7 and 9 have 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 below state average in literacy, but our writing target was met with 96% of students achieving the national benchmark for writing. We have no students in the lowest skill band.

Literacy – NAPLAN Year 5

Our writing target was reached with 97% of students achieving the national benchmark. Students were equal to the state average in Bands 6 and 7 and an improvement since 2008. Overall literacy results for Year 5 students undertaking the NAPLAN Test were below the state mean for all Year 5 students.

Numeracy – BST Year 3

Overall numeracy results for Year 3 students undertaking the NAPLAN Test were below the state mean for all Year 3 students.

Numeracy – BST Year 5

Although numeracy results for Year 5 students undertaking the NAPLAN Test were below the state mean for all Year 5 students, the overall results have improved since 2008, particularly in Bands 7 and 8.

Messages

Principal's message

Brisbania Public School continues to develop its reputation as a community school providing a quality education through diverse learning experiences.

The highlight of 2009 has been our school concert entitled “Out of This World”. The concert, held in September, gave every student the opportunity to perform on stage. Audiences were treated to dances from each class or year group tied to space themed music. The dances were held together by a witty supporting story line involving two children that were sucked into an old video arcade game and then went on an adventure through space.

Congratulations to the organising committee, all staff and the many parents who were involved in the production of the concert. Well done to all of our brilliant students for their dedication and excellent performance. Thank you to Erina High School for providing the free use of their facilities and their assistance in our production.

Another highlight was the success of our dance group. The dance group was chosen as the opening act at the Central Coast Dance Festival and then was selected to perform at the Public Education Showcase. The Dance Group performance titled “Thor and the Aqua Goddesses”, performed to music of Nara’s Theme, was a stand out for its dramatic theme and technical elements. Congratulations to Mrs Heazlewood and the many staff and parents who assisted the dance group. Well done to boys and girls from the dance group for their perseverance and hard work.

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

On behalf of the P&C I would like to extend thanks to everyone in the school and general community for their support over the last year. In particular thanks must go to our dedicated group of P&C committee volunteers who continued to give of their time and help to make our fundraisers a success.

Our thanks are also extended to David Langthorne for his many years of service to the school and in particular the P&C, the last two years as President.

Paula Egan has been canteen manager for two years and introduced many new and exciting foods to the canteen menu. Paula has also been mindful of the special dietary requirements of some students and maintained Canteen guidelines. I would like to continue to encourage parents/guardians to help when possible in the canteen.

The Wombat Crossing which the P&C lobbied Gosford Council for was put in place and has certainly made crossing the road on High Street much safer for our children.

During the year the P&C held many of its regular fundraising activities – Mothers and Father’s Day stalls, Christmas stall, calendars, discos, trivia night and entertainment books. Many new fundraising activities were also introduced – some of which we hope to continue – Brisbania Cook Book, the shopping bus trip. New fundraising ideas are always welcome. It has proven to be a very busy year.

There are many parents who give their time to support the P&C, school and our children. A special mention must go to Nicole Cridland for the many hours spent managing the uniform shop over the last six years. This was Nicole’s last year at Brisbania and she will be missed. Thanks also to the Scholastic Book Club team and School Banking team for providing these services for the students.

I would like to extend my personal thanks to the Executive Committee for their dedication, contribution and most of all their support over the past year. I offer my best wishes to the incoming committee and ask that you continue to support them by attending meetings, volunteering at the school or making donations.

Thank you.

Rose Smith - President

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Our enrolment numbers remained similar to those from 2008.

After several years of having more female than male students the numbers are becoming more even and it is anticipated in 2010 that we will have more boys than girls in the school.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>222</td>
<td>218</td>
<td>199</td>
<td>182</td>
<td>191</td>
</tr>
<tr>
<td>Female</td>
<td>217</td>
<td>221</td>
<td>224</td>
<td>205</td>
<td>201</td>
</tr>
</tbody>
</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 and as a school every five weeks.

Students with attendance rates less than 80% are identified and the reasons for absences examined. If the reason is legitimate (eg illness with a medical certificate to support the absence) then no action is taken. If the reasons for absences is 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1C</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1HI</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2HF</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3T</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/5D</td>
<td>4</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>4/5D</td>
<td>5</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>4F</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6A</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5/6A</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>15</td>
<td>28</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>
<tr>
<td>5/6W</td>
<td>5</td>
<td>12</td>
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<tr>
<td>5/6W</td>
<td>6</td>
<td>16</td>
<td>28</td>
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<tr>
<td>K/1G</td>
<td>1</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>K/1G</td>
<td>K</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes

Our aim in Years K - 4 is to form single grade classes when 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.

Staff information

Brisbania Public School enjoys an experienced, dedicated, innovative and enthusiastic staff.

There is a high level of staffing stability. The only change to the permanent teaching staff was when Mr Paul Chamberlain left the DET. In our support staff Mrs Chris Denning took up a promotion to Chertsey PS and Kate Palmer was appointed to her position through a merit selection process.

Staff establishment

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

As our student enrolment was similar to 2008 our staffing remained the same for 2009.

We don’t have any indigenous staff members working at our school.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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 (SASS)</td>
<td>2.922</td>
</tr>
<tr>
<td>Total</td>
<td>21.972</td>
</tr>
</tbody>
</table>

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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>161 602.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>191 019.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>74 649.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>112 627.34</td>
</tr>
<tr>
<td>Interest</td>
<td>5 834.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20 133.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>565 866.58</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 27 074.54  |
| Excursions                 | 47 239.01  |
| Extracurricular dissections| 20 309.35  |
| Library                    | 11 017.96  |
| Training & development     | 16 427.14  |
| Tied funds                 | 92 413.14  |
| Casual relief teachers     | 72 673.34  |
| Administration & office    | 51 647.17  |
| School-operated canteen    | 0.00       |
| Utilities                  | 41 650.99  |
| Maintenance                | 21 177.02  |
| Trust accounts             | 22 128.85  |
| Capital programs           | 0.00       |
| **Total expenditure**      | **423 758.51** |
| **Balance carried forward**| **142 108.07** |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

2008 provided a diverse range of opportunities for participation in the arts for students at Brisbania Public School.

Apart from classroom programs in music, students were provided with a range of musical opportunities. 2009 saw the students from Stage 2 participating in weekly dance lessons for one term. Students enjoyed this opportunity to develop their dance and drama skills with a professional dancer and prepare for their school musical performance.

Dance

The Brisbania Dance Group continued to enjoy success in 2009 opening their shows at the Central Coast Dance Festival and showcasing the dance talents of our Stage 2 and 3 students. Twenty three girls and six boys developed their skills and routines through weekly lunchtime dance sessions. The dance group’s excellent achievement was also celebrated and recognised when chosen from other primary school around the region to perform at the Central Coast Showcase of Performing Arts later in the year. The dance group enjoyed performing in front of the school community as a part of the school musical.

Choir

The Choir, a very enthusiastic group of 30 students, once again performed at the Central Coast Choral Festival. Their conductors, teachers Arthur Hand and Fiona Foley, prepared the group to form part of the combined choir drawn from local primary schools. The choir performed during school assemblies, Education Week and the school musical ‘Out of this World’. The choir have also performed at a community venue for seniors and will again take part in the Christmas festivities within our local community.

Band

The school band has continued to grow this year. They performed at Anzac Ceremonies, school and community events and Presentation Days. The children attended two whole day workshops with the Central Coast Youth Orchestra. The band has held two performances for parents and friends to highlight their skills. They have also taken part in a ‘solo’ evening where the children performed individual and small group items.

Drumming

Our school hosts the “Drumbala” teachers who have a large group of percussionists on a weekly basis in the school hall. The students rhythmic and musical skills have developed and they have performed under the tutors and independently for school and community events.
Guitar

2009 has seen the continued development of the music program offered to children at Brisbania. Guitar teacher Chris Byrne has instructed ten students in the second half of the year. The children have lessons before school and have made remarkable progress. An assembly performance with Chris Bryne and Tyson Bennett, Year 4, raised the profile and interest of the students.

Sport

Brisbania Public School has again enjoyed considerable achievement through participation in sport.

School Carnivals were conducted in Swimming, Athletics and Cross Country. Kangaroo was the Athletics champion house, Koala won the Cross Country and Swimming carnivals. Koala was the overall 2009 champion house.

Brisbania entered a number of teams in the NSWPSA knockout competition, contesting Cricket, Soccer, Boys and Girls Softball and Netball. Whilst not enjoying the success of previous years the teams are to be congratulated for their efforts both on the field and in training and for their outstanding sportsmanship. Participation and effort have always been a hallmark of Brisbania’s teams. A wonderful effort from our teachers who trained teams and our parents for their expertise and assistance.

From our carnivals and our team participation, a number of students achieved individual honours. Jessica in Met North and State Athletics, Met North and State Swimming, Narut was the Senior Boys BWPSA Athletics Champion. Lachlan represented BWPSA in the 11yrs Boys Soccer Team. Harry and Stevie competed in Met North Swimming, Dustin was selected for BWPSA Open Rugby League Team and Michael in the BWPSA Cricket Team.

All students have been involved in weekly sport and with our parents’ participation enjoyed continued support and links with Saratoga Hawks AFL Club (our AFL team contested the Paul Kelly Cup), Gosford Baseball, Davistown Netball and both the AFL and ARL.

Years 4, 5 and 6 undertook a Premier’s Sporting Challenge with each of the classes achieving Gold Level awards.

Academic

In the National Assessment Program, the results across Years 3 & 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 the assessments.

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

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

Literacy – NAPLAN Year 3

Overall literacy levels were below the state mean. However, comparison with the school’s 2008 results show that the number of students in the top two bands increased particularly in writing, grammar and punctuation indicating some growth in this area.

Year 3 literacy results show no students in the lowest band and seventy percent of our students in the top three bands. We are achieving higher than the state in writing.
Numeracy – NAPLAN Year 3

Overall numeracy was below state mean. The Year 3 students showed strength in aspects of data, space and problem solving. Number and patterns and algebra were below state mean.

Literacy – NAPLAN Year 5

Overall literacy levels were below state mean. Comparison with the school’s 2008 results indicates a growth in the top 3 bands, with a significant growth in spelling.

In overall literacy we had three percent of our students in the lowest band 3. Seventeen percent scored in band 4. Seventy eight percent of our Year 5 students were in bands 5, 6 and 7 with two percent in the top band 8. We are achieving equal to our region in writing.

Numeracy – NAPLAN Year 5

Numeracy results for Year 5 were below state mean. All aspects of numeracy were below state mean. An increase in the number of students represented in the top two bands indicates positive growth from 2008. Eleven percent of students displayed very strong growth in numeracy.

Brisbania students were under represented in the lowest skill band in numeracy.

Progress in literacy

Thirty three percent of students achieved the minimum student growth. Although overall growth in literacy was below state average, our growth in the top two bands is increasing.

Through the success of reading support programs we have no students in the lowest band.
The results for Year 5 boys growth in reading showed pleasing improvement.

Results indicate that students have made good growth in Bands 7 and 8 in spelling, grammar and punctuation. 24% of students in Year 5 were placed in Bands 7 and 8 compared to 16% in 2008.

Our focus will continue to be on moving our higher achieving students into Band 7 and 8, and all our students achieving minimal growth through the implementation of whole school literacy programs.

**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 2009

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.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Average progress in reading between Year 3 and Year 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td>80</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

*School*, *LSG*, *State*

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

In Year 5 literacy 98% of students met the benchmark in writing, 98% for reading, 95% for spelling and 95% for grammar and punctuation. In Year 5, 98% of students met the benchmark for numeracy.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Average progress in numeracy between Year 3 and Year 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td>80</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

*School*, *LSG*, *State*

### 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 2009.
Staff, students, parents, carers and community members developed and implemented Personalised Learning Plans for all our Aboriginal and Torres Strait Islander (ATSI) students with an emphasis on increased literacy and numeracy levels.

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”
- build relationships with other schools;
- 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:
- consulting with students and their families to suggest ways to provide rich opportunities for our Aboriginal students and to broaden the understanding of Aboriginal culture in the school community;
- 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, at major events;
- celebrating NAIDOC Week. Each class accessed the interactive CD ‘Moorditj’ to explore Indigenous music and musicians. 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;
- successful informal gatherings of ATSI families;
- involvement in the combined schools mural project at Gosford Regional Art Gallery;
- attendance at Laycock St Theatre by our Stage 3 Indigenous students and friends to view the NAISDA dancers perform “Beneath the Ancestors”;
- our Year 6 students meeting with Mrs Jane Swain, Erina High’s Aboriginal student support person.

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.

Transition to High School

A great deal of emphasis has been placed on assisting Brisbania students in their transition to high school. A number of transition programs have been developed with our partner schools to improve our Year 6 students’ experiences as they move from the familiar surroundings of primary school to the less familiar environment of secondary school.

These programs include a unit of work, based on myths, called The Quest that leads students beyond the misconceptions that surround high schools to dealing with some of the problems that they may encounter and brings them to a more secure, informed state of mind about their own journey on to secondary education. This unit of work is transferred to the high school to be continued in term one of Year Seven.

Students are also given the opportunity to participate in StudyPlus workshops at Erina High School to familiarise them with the school environment and meet other students with similar interests.
The Year 7 advisors visit the students and explain some of the expectations and subjects available in Year 7. Students attend an orientation day and participate in a number of ‘taster’ lessons whilst also meeting students from other primary schools.

Parents are also provided with information about the nature of secondary education and the options available. Parents have the opportunity to meet teachers and alleviate any concerns through question time at an evening meeting.

In addition, there is valuable sharing of significant academic and other information between our staff and secondary school staff to facilitate the transition process and the placement of each student into the new school.

Through our Erina Learning Centre all Stage 3 assistant principals from our partner schools have regularly met with Erina High School personnel to discuss curriculum and welfare needs for our students. This has provided valuable professional development, exchange of ideas and the opportunity to plan and program further transition activities.

Giving students a strong start in Year 7 helps to assure our students’ continued success throughout secondary school.

Best Start
2009 was the third year that teachers implemented the statewide Best Start Kindergarten Assessment. Teachers either took part in a comprehensive training program to implement Best Start or updated training received from previous years.

The Best Start Kindergarten Assessment included aspects of writing, reading, comprehension, speaking, phonics, concepts about print, counting skills and awareness, arithmetic strategies, units and pattern recognition.

Every Kindergarten student participated in the assessment individually with their Kindergarten teacher. This assessment is a teaching tool to find out each child’s skills as they enter school. Teaching and learning programs were explicitly developed for all Kindergarten students. At the end of the year the teachers identify how each child had progressed along the continuum. This information is passed on to the Year 1 teacher to guide the next year’s academic programs development.

A report was sent home to Kinder parents. This report provided a summary of the findings from the assessment and strategies that parents could implement to assist with their child’s academic development.

The Year 1 teachers participated in Best Start professional learning courses including explicit teaching of guided reading and guided writing. This also enabled the teachers to be aware of the assessment procedures that the Kindergarten students participated in and develop an understanding of the literacy and numeracy continuum.

Gifted and Talented Students Program

In 2009, Brisbania Public School provided many extension and enrichment programs for its Gifted and Talented [GATS] students. Key Learning Areas of mathematics, literacy and creative arts were the key focus this year. The aims of these programs were to stimulate, extend and develop students potential in the given KLA’s.

In literacy, the program focused on writing and developing and strengthening the structure of narratives. There was a strong focus on grammar and its importance in producing quality text. The culmination was for the students to produce a piece of work which could be entered into a local writing competition. We also had a visiting author, come in and talk to the children about the process of writing and publishing. The children were excited about the visit and very enthusiastic about the workshop he gave to our GAT students.

The mathematics program ran from term one to four. The grades involved were Yrs 2,3,4 and 5. The program focus was to develop and enhance a multi-strategy approach to algorithms and problem solving. Teaching programs were extended beyond what was covered during regular classroom lessons. There was a similar focus on developing and strengthening algebraic techniques.

Eight students were selected to participate in the Central Coast GATS Camp at Point Wolstencraft. These students developed their writing, drama, computing and science.

Three students were offered places at our local selective high school.

This year 69 students participated in the University of NSW competitions in Science, Computer Skills, English, Mathematics, Writing and Spelling. Results included:

- 9 distinctions and
- 20 credits.

During term two and three, the creative arts program focussed on drama and developing acting techniques that would enable those students to confidently perform on stage in major roles during the school musical.
Go Math Program

This year we introduced a new program to assist teachers in the implementation of the maths syllabus. The program, called Go Maths, focuses on developing number skills through the use of investigations and mental strategies.

The program has proven to be very effective in the junior years. In the senior years there needed to be greater adjustment to the program to be able to match the needs of all students.

Library

The school Library remains a major educational resource for the school community. All children in the school attend weekly Library lessons which focus on fostering a love of literature, as well as on the teaching of information literacy. Teachers are able to have bulk loans of fiction and non-fiction books for children to use in the classrooms. Teachers’ resources available for loan include books, kits, pictures, maps, videos and DVDs, cassette tapes and CDs, cameras, laptops and computer software. The provision of a library assistant one day each week ensures that tasks such as repairs, processing and covering of books are kept up to date.

Special activities promoted through the Library this year have included:

- Children’s Book Week
- The NSW Premier’s Reading Challenge which was completed by 118 students, including 18 who completed the Challenge for the fourth time and were therefore awarded a gold certificate
- The opportunity for students to purchase books through the Scholastic Book Fair, thereby enabling us to earn additional resources in Book Week and Education Week.

Future directions

As advances in technology provide more opportunities for learning, the Library needs to be seen as more than a collection of books. A bank of computers and a data projector are already used as a tool in teaching information and research skills, and an interactive whiteboard will be next. Information literacy skills are becoming increasingly important to ensure our students make the best use of whatever information is available, particularly online information.

School Musical –“Out of this World”

This year Brisbania Public School provided every student with an opportunity to participate in a quality musical performance.

The musical “Out of this World” was written by a team of teachers. The students and staff choreographed dances and designed costuming for the items within the musical. It reflected the school values of participation, excellence and co-operation. The theme for the musical celebrated the “International Year of Space”.

As part of the school’s GAT program, twelve talented Stage 3 students were trained to be lead roles in the play. The rest of the students K-6 were part of class dance items.

Performances were held at Erina High School. The musical showcased for the community the depth and diversity of talent of staff and students at Brisbania Public School.

The outcomes for the musical were:

- For students to be part of team, developing skills in patience, perseverance, co-operation and flexibility.
- Celebrated the individual talents and dedication of all students and staff.
- Brought the learning community together to promote Brisbania Public School as a learning centre of excellence.

LIMS

This year the LIMS program (Leadership in the Middle School) was continued with our stage 3 students. LIMS is an ongoing student leadership and participation program promoting equity for all students in the middle schooling years.

The aims of the LIMS program are:

- For students to contribute to their class, school and community in a positive way, thereby developing good citizenship
- To generate an understanding of the interdependence of individuals in society
- To encourage students to take responsibility for their own skill development, competencies and learning outcomes.
- To improve school spirit, culture and pride through students increased sense of belonging and connectedness to school life.
Students again performed a number of tasks each semester, ranging from simple to complex, one-off and on-going, and within their class, school and community. For each task students were awarded points, which allow them to achieve a yearly levelled award - participation, bronze, silver and gold. In order to achieve these awards students have volunteered for a wide range of school services and activities including assisting teachers, mentoring younger students, running assemblies, attending leadership days, helping in the canteen, charity work and organising lunchtime activities.

Progress on 2009 targets

Each year the school sets targets to help focus improvement programs and to measure the success of those programs.

Target 1
**Improved Numeracy outcomes for all students**

Whilst this target was not fully met, our achievements include:

- The gap between literacy results and numeracy results was narrowed.
- The girls were above the region in number.
- The Go Maths program was fully implemented. The results of the program should be more indicative next year as the program only has had one term of implementation prior to NAPLAN.
- Each class was involved in meeting the target of one hour per day teaching allocated to maths.
- All teachers attended training with Brian Tickle

Target 2
**Improved Literacy outcomes for all students**

Whilst this target was not fully met our achievements include:

- Our lowest performing students in Year 3 showed strong growth by the time they reached Year 5.
- Our writing program continued to develop with stronger monitoring of teaching programs, development of common marking criteria and ongoing evaluation and adjustment of the program to meet the needs of students.
- A whole school spelling scope and sequence was developed to support the Support Teacher Learning Assistance (STLA) program and all our students.

- NAPLAN results indicate that students have made good growth in spelling, grammar and punctuation. An increased number of students in Year 5 achieved in the highest bands compared to previous years.
- Best Start training of all Early Stage 1 and Stage One staff and the introduction of the Department of Education and Training’s Early Learning Continuum have given explicit and systematic teaching guidelines in programming for our K-2 students. Evidence of growth is reflected in 88% of our Kinder students and 82% of Year One students achieving the regional benchmark in reading.

Target 3
**Improved use of technology for communication and to enhance learning.**

Use of technology has increased.

Our achievements include:

- All teaching staff participated in an Erina Learning Community development day in technology. Staff participated in a range of “taster” type activities to expose them to possibilities for using technology.
- An increasing number of “paper” activities have been replaced by electronic processes thus saving time.
- 10 laptops were purchased that has allowed teachers greater flexibility and access to computer technology. This has lead to an increase in skills and usage by teachers.
- Many staff undertaking further professional learning opportunities in the use of Smartboards and other Information and Computer Technology such as Moodles, Blogs, Wikis and the Connected Classroom.

Target 4
**Improved intellectual quality within teaching activities.**

This year teachers developed assessment procedures that ensured consistency in judgement across the grade and stage. Specific assessment criteria was set during the development of programs, prior to teaching and explained in explicit terms to students prior to teaching.

Our achievements include:
• intellectual quality elements being explicitly identified in teaching programs;
• teachers being able to articulate the elements of the intellectual quality domain and how to implement them in their classrooms
• assessment data from NAPLAN indicated that more students are represented in the higher bands than previous years.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school through our evaluation process. Feedback from these stakeholders has been used to form the information contained below.

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 2009 our school carried out evaluations of mathematics and school management.

Educational and management practice

School Management

Background

A selection of 37 parents were interviewed and asked their opinion. Parents represented a mix of student grades and genders.

Teachers were given an opportunity to provide feedback through staff meetings and other communication channels during the year.

Groups of students in years 3 – 6 (66 students in total) were asked their opinions.

Parents were asked to rate five statements:

• The school looks for ways to improve its performance.
• The educational needs of all students are met by the school.
• The staff of the school are valued and supported.
• The school is well organised.
• The school communicates effectively with parents.

Students were asked to rate three statements:

• The school cares for the students and discipline is fair.
• The school is well organised.
• The school communicates effectively with students.

Findings and conclusions

One hundred percent of respondents said the school usually or almost always looks for ways to improve its performance.

Ninety-two percent of parents felt that the school usually or always meets the needs of all students. The comments from parents varied. Some parents felt that the school went out of the way to support students with particular needs. Other parents felt the needs of some students, including very high performing students, weren’t always met. Many parents commented that the school provided many diverse opportunities for students.

One hundred percent of parents said that teachers were usually or almost always valued and supported. As with previous surveys our teachers were highly rated by parents.

Eighty seven percent of parents said that the school was usually or almost always well organised. Some parents asked that more forward notice be given of school events so that they could organise time off work.

Most parents (91%) felt the school usually or always communicated effectively with students and parents. However, a small number of parents felt communication could be better.

Feedback from teachers regarding the management of the school occurs through normal processes within the school. Generally teachers feel the school is well organised and communication is good. However when specific issues are raised they are dealt with at the time.

Ninety-four percent of students said that the school usually or always cared for its students and that discipline was fair. A similar number of students indicated that the school was well organised.

Ninety-two percent of students felt the school communicated well. Some of the students had some ideas about making communication even better. They included a notice board for students, students writing things in the newsletter and more student announcements at assemblies.

Whilst the feedback was generally positive there are still areas for further improvement.
Future directions

- Purchase and install a student noticeboard in an easily accessible area for students to read.
- Create a space in the newsletter for students to have a voice.
- Continue to find ways to improve communication including exploring further development of the website, the possibility of using web 2.0 tools such as twitter and improving the readability of the newsletter.
- Explore other ways to meet the needs of all students including further professional learning for teachers in differentiation of instruction and further development of the GATS program.

Findings and conclusions

One hundred percent of parents said that learning in mathematics was very important to their child. Typical comments included “Maths is a critical skill for my child”, “Without maths kids will struggle.”

Of parents surveyed 89% said that their child liked mathematics. Only 41% of parents felt their child liked maths more since the introduction of the Go Math program. Many parents commented that their child like maths before so the change in program didn’t really change that opinion. Other parents commented that they had noticed their child talked more about mathematics and seemed keener to do maths at home since the introduction of the program.

Most parents (86%) felt the school was well equipped to teach mathematics. A further 11% said they weren’t sure if equipment was an issue.

Whilst most parents (67%) felt they were well equipped to help their child with maths about 24% felt they struggled with some aspects of helping their child with maths. Many of the parents interviewed asked for more information on the Go Math program and ideas to help them help their child at home.

Ninety one percent of parents surveyed felt their child’s skills in mathematics had improved over the year.

Most teachers found that the Go Math program was engaging and felt that more students were enjoying maths. All teachers indicated that they had increased the amount of maths taught in their classroom. Most teachers felt the program was challenging and helped them to explicitly teach maths.

The main issues raised by teachers were around organisational difficulties. In particular senior classes found it difficult to implement the program due to the wide range of abilities in their classes. Changes to organisation in the senior classes helped with this situation. Teachers also raised concerns over finding time to teach the other strands of mathematics as the Go Math program has a focus on number.

Seventy five percent of students said that they enjoyed learning in maths. A further 12% said that maths was “O.K”. Many students said they liked maths because they liked the games. Others said they liked maths because they got to use equipment. Most of the students that indicated they didn’t like maths said they found it hard or didn’t understand maths. All students said they had improved in maths over the year.
Future directions

Whilst most parents, students and teachers are happy with the new Go Maths program there are some areas for further development:

Help parents to support their child’s mathematical learning by:
- Organising a session with Brian Tickle for parents;
- Organising an information session for parents run by the Maths Committee;
- Having regular sections in the school newsletter

Help teachers to teach the intent of the syllabus by:
- Providing a follow up day with Brian Tickle
- Ongoing professional learning through staff meetings
- Evaluating and reviewing the implementation of the Go Math program to ensure all teachers are able to implement it successfully.

Help students with maths by:
- Having a fun maths day with engaging and interesting maths investigations and challenges.
- Helping parents and teachers support mathematical learning as outlined above.

Professional learning

Teacher professional learning is a critical element in the development of the school.

A total of $19 000 was spent on professional learning. This included over $16 000 from professional learning funds and an additional $3000 from school funds.

Five School Development Days were held. The first SDD focussed on organisation for 2009 and compliance training to ensure staff were up to date with critical training aspects. The second SDD focussed on working mathematically and mental computations. This day involved Brian Tickle, a recognised expert in the NSW maths syllabus and developer of the Go Maths program. The third SDD involved all schools from the Erina Learning Community working with technology. The final two SDD were spent refining and improving our school curriculum map and planning for 2010.

School development 2009 – 2011

Through consultation with the school community, students and staff a three year plan has been developed to improve school performance in the following areas:
- Mathematics
- Writing
- Technology
- Intellectual Quality

Within each focus area an action plan has been developed to achieve each target.

Targets for 2010

Target 1

Improved Numeracy Outcomes For All Students

Strategies to achieve this target include:
- Professional learning for teachers in the use of open-ended questions and rich tasks through training provided by Brian Tickle.
- Co-operative planning in mathematics
- Purchase of additional resources to assist teachers in implementation of the syllabus.
- Parent information sessions to develop their ability to support students in mathematics

Our success will be measured by:
- 70% of students achieving growth equal or greater than 80 points in NAPLAN numeracy;
- 60% of students falling within the top three NAPLAN bands for numeracy and
- the number of students in the top two bands is at least 22% of the cohort.

Target 2

Improved Literacy outcomes for all students.

Strategies to achieve this target including:
- All K-2 staff programming using the Early Learning Continuum and individual Early Learning Plans to explicitly develop and teach a balanced and systematic literacy program.
- Purchasing significant resources to support the Early Learning Plans and other programs to assist teachers in implementation of the syllabus.
- Staff training in the use of running records to not only level students but to identify a learning focus for each student.
- Staff professional learning in the implementation of a balanced literacy block using flexible groupings and independent learning centres.

Our success will be measured by:
- 81% of students achieving growth equal or greater than 80 points in NAPLAN literacy;
- 50% of students falling within the top three NAPLAN bands for reading and the number of students in the top two bands is at least 25% of the cohort;
- Teachers using a specific teaching focus for reading groups;
- Teachers working with their focus group at least three times a week.

Target 3
Improved use of technology for communication and to enhance learning.

Strategies to achieve this target include:
- Professional learning for all teachers through participation in a combined development day with our Erina Learning Community Schools.
- Professional learning for all teachers in the use of web 2.0 tools and applications.
- Establishment of a connected classroom allowing video conferencing with other sites.
- Professional learning for teachers in the use of Smart Notebook to allow development of interactive lessons.

Our success will be measured by:
- Activity logs indicate increased levels of activity across the network.
- Interactive lessons using technology used across all classes.
- Increased web presence through students creating and posting quality products to the intranet/internet.

Target 4
Improved Intellectual Quality within teaching activities.

Strategies to achieve this target include:
- Further training of teachers in the use of higher order thinking strategies.
- Exploration of the use of problematic knowledge in teaching activities, particularly in maths.
- Embedding of strategies, for developing deep knowledge and understanding, into teaching programs.

Our success will be measured by:
- Teaching programs reflect a great use of higher order thinking strategies.
- More students achieving in higher bands in NAPLAN and other assessments.
- Reduction in the reliance on lower order activities such as activity sheets.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find 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: