

Brisbania Public School Annual School Report 2013



School context

Student enrolment has continued to grow this year. In the local community Brisbania is seen as a strong educational choice within a competitive market of private and independent schools. Our continued growth is a credit to the staff and supportive school community.

Four hundred and fifteen students were enrolled at the end of the year. This number is expected to remain stable over the next two years.

Principal's message

2013 has seen the implementation of significant innovation and change at Brisbania Public School. At the same time we have been able to manage to maintain our excellent learning and student support programs.

Brisbania applied for and was granted the status of an Empowering Local Schools National Partnership (ELS) school back at the end of 2012. As part of joining this program a grant of just over \$45 000 was given to the school to undertake an innovative project around making local decisions.

The school consulted with parents and staff to gather ideas and possible areas to explore. The clear message was that they wanted a focus on teaching and learning and also a project that provided benefit to the school beyond the life of the project.

After a lot of research it was decided to undertake a process based on the work of Richard Elmore and influenced by the research of John Hattie. This led to the design of a project entitled "Visible Teaching Rounds" (VTR).

VTR involved all teaching staff working in teams of 5 – 7 members. The team would visit 5 classrooms and observe what students were doing, learning and saying. The team would then collate the data collected and identify the most effective practice. This information was then used by teachers to influence own instructional choices in their own classes.

Teachers found the project to be very valuable. Despite early concerns about groups of teachers visiting their classroom, teachers actually found that the process was very affirming and helped build a sense of collegiality amongst staff.

In October, Mr Burgess travelled to Melbourne to present the project to Principals and Educational Leaders from across Australia at the Australian Institute for Teachers and School Leaders (AITSL). The project generated a great deal of interest and attracted the most questions from the audience.

Also, as an ELS school, Brisbania was a pilot school for the implementation of the Learning Management and Business Review (LMBR) solution. This involved every administrative system, currently being used, changing to the new system. Human Resource Management, Financial Management, Student Administration and Student Well-Being systems were all changed. This wasn't simply swapping one software package for another but involved significant change in the way our school does business. These changes took a huge amount of work from the school leadership team and the school administrative team.

During 2013, teachers began the task of adopting the new NSW syllabuses that incorporate the Australian Curriculum requirements. Teachers undertook extensive training on the English syllabus during 2013 and will implement the syllabus content and standards in 2014. In 2014, teachers will start work on the new Mathematics and the new Science syllabuses.

Whilst managing all of the changes above teachers were able to continue our strong teaching and learning programs. Once again our NAPLAN results were strong. Our student growth between Years 3 and Year 5 continued to be within the top few schools within our local group of schools for reading, numeracy and language conventions. Unfortunately, despite a great deal of effort to improve, our NAPLAN results in writing were disappointing. However, our school data indicates there has been significant

improvement in the quality of the content of students' writing. In 2014, we will need to look for other ways to improve our NAPLAN scores.

Once again on the sporting fields, on the stages and in the exhibitions our students achieved great results. Our boys' softball team was the Central Coast Champions. We had student artworks chosen for Operation Art and for the regional FACE exhibition. Our dancers performed at the Central Coast Dance festival and the entire school performed at a bi-annual musical.

Finally the other big change was the change of Principal. Mr Burgess accepted a promotion to Terrigal Primary School and Annette Parrey was appointed to the school from Mannering Park PS to start in 2014.

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.

Nicole Heazlewood – Relieving Principal



P & C message

On behalf of the Brisbania P&C, I would like to thank everyone in the school and local community for their support over the last year, without their help none of our continuing success would be possible. A special thanks must go to everyone who donated both time, effort and items towards this year's events and stalls.

I have yet again been supported by a fantastic executive committee and would like to thank, my Vice Presidents, Kathy Le Breton and Julie Hale for their constant support and being available to step in when I have been unavailable; Emma Brock for tirelessly supporting us all as secretary; and Kellie Dobell for her work as Treasurer and keeping us all in line with our accounting processes.

Thanks again to Paula Egan for her efforts in sustaining the canteen's "healthy eating" awards year on year. I hope that moving forward we can continue to grow the Canteen revenue by encouraging everyone within the school community to purchase at least one item each week.

We also have a fantastic bunch of parent volunteers, who are not necessarily part of the P&C, but who also give up hours of their time to support us from school discos, canteen help, BBQ duties, uniform shop, events and stalls etc. Without these additional parent helpers, the P&C would struggle to manage all of the fundraising events we do.

Finally, I would also like to recognise and thank the school admin team for tirelessly supporting me through my many requests for printing, pens, banking etc. They are an unrecognized resource of the P&C who work behind the scenes to support each and every one of our events.

During my time as President, I am proud that we, as a committee, have completed the delivery of interactive whiteboards to each class and this year have also managed to supply our children with access to laptops and ipads for their schooling.

This year it was sad to see a great Principal leave the school and I wish Michael Burgess every success in the future. He changed the school so radically in the time he was here with a forward view of where our children should be heading and how they should be taught. I now look

forward to Miss Parrey's input into the school and seeing what great things she will bring.

Good luck to the incoming committee for the next school year and I ask that you support them in their fundraising endeavours by attending meetings, volunteering and help with donations.

Thank you for helping us help our great school.

Andrea Young - P&C President

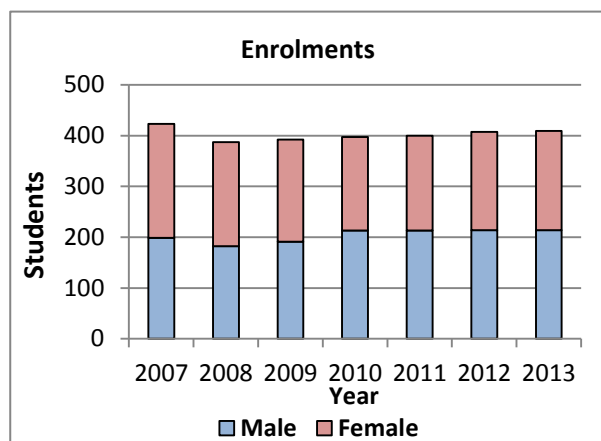


Student information

Student enrolment profile

The gender balance is almost the same as 2012 with more boys enrolled than girls.

Gender	2009	2010	2011	2012	2013
Male	191	213	213	214	214
Female	201	184	187	193	195



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.

	Year	2009	2010	2011	2012	2013
School	K	95.5	94.9	96.0	95.0	96.2
	1	93.8	94.7	93.2	95.5	95.8
	2	94.7	92.1	93.8	94.5	95.7
	3	93.7	94.1	94.6	93.5	94.7
	4	94.1	94.5	94.2	94.6	94.7
	5	94.6	95.5	94.0	95.7	94.0
	6	94.3	94.3	95.4	93.4	95.7
	Total	94.4	94.3	94.4	94.6	95.3

Management of non-attendance

Consistent attendance is encouraged and highly valued by our school. Attendance is monitored daily by teachers and reviewed by executive every five weeks.

Attendance issues are initially addressed by the class teacher both by written correspondence and verbally to monitor unexplained absences. The learning and support team follow up any ongoing absences or occasional students with a history of poor attendance.

If necessary, students may be referred to the Home/School Liaison (HSL) program. HSL Officers then work with families to improve attendance.

Parents/caregivers have been encouraged by the school to apply for a Certificate for Exemption from Attendance when it is known their child will be absent from school.

Workforce information

Our experienced, dedicated, innovative and motivated staff enjoys teaching at Brisbania.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	0.3
School Administrative & Support Staff	3.222
Total	23.342

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Brisbania enjoys the cultural input and insight of two proud Aboriginal staff members.

Workplace retention

One staff member retired during 2013. Mrs Meryl-Lea Grice, a highly skilled and valued member of our staff and community will be missed at Brisbane. Miss Angie Green and Miss Lisa Babbage were appointed permanent positions through the employment pool selection process. They replaced previous staff members who retired in 2012.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	12
NSW Institute of Teachers Accreditation	25

Financial summary

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

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	200,927.22
Global funds	210,381.52
Tied funds	83,430.51
School & community sources	125,402.15
Interest	5,914.71
Trust receipts	4,958.42
Total income	631,014.53
Expenditure	
Teaching & learning	
Key learning areas	46,559.99
Excursions	44,066.15
Extracurricular dissections	28,077.18
Library	4,713.84
Training & development	29,746.91
Tied funds	108,220.09

Casual relief teachers	85,252.96
Administration & office	41,017.69
School-operated canteen	0.00
Utilities	57,669.10
Maintenance	10,706.65
Trust accounts	9,705.43
Capital programs	22,137.24
Total expenditure	487,873.23
Balance carried forward	143,141.30

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

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

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

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

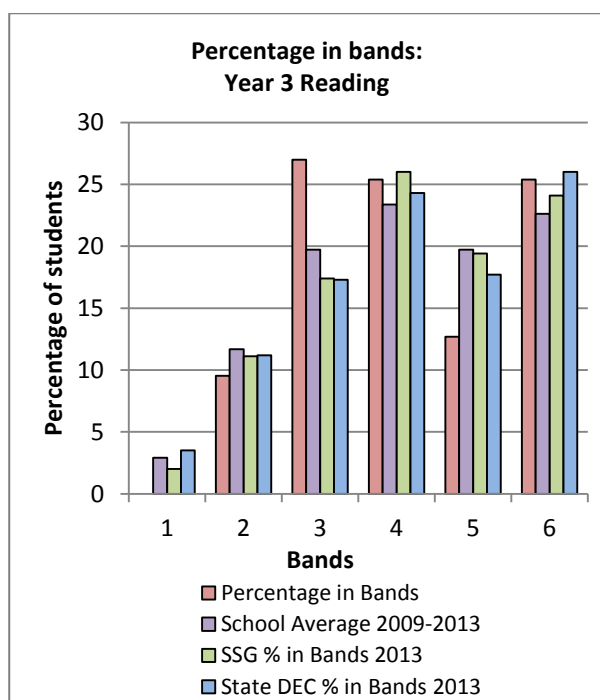
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

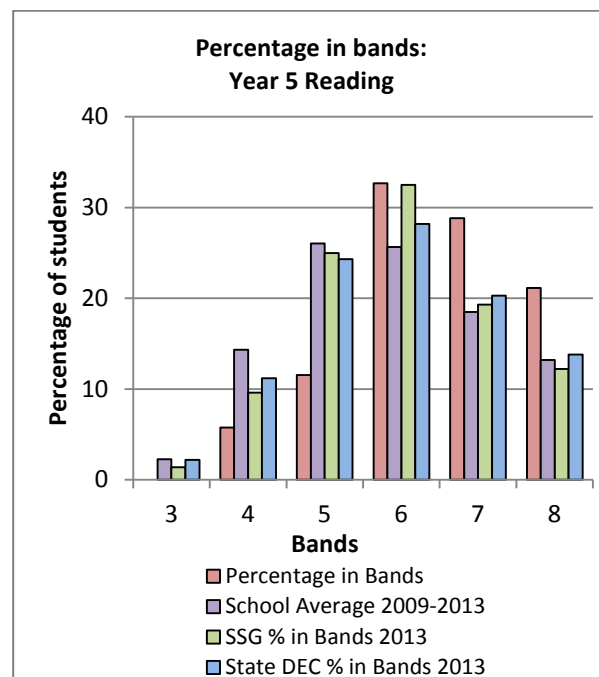
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

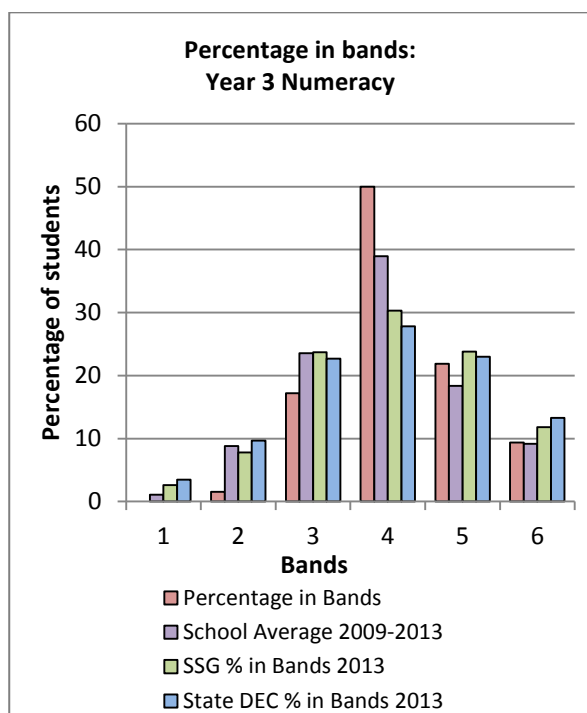
Although Brisbane has no students in the lowest band in reading, writing and spelling, we are over represented in Band 3.



Brisbania Year 5 students excelled in reading this year and being well-represented in the top three bands (83%). We out-performed both state and our like-school group in reading. Our Grammar and Punctuation results have also shown a positive shift into the top three bands again. However, we need to continue to push our students from Band 3 into Band 4 in Spelling and Writing.



NAPLAN Year 3 - Numeracy

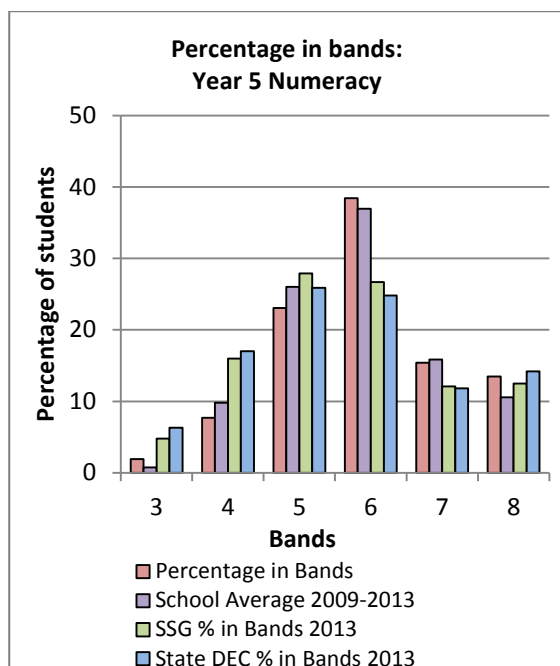


There has been a pleasing increase in our representation in the top three bands in numeracy as compared to the last 4 years. There were no Brisbania students represented in the lowest band.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



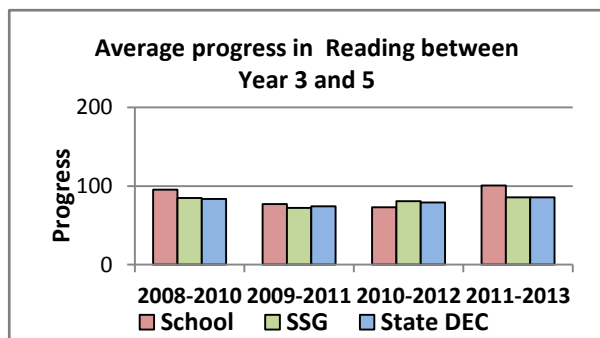
NAPLAN Year 5 - Numeracy



This year saw a jump in representation in Bands 6, 7 and 8. Brisbane students were equal to or far above state averages.

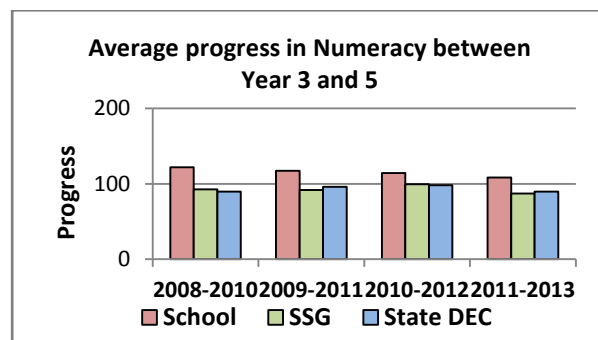
PROGRESS IN READING

Progress in reading has been very pleasing and exceeded the average level of progress across the state.



PROGRESS IN NUMERACY

Progress in numeracy has continued to highly exceed the average level of progress across the state.



Other achievements

VISUAL ARTS

Visual Arts forms an integral part of the curriculum covered in each classroom. This results in a colourful, inviting classroom environment and many students experiencing high achievement in community competitions and exhibitions.

Two students, Corey and Ella had their work selected as finalists in Operation Art. We also had six students selected to submit work to the regional FACE exhibition. Three of these students, Gabe Normyle, Lachlan Duncan and Tayla Linhart, had their works selected and they were exhibited at the Maitland Regional Gallery.



DANCE

Throughout 2013, the dance program continued to provide students with success, growth and performance opportunities. Groups this year included a Girls Group and a Boys Group. Thirty girls and seventeen boys performed at the Central Coast Dance Festival, the school Musical and at Erina Fair as part of the Erina Learning Community Education Week Showcase. Additionally, this year six of our talented students auditioned for the Central Coast Regional Junior

Dance Ensemble. Amazingly, four dancers were selected and danced with twenty other students from across the entire Central Coast. The students attended only two training days to learn and perfect a challenging, professional dance.



BAND

This year the Conservatorium of Music continued to run the band program at Brisbania. The concert band increased to seven children. We began the year with eleven children in the training band, slumped to seven during the year, but had a resurgence at the end of Term 4 following the 'Blow Text' have-a-go' morning. The Band now has seventeen members to start in 2014. Many of the children attended "The Big Day Out" at Gosford, where they joined with other local schools and performed two songs for their parents and other members of the community.

They performed several times at morning assemblies and battled it out in the annual "Battle of the Bands".

NETBALL

The Tartan Tornados have had a successful year in the PSSA Netball sporting competition. A bye first up pushed them straight into the second round where they met Gosford East Public School. Our girls played like the NSW Swifts and won 35-0. Third round saw them play Kincumber Public School and the set plays that they had been working on at training helped them come out on top, 17-13. Unfortunately, the fourth round match up was against the strong Woodport Public School.

Brisbania girls' tried their hardest but it just wasn't their day. Thank you to Sharon Day, Kate

Farr and Brooke Clark for being our amazing umpires and a big thank you goes out to all the supporters on the sideline, including the wonderful family members who did time keeping and scoring.



CHOIR

The Choir develops vocal skills through beginning harmony, part singing and soloist opportunities. After their wonderful performance at the Musical, numbers soared and the Choir now has 40 members. This group performed at the K-2 and Stage 2 Presentation Assemblies, as well as delighting the local community at the Saratoga Shops singing Christmas Carols.

SPORT

2013, again, was a very successful year for Brisbania on the sporting field. At the heart of this was the overwhelming success of our new sporting zone. Southern Central Coast PSSA, in its inaugural year, reflected the professional, dedicated approach of the staff from all schools to ensure that students were afforded the opportunity to showcase their sporting talents. Most importantly, PSSA sport allows children from a wide range of sporting abilities to enjoy the pleasure and pride of representing their school.

During the year, students represented the school in a wide range of sports. Teams competed in the NSW PSSA knockout competitions in boys and girls softball and soccer. Our girls' netball team, 'The Tartan Tornadoes', also played in the state

knockout. 2013 saw the school's continuing involvement in Oz Tag, enjoying a wonderful local carnival that boasted 200 teams from all over the Central Coast. Our boys' softball team was crowned Central Coast champions for the second year running.

A huge vote of thanks goes to our staff, who acted in coaching roles, and our dedicated band of parents who bring wonderful support for the children in their endeavours.

This year, a number of outstanding personal achievements were seen and these students should be exceptionally proud.

Tom, Sara and Sam represented our new zone at the Sydney North Athletics Carnival. Lachlan was selected in the SCCPSSA Open Rugby League Team. Tom won the zone cross country event. At the Sydney North Carnival, he was joined by Tiarna and Sam. Skye, Sam and Ashley swam at the Sydney North Swimming carnival. Particular congratulations to Sam, who was a representative at each of the regional carnivals - a magnificent personal achievement.



Students, in all stages, are involved in weekly sport activities. These sessions enhance the development of fundamental movement skills and provide opportunities to develop individual game skills in a variety of games and sports.

Children in Stages 1, 2 and 3 participate in group fitness activities twice weekly. These activities are student led and target a wide range of fundamental movement skills. This program

forms the basis of student participation in the Premier's Sporting Challenge.

Throughout 2013, the children of Brisbania Public School have had the opportunity to participate in organised coaching clinics from a range of affiliated sporting bodies. These have included the AFL, Central Coast Mariners and ARL. A growing number of students also compete in the 'Weet Bix TryAthalon' each year.



The overriding aim of all the sporting opportunities provided to the children of the school is to foster enjoyment and fun through physical activity. In so doing, students are exposed to benefits that will influence their entire lives. A significant component of all the children's involvement in these activities is the notion of fair play, socialisation and sportsmanship.

School carnivals were conducted in Swimming, Athletics and Cross Country with the following results:-

Swimming - Platypus Cross Country – Koala
Athletics – Koala

Overall Champion House - Koala

Our carnivals continue to be enthusiastically supported by parents, friends and relatives creating a supportive atmosphere which is appreciated by students and staff alike.



PUBLIC SPEAKING

Eight students, who had been selected from our school public speaking competition, participated in the Zone Public Speaking Final. All of our students spoke well and engaged their audience. Congratulations to Eva on winning the Stage 1 section of the competition and competed in the regional final. Congratulations to Sydney on receiving a highly commended award for her speech in the Early Stage 1 section.

Significant programs and initiatives

School Musical

This year saw our biennial musical extravaganza burst on to the stage. "From Brisbania to Broadway and Beyond" was the theme. Every student had the opportunity to perform and over 1100 people attended the two shows. The musical was presented as both a matinee and night performance. The show was based on the theme of Broadway musicals which allowed classes to choose and perform a musical song of their choice. Tying these class items together were dramatic skits performed by Stage Three students who auditioned and rehearsed for various roles for most of the year. A total of twenty six actors performed these skits with three backstage members assisting with props. Both performances were a success with the school's talents in dance and drama put on display at the highest level. The musical was a great school community event. Congratulations to all of the students on their performances. Thanks to the many parents and grandparents

that helped out with costumes and props. Well done to our very talented teachers. Special congratulations to the musical committee for all of their hard work.

Music

This year's music program saw the introduction of descant recorders for Stage 1 and Stage 2 classes. They have proven to be valuable in developing skills in sight notation, sequencing of notes and in developing musical confidence when learning simple songs. This year's music program has also focused on performance aspects of music with students given many opportunities to express their creative ideas in front of others. Singing continues to be a cornerstone of music lessons with songs chosen to link in with classroom themes.



Aboriginal education

Aboriginal culture and heritage were celebrated and respected throughout all class programs. We paid particular respect to the indigenous heritage of Australia during NAIDOC Week which was celebrated in the first week of Term 3, as NAIDOC Week fell in our Term 2 recess. Students participated in art appreciation lessons and attended a special NAIDOC Day where dance, art, music, games and Dreamtime stories were celebrated.



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.

National partnerships and significant Commonwealth initiatives

VISIBLE TEACHING ROUNDS

At the end of 2012, the school applied for and received a grant under the Empowering Local Schools National Partnership. The grant of \$45000 allowed the school to explore innovative ways of improving staff performance.

Consultation with parents and staff gave a strong message that the project needed to be classroom focused and have lasting results beyond the life of the grant.

The school undertook an examination of research and current models for professional development of teachers for improved performance. A number of ideas and possibilities were considered.

It was decided that the work of educational researcher Dr Richard Elmore promised a possible model on which to base Brisbane's work. Dr Jennifer Gore from Newcastle University was also consulted as she had used some of Dr Elmore's research in her work in Australia.

An opportunity also arose for the school to work with the Australian Institute for Teachers and School Leaders (AITSL) and for our Principal to be

part of a professional learning community of Principals from around Australia that were also exploring innovative practice. This provided the school with direct access to leading educational researchers such as John Hattie and Stephen Denham. This access allowed the school to use the latest research and thinking to mould their project.

Using the external input outlined above the school developed a project that was entitled "Visible Teaching Rounds". This process involved teams of 5 – 7 teachers working together as a learning collective to examine current practice and develop skills and knowledge to improve their own practice.

During each round the teams, visited 5 classrooms and gathered data about what students were doing. This focus on students was critical as it took 'pressure' off the demonstrating teaching. The focus also allowed the teams to examine the congruence between the teacher's intentions and the actual learning of students. The visits were of between 15 – 20mins as Elmore's research indicated that this was the optimum length for an observation.

Teams collected data on a variety of items that the research and the Quality Teaching Framework indicated had high impact on student learning. These included: the level of questioning; who did most of the talking/questioning; were students able to articulate their learning; were students able to identify how they would be successful and to what level.

The data was then collated and shared by the team. Once again this collation was important as the focus was on the learning and not on judging the teacher.

The teams then examined the collated data and considered the effectiveness of the various instructional choices. From this examination, teams then identified instructional devices that were highly desirable in lessons. They then planned making changes back in their own classrooms.

This process was repeated over several sets of rounds. In each successive round, teachers followed the process outlined above but also compared data from previous rounds and the implications of any changes.

After each set of rounds, there also was the opportunity for teams to share their learning across the whole staff and compare and contrast their data.

Whilst, at the time of writing this report, the impact on student outcomes long term is still unclear. However it is clear that the project had an effect on the things that, according to the research, would have an impact on student outcomes.

The later rounds found a higher level of engagement, not just in compliance but in actual engagement with the content, more co-operative learning strategies were in place, more questions requiring a higher level of thinking were being asked, more feedback was being given that focused on how students could improve, more students were able to articulate what they were meant to be learning and could explain the criteria for success.

In reflecting on the project, it became clear that the Visible Teaching Rounds process gave four points of leverage in getting teachers to examine their own practice. Firstly, the 'demonstrating' teacher took the time to revisit quality practice in preparing their lesson, secondly the visiting teachers reported that they took away many ideas not only about instruction but also management and organisation, thirdly the actual round processes allowed teachers to make deep and considered judgments about practice and fourthly the sharing between teams resulted in strengthening of the identification of critical instructional tools as teams affirmed and debated what they had concluded.



School planning and evaluation 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School evaluation processes

Teacher Quality

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013, our school carried out evaluation relating to our participation in the Empowering Local Schools Project. The processes used include surveys, discussion groups, feedback and reflection sessions.

- 100% of staff found the VTR a valuable learning process in which they could reflect on their teaching and classroom practice.
- The staff viewed and experienced a variety of lessons (Literacy, Mathematics, HSIE/Science) and from these came up with key features of a lesson that makes a difference to every student in their class. The observations were discussed and this professional dialogue led to changes in 100% of our classrooms on an on-going basis.
- The majority of staff identified some vital processes and strategies to maximise

student achievement in their classrooms. These included:-

- explicit student feedback
- differentiation in the form of higher order thinking questions and raising teacher expectation
- cooperative learning strategies such as Kagan to increase student on-task time
- reflection on own teaching practice
- ensuring students know purpose and intent of lesson, as well what is 'quality' work
- teaching with a positive, passionate attitude
- technology to aid pedagogy

Future Directions

- Continuation of the VTR in stage-based teams with a focus on the new English curriculum.
- Regular sharing times between staff to promote professional dialogue and share what is working in their classrooms to increase student engagement, differentiate learning experiences and maximize student achievement.



School planning 2012—2014: progress in 2013

School priority 1

New Syllabuses

NS 1 - Teachers have the knowledge and skills to effectively program, teach, assess and report with the new syllabuses.

NS 2 - All programs, units of work, teaching resources and assessment tasks are consistent with the new syllabus requirements.

Evidence of progress towards outcomes in 2013:

- All executive and English Committee leaders attended AP Network Meetings, supported by regional personnel, to gain a deep knowledge and understanding of the new syllabus and planned the implementation of it across the ELC.
- All staff participated in a combined ELC professional learning day providing an in-depth understanding the new syllabus, the new standards of the syllabus and what had changed between the new and old syllabus.
- Numerous professional learning sessions were undertaken and focused on team planning and programming for the new English syllabus. All stages created and resourced a Unit of Work for Term 1 inclusive of concepts, comprehension strategies and type of text writing.

Strategies to achieve these outcomes in 2014

- Continued professional learning through Monday afternoon curriculum meetings to write units of work for Terms 2 - 4.
- Adjustment of current scope and sequences for comprehension strategies. Creation of flexible type of text and concept scope and sequences.
- Adjustment of the grammar and punctuation and comprehension strategies scope and sequence.

- Mathematics and Science Syllabus familiarization and PL in 2014, for implementation in 2015.
- Adjustment of Mathematics Scope and Sequence to reflect and incorporate new syllabus content.



School priority 2 (2012 – 2013)

Reading Comprehension

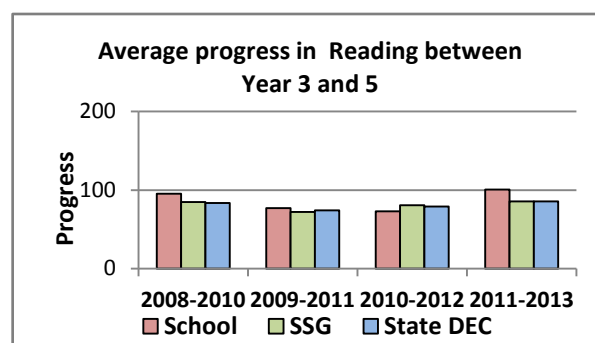
RC 1 – Every teacher supports and scaffolds learning, in reading, through modelled, guided and independent experiences.

RC 2 – Each teacher explicitly teaches comprehension skills based on student needs and provides purposeful feedback and opportunities for student reflection.

Evidence of progress towards outcomes in 2013:

- Through explicit PL during staff development days, combined ELC staff development days and staff meetings, all teachers have a strong understanding of mixed-media texts, how to explicitly teach comprehension, and new terms used in visual literacy such as nexus, vector and salient from the new syllabus.
- A comprehension strategies scope and sequence and stage teaching/learning programs were created across the school. This was implemented in Term One and comprehension strategies were taught explicitly as a whole class focus and in guided reading groups.
- The percentage of Year 5 students in the proficient range for reading increased from 24 percent to 50 percent.

- The number of students achieving expected growth in reading was well above state and local school growth and increased from 67% to 74%.



- As our understanding of the new English syllabus has developed, this priority has changed. It has been abandoned as it is now incorporated in Priority 1

Up-dated School Priority 2

Visible Teaching Rounds (2014)

VT 1 – Mentoring, critical reflection, deep pedagogical dialogue, team planning and improved outcomes in teaching English with the new syllabus.

NS 3- Every teacher supports and scaffold learning, in Reading, through modelled, guided and independent experiences.

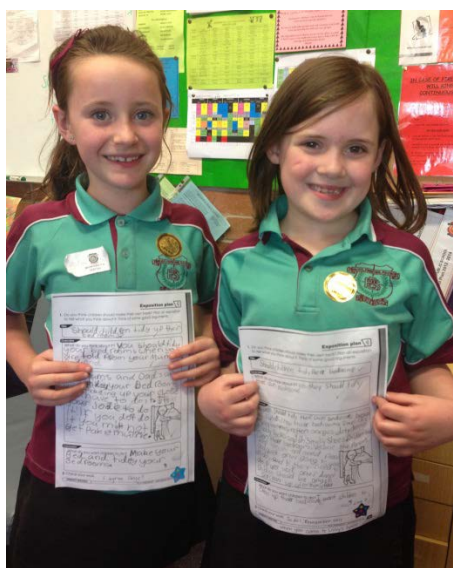
NS 5- Identified students get support in class via specific LAST or Reading Recovery intervention strategies or GATs programs.

Strategies to achieve these outcomes in 2014:

- Continuation of a “modified version” of the *Focus On Reading* program. All staff trained in the “Super Six” comprehension strategies.
- Planned Stage based Visual Teaching Rounds followed by critical reflection and stage planning using new English syllabus.
- Adjustment of the school scope and continuum and program overview for each Year level. Overview aligned with text program and integrated learning

program. Use of monitoring and registration procedures to ensure implementation.

- Link existing resources to plan and develop/purchase new resources where necessary.
- Regular newsletter items on supporting literacy and comprehension learning.
- Expand parent's understanding of what texts their children should be reading and discussing. Move the focus from only reading imaginative texts to informative, visual and digital texts.
- Continue to explore and implement ways to use technology to support programs. Establish a blog through the Library to allow sharing of texts that students enjoy reading.



School priority 3 (2012 – 2013)

Grammar and Punctuation

GP 1 - The scope and continuum for “Grammar and Punctuation” has been revised and is taught consistently across all classes.

GP 2 – Grammar & Punctuation is explicitly taught in writing, reading.

Evidence of progress towards outcomes in 2013:

- As our understanding of the new English syllabus has developed, this priority has changed. It has been abandoned as it is

now incorporated in Priority 1. We have provided professional learning experiences for our teachers to have a strong understanding of the grammar and punctuation outcome in the new syllabus.

- We program grammar and punctuation within our English units of work as explicit teaching points with a rich text as well as through type of text writing (also embedded in the unit).
- The percentage of Year 5 students in the proficient range for grammar and punctuation increased from 26 percent to 43 percent. There was a small increase in the Year 3 proficient range.

Up-dated School Priority 3

Innovative Practice - Connected Learning (previously P5) and LMBR implementation

CL 1 - All staff have developed a personal learning network. Teachers regularly connect with local, state, national and international colleagues.

CL 2 - Teachers regularly collaborate via technology. There is a growth in the density of teachers creating innovative learning opportunities.

CL 3 – Student outcomes and engagement is enhanced through more authentic, connected learning opportunities.

LM1- Brisbane PS successfully implementing LMBR whilst supporting all personnel and providing opportunities for a valued, productive education to all students.

Evidence of progress towards outcomes in 2013:

- All classrooms are connected to the internet and have a SMART whiteboard. All teachers have access to a laptop. All teachers confidently use SMART notebook for their teaching and learning activities.
- A successful school Facebook page and Twitter account have been created.

- Many staff have attended meetings and professional learning sessions through Abope Connect.
- Principal, SAM and other interested staff attended many video-conferences during the Go-Live of the LMBR.

Strategies to achieve these outcomes in 2014:

- Early adapters buddied with other teachers. Each Stage to have an identified technology leader.
- Effective implementation of LMBR packages through staged implementation, training at point of need and ongoing evaluation of effectiveness.
- Training in the use of the new Student Administration and Learning Management suite of applications.
- Purchase more iPads to use on a rotation across the school in all KLAs.
- Junkyard Orchestra for Stage 2.
- Brisbane PS's Technology Scope and Sequence written and followed.
- Commitment to Cyber Safety.
- Use of latest information to inform students and community on safe practices to use with technology. Use of information and interactive lessons from www.cybersmart.gov.au. Information in newsletters for parents.
- Stage 3 to participate in the Inspire Aspire Program working with Glasgow 2014 Commonwealth Games to inspire and connect young people throughout the Commonwealth.

School priority 4

Intellectual Quality and Working Mathematically (added 2014)

IQ 1 - Differentiated learning is evident in all teaching programs and assessment tasks.

IQ 2 - Higher order literacy and numeracy skills are identified, taught and assessed across the curriculum.

WM1 – All students use the skill of working mathematically to increase numeracy skills.

Evidence of progress towards outcomes in 2013:

- The ELS project. All staff felt the project was insightful, helpful and improved their teaching practice.
- Open-ended, higher-order thinking activities and assessment tasks were embraced and the various strategies and
- Staff received professional development on the Kagan Cooperative Learning.
- The number of teachers who implemented a cooperative style of teaching/learning (including Kagan and DeBono's Six Thinking Hats) in the classroom rose from 47% to 75%.
- It was observed that 100% of the students in these classrooms were on-task. All of the students were also actively and simultaneously engaged in the learning.
- During the observation phase, differentiation was observed in all literacy and numeracy lessons.



Strategies to achieve these outcomes in 2014:

- Stage teams to identify ways to scaffold lower level skills to allow students to access higher order skills. Explore new syllabus standards and content to identify higher level skills. Exploration of the

marking criteria for NAPLAN writing to explore the skills needed to access higher levels of achievement.

- Use of higher level literacy devices to better engage students.
- Use of Bloom's Taxonomy to "audit" current programs. Identification of learning tasks that access higher order thinking skills.
- Development of assessment rubrics for learning sequences.
- Rubrics given prior to activity so that achievement standards are explicitly known by students.
- Increased sharing of developed resources and learning objects so that more time can be spent on differentiation.
- Meet regularly with ELC network colleagues to develop shared resources, plans and strategies.
- Professional learning in staff and stage meetings for all teachers to increase their capacity to write differentiated programs that meet the needs of a diverse range of learners, including 21st Century skills and involving deep/rich learning.
- Supervisors to include differentiation as one of their review points. Teachers to indicate differentiation strategies in their programs. Differentiation included in TARS and EARS processes.
- Students given opportunities to work mathematically in each lesson.
- Kindergarten, Year One and Two students tracked on continuum at end of each term.



School priority 5 (2014)

Sustainability

S1 - Sustainability identified, practised and valued by all community members, including the realisation that Aboriginal Australians were the first to practise sustainability.

S2 - Beautification of Brisbane PS's environment to enthuse students' sustainability in the wider community.

Strategies to achieve these outcomes in 2014:

- Stage 2 responsible for recycling, water tanks, paper waste and Junkyard Orchestra
- Establishment of a Vegetable garden. Cooking with the vegetables to promote ownership and fresh produce.
- Across KLA focus on sustainability across the school, including Aboriginal Australians use of and care for the environment.
- Whole school commitment to create an awareness of the need to reduce waste/ packaging.
- Term "Nude food" days.
- Canteen to trial of online ordering and continued promotion and use of recyclable lunch bags.

School priority 6 (2012-2013)

Mathematics

WM 1 – Student achievement levels in mathematics have increased.

WM 2 - Each teacher uses a systematic and planned approach to meet the needs of every student

Evidence of progress towards outcomes in 2013:

- All classrooms continue to use a comprehensive and rigorous core mathematics program that provides a developmentally appropriate sequence for teaching the syllabus. It develops strong thinking strategies.
- Problem-based learning, open-ended questions and mental strategies continue to be a focus.
- The percentage of Year 5 students in the proficient stage has increased from 24% to 30%.
- The percentage of Year 3 students in the proficient stage has increased from 25% to 32%.
- The percentage of students achieving expected growth in numeracy has increased from 68% to 74%.
- All classrooms are achieving at least 5 hours of Mathematics in one week.
- This priority has been changed in our 2014 plan and is now linked with School Priority 1 and 4.

Professional learning

2013 saw the staff at Brisbania Public School undertake a wide variety and depth of professional learning. This strengthens our teachers and builds capacity of all staff to improve student outcomes.

Professional Learning this year included –

- Learning Management Business Reform
- The New English Syllabus
- Hattie Research and Visible Teaching Rounds

- Executive attended a regional Leadership Conference
- Using laptops and iPads in the classroom.
- Child Protection
- Autism
- Technology for the 21st Century Learner, including Web 2.0 tools and GoogleApps
- Visual Literacy
- Middle School Transition
- Rock and Water Resilience Program
- Explicit Teaching in Early Literacy
- Best Start

Throughout the year, staff attend Monday afternoon professional learning activities. These workshops cover a range of mandatory training, such as anaphylaxis response and CPR, and school priority sessions on topics such as Visible Teaching Rounds, technology and the new English Syllabus.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Overwhelmingly, 99% of parents, students and staff agreed or strongly agreed that the school maintains a focus on literacy and numeracy and the teachers at Brisbania are competent, setting high standards of achievement. There is extremely strong support from all sections of the school community for the high quality of the staff and learning programs. Some parents noted in the comments section that new playground equipment would improve our school.

Parents

99% of the community agreed the school promotes a healthy lifestyle.

81% agree or strongly agree that students have good access to computers, strong technology programs and resources.

80% are very happy with the wide range of extra-curricular programs such as drama, music, sport, dance and public speaking.

Only 83% of parents access the newsletter on-line. It was noted that many parents would prefer the newsletter emailed directly to them.

99% were pleased with the challenging programs offered to its students.

Students

90% of students would like new/upgraded playground equipment.

100% of students enjoyed using the new laptops and working with them in their classroom.

95% of students would like class sets of iPads to support their learning.

98% of students indicated that they believe the school expects them to do their best.

94% of students believed that their teachers plan class activities that are interesting and help them learn

Staff

All staff believes their students are provided with a relevant curriculum as well as teaching programs that respond to students' interests, needs and abilities

91% of staff believes they continually upgrade their skills through professional training and development while 100% share ideas and experiences with colleagues to improve teaching practice

70% of staff viewed the school community as having high expectations of students

In response to some of the areas to improve suggested by parents and students, the P&C will be asked in 2014 to fund new playground equipment, formal half-yearly interviews will again be run in late Term 2/Early Term 3, Sports programs will be maintained and new sports programs investigated, WiFi will be installed to the remaining parts of the school not yet

covered, more iPads will be purchased using P&C donations.

Some feedback comments were:

Welfare

Each child is respected as an individual with learning and developmental needs catered for.

Communication

Good communication between school and home.

Very approachable staff.

Please return to half-yearly interview.

Teachers

All teachers and staff are approachable and friendly.

A visibly active and efficient Principal.

Community

Brisbania is very community focussed.

A great community feel.

School Grounds

An up-grade of the equipment is needed.

Programs

A brilliant Headstart Kindergarten program.

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.

Nicole Heazlewood - Relieving Principal

Michael Burgess – Principal

Sarah Elliott – Assistant Principal

Andrea Young - P&C President 2013

Staff Members of Brisbania Public School

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>