

Brisbania Public School

Annual Report



2017



1498

Introduction

The Annual Report for **2017** is provided to the community of **Brisbania Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Annette Parrey

Principal

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Message from the Principal

I need to gratefully praise my outstanding Executive team Mrs Duruz, Miss Chapman, Miss Iles, Mr Lowe and Mrs Whelan who have all coordinated their stages, been flexible and supportive and have really lead our Bump It Up initiative producing growth in all students and teachers. THANK YOU for all your leadership, guidance and support.

What fantastic, dedicated teachers we have at Brisbania! All hold high expectations of our amazing Brisbania students who have worked collaboratively to show fabulous results. Well done to you all!

Without our support staff who are essential to our school the grounds and office would not look or function as efficiently as it does.

It has been a privilege to work with the 2017 Student Leadership Team– Rory, Annabelle, Finlay, Wade, Jessica and Eva.

The Student Representative Council was introduced allowing Years 2–6 to have a voice, share ideas and report back to their class.

The excursions to Broken Bay, Canberra, Spirit of ANZAC and Australia Walkabout Park provided valuable experiences that I'm sure the students will always remember. As were the mini fete, Stage One games day and the Halloween disco.

K–2 participated in Sport In Schools, increasing their ability in fundamental movement skills. Swim Scheme ran for Year Two to increase swimming skills. Our Athletics, Swimming and Cross Country carnivals were also held showing sportsmanship, perseverance and enjoyment.

We participated in the Premier's Sporting ,Reading and Spelling challenges.

NAIDOC week celebrated our Aboriginal culture with engaging activities to support pride in all students of our Aboriginal heritage.

A committed Learning and Support team has overseen support for students throughout the year and enrichment groups have been running across a range of areas including STEM, drumming and public speaking.

A special in school transition program was introduced to support all students whether coming to Kindy, moving through the grades at Brisbania or preparing students for high school.

We participated in the Central Coast Choral, Drama and Dance Festivals, Public Speaking and GATs camps as well as many team sports and the ball games carnival, which we won!

We held our book parade with students and staff taking great effort to look amazing as favourite book characters.

You Can Do it helps build resilience as one of the 5 keys to successful learning in addition to getting along, confidence, organization and persistence which supports our school motto of Believe, Persevere and Succeed.

We celebrated Harmony Day, National Anti-Bullying Day, Day for Daniel, Education Week and Grandparents' Day.

Our Environmental initiatives, led by Mrs Cummings and Mrs Vanderstichel, have included recycling bins, an environmental group and environmental leaders. Brisbania won the Most Improved School at the Central Coast Council awards this term.

Student results in NAPLAN have shown growth with our target of 42% in the top two bands of Reading and Numeracy by 2019, well on the way with 36.5%. Teachers have been engaged in a refocus on explicit teaching of Writing, Reading Comprehension and Numeracy to support our Bump It Up goals.

Our P&C have been extremely proactive this year with very profitable fundraisers— Bingo night, cake stalls, discos, BBQ at the K-2 Athletics carnival and raffles. The refurbishment of the library could not have been achieved without P&C donations.

An Assembly of Excellence was held at the end of Term 1, 2 and 3 to celebrate achievements.

Our choir brought joy to the community with Christmas carols at Saratoga shops and Alloura Waters retirement village in December.

Thank you to all our volunteers who assist the school by helping at school, driving teams to sporting events, coaching teams, organising the Year 6 farewell and supporting Brisbania at key events.

Kindergarten decorated a Christmas tree at Erina Fair which was the best and most creative.

A walk through Saradise our biannual musical was amazing with the students' talents, dedication and enthusiasm shining through. Even though the performance was for one day and night, the staff of Brisbania know they walk through Saradise every day.

Brisbania is a wonderful school that I am so proud to be the principal of. I have the best students and staff and a supportive community.

It has been a very busy, enjoyable, productive year.

School background

School vision statement

Brisbania Public School prides itself on developing its students as lifelong, resilient 21st Century learners who reach their full potential as they strive to *Believe, Persevere* and *Succeed*.

School context

Brisbania Public School is a community focused school located at Saratoga on the Brisbane Water Peninsula of the Central Coast. It is held in high regard by the community. Students come from a variety of backgrounds.

The school has 477 students in 19 classes with a strong academic, sporting and creative focus for our actively engaged and respectful students. We receive funding for our following programs: Reading Recovery, Aboriginal, Equity, Low Level Adjustment for Disability Funding, Integration Funding and support for beginning teachers– Great Teachers Inspired Learning–(GTIL).

Our dedicated and professional staff work in partnership with very strong, supportive parents and community to ensure that every student reaches their full potential in a friendly and safe environment. In 2015, Language, Learning and Literacy (L3) was implemented in Kindergarten. In 2016, Focus on Reading was implemented and Inquiry based learning was a focus K–6.

In late 2016, Brisbania PS commenced participation in the "Bump It Up" initiative. This initiative is focused on increasing the percentage of students achieving in the top 2 bands of NAPLAN Reading and Numeracy.

We are a member of the Erina Learning Community (ELC) with strong links to Erina High School, our partner primary schools and Tjudibaring Local AECG.

Parent and community participation is highly valued at Brisbania. Our very active P&C contributes positively to our school community. They work tirelessly to provide much needed funds to assist in the purchase of additional resources. Volunteers assist in classrooms, coaching and transporting students to events and in the canteen.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, Brisbania Public School is delivering in learning culture–high expectations and attendance and excelling in transitions and continuity of learning. We excel in Wellbeing with a planned approach and behaviour. Individual learning needs and caring for students are sustaining and growing. Curriculum is an element we deliver in. With our Bump it Up focus assessment is now on the border of delivering and sustaining and growing as is Reporting. We need to work at developing our Student Performance Measures.

In the domains of Teaching and Leading, Effective classroom practice, Data skills and use, Professional Standards, Learning and Development, Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes are all bordering on delivering to sustaining and growing.

All domains will be assessed again to ensure 2018–2020 planning addresses all to ensure continued growth.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Inquiry based, creative and dynamic learning

Purpose

To prepare every student to think critically and become successful learners through innovative quality teaching and learning practices.

Overall summary of progress

NAPLAN results move Brisbania to 36.5% in the top two bands for Numeracy, with our target of 42% in 2019 in reach. All classes use critical and creative thinking and cooperative learning strategies as reflected in learning logs. The library has been reorganised and transformed into a 21st Century learning space.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth on Technology, Numeracy continuum and NAPLAN		PLAN, NAPLAN and technology growth evidenced.
Critical and creative thinking and cooperative learning strategies evidenced in all programs		Collaboratively planned programs led to all programs utilising strategies.
Inquiry based assessment in History, Geography, Science and Technology and Maths evidenced through student worksamples		History, Geography, Science and Technology and Maths evaluated using a variety of worksamples.
TTFM surveys demonstrate growth in responses		TTFM surveys for students completed in Semester One and Two, parents and teachers in Term Three continue to give staff data to move forward.
Explicit instruction in the use of multimodal texts, including technology following reorganisation of library and <i>Oliver</i> implementation.		<i>Oliver</i> utilised with no problems in 2017 with a second Teacher Librarian trained. The library was reorganised in Semester Two and refurbished to support inquiry based learning. Multimodal texts and technology utilised and explained K–6.
Literacy and Numeracy– \$7 697 Professional Learning– \$5 000	Funds were expended as planned	Professional Learning and collaborative planning and SENA testing used up funds to support student learning.
An increase from 17.2% of students achieving in the top 2 bands of NAPLAN Numeracy 2016 to 25% in 2017 with a target of 42% by 2019.		2017 saw an increase to 35.6% following targeted and explicit Professional learning and teaching.

Next Steps

Brisbania PS will continue its focus on inquiry based, creative and dynamic learning. The Bump It Up initiative for Numeracy and keeping up to date with technology, inquiry based learning and STEM enrichment will continue.

Strategic Direction 2

Innovative and dynamic teaching

Purpose

To build staff capability to ensure the delivery of quality, differentiated teaching and learning programs.

Overall summary of progress

L3, Reading Recovery, NAPLAN and PLAN data all show growth. Focus on Reading was reviewed and driven by Executive when collaboratively planning with stages.

PDPs reflecting, school, stage and personal goals evaluated with reflection towards 2018 goals

Professional learning on Australian Professional Standards for teachers was presented by Quality Teacher Advisor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff develop and follow a flexible PDP with goals achieved by end of each year.		Reflective comments looking to 2018 goals completed by all staff.
Inquiry based learning and assessment in Science and Technology, History and Geography		Staff have a good grasp of Inquiry based learning and assessment across KLAs with Exec supervision and guidance.
Reading Recovery Observation Survey/ Early Intervention data		The Reading Recovery program has again supported Year One students. in both one on one and small group sessions. With 90% students exiting the program successfully. Students referred off were included in LaST program support.
L3 data for Reading, Writing and Vocabulary		2017 has seen the same great results for Kindergarten as in the past two years. 75% of students have 40+ words and 97% of students are reading Level 6 and above with 53% reading Level 9+.
PLAN data growth for English and Maths		36.5% achieved towards our 42% target in NAPLAN. 5 weekly PLAN data collected and analysed.
RAM funding \$6 000	Funds were expended as planned	Collaborative planning supported targets
Literacy and Numeracy– \$8 000 Professional Learning– \$10 000	Funds were expended as planned	Funding supports teacher Professional Learning and resources.
An increase from 20.3% of students achieving in the top 2 bands of NAPLAN Reading 2016 to 29% in 2017 with a target of 42% by 2019.		Exceeding our target to 35.6% was a great incentive for all to continue our Bump It Up initiative.

Next Steps

An experienced Assistant Principal will be a High Expectations Mentor for all staff in 2018. She will work closely with all Executive, Learning Support Team, teachers and Quality Teacher Advisor and networks.

2018 will be the last year of Reading Recovery funding, staff have decided to keep the program going with the same teacher and include two students per session as Early Intervention as was half the program in 2017 with volunteers supporting the exited students and the Reading Recovery teacher.

L3 results have been consistent for three years. In 2018, The Assistant Principal on ES1 will need to upskill three new teachers on her stage to strategies to support L3. initiative

Staff have a good grasp of Inquiry based learning and incorporate across KLAS with Exec supervision and guidance.

The Learning and Support program will continue to be on a flexible needs basis, utilising SLSO and volunteer support. The program will complement support from the QTSS position of 'High Expectations Mentor' and take direction from the Learning and Support Team working closely with The Principal and School Counsellor.

Stage planning will continue to support teachers with CTJ, team work, collaboration, stage reporting and understanding across KLAS. Time for staff to plan is crucial to this success. Reports will continue to reflect the differentiation used across stages to meet the needs of all students. PLAN and Learning progression data will be utilised by all staff.

Scope and sequences have been reviewed ready for start of 2018.

PDPs will be written following the Term One SDD presentation by Quality Teacher Advisor on Professional Standards for teachers.

Strategic Direction 3

Wellbeing and Equity

Purpose

To develop students to achieve their potential socially, emotionally and physically.

Overall summary of progress

Wellbeing and Equity will always be a priority at Brisbania PS. Wellbeing data continues to show students displaying more resilience. Brisbania PS's Wellbeing policy continues to be a flexible working document that has been revised for 2018. Successful transitions for staff and students implemented, with a new whole school transition program for four weeks introduced. All students were involved in fundamental movement skills. NCCD data collection was fine tuned and all referrals to the Learning and Support Team have been acted on and support organised. You Can Do It has continued to be a focus for all with explicit lessons and language used.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM survey data		TTFM data analysed and presented to staff and P&C, with results used to plan extra support to increase lower areas.
Fundamental Movement Skills checklist		A checklist was utilised to ensure skills were covered for each stage.
Planning Room and Playground referrals and ebs4Central data		Data collected and analysed at the end of each term and discussed at Exec meeting then stage meetings.
SBAR–funding including Low Level Disability and Funding Support Learning and Support– Flexible Funding\$38 003– SLSOs Integration Funding Support– \$ –56 960– SLSOs Reading Recovery/ Learning and Support Teacher allocation= FTE \$101 574	Funds were expended as planned	LaST and Reading Recovery Teacher, SLSO support for targeted students
LaST minutes and follow up		Minutes record the names, learning concerns and actions.
Resilience of students via survey results and reduced behaviour referrals		Students overall showing growth in resilience.

Next Steps

A school wellbeing officer will be employed to support staff and students following money allocated through the School Chaplaincy program.

Programs will continue to be implemented to support student resilience– YCDI and Rock and Water.

The Learning and Support team will maintain the same school counsellor, Reading Recovery and LaST teacher, who will be permanently employed to 0.8 from 0.6 in 2018. A second LaST teacher will support the program as will the

High Expectations Mentor.

SLSO support will continue and is expected to increase with more students diagnosed with disabilities that could attract Integration funding. The Student Wellbeing Officer will complement SLSO support, working under direction from the Learning and Support Team.

A change in RFF focus will now see classroom teachers teaching fundamental movement skills.

TTFM parent survey participation needs to be evaluated to ensure better participation.

Brisbania PS's Wellbeing policy will continue to be a flexible working document.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background funding \$8466	8 ways evidenced in programs. Aboriginal staff and coordinators evaluate 2017 program and plan for 2018 focus. Students nominated for Tjudibaring AECG awards. and PLP goals reflected in reports. Aboriginal Education resources ordered for upgraded, moved Aboriginal section of renovated library.
English language proficiency	English language proficiency funding \$5753	Students achieving at same English level as peers. Successful use of funding as students in Kindergarten and have picked up English very quickly.
Low level adjustment for disability	\$98 947	<p>SLSOs were employed to support targeted students throughout the year in the classroom and in the playground.</p> <p>A Learning and Support Teacher was employed 3 days a week to support learning and behavioural needs.</p>
Quality Teaching, Successful Students (QTSS)	QTSS \$34 230	<p>Effective use of QTSS money by Stages One, Two and Three with a day a week to use for intensive BIU support. Exec team have used remaining time to support teams each Thursday.</p> <p>All students receiving extra Bump It Up support have shown growth following intensive weekly support.</p>
Socio-economic background	\$36 304	Assistant Principals have monitored the use of Focus on Reading and follow up and use from Building Blocks course. Count Me in Too and Counting On resources have been updated ready for 2018. The Assistant Principal off class in 2018 will train further in Focus on Reading and then inservice staff to increase skills and strategies to support students Reading. NAPLAN focus and support from Executive and Quality Teaching Advisor and a variety of Learning Logs will be more focused in 2018. Real life Maths and hands on resources will further be promoted. Short texts will be utilised to prepare students for NAPLAN. Brisbania is not doing NAPLAN Online in 2018.
Support for beginning teachers	GTIL-\$1 000 3 teachers received Beginning Teacher Funding \$39 000	A mentor was established to support our beginning teachers with their accreditation, classroom management, programming and professional learning needs. Teachers met regularly to plan their Professional Learning and work on their accreditation. These teachers will continue to benefit from their funding in 2018.
Community Partnerships	Community Consultation Funding- \$500	Kindy 2018 Headstart has again been very smooth and modifications were made to parent presentation and transition sessions. Three new teachers will join the 2018 Kindy team so planning sessions for the 2018 Kindy team have also occurred.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	213	225	229	228
Girls	207	210	229	242

Enrolments continued to grow in 2017 with 19 classes. Students have enrolled throughout the year from the Independent and Catholic school systems and interstate as well as other state schools.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	95.3	94.2	93.7
1	94.7	94.5	93.1	93.4
2	95.2	94	93.3	94.1
3	95	95.1	94.1	93.8
4	93.7	94.6	93.5	93.3
5	94.9	94	93.2	94.1
6	94.4	94.1	93.9	93
All Years	94.7	94.5	93.6	93.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Teachers monitor non attendance and record contact with parents by either phone or letter. A review of procedures was carried out following an audit this year.

If no correspondence is received after 7 days, the absence is recorded as unjustified.

Teachers record absences electronically daily.

Home School Liaison support has been used this year to support chronic non attendance and lateness. The Learning and Support Team has been monitoring attendances and has been liaising with families offering support to increase attendance.

Class sizes

Class	Total
KT	21
KK	21
KG	20
KC	20
1B	23
1P	24
1C	20
2NF	25
2/3J	26
2T	25
3WH	28
3/4M	30
4KS	29
4D	27
5M	26
5A	26
5/6L	30
6H	26
6W	24

Structure of classes

Classes were formed following the Department of Education Guidelines for maximum number wherever possible. In 2017, Stage 3 reverted to straight Year 5 and Year 6 classes with only one 5/6 class formed due to numbers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.94
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.48
Other Positions	0

*Full Time Equivalent

Three staff members, one male and two female teachers are of proud Aboriginal descent.

Workforce retention

Brisbania employed extra staff through QTSS funding in Semester Two. The staff were used to support Stages One to Three with their Bump It Up programs. In 2018, our QTSS allocation will be used to have an Assistant Principal off class to lead Bump It Up across the school. One Assistant Principal was successful through merit selection in the last week of Term Four in gaining a lateral transfer position at another school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

Teachers are keen to partake in Professional Learning and have been to workshops or completed on line learning on Wellbeing, Leadership, Learning Management Business Reform, Child Protection, Autism, Mentoring, Beginning teacher support, Learning and Support, English as an Additional Language, Bushfire Response, Anaphylaxis, Asthma, Transgender, Healthy Canteen Strategy, Road safety, Mathematics Building Blocks for Numeracy, Bump it Up– Higher Expectations conference, Critical and Creative Thinking, Complaints handling, JIRT training, Multi Sensory Processing, Personalised Development Plans for non teaching staff, Reading Recovery, Writing, Robotics, Quality teaching, self care, Worry Woos, NAPLAN online readiness training, SCOUT training, using clay, Accreditation, STEM, Explicit Teaching in Early Literacy, Best Start, Library for 21st century learners, *Focus on Reading*, Rock and Water, various sport training, environmental education, classroom management, 2018–2020 School Planning process and NAPLAN analysis.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	352,269
Revenue	3,634,250
Appropriation	3,453,049
Sale of Goods and Services	26,221
Grants and Contributions	150,092
Gain and Loss	0
Other Revenue	0
Investment Income	4,888
Expenses	-3,533,127
Recurrent Expenses	-3,533,127
Employee Related	-3,172,455
Operating Expenses	-360,673
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	101,123
Balance Carried Forward	453,391

Careful financial planning is used to allow the best outcomes for students and staff as well as maintaining the physical buildings and grounds.

Remaining funds will be used to support staff Professional Learning and programs for students with an emphasis on our Bump It Up Target of 42% in top two bands of NAPLAN in Reading and Numeracy by 2019, while allowing students opportunities to engage in cross Key Learning Area activities to ensure education of the whole child.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,062,695
Base Per Capita	69,994
Base Location	0
Other Base	2,992,701
Equity Total	149,470
Equity Aboriginal	8,466
Equity Socio economic	36,304
Equity Language	5,753
Equity Disability	98,947
Targeted Total	73,680
Other Total	82,760
Grand Total	3,368,605

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

School-based assessment

A concerted effort has been made in 2017 to use data more productively across KLAs.

L3, Reading Recovery, PLAN and NAPLAN data has also been used more effectively by teams under Executive supervision to address areas for improvement.

Data walls have been set up to discuss and monitor student growth.

Intensive assessment for Bump It Up has been incorporated in programs.

Additionally, Transition data has been passed on and discussed with 2018 teachers.

NAPLAN

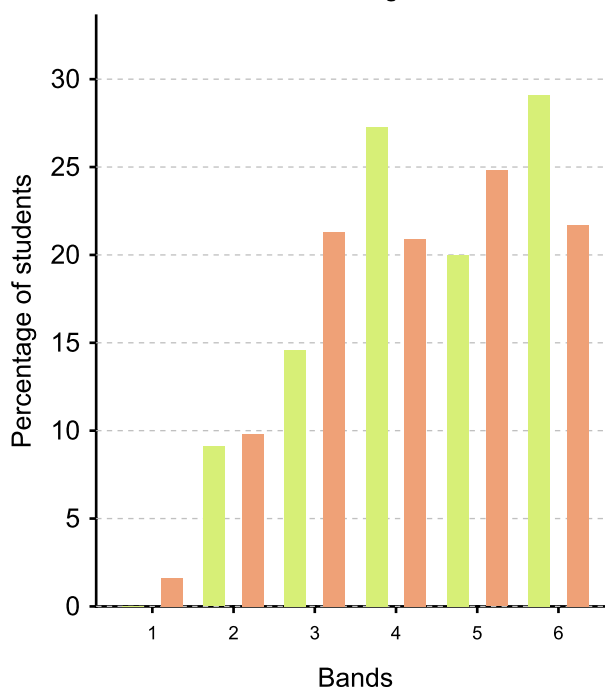
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Brisbania was delighted with the results in growth for NAPLAN Reading and Numeracy with 35.6% in top two bands, exceeding our 2017 target and within reach of our 42% by 2019.

2017 data shows that while still below state we are improving. In Year 3 Reading, Brisbane has 49.09% in the top two bands whereas in Year 5 we have and 33.85% . For writing, 43.64% in Year 3 and 13.85% in Year 5. In Spelling, 45.45% in Year and 18.46% in Year 5. In Grammar and Punctuation, 61.82% in Year 3 and 20% in Year 5. In trend data for Year 3, Brisbane was 440.7 compared to the Department of Education schools' 428.7 in Reading and for Year 5, 508 compared to 500.6. Greater than or equal to expected growth was 75%.

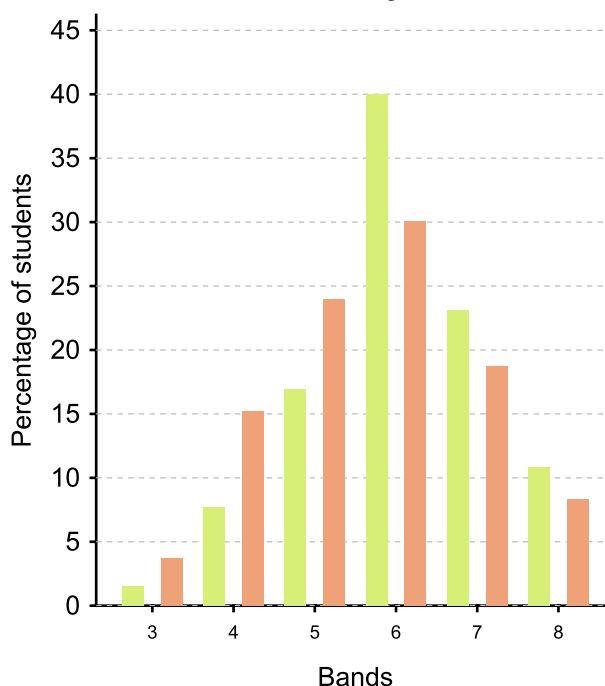
Although the focus for "Bump It Up" is Reading and Numeracy, our focus will also include writing, grammar and punctuation and spelling through revised scope and sequences linked to syllabus and SMART data areas for improvement, explicit teaching, regular analysis of PLAN data and stage assessments.

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

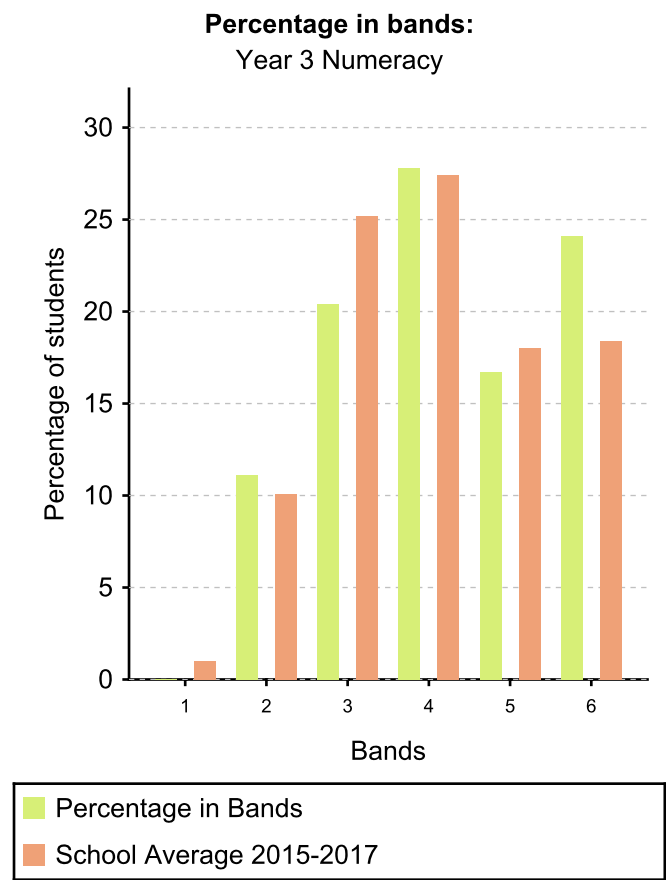
Percentage in bands:
Year 5 Reading



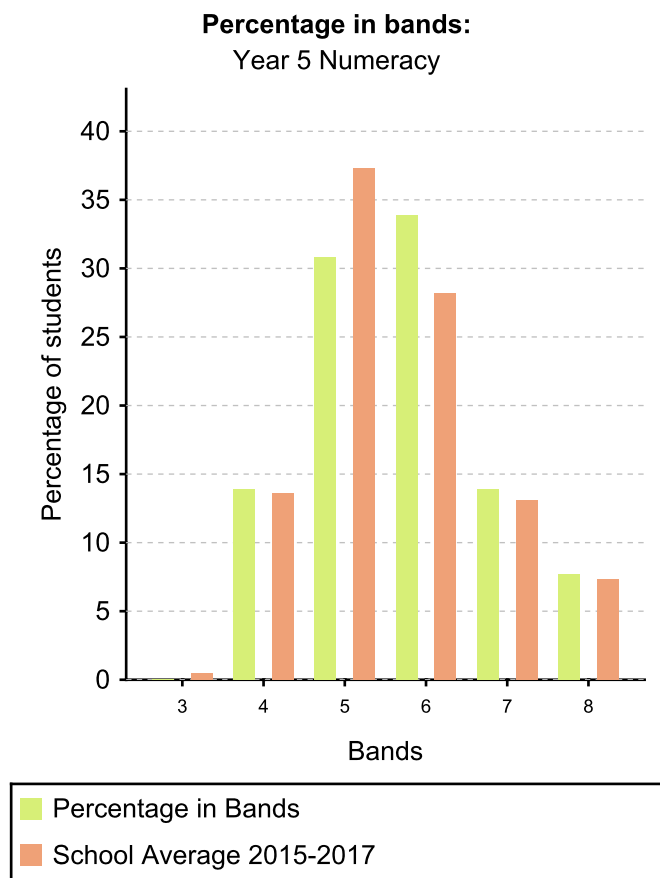
Percentage in Bands
School Average 2015-2017

In Numeracy, 38.81% for Year3 and 21.34% for Year 5.
 In trend data for Year 3, Brisbania was 440.7 compared to the Department of Education schools' 428.7 in Reading and for Year 5, 508 compared to 500.6.

Greater than or equal to expected growth was 61.7%.



Band	1	2	3	4	5	6
Percentage of students	0.0	11.1	20.4	27.8	16.7	24.1
School avg 2015-2017	1.0	10.1	25.2	27.4	18.0	18.4



Band	3	4	5	6	7	8
Percentage of students	0.0	13.9	30.8	33.9	13.9	7.7
School avg 2015-2017	0.5	13.6	37.3	28.2	13.1	7.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Brisbania PS had one Aboriginal student in Year 3 and 3 in Year 5.. 100% of our Year 5 students demonstrated greater than or equal to expected growth in Reading and less than expected growth in Numeracy. In Numeracy, students were in Bands 6 and 8 for Reading and 6 and 7 for Numeracy. Our Year 3 student was in Band 4 for Reading and 5 for Numeracy. We are targeting all students to achieve higher bands or maintaining in top two bands.

Parent/caregiver, student, teacher satisfaction

In March 159 students in Years 4 to 6 under took the TTFM survey. This was 75% of the student cohort.

Social– Emotional outcomes

78% of students compared to 83% state wide had a high rate of participation in sports.

Brisbania had 4% lower for girls and 5% lower for boys than NSW Government norms.

In Extra curricular activities we were 14% lower than the norm.

Brisbania had a higher sense of belonging, positive relationships, valuing schooling outcomes, positive behaviour at school and effort than the norm.

Brisbania was 8% lower for positive homework behaviours than the norm.

We were 3% lower on interested and motivated.

We were only 7% lower than the norm for students with high skills and high challenge in English and Maths. 21% found English and Maths challenging and were not confident of their skills.

Drivers of Student Outcomes

Brisbania matched the norm for Effective Classroom Learning Time. We were 1% higher for Relevance and Rigour.

We were 8% lower for Victims of bullying.

We were 2% lower for Positive Learning Climate and Expectations for success than the norm.

Advocacy for the school was at state norm level.

We were 2% higher than NSW norm for Teacher–Student relations.

Demographic factors

93% of students were born in Australia and 8% are Aboriginal. This is not accurate from school data.

Multiple Choice Questions

Participation in extra curricular:–

68– Music

69– Drama

15– School Council

32– School newspaper or magazine

22– Community and Support Work

19– Club

26– Art

Aboriginal students(not accurate)– 8%

University– When I finish High school, I expect to go to university

37%– Strongly agree

28%– Agree

28%– Neither agree or disagree

3%– Disagree

5%– Strongly disagree

In August/ September, 174 students in Years 4 to 6 under took the TTFM survey.

Social– Emotional outcomes

70% of students compared to 83% statewide had a high rate of participation in sports.

Brisbania had 18% lower for girls and 12% lower for boys than NSW Govt norms.

In Extra curricular activities we were 14% lower than the norm.

Brisbania had a higher sense of positive relationships and positive behaviour at school than the NSW norm.

Students were 3% lower on valuing school outcomes. Brisbane was 26% lower for positive homework behaviours than the norm.

We were 12% lower on interested and motivated.

We were only 8% lower than the norm for students with high skills and high challenge in English and Maths. 23% found English and Maths Challenging and were not confident of their skills.

This is a decrease since the Semester One survey.

Drivers of Student Outcomes

Brisbania was 2% lower than the norm for Effective Classroom Learning Time, 3% lower for Rigour with only 1% lower for Relevance and Expectations for success than the norm. With our boys, 3% lower for bullying.

Advocacy for the school was 83% compared to 88%.

We were 3% above the norm for Teacher–Student relations at 87%

Demographic factors

95% of students were born in Australia and 12% are Aboriginal. This is not accurate from school data.

Multiple Choice Questions

Participation in extra curricular:–

52– Music

173– Drama

12– School Council

51– School newspaper or magazine

22– Community and Support Work

36– Club

39– Art

Aboriginal students (not accurate)

University– When I finish High school, I expect to go to university

35%– Strongly agree

24%– Agree

27%– Neither agree or disagree

2%– Disagree

11%– Strongly disagree

17 teachers, which is a smaller response than last year, and 15 parents, which is two more, completed the survey.

Teachers were asked questions related to Focus on Learning the first from the Eight Drivers of Student Learning.

In **leadership**, 79% work with school leaders to create a safe and orderly school environment, 83% had school leaders supporting them during stressful times and 73% had school leaders taking the time to observe their teaching. Providing guidance for monitoring student progress, creating new learning opportunities for students and helping improve teaching are focus areas and will be achieved through our Bump It Up strategy.

82% of teachers talk with other teachers about strategies that increase student engagement, while 84% discuss learning problems of particular students. 81% of teachers **collaborate** with others in developing common cross-curricular or common learning opportunities, 84% sharing lesson plans and other materials while 80% discuss assessment strategies with other teachers.

In **learning culture**, 79% set high expectations for student learning and discuss learning goals for the lesson. An increase in teachers talking to students about the barriers to their learning and written feedback would assist learning.

In using **data informs practice**, 81% of teachers use assessments to help them understand where students

are having difficulty, with 69% regularly using data from formal assessment tasks to decide whether a concept should be taught another way. 72% of students receive feedback on their work that brings them closer to achieving goals, 84% of teachers try to link new concepts to previously mastered skills and knowledge and 79% state their students are very clear about what they are expected to learn in **teaching strategies**. Students receiving written feedback on their work at least once a week will be a focus in 2018.

75% of students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. **Technology** is our lowest driver with only 40% stating students use computers or other interactive technology to track progress towards their goals. 64% assist students using computers or other interactive technology to undertake research. 84% of teachers establish clear expectations for classroom behaviour with 83% making an effort to include students with special learning needs in class activities in the area of **inclusive school**. Individual education plans will be used as a priority to set goals for students with special learning needs.

In the area of **Parent involvement**, 75% of teachers work with parents to help solve problems interfering with their child's progress and 75% answered that parents understand the expectations for students in my class. 77% reported that parents are regularly informed about their child's progress, this could be increased with calls weekly to parents ensuring all parents are rung throughout term.

Additionally, Four Dimensions of Classroom and School practices are surveyed. In **challenging and visible goals**, 84% establish clear expectations for classroom behaviour. With 79%, setting high expectations for student learning, 79% discussing learning goals for lessons. Identifying a challenging learning goal relevant to the use of interactive technology and providing examples of work that would receive a given grade could be areas of focus.

In **Planned learning opportunities**, 78% indicated students become fully engaged in their learning and 84% of teachers in our school share their lesson plans and other materials with me. An area for improvement is students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.

72% are regularly available to give feedback and monitor progress of individual students. Written feedback on work could be a goal and parent feedback on work in 2018 for **Quality Feedback** improvement.

82% of teachers talk to other teachers about strategies that increase student engagement and 81% know that their assessments help them understand where students are having difficulty. Students using technology to track progress towards their goals will be a focus area in 2018 as a strategy to **overcoming obstacles to learning**.

24% of teachers strongly disagree or disagree that they would consider teaching in a more rural or remote part

of NSW.

Of the teachers who responded– 10 teachers had taught at Brisbania for 6 or more years. 81%% have taught for 6 or more years. 56% are permanent full time, 11% permanent part time, 28% temporary full time and 6% temporary part time.

61% of teachers are conditionally or provisionally accredited.

100% agreed or strongly agreed that school leaders at Brisbania are leading improvement and change and 100% clearly communicate their strategic vision and values.

Overall, teacher responses are slightly lower than in 2016 which is disappointing.

A 10 point scale is used to measure seven perspectives for fostering relations between the school and the community from parents in the areas of Parents feel welcome; Parents are informed; Parents Support Learning at Home; School Supports Learning; School supports Positive Behaviour; Safety at School and Inclusive School. 15 parents responded to the online survey with equal numbers in K–2 and 3–6 between the parents.

56% of parents feel welcome at Brisbania, higher than 2016, with 79% responding that written information from the school is in clear, plain language and 76% feel well informed. 83% of parents responded that reports on their child's progress were written in terms they understood, up 10%. 63% of parents indicated they attended meetings more than three times with 25% involved in school committees and 60% talking to a teacher 3 times or more.

In regard to voluntary work at school, 12% assisted in the classroom each week. 19% assisted with school sport once or twice a year and 25% assisted in the canteen once or twice a term. All reduced in 2017.

67% talk with their child about feelings towards other children at school. 68% ask about challenges at school and take an interest in school assignments. 58% talk about how important schoolwork is.

Students spend up to 30 minutes per day on homework, with parents assisting them.

68% of parents believe teachers expect their child to work hard, with 71% responding that teachers have high expectations for their child to succeed and 71% for teachers showing an interest in their child's learning and 64% expecting homework to be done on time.

And 84% responded that their child is clear about the rules for school behaviour. And 78% feel teachers expect their child to pay attention in class.

83% of parents responded that their child feels safe at school with only 69% believing the school helps prevent bullying. This is an increase from 2016.

Informal meetings were the most useful communication

type with 71% followed by formal interviews.

Social media, website and newsletters were the most popular type of communication to find out school news.

100% of parents have aspirations for their child to finish Year 12, with 69% expecting their child to attend University and 6% for TAFE.

12% stated the school was able to access specialist assistance for their child when needed compared to 88% who said it wasn't needed

Additionally, Parents were surveyed via Survey Monkey on the new report format There were 37 responses.

94.6% felt the new format was easy to read.

86.5% felt the report gave a good overview of their child's progress.

76% felt the report gave a good understanding of their child's strengths and weaknesses.

76% replied that information regarding their child's social development was included.

89% agreed that commitment to learning was reported.

Comments from parents were discussed by Executive in preparation for Semester Two reports keeping in line with Reporting requirements from the Department of Education. Further parent/teacher communication strategies will be refined in 2018 with workshops arranged to support parent understanding of changed syllabus documents. Focus groups and online surveys will again be run to support school improvement and student, staff and parent satisfaction.

Policy requirements

Aboriginal education

This year we had a total enrolment of 16 students with 6 new Kindergarten students. In Term 1, we held our first yarning afternoon for our Aboriginal students and families. This was a good time for parents to have a chat with teachers about school routines and what we do for our Aboriginal students in regards to their education.

Aboriginal Education played an important role when developing curriculum –based units of work and all staff played a pivotal role in implementing Aboriginal Education strategies, which include 8 ways, within their learning environments.

All students were involved in Reconciliation Week where we held a special assembly to discuss the importance and introduced the Cathy Freeman Foundations 'Stomp Out the Gap' initiative. Students were encouraged to donate to this worthwhile cause. Throughout the week, activities were designed and implemented in each classroom regarding Reconciliation Week.

Our Year 3–6 students attended the annual dance performance from the local NAISDA Dance College held at the Art House, Wyong, where all students were thrilled and inspired by these wonderful dance students.

A new staff member joined our team this year and brings a wealth of knowledge on Aboriginal Education. We are fortunate to have three Aboriginal teachers on staff.

Two Stage Three students were involved in an Aboriginal Art Day run by Rumbalara Environmental Unit.

Two of our students were chosen to represent our school with the NAISDA Dance College choreographing, through the audition process to perform for audiences at the Central Coast Dance Festival. They then went on to the Showcase performance. This is the third year that students from our school have been involved.

Our NAIDOC celebrations were held in Term Three, with a wonderful day of activities for all students. This year we had the Sydney Roosters become involved through their Indigenous Program and all students were very receptive to the message that they put out there. We also had johnny cakes, art and craft, storytelling, dance and didgeridoo workshops. All students had a wonderful time with lots of positive feedback from teachers, parents and community members. Students from Stage Three were also invited to take part in NAIDOC celebrations at Erina High School along with students from other schools in the Erina Learning Community.

Leadership opportunities were given to many Aboriginal students this year to give their personalised acknowledgments, which was driven by Mrs Dawson, who trained to present this valuable workshop.

Stage Two and Three students attended the Gosford Regional Gallery to see the Reconciliation Art Project exhibits by schools from around the Coast. Students are hoping to become involved in this valuable experience in 2018.

The Tjudibaring AECG played a huge role within our school this year, with our Aboriginal teachers heavily involved. The 2nd Annual Awards Night recognised the outstanding contribution our students make by being nominated and rewarded for their ongoing hard work throughout the year.

Students' Personalised Learning Pathways (PLPs) continue to be planned collaboratively between the family's, students and teachers, with an emphasis on measurable and achievable goals. These PLPs were looked at closely this year and altered to meet parents' needs. Teachers were informed that PLPs are a working document and need to change with new goals after each specific goal has been met.

Multicultural and anti-racism education

Brisbania PS continued to promote multicultural education in 2017 through a range of initiatives as well as the Stage Two HSIE Unit – Morocco. Harmony Day was celebrated by the whole school with a pledge made and displayed in the hall, surrounded by all student's hands in addition to stage based activities and orange mufti. Multicultural perspectives are taught across the Key Learning Areas. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of students. Tolerant attitudes towards cultures, religions and world view are always promoted.

Our anti-racism contact person continues to address the minimal reported incidences of racism at Brisbane Public School. Brisbane is a very tolerant school.

Other school programs

Technology

Lego Mindstorm building systems were used for robotic sand coding. Students built a robot and then used the Lego Mindstorm Ev app on the iPad to code their robot to negotiate an obstacle course. Studio code was utilised by students as a free forum to learn the basics of coding and progress through levels at their own pace. Students were rewarded with a certificate on completion. The Sphero balls continued to be a favourite among the students. They openly accepted the STEM challenge to create chariots to be attached to the Sphero and coded an obstacle course using the Tickle App.

This year, we purchased and installed five new wireless access points (WAPs) to allow for greater WIFI accessibility throughout the school. We purchased eleven new desktops to build capacity in our computer lab, in preparation for NAPLAN moving towards an online format. Six laptops were acquired to replace teachers' existing outdated units. Two document readers were also purchased to allow students and teachers to project their work directly onto the interactive whiteboards.

Sport

2017 proved to be a successful and enjoyable one for the students of Brisbania. Our Southern Central Coast Zone has continued to flourish with the professional, dedicated approach of the staff from all schools ensuring that students were afforded opportunities to showcase their sporting talents. Most importantly, PSSA sport allows children from a wide range of sporting abilities and backgrounds to enjoy the pleasure and pride of representing their school. The zone's annual ball-games carnival is a perfect example of this, with student involvement a major focus. Brisbania's team of one hundred and thirty enthusiastic participants enjoyed a great day and their efforts saw our school win its first ball games 'crown'.

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 soccer. Our girls' netball team and boys' rugby league teams also took part in state knockouts. 2017 saw the school become further involved in Oz tag. Teams from both Stage Two and Three competed in the Central Coast Oz Tag Gala Day. Our Stage Two girls team were narrowly defeated in the final.

Again, a huge vote of thanks must go to both staff and parents who acted in coaching roles. Further appreciation is also extended to our dedicated band of parents who assist with transport and bring wonderful support for the children in their endeavours.

2017 realised a number of outstanding personal achievements. This year saw a record number of our students represent our zone at Sydney North Swimming (ten), Sydney North Athletics (nine) and Sydney North Cross Country (one). A wonderful

individual school representation. One of our students was selected in the Sydney North 11yrs Rugby League Team, while two others represented Sydney North region at the NSW PSSA Swimming and Athletics Championships.

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. In addition to this, students in Kindergarten to Year Two took part in activities presented through 'Sports in Schools' which hone in on fundamental skill development.

Children in Stages Two and Three participate in group fitness activities twice weekly. These activities are student led and, again, target a wide range of fundamental movement skills. This program forms the basis of student participation in the Premier's Sporting Challenge.

Throughout 2017, 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 Sports in Schools and Surf Lifesaving Central Coast. An ever increasing number of students also compete in the 'Weet Bix Tryathlon' each year.

The overriding aim of all 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 each child's involvement in these activities is the reinforcement of 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: Platypus

Athletics: Koala

The overall champion house for 2017 was Platypus

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

Seasons For Growth

During 2017, teacher qualifications for being a companion for the 'Seasons for Growth' program were updated by attending a two day course. Two groups went through the educational program to deal with changes in life, and how to accept and move on from them. One group did the level 3 program (Years Five and Six) and the other group did the level 1 program (Kindergarten, Year one and Two). The program for each group involved eight lessons and a celebration party. The feedback from the children and families who participated has been very positive.

Speaking Competition

During Term Two, the children of Brisbania PS were given the opportunity to participate in a speaking enrichment group. Over one hundred and twenty children from Kindergarten to Year Six participated. They learnt skills on how to deliver an engaging speech and had fun while doing it.

This enrichment program culminated in a voluntary speaking competition at Brisbania PS, where two children from each stage were chosen to represent our school at the Southern Central Coast Speaking Competition. Out of the eight chosen, Brisbania PS received one winner and three highly commended awards. No other school was the recipient of so many awards! Our Stage One winner, then went on to the final level of competition, for the whole of the Central Coast, and won. Congratulations Brisbania PS!

Year Six to Seven Transition Program

Brisbania Public School, in partnership with Erina High School, took part in an extensive transition program for Year Six to Year Seven. The program ensured that all students were afforded the appropriate support needed when transitioning from Year Six to Year Seven.

In Term One, executive staff members from Erina High School addressed the current Year Six students about expectations for high school, outlining specific programs on offer which included the eTech, A-Stream and Learning Opportunity classes at Erina High School. In addition to this, Year Six staff met with learning support staff from relevant local high schools to ensure that appropriate information was passed on and support was afforded for a child's learning or medical needs.

Later in the year, Erina High School hosted a number of events including the Year Six Fun Day, Year Six Little Day Out, Year Five Fun Day and the Year Five Little Day Out, days where all Stage Three students interacted with other students from the Erina Learning Community during structured sporting activities whilst also familiarising them with the grounds of the Erina High School.

Erina High School also offered additional transition support for targeted students as part of their Head Start Program. At the end of Term Four, Erina High School hosted the student Orientation Day and Parent Information Evening to ensure consistent information is passed on to both students and parents in relation to high school transition.

Creative Arts

Another exciting year for our Brisbania Public School students who have had the opportunity in participating in our Creative Arts extra curriculum program in 2017.

We had two dance groups this year that performed at Central Coast Dance Festival, Erina Fair for Education Week, our School Musical and at the Alloura Retirement Village in December for the local

community. Students were of mixed groups from Stages Two and Three .

Our beautiful choir have had plenty of opportunities this year to perform and they have sounded beautiful at every performance. Performances included; Erina Fair Education Week, Central Coast Choral Festival, Brisbania PS Musical, Saratoga shops and Alloura Retirement Village.

In Term Three, we had our wonderful musical – A Walk through Saradise, all students from Kindergarten to Year Six were involved in this production which consisted of dance, drama, visual arts and music. We have eight fabulous Stage Three students (who were our leads) take us on a journey through our local area. Whether performing, working behind the stage, on costumes, props or choreography, all staff and students were involved in making this the success that it was for our school this year. Money raised from the musical is going towards equipment for the school, including a new bell system. Additionally, three students attended Creative Arts Gats Camp.

Stage Three students attended the Central Coast Drama Festival at Niagara Park Youth Club in Term Four where they participated in a three day drama workshop followed by a public performance.

Art work has been created by students across all Stages and was on display at the following events; School Library, Education Week – Erina Fair, School Musical(which was held at Erina High School), Erina Fair Christmas Tree Display and School Office Area.